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The Use of Technological Devices to Foster EFL Students' Oral Skills:

Case of 2nd year EFL Students at the Department of English.

University of – Tiaret--

A Dissertation Submitted in Partial Fulfillment of the Requirements for the
Degree of Master in Didactics

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Dedication 1

To mydear departed mother "almarhumah".

To all my family, my beloved father,

All my sisters and brothers,

My binomial Ahlem,

All my friends without exceptions

To anyone who helped us.

Thanks for your endless love, sacrifices, prayers supports and advice.

Hafïdha

Dedication 2

I dedicate this humble work to:

To my sweet Family:

My mother khaldia and father Larbi

My sister Fatima and her daughters Aya and Meriem

My beloved Hafidha ,Rekia and Yasmine

Ahlem

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Abstract

In the present thesis, we highlight the importance and vitality of the effective use of technological devices by the teachers inside and why not outside English language Classrooms, and it aims to investigate students' attitude and teachers' perceptions about using technological devices and their implementing in order to foster EFL learners' oral production. This study was conducted through a descriptive method so as to confirm the hypotheses. Two different questionnaires were administered to sixty-one second year students and five English teachers at Ibn Khaldoun university for more accurate the collecting data. The analyses of questionnaires showed that teachers and students consider those devices as important materials in enhancing students' speaking skills. The current study concludes by providing recommendations to both the teachers and learners of English to make them tremendously improve their teaching and learning skills.

Keywords: *EFL Learners, English Teachers, speaking skill, Technological devices;*

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List of Abbreviations and Acronyms

EFL :ENGLISH AS A FOREIGN LANGUAGE

FLS: foreign languages students

LCD :LIQUID –CRYSTAL DISPLAY

VCD : VIDEO COMPACT DISC

DVD: DIGITAL VIDEO DISC

AVM : AUDIO VISUAL MATERIAL

VGA : VIDEO GRAPHICS ARRAY

 WEBCT: WEB COURSE TOOLS

TV: TELEVISION

 CD-ROM: COMPACT DISC READ ONLY MEMORY

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General Introduction

General Introduction

Language skill is one of the most important aspects of English teaching for EFL speakers to investigate. In fact, speaking appears to be the most important skill when comparing to other skills (listening, reading, and writing).

Teachers are attempting to move away from traditional teaching methods and toward modern methods that encourage EFL students' oral production. In other words, the use of technological devices such as videos, broadcasts, and PowerPoint presentations in the classroom, particularly during listening and speaking sessions, seems to have greatly changed common methods.

Most of students in EFL classes have problems with their speaking proficiency. They are unable to interact and express their ideas effectively. Speaking is not given enough importance due to many reasons such as the methodology used by the majority of the teachers, the availability of the necessary teaching materials, along with the learner's limited exposure to English language. Such issues can be solved by employing technological equipment to achieve effective communication between teacher and students, which may also help in developing students' speaking skills.

This research work aims to investigate the use of technological devices to increase students' speaking skill. It tries to reveal how EFL teachers can get EFL students' attention to the importance of being exposed to different technological devices. In order to attain this goal, the following research questionsare formulated:

1. What are students' attitudes and teachers' perceptions towards using technological devices?

2. To what extent can the use of technological devices affect EFL learners' Oral production?

To respond to the above research questions, let us suggest the following hypotheses:

1. The implementation of various technological devices and their effectual use in order to improve speaking skill and developing a range of language skills and strategies including vocabulary, grammar, listening, speaking and critical thinking skills.

2. Students' attitude and teachers' perceptions about using technological devices is positive. Students and teachers are familiar with the use of technological devices at the classroom.

To test our hypotheses, we use a descriptive research methodology in this study. Because of the nature of our research, we adopted the descriptive method. We examined how integrating technology devices can help learners to develop their oral production. We designed two questionnaires for both teachers and students to see if using technological devices may help students enhance their speaking skills. As a sample for the study, we randomly selected five teachers of oral expression and sixty-one second-year English students. In this research, the participants were randomly assigned among second year students from the English Department of Tiaret University and five English teachers of oral.

This dissertation is divided into three chapters. The first chapter is a theoretical chapter or a review of literature on research related to one of the main elements of the topic, which is speaking; the second chapter is also theoretical and a review of literature on the second element of the topic, which is technological devices and their effectiveness in enhancing speaking.

The third chapter will go through the methodology that was employed throughout the research process, starting with the method, approach, research design, and data gathering instruments. This chapter aims to provide the reader with a caption for the practical framework. Also, the chapter works on data analysis and results or findings, as well as discussions and recommendations

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1.1 Introduction

Speaking is an important skill in foreign language teaching and learning since it is the oral aspect of a real communication.Speakingis described as a significant method for analyzing students' strengths and weaknesses; it also plays a major role in the evaluation and development of the learning process. That is, developing students' speaking skill reflects their learning progress, which in turn provides both students and teachers to apply effective approaches to solve weaknesses.Speaking is an important part of the learning process which students should acquire, but this is not an easy task for them.

This chapter consists of two sections; the first part is devoted to discuss different aspects starting with thespeakingskill, types of speaking, importance of speaking, features of proficiency in this skill, the difficulties, the speaking strategies as well as

Thespeakingactivities and foreign language anxiety and the relationship between speaking and listening skills. In the second section, this chapter highlights the definitions of listening skill, importance of the listening skill, and the processes involved in listening skill additionally, the step of listening process

1.2Section one: The Speaking skill

This section highlights both speaking and listening skills with reference to EFL learning.

1.2.1. The Speaking Skill Defined

History demonstrates that in order for humans to exist, the first thing they had to do was create a language for communication, beginning by drawing on walls. Language is a tool for communication; it may be used to express ideas, prove a point, or express feelings.

Many educators across the world, particularly those working in the field of foreign languages, are required to teach primarily grammar and vocabulary since these areas are assessed in examinations. Though mastering the four skills of receptive and productive skills is required for competency in any foreign language, speaking is an essential element of the learning process that students should master, but this is not an easy operation for them.

Speaking is an action in which a speaker uses utterances to explain his or her views in order to exchange information with a listener. The speaking skill is extremely important for language learners since it is the first skill seen when meeting people in real life.Speaking ability reflects not just the speaker's linguistic knowledge but also his personality.according to Tarigan (1990:15) states that *"speaking is the competence to express, explain, and convey thinking, feeling, and idea"*.Furthermore, according to Hedge (2000:261), speaking is *"a skill by which peoplethey are judged while first impressions are being formed"*It means that Speaking is an interactive communication technique that serves as the foundation for all human connections in language development.Speaking, in other words, is a crucial talent that demands more attention in both first and second languages since it represents people's thoughts and personalities.

1.2.2. Importance of Speaking Skill

In our daily lives, people must express their ideas, share their views, and connect with one another for a variety of reasons by employing one critical skill: speaking which *"is so much part of daily life"* (Thornbury, 2005, p. 01). Indeed, the speaking skill is without a doubt the most difficult to learn in any foreign language.

People communicate their thoughts and engage with one another via speaking, which allows them to provide and receive information. Dakouska (2005,p. 231) claims that *"speaking is now the most emphasized skills in the field of foreign language teaching"*. In fact, teachers are now paying greater attention to teaching speaking skills in order to enable their students express themselves and share their opinions with their peers through speaking.

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In previous decades, speaking was overlooked in favour of writing and reading abilities; but, with the advent of the communicative method, learners are now required to communicate with one another in the foreign language. Speaking is particularly essential for foreign language learners since it demonstrates their true level; some of them judge their success based on their spoken language skills. Speaking is important because it allows non-native speakers to practice a foreign language; additionally, students should focus more on speaking and listening skills than reading and writing skills, because we live in a world where communication between people is essential.

Additionally, learners have various terms and vocabulary in their brains, but they forget them if they are not used daily or occasionally. Stein (2007) asserts that *''to learn a language, to know the grammar and vocabulary is not just everything. It is a need to speak it correctly and fluently otherwise people will lose 'fun' using it''*

*(p.2).*In other words Learning a language, knowing the grammar and vocabulary isn't everything. It is essential to pronounce it accurately and smoothly, or else people would lose interest in utilising it. Listening to one's own language and the reaction of the listener (feedback) assists the speaker in determining whether or not what he is saying or hearing is grammatically accurate. The learner gains the ability to create and test his idea as a result of the feedback. Speakers frequently use the rules when talking to determine if their spoken language is meaningful and follows grammatical and structural standards (negative feedback). As a result, we agree that verbal interactions in the target language assist students learn the language and improve their oral skills.

1.2.3 Types of Speaking

According to Brown (2004), several types of speaking can be performed by students in the classroom; these categories are as follows:

1.2.3.1. Imitative Speaking

One sort of speaking performance is the capacity to simply (imitatively) repeat a word, phrase, or sentence. Drilling is a component of the communicative language classroom that allows students to listen to and orally repeat certain terms of language

that may create linguistic difficulty, either phonological or grammatical. They provide limited practice through repetition and allow one to concentrate on one aspect of a language in a controlled environment.In this respect, Brown views:*"Is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be included in the criterion performance"* Brown (2004, p.141). That is to saylearner simply repeats a word or pattern. It is also used to help students remember how to pronounce words correctly. This kind assists students in developing their listening skills via repetition; pupils accurately repeat words, phrases, and sentences while paying close attention to vowel sounds.

1.2.3.2.Intensive Speaking

It is similar to imitative practice in that it emphasizes drills or repetitions and focuses on specific phonological or grammatical elements, such as minimum pairs or the repeating of a series of imperative phrases.In this case, the speaker must be capable of interpreting semantic qualities so that he or she can answer promptly. Thus, the primary goal of intensive speaking is to practice the phonological or grammatical elements of the target language. for example, reading aloud sentence and dialogue completion, and limited picture-wed tasks. Brown (2004, p141)

1.2.3.3. Responsive Speaking

In order to maintain authenticity, this sort of speaking skill includes engagement and testing understanding but on a limited level of very brief dialogues, basic greetings and small chat, simple requests and comments, and the like. As an example:

A – What is the most urgent environmental problem today?

B- I would say massive deforestation (Brown ,2004, p.141).

1.2.3.4. Interactive Speaking (dialogues)

The length and complexity of the interaction distinguishes responsive and interactive speech. Interaction, according to Brown (2004), may be divided into two

types: transactional language, which is used to trade information, and interpersonal language, which is used to sustain social relationships. Oral production in this language interaction (interpersonal) becomes grammatically complicated due to the necessity to talk in informal way and employ colloquial language, ellipsis, slang, and humor.

1.2.3.5. Extensive speaking (monologue)

Brown (2004, p. 142) described the last form of speaking as comprehensive. For him, extensive speaking or monologue involves speeches, oral presentations, and story-telling, but the language style utilized in this sort of speaking is more deliberate and formal for lengthy tasks, but certain informal monologues, such as a casually delivered speech, cannot be ruled out.

1.2.4.FeaturesofSpeaking Proficiency

Human are born with the ability to communicate; it meets their wants, communicates thereviews, and allows them to express themselves in various situations. Some learners have the ability to communicate whenever they need to use the proper

language in the proper situation; on the other hand, some learners regard speaking as a huge task that must be carefully planned; to choose the right words to use, tense, and even the time to talk, those students feel anxious whenever they have to speak for themselves.Richards&Renandya (2002) state that, *"EFL learners in general are*

relatively poor at spoken English, especially regarding fluency" (p.204)They go on to argue that teaching speaking requires careful attention, clear commands, and constant supervision of students who are practising the language. It is extremely difficult to teach speaking in EFL contexts since it is so time-consuming and labor-intensive.

Researchers have provided several features that can be involved in the speaking proficiency.

1.2.4.1. Fluency

Fluency is defined as the capacity to generate proper spoken sentences with a high level of expertise and as few communication errors as feasible.The good English speaker should use it fluently and unconsciously. Hughes (2002) regards fluency as the ability to express oneself without hesitation in a clear, rational, and accurate manner; otherwise, communication would break down because listeners will lose interest**.** He also added that their speech should be accepted and well understood by native speakers.

Hedge (2000, p. 54) adds also that*: "The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain, inappropriate shyness, or undue hesitation."*It means thatFluency is the competence to communicate fluently and swiftly by skillfully connecting speech units, pronouncing sounds clearly, and using stress and intonation appropriately to reduce communication difficulties.These learners have a high fluency but poor accuracy because they do not hesitate to express themselves no matter what mistakes they make, what words they use, or what combination of English grammar and their native language grammar they use.

1.4.4.2.Accuracy

A good English speaker tries to avoid mistakes. He tries to speak according to the grammar rules and structures.AccordingtoPurpura (2004, p. 6): *"Grammar is a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language"*. As a result, students must focus on the grammatical side of language in order to demonstrate their mastery of the speaking talent.

According to Skehan (1996), learners frequently want to become fluent in their communication but lose their accuracy. Teachers should concentrate on teaching

grammar to their students to guarantee that they generate well-formed utterances and to clear up any hurdles that arise throughout their learning process.

1.2.4.3.Vocabulary Retention

Words are tools of communication that have a certain meaning and are employed in a specific context. In a structural sentence, a word is referred to as vocabularywhichis defined as the total amount of words required to transmit ideas and represent the speaker's meaning, which is why it is critical.

Sedita (2005,p.01) pointed *"Students with limited or no English knowledge of English, those who do not use English outside school with inadequate English vocabulary will certainly face problems in delivering verbal discourse or in engaging in oral communication"*. It refers to the use of language that is appropriate for the issue, the audience (participants), and the context in which the conversation takes place. Good speakers know how to choose the correct words for the right situation and with the right people (register). Their communication is crisp and straightforward, demonstrating their command of the language.

1.2.4.4.Flexibility

Flexibility refers to the learner's capacity and quality of thinking, behaving, and communicating successfully, which allows him/her to modify his/her message dependent on the particular scenario in which he/she finds himself /herself. Good English speakers can readily adapt to new topics or directions. They have no trouble introducing a topic, discussing it, or changing it. This indicates that they are good turn takers. They are able to lead and control spoken conversation, as well as comprehend the many contexts in which control may be used.

1.2.5. Speaking Difficulties

The elements that generate speaking problems in FLL and FLT include the following qualities of spoken discourse that can both develop and hinder learners' capacity to communicate in the target language.

Ur (1996, p.121) addresses the most common factors which are: inhibition, a lack of topical knowledge, limited involvement, and the use of the mother tongue are among the most typical barriers to EFL learners' speaking ability, according to him.

1.2.5.1.Inhibition

The first problem students usually face within classroom is inhibition .Learners who are fearful of making errors or of being judged by their teachers or classmates will speak out in order to safeguard their image, according to us, are less risk takers.

1.2.5.2.Lack of Topical Knowledge

Some students just do not want to talk because they have nothing to say. This difficulty, according to Ur (1996), happens when students are uninterested in a topic and have no motivation to do it or because there is no reward.

1.2.5.3.Low or Uneven Participation

Another issue that teachers face, particularly in their classes, is limited student participation. In this way, there will be limited opportunities to speak. As a result, some students dominate, while others speak little or not at all (Ur, 1996).

1.2.5.4. Mother Tongue Interference

Hardbord(1992, p.24) made a point about this problem:*"Students use their L1 when performing pedagogical tasks, especially when one student is explaining something to another. This is a habit that in most cases will occur without encouragement from the teacher"*.That is to sayStudents choose to express themselves in Arabic rather than English since it is the simplest, more natural, more comfortable

and most secure tool for them.According to Littlejohn and Hicks (1999), students may use their mother tongue if they are embarrassed to speak English in front of the entire class also students prefer to speak in their native language. On the one hand, because expressing their opinions is simple, natural, and more comfortable for them. On the other hand, when they are requested to participate, they are unable to speak in the target language participate.

1.2.6.SpeakingStrategies

Learners usually believe that the ability to speak a language is the result of language learning; yet, speaking is also an important element of the language learning process. A second language learner tries to identify appropriate and adequate strategies that will enable them in becoming more effective speakers. Faerch and Kasper (1983:212) defined communication strategies as *"the potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal."* In other words, when speakers are unable to identify a means to communicate without difficulties, they turn to strategies to deal with the problems they face when speaking.that they may use to enable themselves increase their understanding of the language and confidence in using it. These teachers help learners in starting to speak so that they can use speaking to learn.According to Harmer (2001, p. 249), when speakers do not know a term or cannot retrieve it (in their native or second language), they may utilize several of the following strategies to deal with difficulty:

1.2.6.1.Improvising

These strategies are used to compensate for a language gap; EFL learners will try to replace an alternate term or phrase for the word or structure they lack in order to express their idea without losing or modifying it. Speakers may sometimes just use words or expression they can imagine of in the hope that it is suitable. It is viewed as a more sophisticated and effective strategy that learners employ to address speaking difficulties in oral presentation. That mean due to a lack of linguistic resources, learners attempt to solve communicative problems during the planning phase. What resources the learner looks to in order to solve his communication issues.

1.2.6.2.Discarding

When speakers are unable to locate correct terms for what they need to tell, they ignore the concepts that they are unable to explain. Learners regard this strategy as another way to avoid the effect of making errors when their thoughts or concepts are deleted due to embarrassment after collecting them.

1.2.6.3.Foreignising

This type of strategy is widely used in oral communication. Speakers use terms for which they are unfamiliar or are unclear of their meaning. He can foreignize a term from his mother tongue and pronounce it as if this is a word from the target language,

When learners do not grasp a word in a second language, they may use another word in a language they are familiar with and "foreign" it in the hope that it would be fit in the foreign language. When they cannot find the suitable word or phrase in the foreign language, many speakers use their mother tongue to describe their views and beliefs and share them with the class.

1.2.6.4.Paraphrasing

These strategies include searching for a new way of defining the thought or word.for which the learner lacks "resources" in the target language.If a speaker does not know the precise term, he or she will paraphrase it. This strategy may improve speakers, but it may also lengthen and bore the discussion. As a result, the students try to start a discussion on their common thought but do not get to the point where they wish to communicate it. Teachers should encourage learners to apply paraphrasing and improvising as techniques, as they are more successful than using unfamiliar words and abandoning ideas.

1.2.7.Speaking Activities

The several categories of classroom discourse are delivered through a variety of activities. Thornbury (2005: 41) offered a number of activities for students to improve speaking. In his taxonomy, he goes through various stages that learners go through

when attempting to speak: awareness, appropriation, and autonomy. Here are some of the activities he advises:

1.2.7.1. Awareness

Thornbury (2005, p.41) defines awareness activities as *"prerequisite for therestructuring of the learners mental representations of the language"* Such activities are intended to stimulate students' awareness of the elements of the language they are learning. Throughout this view, they will enable learners by becoming skillful in their language, recognizing how to shift topics, respond to requests, and be fluent speakers.Awareness practices involve three components: attention (learners must be focused, motivated, and showing interest), noticing (the mental recording of relevant events), and understanding (recognizing the rule, principal or pattern). The following are common examples of awareness activities:

a)Using recordings

Teachers might expose their students to audio recordings throughout these activities. This will allow them improve their communication skills as well as their ability to pronounce words correctly.

b) Using noticing the gap activities

This type of activity refers to tasks intended to facilitate students to recognise gaps in their knowledge. After giving their own speech on the same topic as theirs, the pupils listen to a skilled speaker. Then students are invited to see over their mistakes and remedy them by repeating the activity. These activities are intended to raise learners' awareness of the gap between their current and target competence.

c)Using live listening

In order to improve their interaction abilities, the learners are asked to listen to a third person present a speech passage.

1.2.7.2.Appropriation

These activities are designed to help students apply target language qualities to their primary knowledge. Learners use the acquired knowledge in the first level to better manage their speaking performance at this level. According to Thornbury (2005), these activities provide learners with the opportunity to establish strong control over their own speech. Among the appropriation activities are:

Drilling and chants:

Drilling is the act of repeating essential words or phrases throughout a communication.This activity will develop their lexis and pronunciation, much like listening to chants.

Drills allow students to acquire new vocabulary and idiomatic phrases by listening to foreign songs and playing computer games.

Reading aloud

The usefulness of these activities is that they allow students to practise speaking without thinking about what to say nextAs a result, they may focus more on their pronunciation.Mark Powell as referenced in Thornbury(2005,p.70) presents a "sound scripting" strategy for reading aloud that involves the following steps:

• The teacher asks students to detect pauses in a specific text.

• Students highlight or underline the words that are emphasised.

• Students must identify if word sequences are slow or precise.

• Students read aloud the prepared text.

a) Communicative tasks:

The teacher focuses on fluency rather than accuracy with these practices. The importance of enabling the students communicate here is that the teachers consider that students' speech output increases better when they focus on what to say rather than how to say it.

1.2.7.3. Autonomy

Thornbury (2005, p.90) views autonomy as*"the capacity to self-regulate performance as a consequence of gaining control over skills that were firmly regulated."*Thereare several teaching practices that improve the student's automaticity. The aim of these tasks is for learners to feel at comfortable with the target language and use it in the same way they do their mother tongue.

a) Show and tell

The learner chooses a picture or a book that is relevant to him or her and tells the class about it. After that, his/her colleagues question him/her, and he/she responds. This type of training improves in the creation of new ideas by enabling them to be communicated in a foreign language.

b) Stories jokes and anecdotes

Students practise their speaking performance and build relationships with their classmates here.It enables learners to practise and improve various speaking actions, and it also helps to reduce students' anxiety.

c) Discussion and debate

Two or more groups are created during these activities. One group makes its viewpoint, while the other/others answer. This improves the learners' critical thinking abilities while focusing on fluency (what to say).Discussion activities allow students to talk about and share their interests, thoughts, and experiences. The best method to meet these task goals is to divide the class into groups. This may enable the exchange of ideas, the formulation of proposals, the provision of cures in their target language, and so on.

1.2.8.Stages of Speaking Lesson

Teachers need to be aware of, interested about, and knowledgeable with the learning stages of a communicative activity, as well as the teaching methods used to encourage speaking in class, in order to provide a successful speaking lesson. Additionally, the teacher's involvement is essential in selecting appropriate activities depending on the requirements of his / her learners.According to Millrood (2001, p. 93), speaking

activities go through three main stages: a pre-communicative stage, a practice stage, a post communicative stage

1.2.8.1. Pre-communicative stage

Also called "pre-speaking phase " (C. Terry, 2008, p. 6) occurs when learners are prepared for the important speaking activity by providing them with the necessary vocabulary and language of the interaction.The educator should present the communicative objective and identify the fixed terms to be applied. In addition, the teacher should clarify the structure (grammar) that learners are exposed to learn and, of course, give them with the appropriate vocabulary.Brainstorming activities are generally done before the main speaking activity in order to gather as many different ideas as possible in small groups and within a given time frame. However, such ideas are not judged until the end of the working phase. According to Millrood (2001, p.93), one method to increase learners' engagement is to offer them "the communicative problem and the options to resolve it," which involves attempting to identify any difficulties the students may face.

1.2.8.2. During- communicative stage

Also known as "the practicing stage"involves learners in repeating the targeted structure, and the teacher is required to correct their errors and remind them of the objectives if they forget. (Terry, 2008, p.7). The communicative problem is solved by the learners at this phase, and the solution is developed as an outcome of communicative activities such as role-playing, problem solving, and debates (Millrood, 2001). Then, teachers ensure that all students understand the purpose of the work by providing specific guidance and checking understanding, attempting to stimulate students' attention by relating the topic to the students' background and experiences, measure the activity with no interruption unless to give help and encouragement as needed,and then provide feedback on the activity and the learners' performance. The teacher is also responsible to motivate and correct students when necessary (Terry, 2008).

1.2.8.3. Post- communicative stage

The post speaking step at this stage the teacher provides feedback to students on their pronunciation, grammar, and vocabulary, and invites them to repeat the activity if needed, and also apply this knowledge in new contexts in real-life communication.

According to Millrood (2001, p.93), integrated communication skills such as "reading-and-speaking tasks, listening-and-speaking tasks, speaking-and-writing tasks" are created at this stage, and it is viewed as the most important phase.The teacher gives them a chance to think carefully about the language and the produced ideas and help them to think in different ways to make communication more effective.

1.2.9.Foreign language anxiety

Anxiety is one of the topics where people have strong opinions. The majority of EFL learners feel worried during the acquisition of a second language;however the degree and level of this anxiety differ from learner to learner. To determine the meaning of anxiety, various concepts have been given.

Scovel (1978: p134) defines anxiety as*"anxiety is a complex affective concept*

associated with feeling of uneasiness, frustration, self-doubt, apprehension, or worry".

Furthermore, it is an automatic mind-body reflex whose effects are noticed physically, behaviorally, and psychologically all at the same time.According to Horwitz (2001), anxiety may be at the core of the typical emotional response to language learning (MacIntyre, 1999, P.24). It is the sense of fear that pupils have when learning or practicing a second or foreign language. These emotions may occur in a second language situation, whether they are related to productive skills such as speaking and writing or receptive skills such as reading and listening.Anxiety has an influence on learners' language acquisition and, more particular, their speaking skill. It can obstruct the learning process, hinder learners from acquiring competency, and put them under heavy pressure.Many studies, teachers, and learners view foreign language anxiety as the most effective feature affecting foreign language learning. Students in FL courses typically involve that speaking in the target language is the most stressful experience.

Price (1991) observed in his study that speaking in front of their mates is an extremely anxiety-provoking practice for foreign language learners because they are afraid about

making mistakes. Foreign language anxiety may have a harmful influence on foreign language learning and is one of the aspects that affect learners' performance in the foreign language. Anxiety is the most essential part affecting the learning process and the achievements of learners.Foreign language anxiety comes when EFL learners are faced with a variety of stressful situations in the target language, causing them to lose ability and skills and avoid getting involved in classroom sessions. As a result, Horwitz divided this theory into three interrelated parts: communication anxiety, fear of negative evaluation, and test anxiety.

1.2.9.1. Communication Apprehension

Communication apprehension (CA) is a key factor in the process of learning a foreign language and has an effect on learners' oral performance results. Because learners who are anxious to communicate or interact in front of their peers are expected to have much more problems in speaking a foreign language where they have poor knowledge of the communicative context.Horwitz and Cope (1986) indicated communicative apprehension as *"a type of shyness characterized by fear or anxiety about communicating with people…, the special communication apprehension derived from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood."* (p. 127-128).i.e , the learner cannotcommunicate and interact in the target language in the classroom because they are timid and have difficulties in speaking. It is an individual's sense of worry or anxiety related with meaningful communication with another person.This anxiety process resulted from isolating oneself from society and presenting a high level of shyness, which leads to a fear of speaking or participating in speech communication. As a result, many English foreign language learners find it difficult to communicate with and understand others. The development of communication apprehension is related to several psychological barriers that create less self-confidence, which limits their abilities to speak when performing orally.

1.2.9.2. Fear of Negative Evaluation

Fear of negative evaluation is described as the fear of being judged negatively by others. Fear of negative evaluation may appear in any social or evaluative context. When learners are in an oral expression session, their anxiety of negative evaluation increases. Learners may sense anxiety as a result of being passively judged by their classmates or the teacher, who encourages them to speak in an ineffective manner.

Fear of negative evaluation refers to the *"apprehension about others' evaluation, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively."*(kitano, 2001).This is to say that some students avoid speaking or answering questions in order to avoid negative feedback or evaluation, and as a result, they lose motivation and feel insecure. For example, some students become anxious when the language teacher asks questions because they haven't planned well in advance.Fear of negative evaluation develops from thinking about other people's evaluations, whether they are teachers or peers; this anxiety can cause the learner to perform poorly since all of his interest is on others rather than what concerns him. As a result, oral performance will not occur unless this obstacle is broken by the learner himself.

1.2.9.3. Test Anxiety

It is a biological phenomenon in which learners face extreme fear, anxiety, and uncomfortable during or before a test. This fear causes great barriers to success and learning in general**.**In addition to the worry of a negative evaluation, test anxiety may include prior poor performance. Also included as test environment criteria are: kind of the task , difficulties, environment, time stress, and teacher attitudes. Overall, the external structure might affect the student's sense of fear.Testanxietydefinedas*"a type of performance anxiety stemming from a fear of failure"(*horwitz 1986,p.128).

Learners who really are test-anxious typically place excessive assumptions on themselves. And test anxiety, for example, a student is commonly at ease during tests in his language lesson.

2.3. Section Two:TheListening Skills
 This second part of this chapter addresses listening as a concept and as an ELT skill:

2.3.1. Definitionsof Listening

In the communication process, listening is the capacity to accurately hear and understand messages. It is the basis of any successful verbal exchange. Messages cannot be heard unless the listener is able to listen properly and efficiently. Listening is a complicated affective, cognitive, and behavioural activity. It is a critical component of communication and plays a critical part in the language acquisition process.

One of the most essential tasks of language teachers is the development of listening skills. Computer software programmers may now integrate multimedia, which includes video and audio in addition to text. Rost (2002,p.07) says, *"Listening is the process involving a continuum of active process which are under the control of the listener,andpassiveprocesses."* It means that listening is complicated in part because it includes a combination of active and passive processes rather than a single one.

In addition to that, listening as quoted inRost (2009) told that*"listening is an active mental ability. It helps us to understand the world around us and is one of the necessary parts in making successful communication"* (as cited in Ahmadi, S. M. (2016)). In other words, listening involves listening for ideas, feelings, and intentions, which takes active participation, effort, and practice.

2.3.2. Hearing vs. Listening

Our auditory system is constantly being harassed by different sounds. However, we neglect all what is unimportant and listen only to what we feel interested in.It is commonly assumed that each speaking manifestation is a copy of another speaking manifestation obtained via careful listening. As a result, speaking and listening are deeply linked. the action of the verb 'to listen,which means 'to hear carefully; to lend ear to; to give heed to (a person who speaks) listening, as opposed to hearing, is considered to have a conscious focus of attention on a sound. It's not so much that listening is distinct from hearing; in fact, the difference between the two is commonly blurred, and the two are frequently linked or mixed. Listening is often seen to include "making an effort to hear something" (to use now-outdated words, "hearkening" or

"giving ear"), whereas hearing is commonly considered to be a more passive way of auditory perception.Kline (1996, p.07)*"Hearing is the reception of sound, listening is the attachment of meaning to the sound. Hearing is passive, listening is active. Understanding the difference between hearing and listening is an importantprereq - uisite for listening effectively"* which means that hearing is seen as a passive and unconscious process in which the listener unknowingly hears sounds. Listening, on the other hand, is an active and aware activity in which the listener hears sounds while comprehending their content.There are several distinctions between these two processes, which are summarised in the table following (Kline, 1996):

Table.1.1The major differences between hearing and listening processes

Hearing	Listening
Passive process	Active process
Reception of sounds	Attachment of meaning
Unconscious process	Conscious process
The actof perceiving and receiving sound waves or vibrations through the ear	The act of hearing a sound with understanding the meaning

This chart illustrates that the hearing and listening operations are clearly distinct. Hearing, for example, is seen as a passive and unconscious process in which the listener acquires sounds accidentally. Listening, on the other hand, is an active and cognitive activity in which the listener receives sounds while grasping their meaning.

2.3.3. The Importance of Listening

Good listening allows us to demonstrate that we are paying attention to the other person's thoughts, feelings, and behaviours. It is critical for establishing communication and maintaining fruitful relationships. No organisation can function efficiently or exist if it does not listen.

Effective listening gives the knowledge necessary for organizations to respond to changing customer needs and market trends. Good listening skills and skillful questions send a strong message to people with whom you communicate. They greatly enhance your ability to successfully influence, encourage, grow, or serve others.

Listening and questioning are natural parts of most life skills, essential to human interaction, and a key aspect in the success of a good communicator. Good listening shows that we are paying attention to the other person's views, emotions, andbehaviours (seeing the world through their eyes). This is essential for maintaining productive connections and, in some cases, the only method to create communication.

According to Tinkler (1980:33)*"listening is a combination of distinguishing phonemes, recognizing words, identifying stress, intonation, syntactic rules, and summarized parts of what is heard, besides understanding the communicative intentions of the speaker"*.

To summarise, listening is more than just receiving sounds and utterances; it also includes comprehension of meaning, phrases, sentences, and the related discourse of the flow of words throughout communication. To hear, comprehend, analyse, and reply in the classroom, we must go through three major stages: pre-listening, while listening, and post-listening.

2.3.4. Processes Involved in Listening

Here are some processes that are involved in listeningand support one another.

a) Bottom-up Processing

It refers to interpreting the message based on receiving input. Comprehension begins with incoming material and progresses through structured sounds, words, sentences, and texts until meaning is conveyed. It is a process that decodes the listener's lexical and grammatical abilities and serves as the foundation for bottom-up processing. To determine the relationship between sentence elements, the input is scanned for familiar words and grammatical understanding.Harmer (2001: 270)*" listener focuses on such things as individual words, phrases or cohesive devices and achieves understanding by stringing these detailed elements together to build up a whole."*in other words,the listener relies on specific words, sentences, or cohesive devices and gains knowledge by integrating these specific elements to form a whole.

b)Top-down Processing

Bottom-up processing involves shifting from language to meaning, whereas top-down processing involves moving from meaning to language. Background knowledge used in comprehending the message's meaning may include previously learned knowledge of discourse, situational or contextual knowledge, or script plans regarding the general structure of events and their relationships. . Harmer (2001: 270) claims that*"the reader (listener) gets a general view of reading or listening to a passage by, in some way, absorbing the overall picture."*in other words, the listener receives a comprehensive picture of the message and gets the broad meaning.

2.3.5. Listening Difficulties

Many elements that make listening difficult for English foreign language students have been identified via research and studies in second language acquisition. According to AzmiBingol, Celik, Yidliz, and Tugrul Mart (2014), there are several challenges that learners may face throughout the listening comprehension operations, and the aim is to be aware of these issues and attempt to solve them. They discovered that students complain about the following difficulties during the learning process: the speaker's

pronunciation and accent, the rate of delivery, the effect of the tape recorder, a lack of vocabulary, a lack of proficiency, a lack of concentration, a lack of practice, and situational factors. Some teachers utilise low-quality recorded materials in their classrooms. The quality of the sound system can have an effect on the understanding of learners' listening. Learners should be familiar with cultural knowledge of language, which has a major effect on their comprehension. If the listening activity includes totally different cultural resources, the learners may have serious understanding difficulties.

The technological devices are highly effective in assisting students in grasping the listening comprehension. Furthermore, the use of these materials has been shown to improve students' focus and concentration during listening tasks.

2.3.6.Steps of Listening Process

The listener varies from the speaker in terms of choice; this indicates that the speaker has the option to select the language they use, and they achieve in creating real communication through appropriate techniques such as employing paraphrases or clarifying their message.The listening process, according to Babita (2013), involves four steps: hearing, understanding, remembering, evaluating, and responding.(1) Hearing:It is a physical reaction referring to the ability to perceive sounds with the ears. Auditory reception of an acoustic signal is sometimes known to as hearing (perception).(2) Understanding:This phase aids the listener in recognizing the signs that have been heard. Listeners must determine the meaning of the data they have received. Words, sounds, and sights serve as symbolic stimuli. Besides that, the listeners must comprehend the intended meaning as well as the context indicated by the sender.(3) Remembering:It is an essential part because it enables listeners to store what they have heard in their minds. This indicates that the listener, after receiving and interpreting the information, added it to the mind's storage space.(4) Evaluating:Only active listeners can participate at this stage. After hearing what the speaker has said, the listeners evaluate if it makes sense. We understand that the audience will analyze or make judgment on what the speaker says.(5) Responding:It is the final stage in the listening process that needs the listener to response or answer the speaker's message,

providing him know that the message was heard, responded to, and understood. However, this step requires both the speaker and the listener to evaluate the levels of effectiveness in delivering the message.

Figure1.1 Steps of listening process (Babita, 2013).

Step-1
Receiving
(Hearing)

Step-2
Understandi
ng
(Learning)

Step-3
Rememberin
g (Recalling)

Step-4
Evaluating
(Judguing)

Step-5
Responding
(Answering)
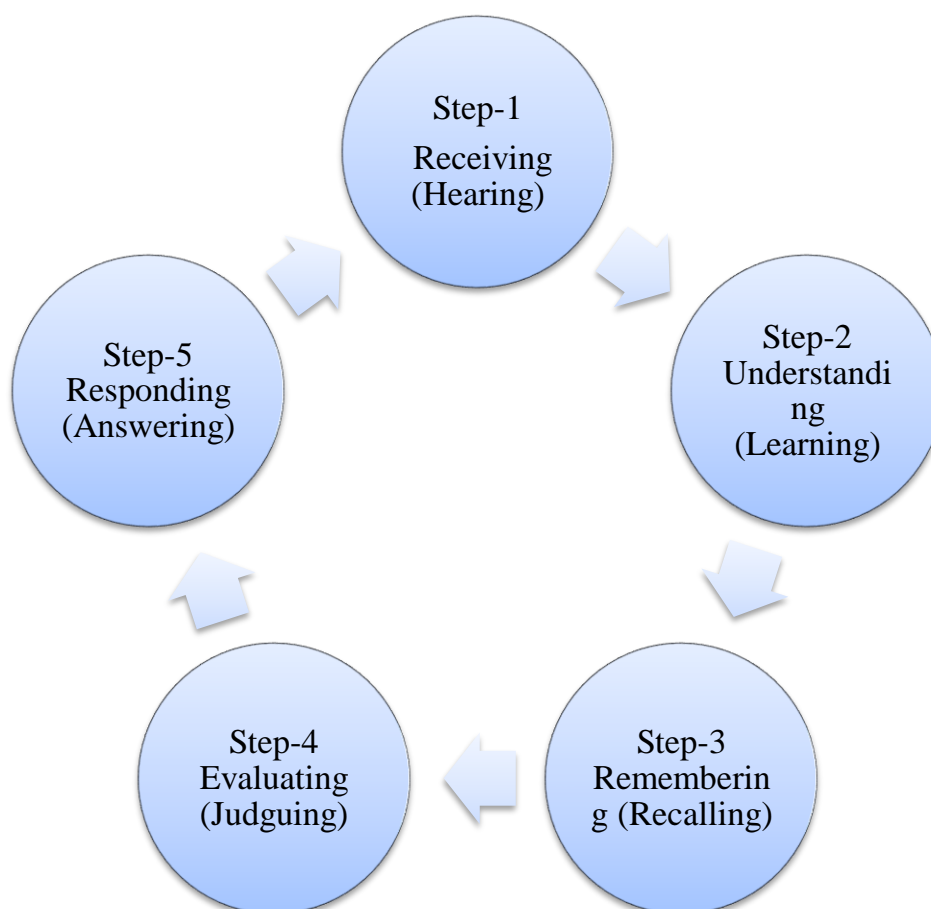
The listening process, as represented by the surrounding circles in the graphic above, consists of five processes that are interconnected. Therefore, each element affects the following one's existence

2.3.7. Listening and Speaking Relationship

Listening and speaking occur together. When teachers concentrate on speaking, listening is always there. Almost all of the exercises used to teach speaking demonstrate the relationship: they both support one another. In other words, the primary goal of listening is to prepare children for real-life communication. According to Brown, shillcock, and yule (1984) quoted in (lynch 2009)there are a three main reasons for connecting listening to speaking.

1- Listeners make better speakers: researchers show that students perform more not because of previous practice in speaking but because of previous experience as listener.

2- Listeners affect what a speaker say: when we try to imitate what we have listened to accurately.

3- Conversation involves listening and speaking.

For improved performance in foreign language learning, the teacher should guide students in practicing listening and speaking both inside and outside of the classroom.

Chapter Two
Technological Devices

Chapter Two: Technological devices

2.1 Introduction

2.2 Technological Devices Defined

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2.1 Introduction

To facilitate teaching learning circumstances in modern languages, new strategies and dimensions are required. To break away from traditional teaching, teachers employ a variety of technology. Technological devices are the term for these classroom technology. They're materials that can assist you learn a foreign language by stimulating and enhancing your learning. Nowadays, the use of teaching materials has an impact on teaching FLS, particularly , English language lessons, making the teaching and learning process easier and achieving the goals of teaching a foreign language.

The use of technological devices in language teaching is very interesting for both students and teachers because it can promote students' abilities and skills to acquire more knowledge and show how people behave in the culture of the language they are learning by creating a classroom atmosphere full of communication. It also encourages students to participate in a variety of   activities with a greater interest in understanding the unclear ideas they encounter in various contexts and situations. Teachers must employ technological equipments in order to effectively communicate their message. It also helps them with their teaching duties.

2.2 Technological Devices Defined

Technological devices are also called instructional materials among the important tools used in teaching English language which decode the various unclear and complex concepts to make it clear and understandable. For example LCD projectors, TV, computer, VCD player,multimedia…etc According to Khan (2013: 13-22) the technological devices are tools that make teaching- learning process more efficient and effective. Students do believe that they enjoy learning through these tools as they totally change the atmosphere of the class and make the class more interactive. Al-Jibouri (1978: 107) refers to technological devices as "*any material program or machine used to help the teacher explain his lesson better is included under learning aids*".That is mean make the learning process more visible, real, and relevant, which makes teaching and learning easier and more successful.

According to Edgar Dale *"Audio-visual aids are those devices by the use of them communication of ideas between persons and groups in various teaching and training situations is helped. These are also termed as multisensory materials."*(p.47) audio visual aids improve the classroom environment by adding more decoration and variety, which benefits both students and teachers by enriching the teaching and learning process and solving some of their problems. Technological devices are any part of getting a learning process more entertaining and engaging by using the senses of hearing or sight.

2.3   History of Technological Devices

The concept of technological devices is not new; it dates back to the seventeenth century, when a Bohemian educator named John Amos Comenius (1592–1670) introduced pictures as teaching aids in his book OrbisSensualiumPictus ("picture of the Sensual World"), which included 150 drawings of everyday life. Similarly, JH Pestalozzi (1746–1827) and Jean Rousseau (1712–1778) advocated for the use of visual and recreational resources in education. More recently, the military used technology devices extensively during and after World War II. The effectiveness of educational tools was demonstrated in the United States armed services during World War II by the successful use of pictures and other visual resources.

Filmstrips, microforms, slides, projected opaque materials, tape recording, and flashcards are only some of the technical gadgets available. Audiovisual aids have increased dramatically in the contemporary digital environment, with a variety of multimedia such as educational DVDs, PowerPoint, television educational series, YouTube, and other online materials. The purpose of technology equipment is to improve a teacher's capacity to offer a lesson in a clear, straightforward, and successful manner for pupils. Because children employ several senses, technological resources make learning more permanent. It's critical to raise awareness among state and federal education officials, as well as secondary school policymakers, about the importance of including audiovisual resources as a key teaching pedagogy in curricula.

Because secondary schools lack the resources to generate technological materials, the end result is to promote them. The visual education helps learners understand abstract concepts. This aims to give schools a foundation for understanding the critical role they play in encouraging and supporting the use of technological resources. Furthermore, research has demonstrated that using AVMs in teaching and learning processes differs significantly from not using them. .Fawcett Hills (1994) also contributing on the role of audio-visual materials in stimulating interest stated that "*A friendly, accepting group climate is important in any learning situations, especially those materials that require students to reveal their ignorance and confront their fellow students"*.Learning is facilitated when there is an atmosphere of accepting for learning. Technological devices provide light on the importance between concepts to be mastered and material objects. Position, duration, size, significance, and occurrence can also be illustrated using diagrams, symbols, and graphs. It is important to topicture theoretical connections between the ideas and the topic in question by visualizing the concepts.

2.4 Types of Technological Devices

Technological devices are the combination of Auditory and Visual Materials. These may include: filmstrip , microforms ,slides ,projected materials, tape recording and flashcards.,video tapes , and printed materials with recorded sounds.

According to The Librarian GlossaryHarrod (1987)*"AVMs as non-book materials like tapes, slides, films which are renewed and recent to rather then read as books."* Broadly, technological devices three types which published by LISBDNETWORK (2013):

   ✓ **Audio Equipment:** Auditory means relating to the hearing(acoustic). This includes : Recording , Tele-lecture , Radio ,Sound Films ,Telephone, etc.

   ✓ **Visual Equipment:**

- Data Projectors. These are used to project an image from: classroom computer, document camera, laptop and any other VGA compatible device.

● Wireless Microphones. These are used for presenters who will be presenting to an audience in larger lecture all or event space .

2.5 Teachers' Role when Using Technological Devices in Classroom

The goal of technology equipment is to improve teachers' ability to convey lessons in a straightforward, effective, and easy-to-understand manner for pupils. Despite the fact that electronic devices play an increasingly important role in education, the instructors' role in implementing AVMs in the classroom remains dominating. The job of a teacher is shifting to that of a facilitator and manager of learning, with technological materials assisting instructors but not replacing them. Venkataiah (2008) argues that the instructor is critical to the success of educational technology. Modern or conventional teaching aids are solely meant to supplement the efforts of the teacher.

> *The instructor has to play a pivotal role in the success of the educational technology. The teaching aids either modern or traditional only supplement the efforts of the instructor to enhance the learning process. They cannot be a substitute for him, the technologies assist him to do his work in an efficient manner to achieve the educational objectives.*

(Venkataiah ,2008 :17)

That is to say that a teacher plays a great role to get the target point beyond the learning process as learners depend on him and the way he used such technological devices .

2.6 Technological Devices in Speaking and Listening

Sanderson (1990) claims that technology instruments are important for learning listening and speaking. He also believes they have inherent instructional value. Many linguists, including Thanajaro (2000), Kilikaya (2004), and Otte (2006), have demonstrated that language materials should be used by English foreign language teachers to help their students' language learning. Tomo (1998), on the other hand, stated that such resources expose students to authentic native language. As a result, learners are exposed to real-life situations, such as films of renowned individuals being interviewed where intermediate students listen for the gist or a script. As previously said, genuine materials boost the motivation of English language learners by improving their listening and speaking skills.

Learners improve their listening and speaking skills by watching and listening to films, songs, political interviews, speeches, and addresses. Books and printed materials, on the other hand, will always be important as long as they protect us from accidental, incorrect, and inadequate English. Written materials can be reused multiple times based on the circumstances and tasks.

2.6.1 Listening

Martinez (2002) stated that activities involving the use of technology devices always tend to improve the listening and speaking skills of students. *"Basic pupils listen to news bulletins and are asked to identify nations, renowned persons, and so on,"* he explained. As a result, teachers encourage and assess students' ability to recognize crucial terms. As a result, if a student is given the chance to speak about a topic that has been presented using authentic resources, he will undoubtedly do well verbally.(Chavez, 1998) stated that learners communicate with native language and native speakers using appropriate authentic technology gadgets since they love hearing through such equipment to improve their speaking skill as long as their topics are fascinating. Many linguists, including Guarantor, Partridge, and Morley (2001) and Gilson (2000), have argued that technology devices can help to scaffold and promote language acquisition and learning.

2.6.2 Speaking

Many linguists and language educators have stressed the value of oral texts early in language practice, believing that authentic materials can be used as early as the first week of the first semester (Bacon &Finneman, 1990, Wing, 1986). And it must be relevant to the learners' lives and include appreciative elements that aid comprehension at this level.

According to Rogers and Medley (1988), students must begin experiencing the language of that world in the classroom through audiovisual methods if they are to develop a functional fluency in the spoken language and use it communicatively in real-world contexts. They must be able to see and hear language.

2.7 Aims and Advantages of Technological Devices in EFL Classrooms

Researchers such as (Diquette& Dinette, 1989) believed that children who received authentic teaching improved their linguistic skills; however, (Russell- Welty, 1986) found no significant differences in a learner's language when using those materials compared to a more traditional classroom setting. However, such a technological instrument has shown to provide beneficial experience and assist learners in seeing real language. These tools improve learners' awareness of the existence of a language learning community that uses language outside of the classroom, promotes language learning, and assists learners in acquiring the targeted language culture. Because of the rich language input technological equipment provides, Widdowson (1990) believes that exposing students to it is essential. For many experts, such materials are critical since they prepare students for real-life situations.

However, the less we use electronic devices with our students, the less real world experience they will have. According to Davies (1978), the goal of using technology devices is to become closer to English speakers in order to better understand them and participate in their daily lives.

Learners' motivation is increased by technological equipment, which positively reflect their learning process. Students with intrinsic materials, he believes, are more likely to resist challenging tasks.

2.7.1 Projector

Many teachers consider chalkboards to be a thing of the past, or outdated technology that cannot keep up with the latest trends in the classroom, such as projectors. Teachers can utilize projectors to project PowerPoint presentations, photos, and even video as teaching materials instead of writing notes on the board. As a result, both teachers and students perceive projectors to be effective classroom tools. According to Christina Whitaker (2018), the projector offers a number of benefits, including:

Teachers can make bulleted PowerPoint presentations or other highly ordered notes for the class using projectors. Students can take better notes with projectors in the classroom because they can judge what information the teacher displays is most beneficial to them.

Greater Teaching Versatility: Projectors free teachers from having to communicate material to their students using chalk and dry-erase boards. Teachers can now use projectors to teach children about the world and places they have never seen or imagined using videos, slides, and photographs. Students can attend lectures provided by specialists from around the world. Better Use of Class Time: Before projectors, teachers had to spend time writing notes in the classroom.

Students will love the use of projectors as they prepare class projects in PowerPoint or other electronic formats. As a result, students will discover that creating presentations will move more quickly if they individually use their own computer to produce their own piece of the presentation while showcasing their projects and workshop.

Figure 2.1Projector (From Projectorcentral.com)

This device is an output device that takes images generated by a computer or Blu-ray player and reproduces them by a projection onto a screen , wall or another surface in most cases , the surface projected is large , flat ,and lightly colored .for example we could use a projector to show a presentation on a large screen so that everyone in the room can see it .Projectors can produce either still (slides) or moving images (videos).A projector is often about the size of toaster and weighs only a few pounds.

2.7.2 Videos

Pictures are currently the most widely used medium for disseminating information. The usage of films in both online and offline classrooms has long captivated students. Movies, documentaries, animations, interviews, webinars, and other types of videos can be used by an online teacher to present the lesson. When compared to print materials alone, videos provide a more compelling sensory experience. Learners are able to see and hear the subject being taught, and they can digest it in the same way they do in everyday life.

Video dominates the majority of activities in modern everyday life, as well as the educational process in technology-enhanced learning, as the most illustrative and, at the same time, the most demanding form of content, because it combines and integrates all forms of content (e.g., text, image, and sound). For something that is impossible to observe firsthand, digital storytelling provides a relevant, realistic, and intrinsically compelling experience. Furthermore, it allows for the repetition and imitation of actions that are required for the development of psychomotor abilities

through repeated observation and practice. It's also available as a self-observation tool for learning and/or developing professional and social habits, as well as complex social and psychological content assessments.

Videos for instructional purposes come in a variety of technical and functional forms, as well as diverse applications. Students can see the whole film and the whole picture about different activities by looking at their different movements, facial expressions, gestures... These suports assist pupils in learning the proper pronunciation and form of the English language. Students and teachers loved using movies in lessonsbecause *"video in the classroom offers fascinating opportunities for language teaching and learning"* (Lonergan, 1995) in other words videos provide a classroom with a certain atmosphere that facilitates teaching the process of learning.

The following are the most common types of work:

1. For presenting reasons, an audiovisual tale;

2. To accompany welcoming/reception content (splash/intro video), as an introductory video and/or animations (with or without sound background).

3. As informative video-lectures, as tutorial videos for help and advice navigating

as well as as instructional movies or user manuals;

4. As part of recreational activities and games (for example, using natural footage, two-dimensional and three-dimensional animations);

5. On non-linear narrative articulated systems (e.g., hypermedia, web-docs) as interactive video (hypervideo);

6. As an audiovisual interaction between a human and a computer, including advanced audiovisual recognition,

virtual character interfaces–intelligent agents, etc. synthesis and control services

7. Through high-definition systems, stereoscopic (and stereo) playback techniques, personal audiovisual downloading-projection devices, video and graphics effects, and virtual studio techniques, as virtual reality and/or immersion services;

8. As time-lapse sequences, which combine long-time recording and processing techniques with graphics systems to achieve time-lapse or time condensing (or expansion) during the presentation of numerous phenomena, and lastly;

9. As panoramic projection and virtual browsing applications (panoramas, 360_) with motion (spatial displacement) and/or the ability to adjust the viewing range (zoom in–zoom out), which may be accompanied by adaptive high-definition images (Giga-pixels) capabilities (spatial displacement) and/or the capability to change the viewing range (zoom in–zoom out), which may also be accompanied by adaptive high-definition images(Giga-pixels) .

Video is a medium that effectively attracts audience attention while also raising interest; as a result, it can be used in a wide range of educational levels and disciplines to meet a variety of objectives and demands. Thesestrategies, created a simulation-based film, are aimed to enhance and augment standard teaching approaches and better involve students in the learning procedure in nurse anesthesia programs. Furthermore, video can be employed in health education programs to boost learner knowledge by making information capture easier.

In addition, in research on teaching listening in foreign language acquisition, students indicated that using video as a teaching material increased their interest in the course and that they thought it was a terrific tool since it provided realistic, meaningful, and real-life situations. Overall, it improved their understanding of the course (Educ. Sci. 2019, 9, 196 6 of 13)

In the same way that audio compositions may start as course products in addition to contributing to individual knowledge gain, video creations may engage learners in major peer and self-evaluation processes, assisting in the   discovery of strengths and weaknesses. Young learners prefer streaming video as a platform for accessing content.

Some educationists believe that university libraries, in conjunction with technological media collections, have created streaming video services for the benefit of faculty members from a variety of disciplines, as there are currently publications related to developing and maintaining streaming video. Faculty members favor sustained investment in streaming video for educational reasons, according to the findings, and there is a clear need to raise awareness of such programs. Both educators and learners would benefit from the construction of a digital repository of indexed technological media educational content, according to the authors.

Finally, video motivates, transmits information, contributes to the supervision of how knowledge is presented, and is ultimately irreplaceable in individuals, vulnerable social groups, and special audiences (e.g., the elderly, people with muscular disabilities or kinetic problems, deaf people), providing equal opportunities. It is also one of the teaching tools that can be used in a variety of techniques within the educational process in technology-enhanced learning, one of which is a distancing, in which the educator is asked to provoke detachment after viewing a video, always aware that the subject and content of the video allow it.

Videos can also be more appealing than other technical equipment. Another reason, according to Christopher and Ho (1996, p. 86), is that it can be enjoyable. Learners may find the music and setting features to be enjoyable. Learners can discuss issues and ideas from video movies.

2.7.3 Computers

This device is very important and trendy in learning and teaching foreign languages; students will be able to swiftly seek material and be creative and motivated in developing their speaking talents if they use it. It is affordable and provides both audio and visual records when the instructor presents content. Computers, on the other hand, demand a minimal number of students and preparatory time. As a result, computers are seen as a key facilitator in strengthening and enhancing students' speaking abilities both inside and outside the classroom.

Figure 2.2 Computers Computer Lab at University. From(Fedoramagazine.org)

The computer serves as the foundation and backbone of information science. Many answers to various didactic difficulties, as well as new educative methods, have been developed in the field of education, transforming the educational process in technology-enhanced learning. The three "T"s outline its various educational applications and uses: tutor–tool–tutee Personalized teaching and learning, group collaboration learning, a good way of representing reality, feedback, lifelong education, the connection with the world, and assisting vulnerable social groups and special categories of audiences are some of its fundamental capabilities in the field of education.

Its primary function as a teaching tool is to create a dynamic depiction of reality through simulation, which can be combined with virtual and augmented reality approaches to allow learners to engage with the real world in ways that were previously impossible. Electronic mail (email) communication, which is an asynchronous method of sending, receiving, and storing messages that can contain attachments and, in the end, the same message can be delivered to multiple recipients, is now a vital element of education. Email allows for more direct, flexible, and speedier contact, as well as the easy interchange of information. Educators and

students can also participate in discussion groups/newsgroups to ask questions, discuss issues, and share their experiences with one another.

The golden intersection of using computers as a teaching tool rather than a means of achieving satisfactory growth is found in the proper pedagogical and didactic use of audiovisual media technologies applications in the educational process, as well as their implementation in the context of educator training. Contemporary professional media workplaces have a wide range of delivery modes for final goods, necessitating the supply of relevant education. Working with computer software packages is a requirement, and proficiency with them is highly valued. (N Gordon,M Brrayshaw,2008)

2.8 Visual Media

Visual media are two-dimensional materials with the primary purpose of communicating a message or information. Visual material, such as images in various publications (e.g., newspapers, magazines, books), posters/signs on the streets, and graphics, are used on a daily basis and are experienced on numerous websites on the internet through the computer's screen. The rationale for this is that visual materials are more efficient and allow for picture representation, resulting in cognitive recognition processes that are identical to those we observe in the real world.

Visual media are crucial aspects in the educational process because they can improve the effectiveness of teaching through graphs, pictures, charts, and more, since they are primarily based on the manner the message is presented, as well as the receiver's capacity to comprehend the signals. Furthermore, visual media emphasize concepts, improve comprehension, and extend awareness by providing an abstract or virtual representation of the information referred to as content or structure in the text. They must meet specific characteristics for effective use, including: (a) they must convey unambiguous messages, (b) the information being transported must be clear and limited, and (c) they must be "readable" and exhibit the maximum degree of detail possible.

Printed visuals, such as photos, drawings, shapes, sketches, cartoons, comics, and books, newspapers, and magazines, are among the forms of visual media; and projected visuals, which are ranked as the most effective visual media because they are based on the basic principles of gradual presentation of information and visual representation, allowing the teacher to adapt, control, and prepare the lesson material. Projection slides with an overhead projector and presentation software via a computer connected to a projector (e.g., Microsoft PowerPoint) are two types of projected visuals materials (Educ. Sci. 2019, 9, 196 4 of 13).

It's worth noting that the use of presentation software in the educational process is the most common today, as it allows for the creation of visual content with multimedia projection, integrating text, photos, drawings, diagrams, sound, and/or video, as well as mostly motion. Although projection slides have a wide range of instructional applications, their most major drawback is that they are completely controlled by the educator, restricting student interaction and activation.

2.9 Sound and Audio Media

Because audio information may touch on emotions, create emotions, bring the past to life by activating memory, and generally sensitize the deeper components of people's culture, the use of sound and audio media in education, among other things, considerably boosts speech communication. The three main categories of human speech, music, and sound effects are distinguished by the basic forms of sound, which are often utilized as:

1. Voice and audiovisual narrations, for example, with the goal of presenting a variety of themes (using audio, motion, and video).

2. . Musical backgrounds, which are intended to soothe the user, change their mood, bring the desired emotional load, and create the appropriate ambiance and speed. Furthermore, music in the classroom can be used to keep students' attention, play an expressive role while supporting narrative or action, or highlight an image or phrase. Finally, in a thematic message, music that is very expressive and emotive may enhance dramatization, sensitization, and activation of learners' subconscious;

3. 3. Synchronous or asynchronous sound effects, which are used to show the location, lead the audience's attention and feelings, establish the time of day and mood, signal inputs and outputs, denote transitions, generate false effects, and tell the "virtual world" story ((for example, video games, computer games, and the internet), satisfying realism as well as the user's interest, and eventually;

4. Various tools for identifying and classifying audio events/standards, voice recognition systems, and other sophisticated semantic analysis services, as well as navigation aids and/or enhanced human–computer audio interface

Experiments with podcasting, which was employed as an asynchronous on-demand teaching method employing audio recordings of academic lectures that could be listened to at any time and from any location, have received a lot of positive feedback from students and are seen as a helpful tool. In the literature, three types of use are mentioned: substitutional, supplemental, and creative. This strategy has several advantages, including more flexibility and accessibility, as well as improved learning. Podcasts, according to journalism students, increased the amount of time available in class for discussions and lectures.

As with any educational technology, there are negatives, most notably a drop in student attendance; nevertheless, including students in such implementations may lead to their participation in learning procedures that are more aligned with their interests, resulting in the growth of their skills. Although audio recordings generated by students as part of course requirements were first regarded as challenging to complete, they were ultimately highly rated in terms of satisfaction and utility. Learners majoring in media studies were asked to study and learn how to use sound equipment and software to make their own projects in, and the research demonstrated that they understood the value of the technological tools introduced into the teaching procedures.

To summarize, sound is multifaceted and characterized by immediacy, simplicity, and similarity in human communication modes, as well as ease of administration, processing, and transmission (Educ. Sci. 2019, 9, 196 5 of 13).

All of this enables people in general and/or minority populations, vulnerable social groups, and special audiences (e.g., people with muscular disabilities or kinetic problems, impaired vision) who cannot read or speak a different native language to perceive, understand, and learn better through step-by-step written instructions, thereby facilitating communication between people and communication between people and communication between people.

2.10 Social Media and Audiovisual Platforms

The constant changes in our daily lives, combined with personal engagement and the rapid development of technology, have highlighted the importance of social media and audiovisual platforms, which have been around since 2006. They are typically built on the dynamic foundation of WEB 2.0, where online material is primarily created and contributed by users (user-generated content, or UGC), who may easily develop and submit their own content utilizing open and/or free software and applications (John Doerr,2019)

On the Internet nowadays, there is a wide range of such software and applications, resulting in a massive amount of two-way engagement, discussion, and conversation, all of which promote communication. It's worth noting that these are also grouped into several categories or major ideas in the literature in order to provide analytical explanations for this new environment in which we live, create, and learn, but they aren't categorized at this level or in this study. Students will benefit from individualized learning as a result of the move to semantic services (WEB 3.0), where data integration happens.

Facebook and Twitter are currently the most popular social media platforms worldwide, although audiovisual sites such as YouTube, Video, and Netflix have a wider audience penetration. Their enormous growth compelled scholars to investigate them on a variety of levels, one of which is their contribution to education, which could result in technology-enhanced learning.

In this context, several novel views derived from these many studies enable learners to participate in both formal (e.g., course content study) and informal (e.g.,

look for helpful information everywhere) learning situations. Learners can also locate other people who think the same way they do and exchange knowledge in an informal setting (for example, exchanging educational experiences) for educational purposes. In addition to the aforementioned common social media platforms, many online learning management systems, such as Blackboard, WebCT, Moodle, as well as Wikis or blogs created by teachers, facilitate course demands in supplementary material and communication that can be accessed at any time, resulting in increased student engagement. As previously stated, today's students are part of a generation that has a short attention span and prefers to learn at their own pace; with this in mind, the use of interactive online materials assists students in better comprehending the teaching material as well as establishing communication with faculty members through familiar methods. Educate (Sci. 2019, 9, 196 7 of 13).

The use of social media in the classroom may result in more progressive, engaging, and successful learning settings. One area that has improved is the communication system among learners who are referred to be digital natives and who, as a result of their use, are able to generate dialogues and exchange/share information more quickly and easily. Another is the favorable image that is built for their professors, who are described as innovative and well-versed in current events, as well as social interaction, which is regarded as a powerful motivator that encourages students to use social media in the classroom.

2.11 E-Learning

According to Moore et al. (2010), the definition of e-learning is not precise; the authors refer to a specific definition of e-learning based on their own research findings. E-learning, according to Nichols, is accessible through electronic means such as web-based, web-distributed, and web-capable. Manocher (2006) defined e-learning as the utilization of learning processes and electronic applications such as computer-based learning, web-based learning, digital collaboration, and virtual classrooms. ISP (2004) reported on a website that e-learning content is distributed via CD-ROM, TV, Internet, and Intranet with multimedia capabilities. However, according to Triacca (2004, cited in Moore et al., 2010), e-learning is a type of online learning.

E-learning, according to Stockey (2003), is a curriculum program that involves delivering learning content via electronic methods. Since the mid-1990s, e-learning has been the most widely used internet-based training in education (Solak&Cakir, 2014) [19]. Despite discussing whether face-to-face learning is better than e-learning, Solak&Cakir (2014) [19] argue that students who take responsibility for their learning prefer online learning as a result of model shifts from traditional classrooms to e-learning classrooms. Many previous research studies have compared the functions of e-learning and traditional learning, and the goal of this study is to verify English language learners' perceptions of e-learning and face-to-face learning while also determining the role of academic achievement, which is the educational output (Solak&Cakir, 2014) (19).. As a result, researchers discovered a variety of e-learning concepts. Nonetheless, e-learning is defined in this study as students using electronic devices such as computers, laptops, and smartphones to supplement their learning through websites or applications.

2.12 Approaches to Multimedia Technological devices and Language Acquisition

The subject of multimedia presentation in connection to language education and learning has been examined from several perspectives. Their main focus is studying how the human mind and sensory components interact with and respond to the input offered in classrooms for English Language learners.

2.12. 1Mayer's Cognitive Multimedia Learning Theory (CMLT)(2001)

The Cognitive Multimedia Learning Theory is a psychological method to learning based on the 'multimedia principle,' which argues that individuals learn better from words and pictures than from just words. This theory focuses on how the human mind interacts with multimedia presentations, specifically how sensory components and human psychology react, function, and generate knowledge in connection to12 multimedia presentations. Mayer,R(2001) examines the findings of a multimedia study by asserting that multimedia has an impact on learning and the educational process by presenting knowledge in visual forms. Because the human mind reacts with the materials, Mayer insists on learning through numerous media. Mayer (2001) adds to

the discussion. *"An educational multimedia involves communication that promotes learning skills via the use of words and graphics."* (Mayer,2001:21).

Three fundamental elements underpin Cognitive Multimedia Learning Theory: 1/Dual channel (auditory and visual) input, in which learners receive information by seeing and hearing, 2/limited capacity of each channel, in which sensory channels receive a limited amount of information, and 3/sensory, working, long-term memory, in which humans process information to create a mental construct of knowledge. At this level, the learners' comprehension and digesting of the material will result in a shift of knowledge in the long term memory. As a result, the new information will be integrated with the old, and the human mind will be able to generate, construct, and produce meaningful knowledge. (Mayer,2002:91).

2.12.2 The Cognitive Approach to Multimedia Learning

The importance of multimedia resources in language acquisition has been highlighted as a major problem by a number of cognitive researchers. As a result, after years of research, they came up with three ideas that underpin the cognitive approach to language learning using multimedia.

2.12. 3 StepenKrashen's 'The Importance of the Input' (1981)

The first component of the cognitive approach emphasizes providing learners with relevant and understandable information. Krashen (1981) established the input hypothesis, which emphasizes a simple exposure to intelligible material. In other words, in order to acquire new knowledge, learners of Second Language Acquisition are given new information that is beyond their level and competence. (krashen,S,1985). *"According to the information acquisition view, learning includes adding knowledge to one's memory,"*Mayer,R(2001) says of language acquisition. (Mayer,R,2001:12). As a result, the input can be easily understood by the learners when multimedia resources are used to communicate language to the receivers. Those resources represent a kind of help and scaffolding for SLA/EFL students.

2.12.4. Allan Paivio's 'The Dual-Coding Theory' (1971)

The dual-coding theory focuses on how the brain interprets incoming information input. According to Paivio (1991), human cognition is divided into two subsystems: the verbal system, which is concerned with linguistics and language in general, and the non-verbal system, which is concerned with non-linguistic elements such as objects and occurrences. Both of these systems are involved in language learning. As a result, combining different resources may aid learners' comprehension and promote meaning conceptualization. (A. Paivio and R.E. Clark,1991).

2.12.5. Mark Johnson's 'The Image Schemas Theory' (1987)

The image schemas hypothesis is another component created by cognitivists. This theory's central premise is that knowledge can be gained through various patterns of human perception of things, information, and objects. It's a collection of *"dynamic analogical representations of spatial relations and motions in space, each of which reflects a different part of visual, aural, and kinesthetic body experience."* (R.W. Gibbs and H.L. Colston, 2006:240). Therefore, acquiring a language via different modes of representation enables foreign language learners to perceive the new input in a comprehensible and in a multimodal presentation through which meaning is communicated via a range of modes.

2.13Conclusion

According to Anurag Aggarwal (2000), we can infer that learners are adequately exposed to real language after employing such aids. This is what motivates us to employ actual resources in our classes, despite the difficulties we may encounter. It is unavoidable that we will run into pedagogical issues.

The relevance of speaking and listening skills as difficult modules in the teaching and learning process for students and teachers was revealed in this chapter. Furthermore, a review of the research reveals that technology devices are an important instrument for enabling and developing speaking ability.

ChapterThree ResearchMethodoloy and Data Analysis

Chapter Three: Research Methodology and Data Analysis

3.1 Introduction

3.2Methodology

3.3Participants

3.4Research Instruments

3.5Research Procedures

3.6 Description of Students' Questionnaire

3.7Description of Teachers' Questionnaire

3.8 Students' Questionnaire Analysis:

3.9Teachers' Questionnaire Analysis

3.10 Interpretation and Discussion of the Main Findings

3.11 Limitation of the study

3.12 Suggestions and Recommendation

3.13 Conclusion

3.1 Introduction

The current chapterdescribes the research design of this work. We will start first by the research design of the adopted method. Then, we will discuss the choice of methodology used and strategy chosen to describe the research, the next point is about the population of our study with the sampling strategy that we have adopted. Additionally, we will shed the light on the research instruments with which we have collected our data and the reasons behind our choice and procedures.

3.2Methodology

A descriptive research methodology is being used in the study. The aim of the research is to shed more light on anecdotal evidence about technological devices in increasing students' speaking skills in EFL lessons. The study is primarily qualitative in nature, including quantitative research relying on information obtained from two questionnaires given to EFL teachers and students at the Department of English at Ibn Khaldoun University. In order to accomplish the task given.Ary, Jacobs, Sorensen, and Razavieh (2010) saidthat *"survey research…uses instruments such asquestionnaires and interviews to gather information from groups of individuals. Surveys permit the researcher to summarize the characteristics of different groups or to measure their attitudes and opinions toward some issues"* (p.28). The purpose of this study to obtain information from the teachers and learners as possible. Therefore as means of data collection we selected questionnaire that we were distributed randomly to second year students of English and teachers of oral at the same department. The reason beyond this method is the nature of the topic which requires a clarified description.

3.3Participants

The sample of this study is sixty-one secondyear EFL students at the department of English, Ibn Khaldoun University –Tiaret-in Algeria, during the academic year 2021/ 2022, because they have already experienced for about two years the way teachers are teaching EFL in their classrooms and can answer the questions clearlynot like the first year students who are beginners that is why they face problems in speaking because they have no sufficient exposure to English in its oral

context..Fourty four of them are females and the rest are males. The majority of students their age range from 20 to 25 and others more than 25 years. The sample was chosen randomly from the totalnumber of 93 students.

In addition, it consists of five (5) full time EFL teachers, in the field of Oral module. Teachers we selected have different degrees (Master's, Magister, and Doctorate) and they are teaching assistants and permanent teachers. within the same department, as they have practiced teaching using several types of technological equipments and can give appropriate answers depending on their experience. All the participants in this study at least have taught or are still teaching oral expression. The reason behind such a choice was to examine the degree to which teachers" are aware of the importance of using audiovisual equipments in teaching and improving students' speaking skill.

3.4Research Instruments

In order to gather the data needed to answer the research questions and to verify to hypotheses presented in the theoretical part of the research paper .We used questionnaire as a research instrument for both learners and teachers due to the fact it does no longer take long time, and it was designed to be simple and easy to be understood by any one. The questionnaire was addressed to sixty onestudents which contain of twenty one questions, very clear and they did not find any difficulties when they answer, our questions give to them the chance to express their ideas and their attitudes towards the effectual use of technological equipment. In order to gather valid data our research paper also based on teachers questionnaire that contain of sixteen questions which addressed only to teacher of oral module at the department of English in IbnKhaldoun University in –Tairet-.

3.5Research Procedures

This research was conducted with second year EFL students in the second semester of the academic years 2021/2022 and asked them to be a part of this study. At the beginning of the study, we distributed the questionnaire to sixty one students among second year English students at university ofIbnkhadoun –Tairet- .Those participants selected randomly and they were asked to tick choices in the

corresponding boxes or provide information whenever necessary in order to add their own point of view or his/her attitude towards effectual use of technological equipments.

There was no time limitation and the students were allowed to think carefully and then rank the choices. The process took two days to gather data from the participants. In the next stage, we administered questionnaire to five (05) teachers of Oral at the same Department, they were asked the same questions about speaking skill and how they deal with technological devices in classrooms. They were asked to tick choices in the corresponding boxes or provide information whenever necessary concerning. The presented study which is investigating EFL teachers who know how to use technological equipments which can help their learners better develop their speaking skill at classrooms.

3.6 Description of Students' Questionnaire

The Questionnaire is the most important tool in gathering valid information. Thus, the information is gathered directly from the respondents who are active participants in this case. The response quality depends on the trust the respondents feel for theresearch, the topic, and the manner in which the questions are worded and arranged. In this questionnaire the researcher worked with second year English students. It consisted of twenty one various questions divided into four sections .Section one. Those sections consist of some close ended questions such as yes/no, "WH" questions and multiple choices, in addition to open ended question to elicit their personal opinions, preferences or just to justify their answer.

3.6.1Section One: General Information

Section one is consists of two questions about general information of the participants including the gender and the age of the second year students' .The purpose of this section is gathering general information about our simple.

3.6.2 Section two: Speaking Skills

The purpose of section two is to investigate the importance of oral expression due to the students' attitudes toward speaking skill. We provide eight (08) questions. Four

questions are multiple choices and the other one need to provide their opinion about their difficulties that they face in classroom.

3.6.3 Section Three: Aural Skills

This section consists of three (03) multiple choice questions. Students asking to tick choice in corresponding box no need to provide their opinions. It aims to pick out the difficulties that students face and the reason behind these problem. Additionally, they asked to illustrate which is the best way to learn and acquire the listening skill.

3.6.4 Section Four: Technological Devices

This section includes ten (10) questions about the use and the effectiveness of technological equipments in classroom and how it affects students' level in oral production .Some of those questions are multiple choices and the rest asked students to provide their own ideas. Also, questions are about which devices motivate students more in classroom and the benefits of technological equipments, as well as revealing whether its use actually improves their speaking abilities in English as a foreign language. More importantly, we believe that the participants' responses to the questionnaire help us to provide a constructive feedback to achieve the study goals of the research under investigation.

3.7Description of Teachers' Questionnaire

We designed a questionnaire for the teachers as well, because they were the main participant. They were five (05) teachers were questioned to help gathering data to

achieve the research goals. This questionnaire consists of sixteen (16) questions divided into three sections. Those sections consist of some close ended questions such as yes/no, "WH" questions and multiple choices, in addition to open ended question to elicit their personal opinions, experience or their role in class room.

3.7.1 Section one: General Information

This section includes three questions about general information of teachers qualification if their formation Master, Magister or Doctorate PHD. Additionally we asked about their experience in teaching oral expression.

3.7.2 Section two: Teaching Speaking

The purpose of this section is to get clear idea about how teacher they monitor the level of their students in speaking skill during the oral expression and to precise the reason behind their low level. Also, we asked some questions to know the role of teacher in motivating and enhancing their oral production.

3.7.3 Section Three: The use of technological devices in classroom

The last section investigates teachers' attitudes and opinion about the use of technologicalequipments in the classroom during speaking lessons. Teachers during answering the question they confirm that technological equipments are important tools which help to facilitate learning and they suggested to use those equipments for better results in oral expression or in all modules.

3.8 Students' Questionnaire Analysis:

This questionnaire was online form, sharedwithsecond year EFL learners belonging to Ibn Khaldoun University at Tiaret. Sixty one questionnaires was a sufficient number to take as a sample for our investigation. Accordingly, the participants confirmed that it was well formed with precise, concise and understandable questions. They are forty fourfemales (72%) and the rest are seventeen males (27%).

Table3.1: EFL Learners' Gender

Gender of Participant	Male	Female
Respondents	17	44
Percentage	27%	72%

Among the consequences of this question, we found that the majority (72%) of the participants represents Female learners while the rest (27%) of the participants are males.

Section one: Background information

Question 2: Age

The results showed that (55%) of students their age range between 20 and 25 years old and (21%) their age more than 25 .only (6%)their age range between 18 and 20 years old.

Table 3.2: Learners' Age

Option	18-20	20-25	More than 20
Respondents	6	34	21
Percentage	6%	55%	21%

Section Two:

Question 3: Do you like oral expression course?

Graph 3.1: learners' Perception of Oral expression
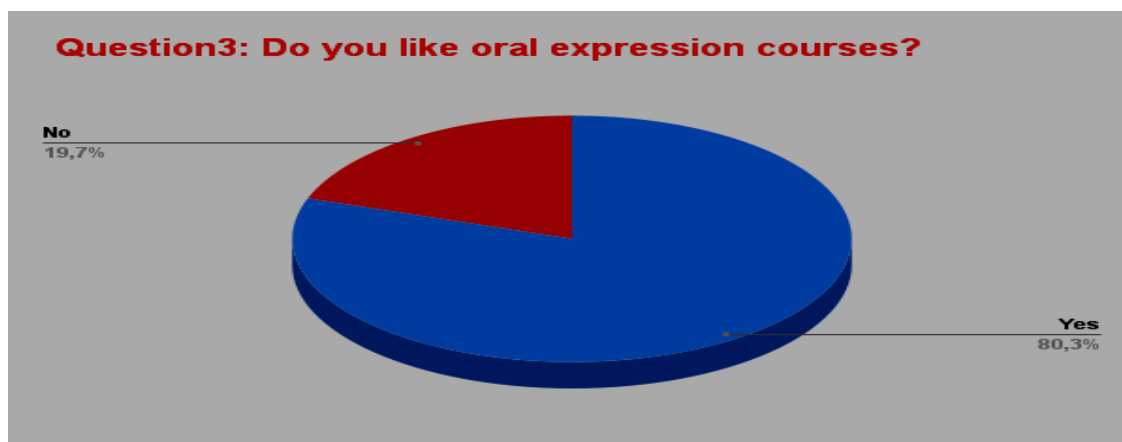
The first question was addressed to the students, aims to know if they like to attend the oral expression course, and in other words if speaking skill is important for them. The majority of the participants (80%) prefer oral expression course and their ability of speaking and listening is good enough. Whereas (20%) they do not prefer attending oral expression maybe due to the lack of vocabulary or being afraid of making errors during the lecture.

Question 4: Does your teacher encourage you to speak?

Graph 3.2Teachers' encouragement of his/her students to speak
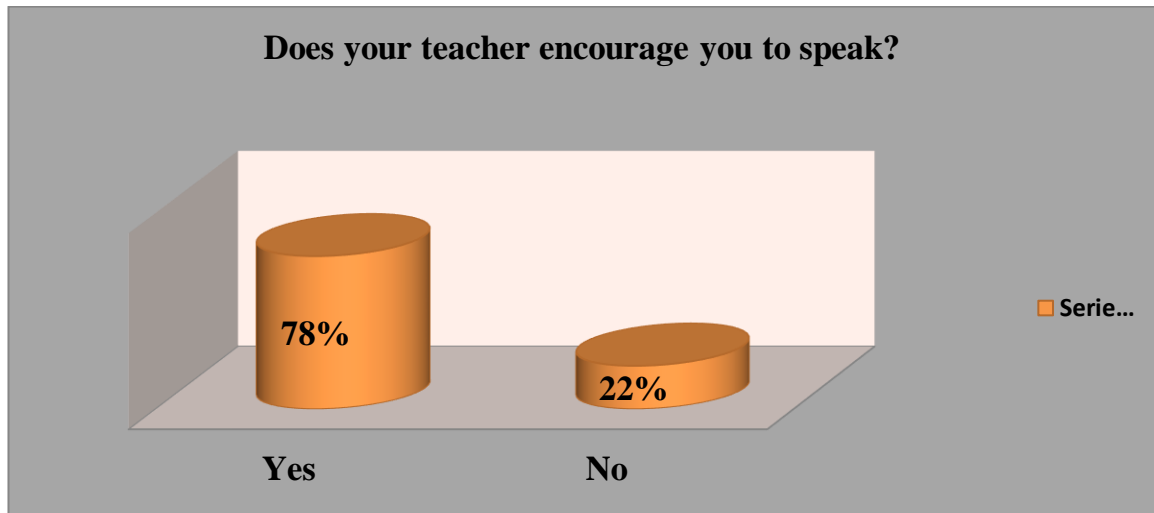
The results showed that (81%) of students said that their teachers of oral encourage them to speak during the lecture. It means their teachers help them to enhance their speaking skill maybe by providing different activities like Discussions, role play and jigsaw activities and give them the opportunity to speak whenever they want.

Question 5: how often do you participate orally?

Graph3.3 learners' speaking participation
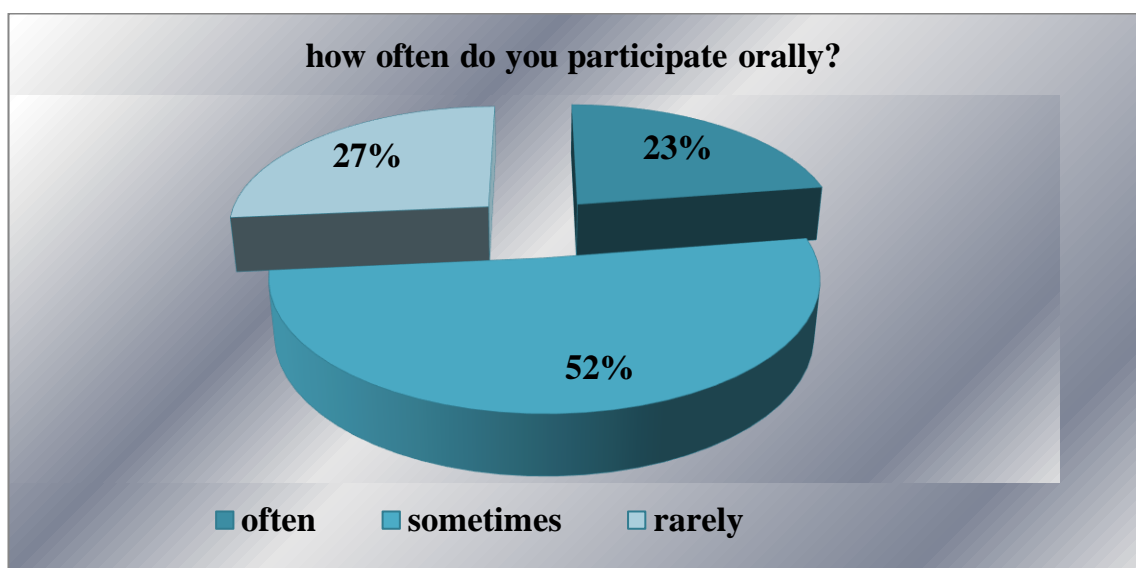
In this item the students had different viewpoints about the oral participation in English. The figure above showed that (52%) of students have the ability to face the audience, about (23%) of them said that they are always active with their teacher maybe because they are fluent or they feel at ease when theytalk in front of their mates, however, (27%) of students declared that they suffer from shynesswhen they speak.

Question 6: what type of difficulties do you face in speaking?

Table 3.3:The Students Speaking Obstacles

Option	Percentage
Lack of vocabulary	27%
Pronunciation	16%
Anxiety	50%
Lack of practice.	37%

Most of students who present (27%) declared that that they are poor at the level of vocabulary, which means they have difficulties in finding the appropriate word to express their ideas, however (50%) of them declared that they suffer from shyness, stress and audience anxietythis may be related with personality. and (37%) said that they have problem due the lack of practice .others (16%) have problem in pronunciation, they did not master the language well.

Question7: how do you consider your level in speaking?

Question 07 : How do you consider your level in speaking in English?

Average
24,6%

Very good
14,8%

Good
60,7%

Graph3.4 learners' level in speaking

The results above showed that (61%) of students speak well. While (25%) said that their level is average according to different reasons like lack of vocabulary and only 15%) of students they speak fluently.

Question 8: which one of the main features of speaking do you focus more?

Graph3.5 speaking main features

Question 08: Which one of the main features of speaking do you focus more?

fluency
23,0%

Accuracy
11,5%

both of them
65,6%
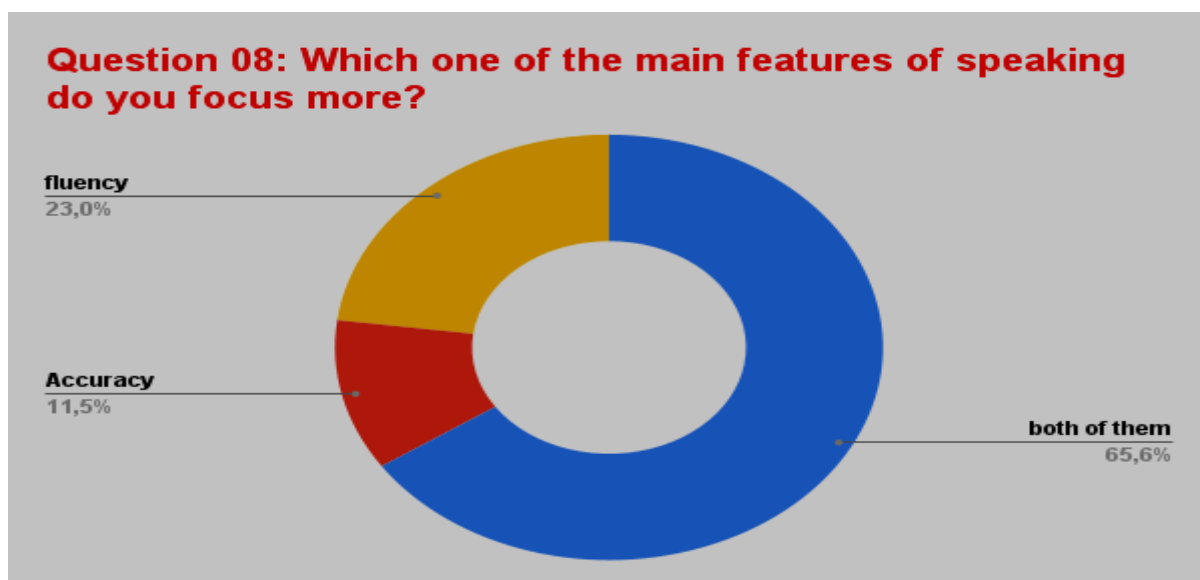
According to results demonstrated in the figure, we can notice that that (66%) of the learners focus on both fluency and accuracy and consider it more important to communication, and that is maybe because they feel free when contribute in improving their oral performance.However, (12%) of the learners prefer accuracy and consider it

more important to communication, their preference is probably due to their lack of self -confidence when speaking, whereas (23%) of the learners prefer fluency and consider it more important to communication.

Question 09: what are the types of activities do you prefer to practise in classroom ?

Graph3.6 Students' Attitudes towards Speaking Activities

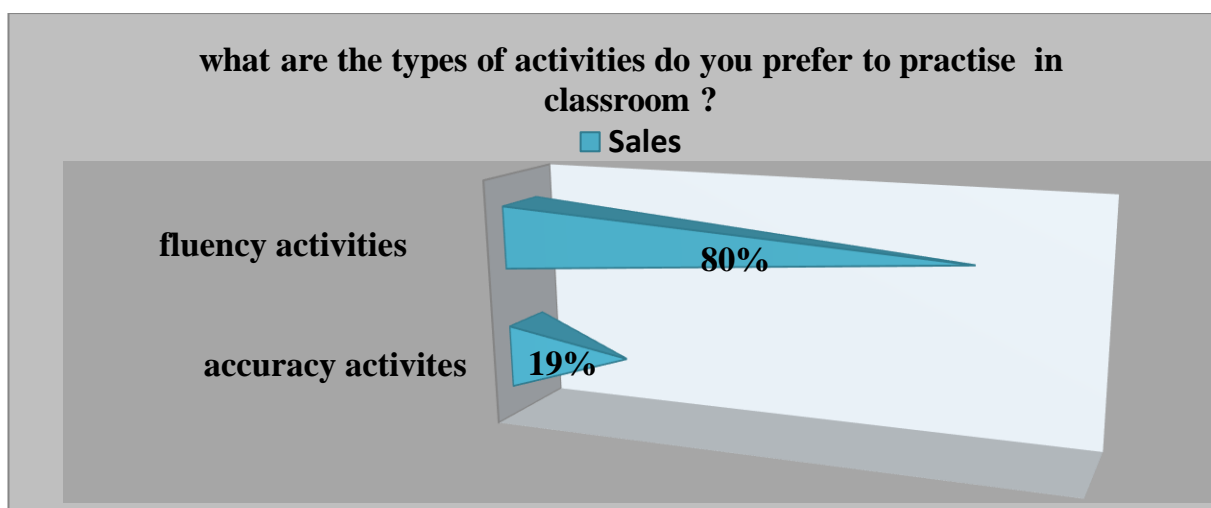what are the types of activities do you prefer to practise in classroom ?

☐ Sales

fluency activities — 80%

accuracy activites — 19%

The objective within this question is to identify the preferable activities of students in classroom. Notably, the answers implied that 49 students 80% prefer fluency activities probably as they see it beneficial for direct communication to produce greater understanding. The importance of fluency hence, is enormous for the learners. Whereas 12 students 19% stated that they prefer activities of accuracy and this is probably due to their fear of errors and prevent making mistakes.

Section three: Aural skills

Question 10: how do you consider your listening ability?

Graph 3.7 learners' Evaluation of Their listening Skills.
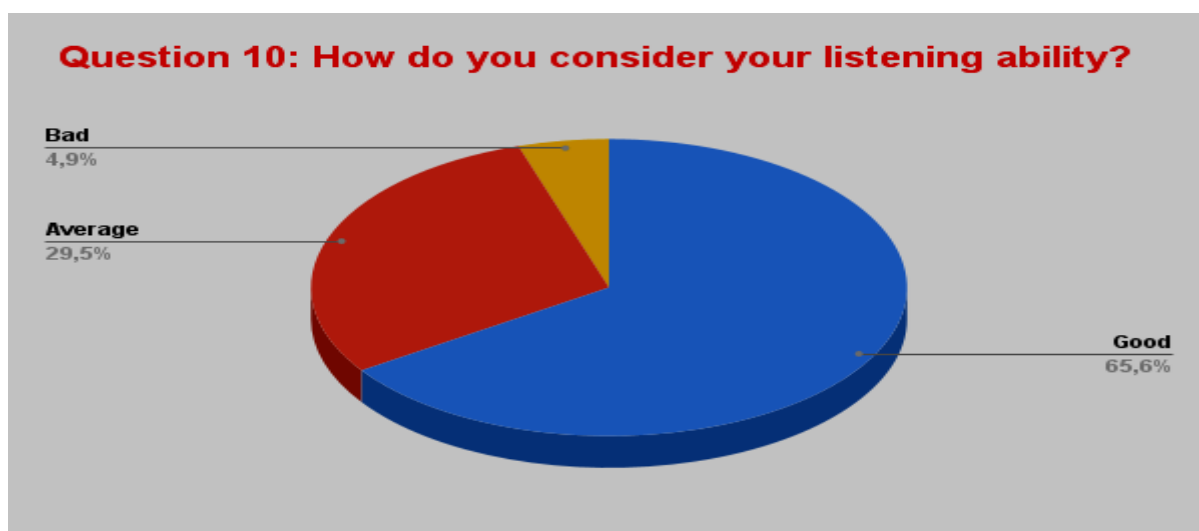
The majority of the students (66%) said that they receive and interpret messages quickly in the same time, however (30%) claim they take time to analyze what they listen and only (5%) they suffer from the quickly forgetting what is heard.

Question 11: Do you encounter any difficulties in listening:

Graph3.8learners 'difficulties in listening
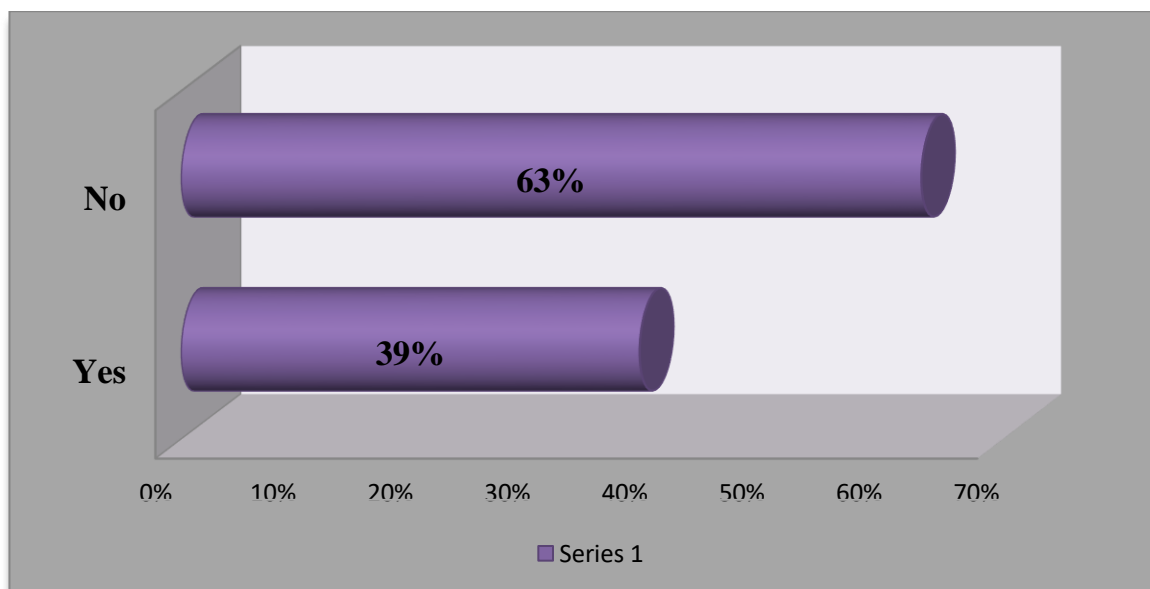
We found that most of the students (63%) said that they can control the speed of speech, however, (39%) of them claimed that they usually find difficulties during listening because of their poor grammar and misinterpretations about listening tasks.

Question 12: if yes, what are they?

Option	Percentage
Delivery of speed	**57%**
Pronunciation	**30%**
Reduced forms	**26%**

Table3.4:Difficulties faced in listening ability

The results showed that (30%) of the students found difficulties in listening, because of the teacher pronunciation, but (57%) said that they find difficulties because of delivery of speed. Only (26%) claim that due to reduced forms.

Question13: In your opinion what is the best way to learn and acquire the listening skill?

Table3.5: listening skills way to acquire

Option	Responses	Percentages
Listening to technological equipments	**45**	**73%**
Listeningto teacher's talk	**20**	**32%**
Listening to peers	**17**	**27%**

This question was asked to find out what is the best way to acquire listening. So, (73%) of students said that listening to technological devices is the appropriate materials to enhance their oral production and (20%) said that listening to teacher's talk help them, but only (17%) chosen listening to peers this revealed that the use of technological equipments dominate teaching and learning process, maybe students find them easier to use**.**

Section Four: technological devises

Question 14: Do you know what technological equipments are?

Graph3.9 students' attitude about technological devices

Do you know what technological equipments are?

■ Yes ■ No

No
14%

Yes
90%
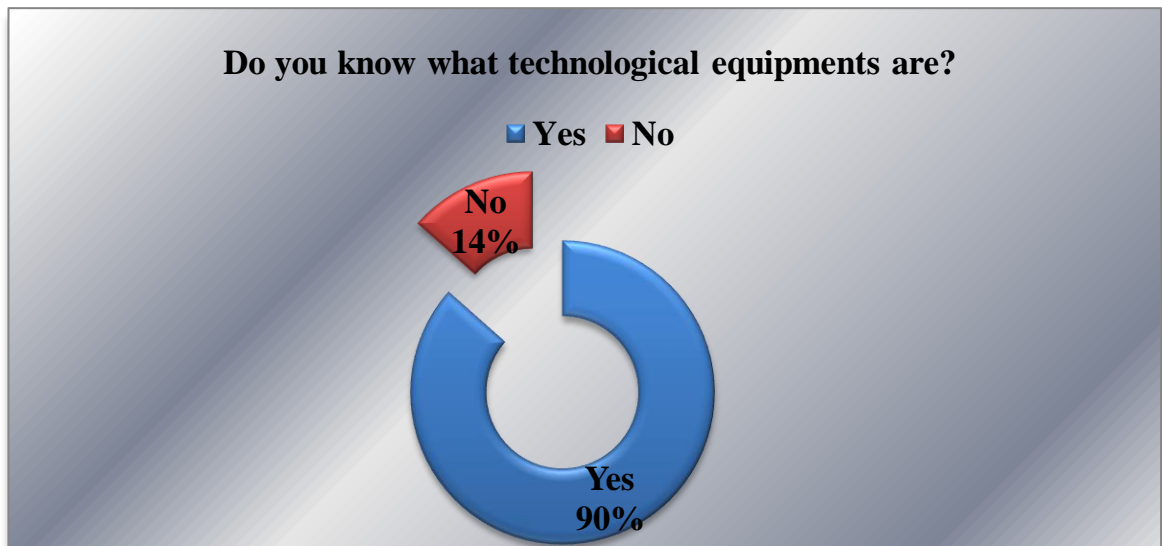
The majority of students (90%) said that they know what technologicalequipments because their teacher used in oral expression, but the others (14%) said that they don't know those materials maybe they are not familiar with the appellation though they use them in reality.

Question 15: if yes, what types of audiovisual equipments does your teacher use more?

Graph3.10 technological devices types

Question15 : If yes, what type of technological devices does your teacher use more?

- Visualdevices
5,2%

Audio devices
41,4%

Audiovisualdevices
53,4%
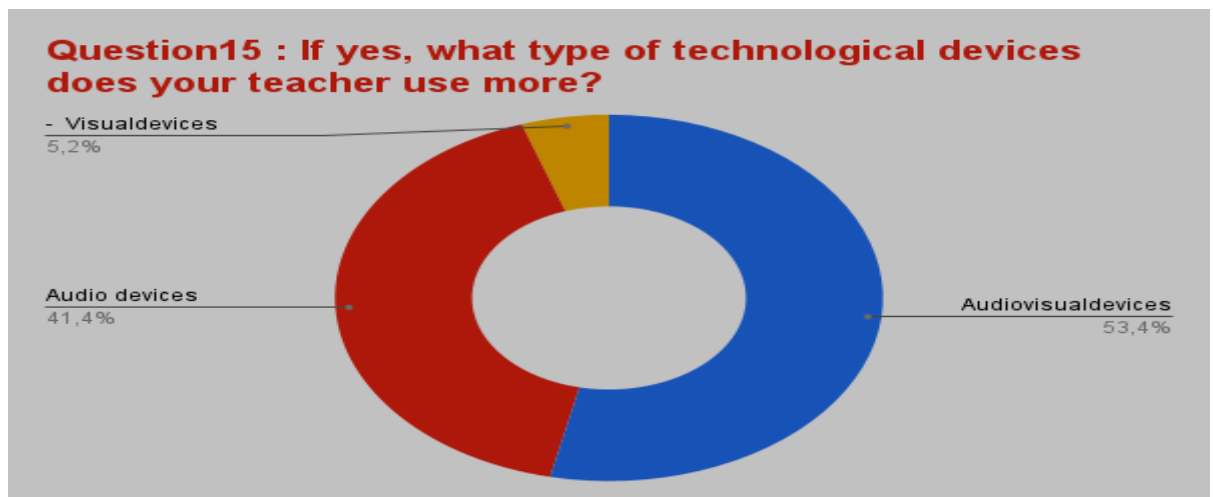
According to the technological devices used inside the classroomsthe graph, (53%) of students said that their teacher use videos, pictures, data-show. However, (5%) of them said that their teachers use only pictures, (41%) said that they use audio devices

Question16: How often does your teacher use technological equipments during a lecture?

Table3.6:The frequency of using technological devices in class

Options	Always	Sometimes	Often	Rarely
Respondents	05	25	11	22
Percentages	6%	41%	18%	36%

The table above shows that (41%) of students said that their teacher considered the technological equipments as important tools sometimes in presenting the lesson and almost the same percentage (36%) of students revealed that their teachers method based on their background information and handouts. However, only (18%) declared that their teacher support using those equipment.

Question17: what do you use as a technological equipment to improve your speaking skill outside the classroom?

Graph 3.11 the use of technological tools outside the classroom
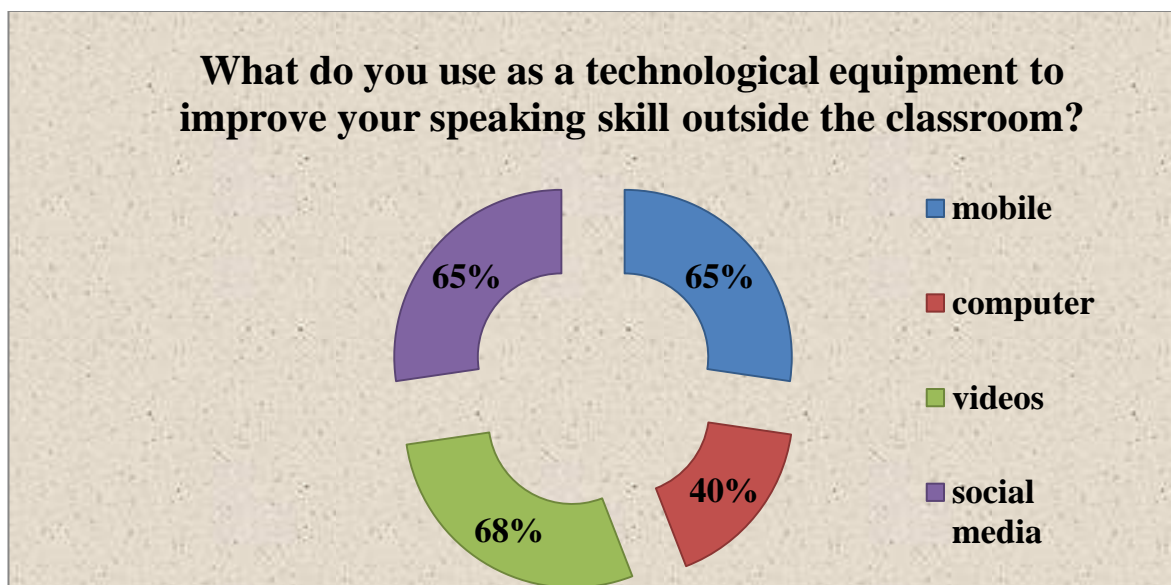
The results obtained showed that most of the respondents 68% said that they use videos as a technological aid outside the classrooms. Moreover, about 65% stated that they use mobile and social media out of the classroom which gives the learners the

opportunity to use it effectively in order to enhance his speaking abilities. Only 40 % of the participants said that they use computer as a tool to enhance their speaking.

Question 18 : in your opinion what is the reason behind using technological devices in class ?

Graph 3.12 The Reasons Behind the Usefulness of technological devices
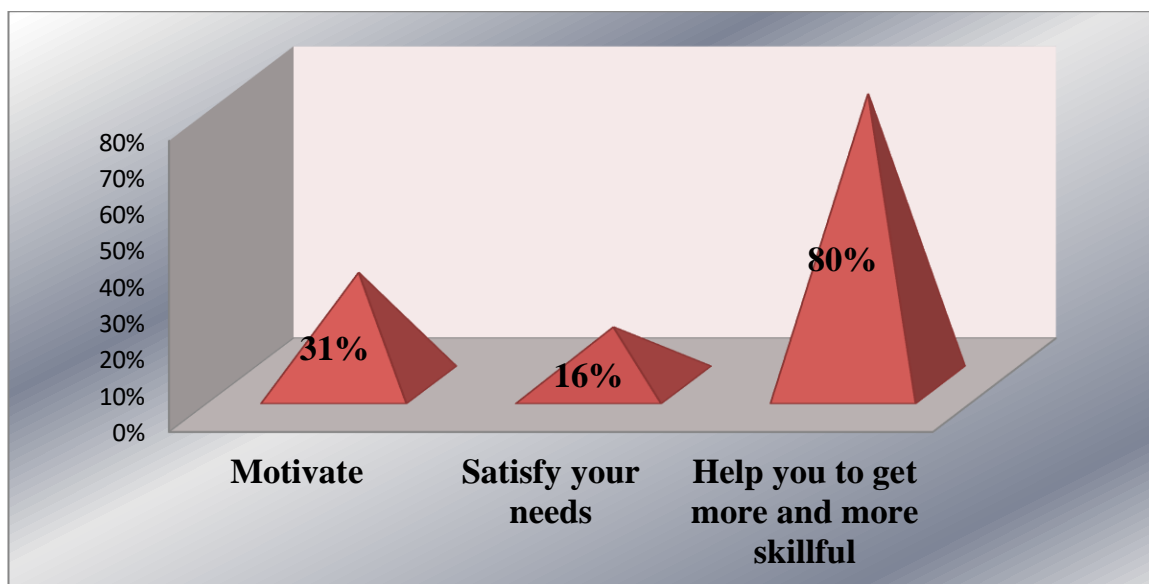
Among 61 students, 49 (81%) answer because they enjoy learning with technological devices and help them to be skillful, 19 (31%) answer because it motivate them, 10 students (16%) answer that it satisfy their needs.

Question 19: which of the following language components can be enhanced when using devices?

Graph 3.13 the importance of technological devices to enhance language
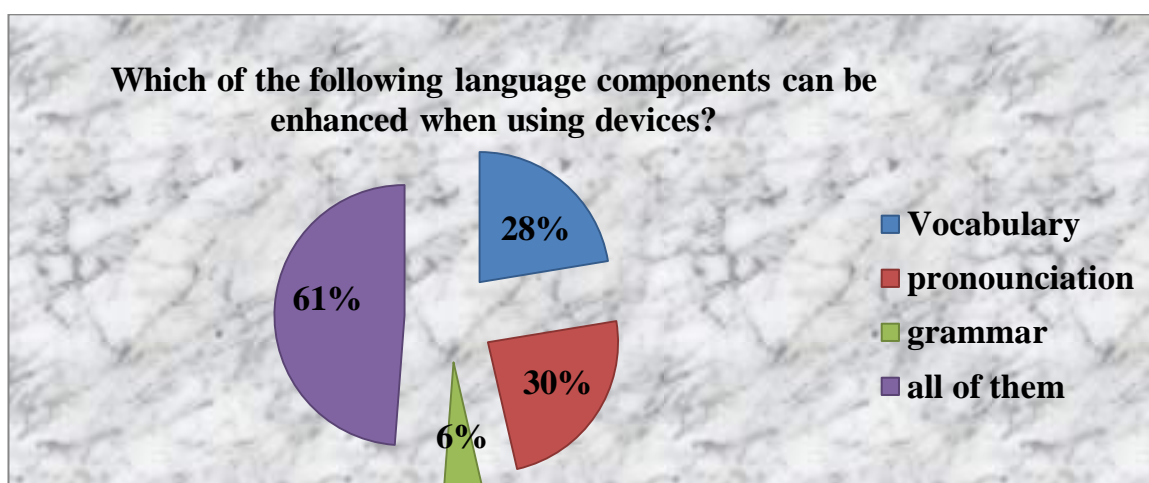
This question aims at finding out which aspect would the learners improve with the use and help of technological devices. As we notice from the figure, the majority of the selected sample (37) students representing (61%) go with the choice of "all of them" as the collection of all three (3) aspects that encounters the learners rather than other aspects individually. While (18) students representing (30%) go with "pronunciation" because for them this aspects difficult for them to overcome or deal with especially when it comes to performing a role play or discussing a topic; however, (4) students representing (6%) choose "grammar" because they have the grammar deficiency and other (17) students representing (28%) have a "vocabulary" problem.

Question20: Do you think that the use of different activities and strategies of technological equipments would improve your oral production?

Graph 3.14 students'Viewpoints towards using different activities and strategies
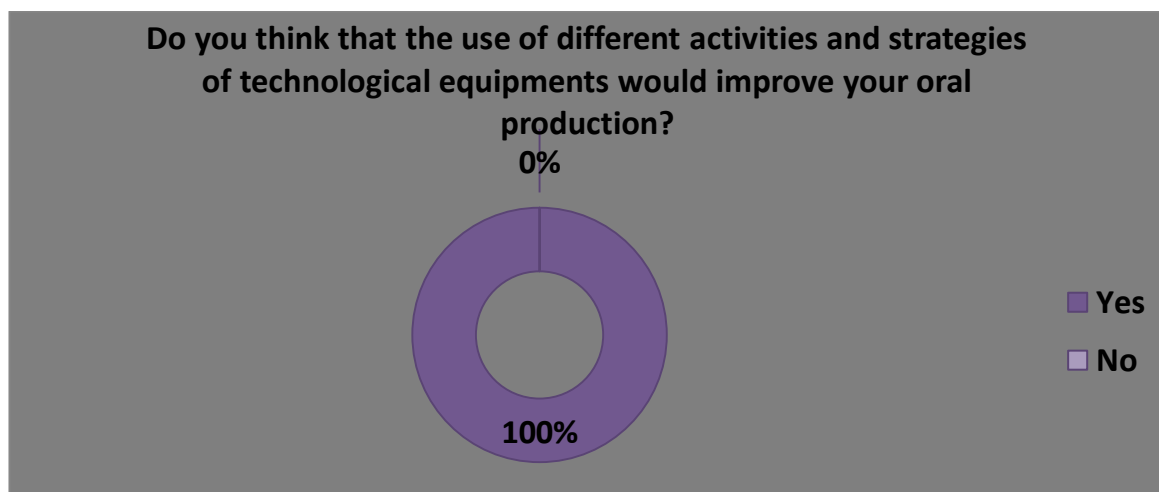
Remarkably (100%) of the participants said that the use of different activities of technological devices improve their oral production means that technological tools play an important role in boosting students' learning speaking skills.

If yes or no, how?

Table3.7:Causes of the effectiveness of technological devices

	Improve pronunciation	Learn vocabulary	Learn grammar	Improve Listening	Increase motivation	Reduce anxiety
Participants	17	15	09	14	04	02
Percentage	28%	25%	14.75%	22.95%	6.55%	3.27%

In this question, the results we have come up with that most students 28% confirm the effectiveness of technologicalequipments in enhancing pronunciation.25% of participants said that using devices enrich their vocabulary whereas 22,95% said that using technological devices develop their listening skill and get more lexis.09% of students justify their answers with learning grammar since technological devices help them to correct their mistakes. Only 6,55% confirm that using technological tools increase motivation and interaction and 3,27% of respondents said that using devices reduce anxiety and can prepare them to deal with real conversations when needed.

Question 21: According to you what are the advantages and disadvantages of technological devices in learning?

The majority of members' answers demonstrated that technological devices essentially gives them the chance to chat with native speakers and enable them to practice English easily ,quickly and effectively .it help them getting motivated and skillful.Yet, some of them decline the utilizationof technological devicesin light of the fact that theyhave disadvantages that make learners lazy and addicted to them also misuse of devices sometimes deviate learners from reaching their goals. In other word, they prefer learning traditionally using group work, discussion….etc**.**

3.9Teachers' Questionnaire Analysis

We designed this questionnaire and we distributed hand to hand to five English teachers of oral expression. The teachers' contribution was necessary to carry out the investigations which seek to explore the implementation oftechnologicaldevices to foster EFL learners' speaking skill, since most of those teachers have a remarkable

experience in the teaching oral expression; their answers help us to collect valid information.

Question 01: Teacher's qualification

We designed this question in order to know about teachers' formation, we found (80%) of them have Doctorate (PHD), and (20%) of them have magister.

Question 02: how long have you been teaching oral expression?

Graph 3.15 Teachers' experience of teaching oral expression
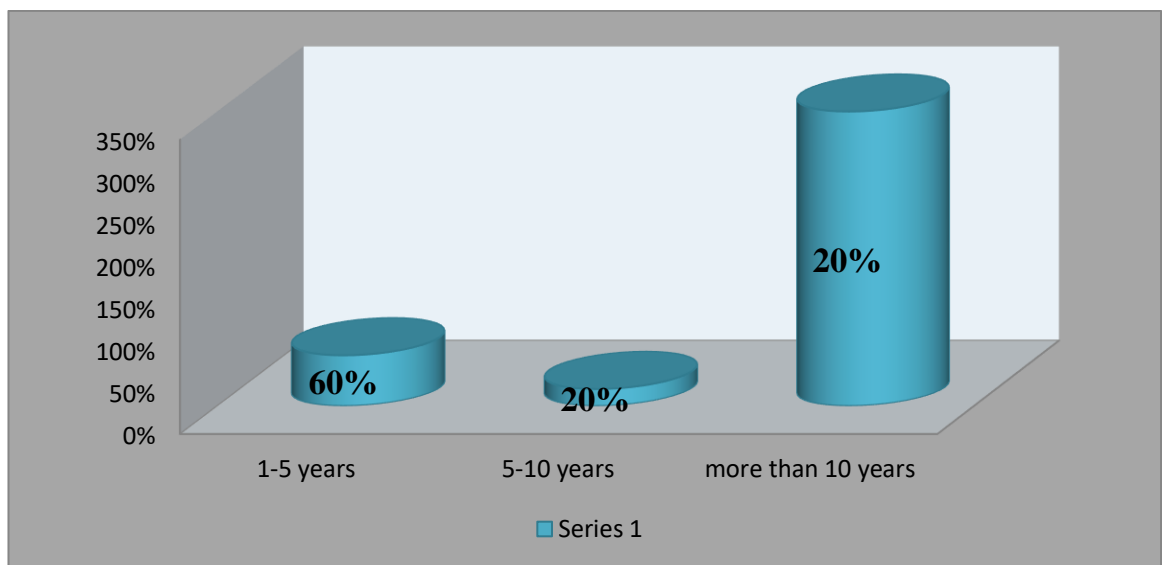
The results showed that (60%) of the participants experienced teaching for few years from one year to 5 years others from five year to 10 years and (20%) of them experienced teaching at university more than 10 years.

Question 03: Do you enjoy teaching oral expression?

Graph 3.16 Teachers' perspectives about teaching oral expression

How do you evaluate your students' level in speaking English?

0%

yes

no

100%
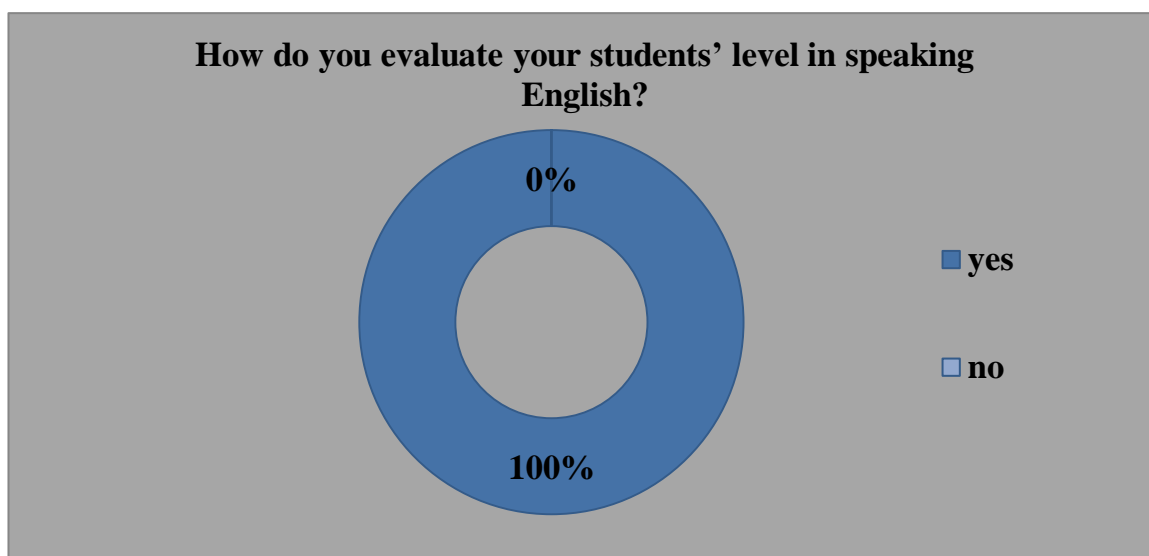
Remarkably (100%) of the teachers claimed that they enjoy teaching oral expression because they are motivated students and they make more efforts to make the lesson successful by taking students' needs into consideration whey choose the appropriate equipment.

Section two: Teaching speaking

Question 04: How do you evaluate your students' level in speaking English?

Graph 3.17 Teachers' Evaluation of Their Students Speaking Skills.

How do you evaluate your students' level in speaking English?

Good   Average   Bad

0%   20%

80%
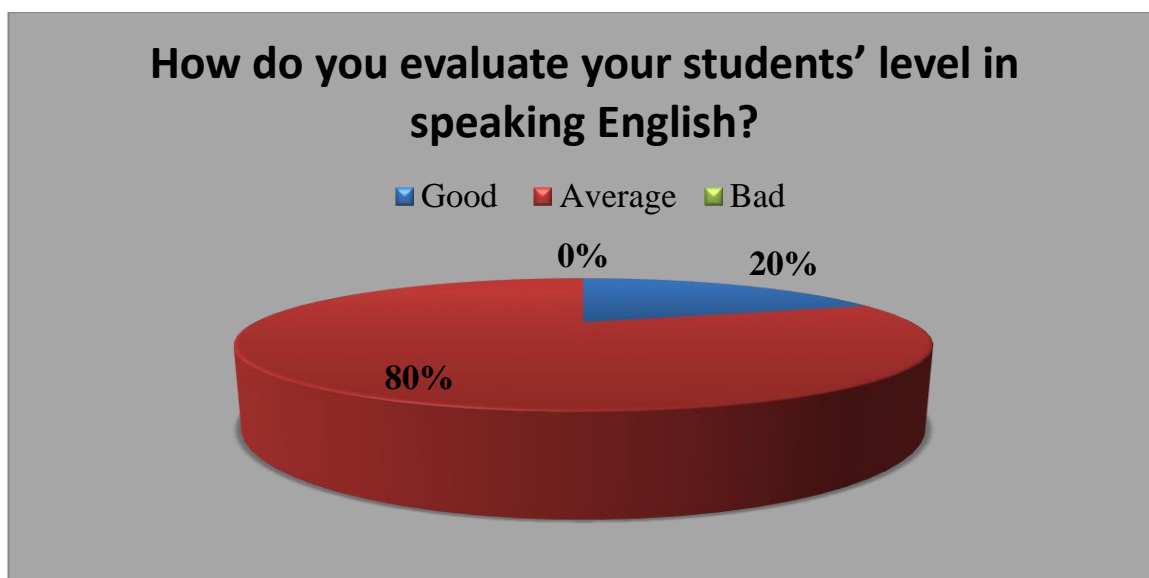
The great portion of the teachers 80% affirmed that their students" level in speaking is average and 20% of them claim that their mtudent" speaking is good.

Whereas; none of theteachers opted for the last choice "bad", because their students have not reached this level in speaking.

Question 05: Do you think that students' have low level in speaking skill because of:

Graph3.18   Causes behind Students Low Level in Speaking Skill.
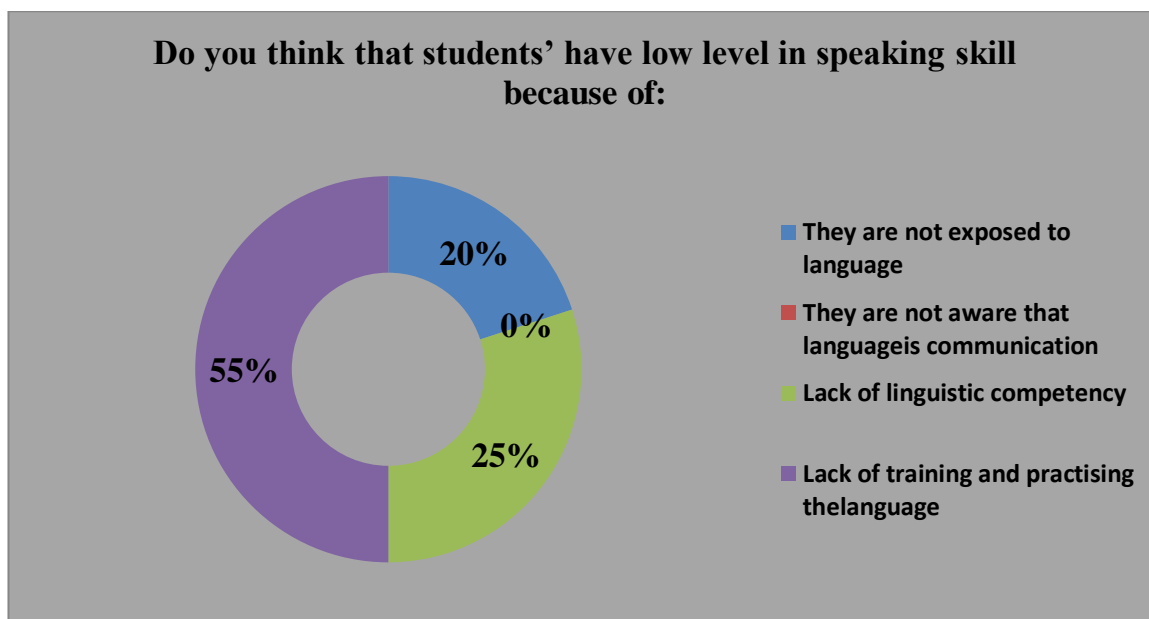
The graph above showed that (55%) of teachers said that the low level of students in speaking because of the lack of training and practicing the language. On the other hand (20%) of them declared that the reasons behind students' poor performance are: they are not exposed to the language. 25% they are not aware that language is communication, the lack of linguistic competence and poor grammar.

Question06: How do help them to improve their speaking skill?

The results showed that:

Participant 01: said that in order to improve students' speaking skill by practicing the language inside the classroom, varying activities and make them work individually, in pairs and in groups and help them by encouraging and motivating them to feel confident and to get rid from shyness.

Participants 02: declared that to improve students' speaking skill, we should motivate them to speak and ask a follow up of questions. Speaking develops through the interaction, communication and practice

Participant 03: declared that in order to foster students' speaking skill by motivate them to speak and participate by raising debates and discussions**.**Throughtalking to an audience or presenting a project

Participants 04: said that helping students to improve speaking skill by Telling stories, discussion, and role-play are just some of the activities teachers use to develop students' speaking skills also Preparation is key – learners need to be given time to prepare for before a discussion. This 'thinking time' can be structured, teaching your students to think before they speak.

Participants 05: To improve students' speaking skill by encouraging them to go to the stage to face them -selves first and to decrease the anxiety in front of their classmates.encouragingthem to speak without shyness, giving them the opportunity to participate and express their ideas.

Question 07: What types of activities do choose in teaching speaking?

Table 3.8 : Activities Used by Teachers in Teaching Speaking.

Option	Roleplay	Information gap activity	Free discussiontask	Story tellingtask
Respondents	04	01	05	02
Percentage	80%	20%	100%	40%

The majority of teachers who presents (100%) said that they prefer using free discussion to exchange information about topic which is chosen by students because they have background enough to discuss. However, (80%) of them prefer role play as an opportunity to students to perform and express their ideas and reduce the anxiety and (20%) of teachers chosen other activities like presentation about topics and

Encourage them by providing feed back

74

Question 8: During the speaking lecture do you stress more on:

Graph 3.19: Teachers' priorities during oral expression course.
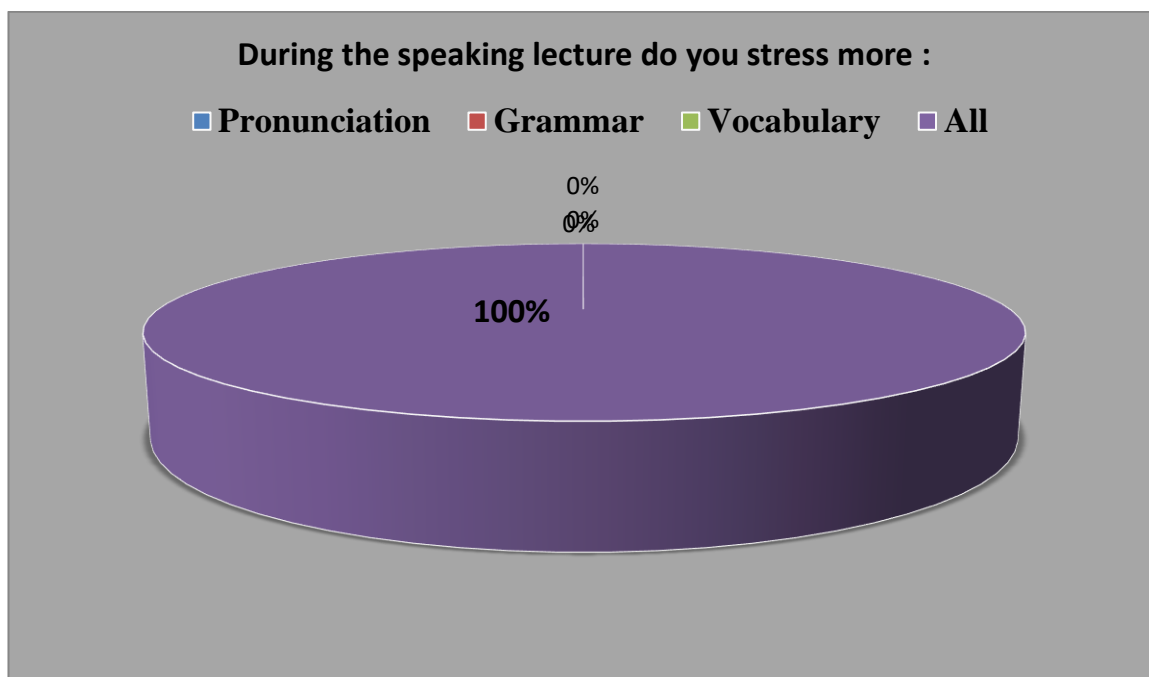
The results showed that (100%) affirmed that they stress on all the aspects of language when teaching speaking, so they stress on vocabulary, pronunciation and on the linguistics competence.

Section Three: The use of technological equipment in the classroom:

Question 09:Are technological equipment available in your university?

Graph 3.20 teachers' view about availability of technological equipments
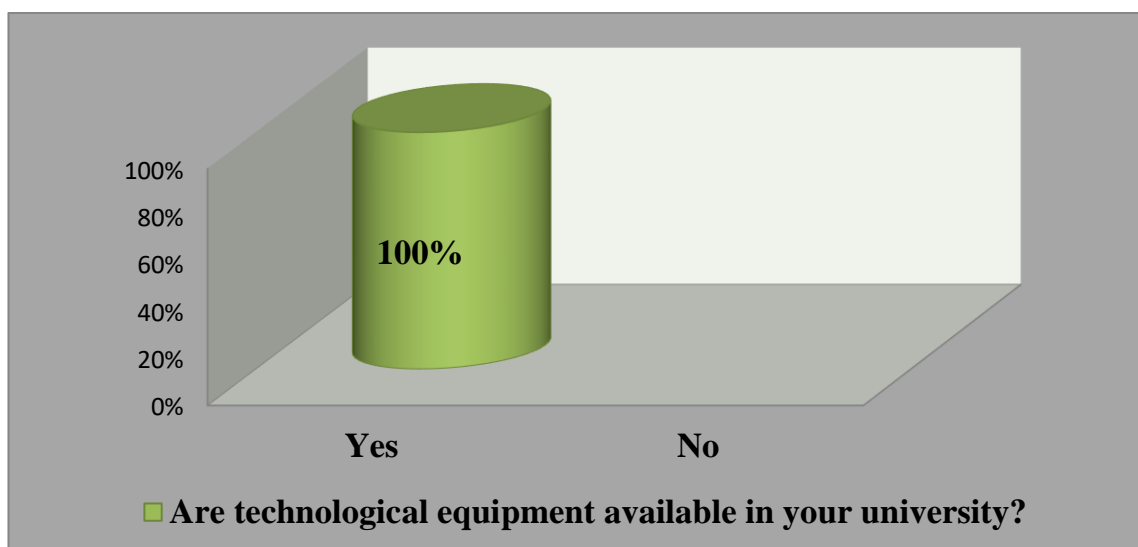
Remarkably (100%) of teachers said that technological equipments available in their university like data-show to present videos, interviews also there are computers in the lab.

Question10: if yes which type do you use?

Graph 3.21: Types of technological devices used by teachers
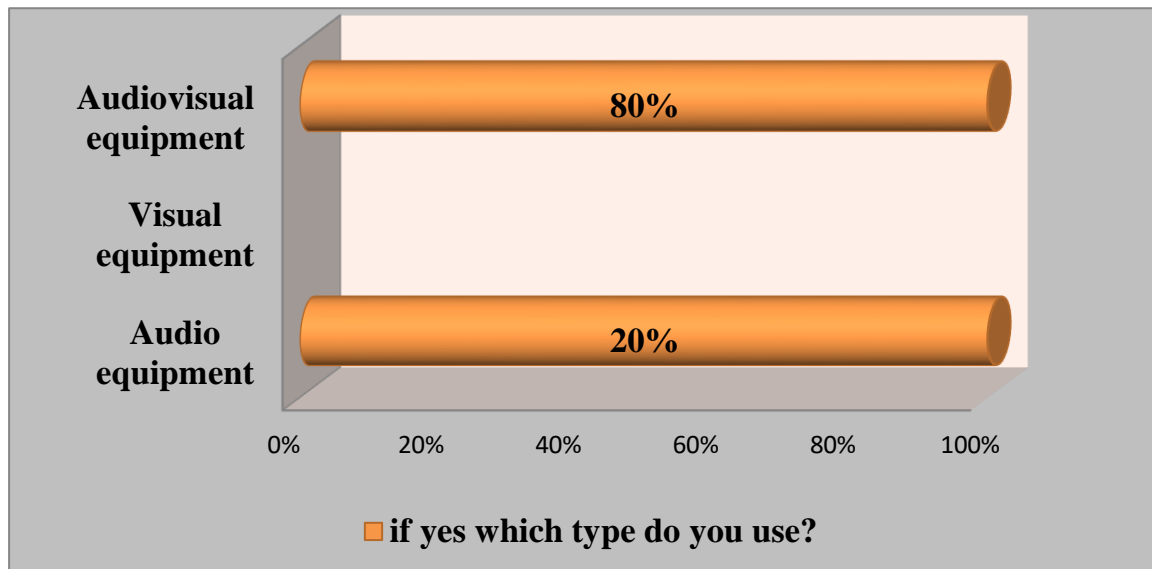
This graph showed that (80%) of teachers use data projectors during oral lecture and only (20%) said that they use audio equipment.

Question 11: if no why?

In this question no one answered because all teachers use technological equipments during oral lecture.

Question 12: What criterion do you rely on to choose the appropriate equipments?

Graph 3.22 criterion to select the right devices

what criterion do you rely on to choose the appropriate equipment?
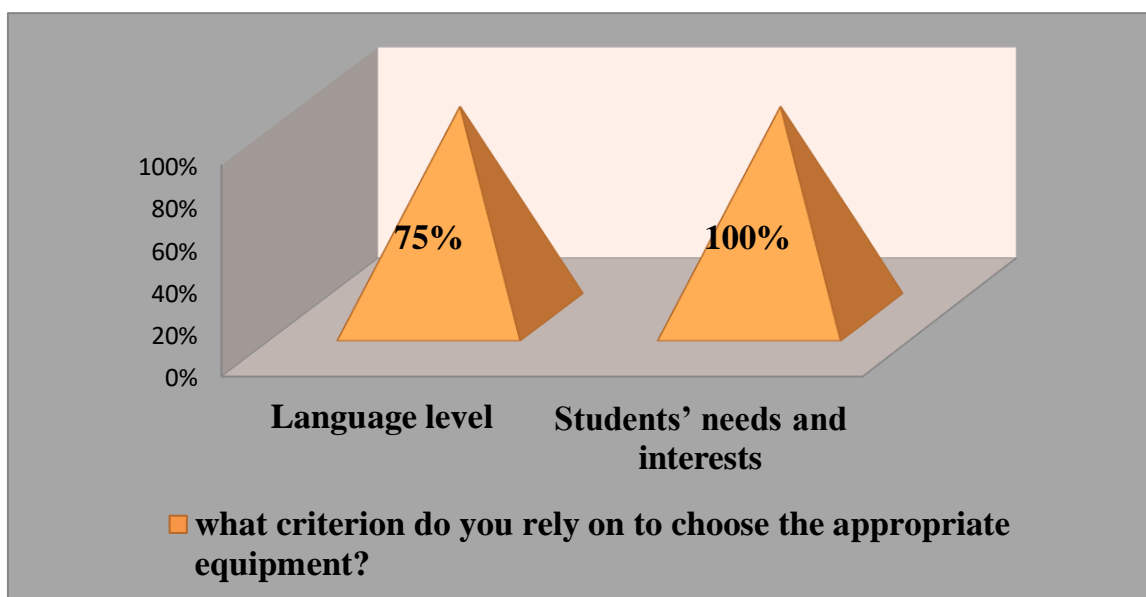
In this question all the teachers (100%) said that they rely on students' needs and interests to choose the appropriate equipment considering that the analysis of student's lacks is as an important factor to determine the course design and the appropriate technology tool to use during the session of oral expression and (75%) confirm that they rely on the language level of students.

Question 13: Do you consider teaching speaking with the use of technological equipment as:

Graph 3.23 educational and entertainment strategies

Do you consider teaching speaking with the use of technological equipment as:
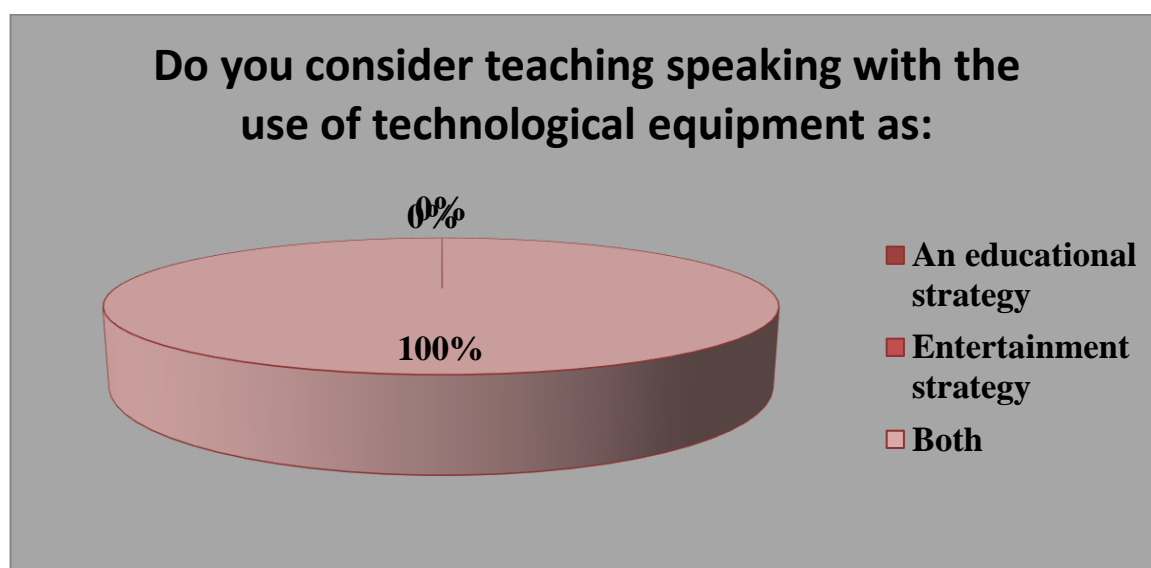
Remarkably (100%) of teachers they consider teaching speaking with technological devices as an educational and entertainment strategy because it help to raise students level of speaking.

Question 14: What is the reason behind your use of technological devices in class?

graph3.24: Teachers' reasons of using technological devices .
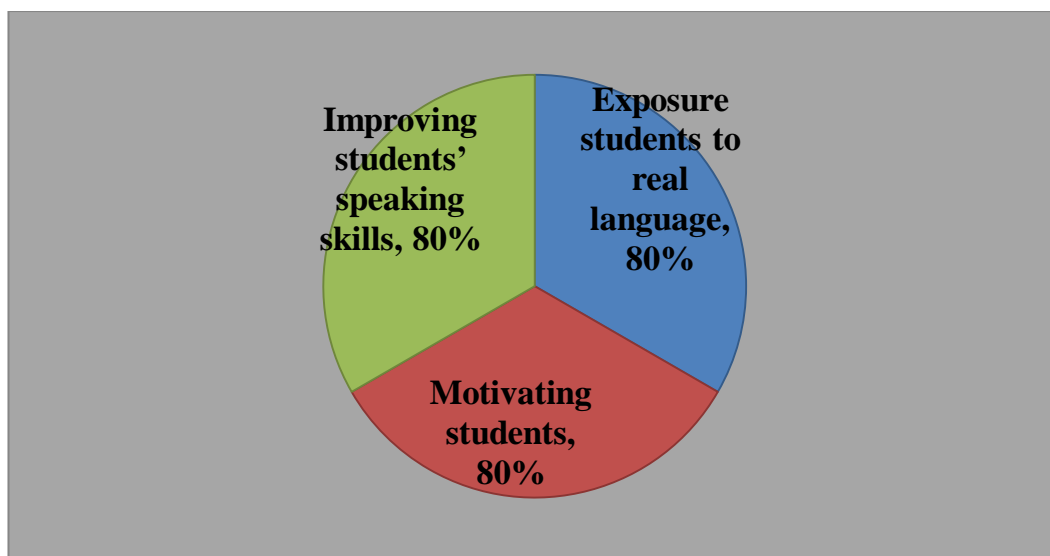
From the graph we found that (80%) of teachers said that they use technological equipments in classroom in order to improve students' speaking skill because they can see and hear words and make them pronounce correctly as already hear the correct pronunciation. On the other hand (80%) of them they said that those equipments motivate students to participate, also (80%) they said that technological tools exposure students to real language.

Question 15: Do you consider that the use of technological equipment would improve students' communicative skills?

Graph 3.25 teachers' perception toward using technological devices to develop speaking

Do you consider that the use of technological equipment would improve students' communicative skills?

0%

100%

Yes
No
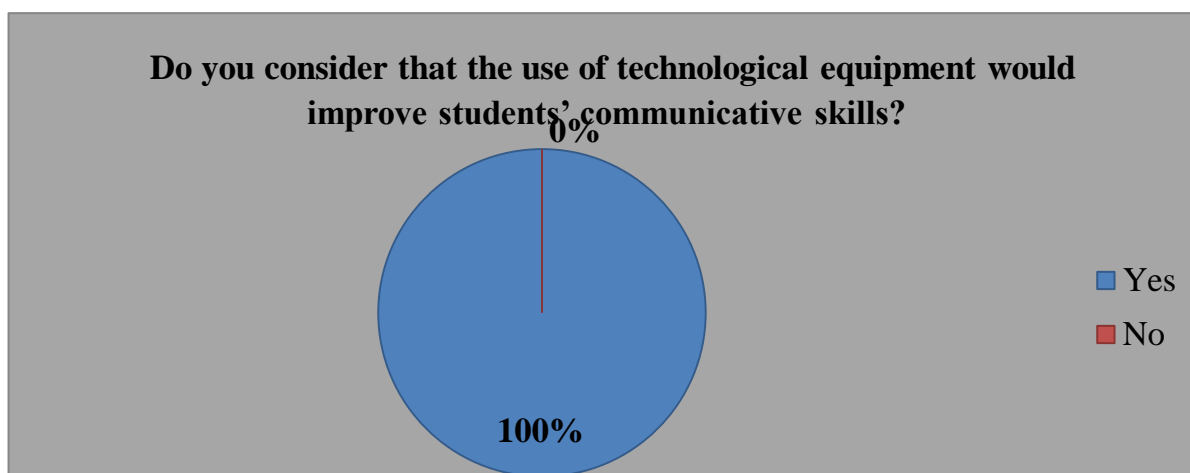
All the teachers (100%) agree that the use of audiovisual equipments is effective in improving students" speaking skills.

Ifyes or no, how?

Participant 01:technological devices help learners to improve their speaking By listening to native language and imitating accent. To acquire some cultural aspects and become more confident

Participants 02: devices are becoming a must and a fundamental factor to make teaching oral skill easy and practical.

Participants 03:technologicalequipments help students to improve oral skill, also to stress on vocabulary acquisition and learn pronunciation. It faces them to real communicative situations.

Participant 04: Audiovisual equipments help students to improve their speaking and listening skill by Giving learners the advantage of communicating in real-time conversations with English speakers .Using technology in the classroom allows for self-paced learning, so students who need more time or multiple versions of a lesson to keep pace with other students can do so.

Participants 05: The use of technological equipment contributes a lot in improving students' communicative skills while interacting and responding to real life situations recorded and animated through applications

Question 16:Do you have any suggestions about the use of technologicalequipment in EFL classes?

Participants 01: teachers should stress on using those equipments for better results. they are used as complementary tools to enhance students' skills, should be more of collaborative works where students learn from each other more.

Participants 02: teachers should incorporate them in all modules.

Participants 03: University should provide the students and teachers with technological materials in order to facilitate teaching/ learning speaking skills.

Participant 04: In the age of digital technology it seems that every student has some sort of device attached to their hand. Let's use them to our benefit. Incorporate students' devices in the learning process: try a warmer to get phone use out of their systems, or an educational game using their devices as a reward for good class work.

Participant 05:teachers can integrate technology in classroom using plenty of options such as that of power point , games classroom tablets .Teachers should use them in all sessions in order to provide students with constructive feedback and help them in developing their speaking skill.

3.10 Interpretation and Discussion of the Main Findings

We found that the analysis of the two sections of students' and teachers' questionnaires supports our hypotheses and demonstrates that students are aware that proper and regular utilization of technological devices is the way to improved performance in speaking skill.

At the first all questions about students' background information, such as gender, age, and students' attitudes about oral expression, are significant in the study.As a result of the significance of speaking skill for them .In section two, the majority of participants agree on the need of oral expression in developing their speaking skills, and they all ensure that their teachers encourage and motivate them to speak in order to build their oral production.Also, they believe that speaking is hard, which prevents them from performing their speaking skills and reduces their performance during oral lectures. Most of them believe that they are having difficulty because they lack vocabulary and are unable to express their ideas effectively. Additionally, most

learners suffer from anxiety, which causes them to be fearful and stressful, and this is also regarded as a problem that students may have when speaking.

The analysis of student questionnaires also demonstrates that the usage of variety of activities and strategies of technological devices fits their needs and motivates them to improve their oral production.During the data analysis, we found that teachers evaluate the students' level as average based on experience with them; this includes a lack of language training and practice, as well as a lack of exposure to the language. The analyses in the second section indicate that all teachers do motivate their students to speak the language in order to master it. The data also reveals that English lecturers at Ibn Khaldoun University make efforts to improve students' speaking skills by selecting and varying speaking activities. Teachers of spoken lectures, on the other hand, showed a focus on vocabulary, pronunciation, and grammar. We find that using technology tools to improve speaking is successful for both teachers and students.

EFL students have difficulty mastering their speaking skills, thus their teachers apply technology devices in oral expression to help them master their oral production. Teachers regard such devices as an educational and entertainment technique. The findings indicate that learners' and teachers' attitudes on using technological equipments are that teaching and learning would be flexible, entertaining, and productive in order to achieve effective interaction between teacher and learner. As a result, the results of this study confirm the first hypothesis.

Moreover, the use of devices enables students to improve their speaking skills by mastering their pronunciation, as well as enhance their vocabulary because they will be more exposure to the language. Also, teachers could help them by motivating them to participate during using those materials. So, the results confirm the second hypothesis.

3.11 Suggestions and Recommendation

Technological devices are regarded as an essential element in language education in general, as well as a factor in developing learner speaking production in particular. Based on the findings, we propose the following recommendations:

3.11.1 For Teachers

-Before selecting speaking equipment, teachers must consider their students' requirements and needs. The processes of speaking, educating, and learning are important. As a result, teachers must determine the right students' needs and equipment for each activity.

-Teachers should be more aware of their learners' needs and give their best to fulfill them by applying suitable strategies to involve them in the learning process.

-It is suggested that teachers use technological equipment when teaching students listening comprehension since it may help them have a better understanding of listening comprehension.

-The teachers should take into consideration his/her students' preferences and needs when using technological tools.

-Before the course, teachers should prepare the equipment and plan the lesson.

-The teacher should select the suitable device and take into account the students' preferences in order to keep them motivated and avoid boredom throughout the session.

-Teachers should encourage their students to use technological devices outside of the classroom, such as watching shows of native speakers and using the internet for education, such as downloading videos.

-Teachers should encourage students to practise listening since it is the road that leads to speaking.

-The teachers should promote their learners' language skills enormously by adopting the technological equipments that create interest among the learners.

-The teachers should make use of the available equipments to involve the actively in the tasks that are given to them.

-Teachers should be given more autonomy and should participate in group or pair activities collaboratively.

3.11.2 For Students

-Students must actively participate in class activities as the subject matter of the teaching and learning process. If they want to speak, they should continue to practise.

-Students should use these tools on a daily basis to expose themselves to the English language.

-Students should use the internet to enhance their knowledge and to search for information both orally and visually.

-Students must record their work or research with memory sticks and screenshots.

-Students have to choose the appropriate equipment for the activity, such as a data show, a mobile phone, the internet, social media, and YouTube.

-Students must record and review their speeches.

-When chatting and recording, students should pay attention to stress, rhythm, and intonation.

-Students must participate in chat groups.

-Students must join learning groups and try to be active by interfering, participating, correcting, adding, criticising, and expressing their points of view.

3.12 Conclusion

In this chapter we dealt with the adopted method for conducting this study. Providing clear and detailed description of the participants as well as the instruments for collecting the valid information that we needed to support our work. This includes the questionnaires for both teachers and students at English Department.

This chapter represented the findings of the gathered data from different stages of the research. The results from the analysis of students' and teachers' questionnaires revealed that the use of technological devices improve the students' speaking skill, additionally the majority of our sample agreed on its effectiveness and on developing learners' speaking abilities

This last chapter discusses the implementation of technological devices in teaching to foster EFL learners' oral production. Students face various speaking difficulties during oral expression sessions. Although the use of technological

materials inside the classroom used as entertainment and educational strategy and encourage them to participate without being afraid of making mistakes, this can only confirm the hypotheses we set at the beginning and proves the positive impact of implementing the technological devices to improve students' oral production.

General Conclusion

General Conclusion

This study looked at the topic of technological devices and their impact on English learners' speaking ability at Tiaret University's Department of English. It stressed how English learners' cognition interacts with various presentations of information through a variety of media when learning a foreign language. It has also assessed the effects of technological gadgets on English learners' cognitive functions in order to increase their speaking abilities, as well as learners' and teachers' attitudes on teaching and learning English using devices as a classroom technique. Investigating such a topic is thus an essential area to demonstrate that learning can occur in the classroom using a variety of teaching and learning methods and strategies.

In light of the challenges that independent English language learners at Tiaret University's Department of English face in speaking and expressing themselves in English, technological devices may be a good fit for the learners' needs to improve their oral English ability. As a result, the primary goal of this research is to look at the impact of using numerous presentations of information in Tiaret University's English Department classrooms on learners' language production (speaking). That is, if technology instruments in the classroom may help students improve their English speaking skills. Add to it the effect that those resources have on the learners' minds in terms of improving their speaking abilities.

In a nutshell, the goal of this research is to improve speaking skills through the use of technology equipment. The findings are only applicable to the case study in which this study was conducted. As a result, additional research in the areas of technology gadgets and English language teaching and learning can be carried out. This study, for example, might be duplicated using a different methodological investigation, such as an experimental design and participant observation, to learn more about learning foreign languages using technological gadgets of information and how learners react to such an environment study. Alternatively, looking into other aspects of multimedia resources, such as language understanding and intrinsic motivation.

In our research work we encountered certain limitation. The first limitation is the time, short period provided for our thesis make it difficult to adopt appropriate method other than descriptive. The second limitation of our study is the participants, only five teachers of oral answered our questionnaire which caused the delay in the process of completing the practical part of our thesis and we were running out of time to finish and present final production on time.

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Appendices

Appendix 1

┌─────────────────────────┐
│ **Students' Questionnaire** │
└─────────────────────────┘

Students' Questionnaire

Dear students,

This questionnaire is designed to gather data as a part of a research work carried out in the framework of a Master degree. It aims at investigating the Implementation of technological devices to Foster EFL Students Oral and aural skills. We would be very grateful if you take part in this questionnaire. Please answer each statement by ticking (✓) in the corresponding box and make a full statement whenever necessary.

Thank you in advance for your collaboration.

Section One: General information

Q1: Gender:

A- Male ☐   B Female ☐

Q2: Age:

A- 18_20 ☐   B- 20-25 ☐   c-more than 25 ☐

Section Two: Oral skills

Q3: Do you like oral expression courses?

A- Yes ☐   B- No ☐

Q4: Does your teacher encourage you to speak?

A- Yes ☐   B- No ☐

Q5: How often do you participate orally?

A- Often ☐

B- Sometimes ☐

C- Rarely ☐

Q6: what type of difficulties you face in speaking:

A- Lack of vocabulary ☐

B- Pronunciation ☐

c- Anxiety ☐

D-Lack of practice. ☐

C- Others ☐

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Q7: How do you consider your level in speaking in English?

A- Very good ☐

B- Good ☐

C- Average ☐

Q8- Which one of the main features of speaking do you focus more?

a-   Accuracy ☐

b- fluency ☐

c-   both of them ☐

Q9-What are the types of activities do you prefer to practice in classroom Accuracy (rules, drills...) or Fluency (information –gap activities, discussion)?

☐ Accuracy activities ☐

☐

☐ Fluency activities

Section Three: Aural Skills

Q10: How do you consider your listening ability?

A- Good

B- Average

C- Bad

Q11: Do you encounter any difficulties in listening?

A- Yes   B- No

Q12: If yes, what are they?

A- Delivery of speed

B- Pronunciation

C- Reduced forms

Q13: In your opinion what is the best way to learn and acquire the listening skill?

A- Listening to technological equipments

B- Listening to teacher's talk

C- Listening to peers

Section four: technological devices

Q14: Do you know what technological Equipments are?

A- Yes   B- No

Q15: If yes, what type of technological devices does your teacher use more?

A- Audio devices

B- Visualdevices

95

C- Audiovisualdevices

Q16: How often does your teacher use technological equipmentsduring a lecture?

A- Always ☐

B- Often ☐

C- Sometimes ☐

D- Rarely ☐

Q17: What do you use as a technological equipment to improve your speaking skill outside the classroom?

a- mobile ☐

b- computer ☐

c- Videos ☐

d- Social media ☐

f- Other materials ☐

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Q18: In your opinion what is the reason behind using technological devices in class?

A- Motivate ☐

B- Satisfy your needs ☐

C- Help you to get more and more skillful ☐

Q19: Which of the following language components can be enhanced when using devices?

a- Vocabulary ☐

b- Pronunciation ☐

c- Grammar ☐

d- All of them ☐

Q20: Do you think that the use of different activities and strategies of technological equipments would improve your oral production?

A- Yes ☐   B- No ☐

If yes or no, how?

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Q21- According to you what are the advantages and disadvantages of technological devices in learning?

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Appendix 2

Teachers' Questionnaire

Teachers' Questionnaire

Dear Teachers,

This questionnaire is designed to gather data as a part of a research work carried out in the framework of a Master degree. It aims at investigating The Implementation of technological devices to Foster EFL Students Oral skills .We would be very grateful if you take a part in this questionnaire. Please answer each statement by ticking (✓) in the corresponding box and make a full statementwhenevernecessary.Thank you in advance for your collaboration.

Section one: General Information

Q1: Teacher's qualification?

A- Master

B- Magister

C- Doctorate (PHD)

Q2: How long have you been teaching oral expression?

98

A- 1-5 years

B- 5-10years [　　]

C- More than 10 years [　　]

Q3: Do you enjoy teaching oral expression?

A- Yes [　　]

B- No [　　]

Section Two: Teaching speaking

Q4: How do you evaluate your students' level in speaking English?

A- Good [　　]

B- Average [　　]

C- Bad [　　]

Q5: Do you think that student have low level in speaking skill because:

A- They are not exposed to language [　　]

B- They are not aware that language is communication [　　]

C- Lack of linguistic competency [　　]

D- Lack of training and practising the language [　　]

E-
Others……………………………………………………………………………………

Q6: How do you help them to improve their speaking skill?

....

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Q7: What type of Activities do you choose in teaching speaking?

A- Role play

B- Information gap Activity ⃝

C- Free discussion task ⃝

D- Story telling task ⃝

Other:………………………………………………………………………………………
……………………………………………………………………………………

Q8: During the speaking lecture do you stress more:

A- Pronunciation ☐

B- Grammar ☐

C- Vocabulary ☐

D-All ☐

Section Three: The use of technological equipment in the classroom

Q9: Are technologicalequipment available in your university?

A- Yes ☐

B- No ☐

Q10: If yes, which type do you use frequently?

A- Audio equipment ☐

B- Visual equipment ☐

C- Audiovisual equipment ☐

Q11: if no, why?

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Q12: what criterion do you rely on to choose the appropriate equipment?

A- Language level ☐

B- Students' needs and interests ☐

C- Others………………………………………………………………………………….

Q13: Do you consider teaching speaking with the use of technological equipment as:

A- An educational strategy ☐

B- Entertainment strategy ☐

C- Both ☐

Q14: What is the reason behind your use of technological devices in class?

A- Exposure students to real language ☐

B- Motivatingstudents ☐

C- Improving students' speaking skills ☐

D-Others……………………………………………………………………………..

Q15: Do you consider that the use of technological equipment would improve students' communicative skills?

A- Yes ☐

B- No ☐

If yes or no, how?

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Q16: Do you have any suggestions about the use of technological equipment in EFL classes?

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ملخص :

تمحور الموضوع حول أهمية وفعالية إستخدام الأجهزة التكنولوجية من قبل المعلمين داخل فصول وأقسام تدريس اللغة الإنجليزية و لم لايكون خارجها و تهدف الي إيجاد الإجابة عن بعض الإشكاليات المطروحة فيها :ما هي إتجاهات الطلاب و ما تصورات المعلمين حول إستخدام الوسائل التكنولوجية ؟ و إلى أي مدى يتمإستغلال هذه الوسائل لتعزيز قدرات الإنتاج الشفهي لمتعلمي اللغة الإنجليزية كلغة أجنبية ؟ لقد إتجهنا في هذه الدراسة المنهج الوصفي لإختبار الفرضيات من خلال إجراء إستبيانين مختلفين على 61 طالبا في السنة الثانية وخمسة مدرسين للغة الإنجليزية في جامعة ابن خلدون و بعد إستظهار نتائج الإستبيانين و تحليلها إتضح ان المعلمين و الطلاب يعتبرون هذه الوسائل أداة مهمة لتحسين المهارات الشفوية للطلاب و في الأخير إختتمنا هذه الدراسة بتقديم مجموعة من التوصيات لمعلمي و متعلمي اللغة الإنجليزية ,تساعدهم على تحسين مهارات التدريس و التعليم لديهم بشكل ملحوظ.
الكلمات المفتاحية : الأجهزة التكنولوجية ، مدرسو اللغة الإنجليزية ، الكفاءة اللغوية ، متعلمي اللغة الإنجليزية كلغةأجنبية

RESUME

Dans la présente thèse, nous soulignons l'importance et la vitalité de l'utilisation efficace des dispositifs technologiques par les enseignants à l'intérieur et pourquoi pas à l'extérieur des salles de classe de langue anglaise, et elle vise à répondre aux questions soulevées : quelles sont les attitudes des élèves et les perceptions des enseignants sur l'utilisation dispositifs technologiques? Et dans quelle mesure mettre en œuvre des dispositifs technologiques pour favoriser la production orale des apprenants EFL. Cette étude a été menée selon une méthode descriptive afin de vérifier les hypothèses. Deux questionnaires différents ont été administrés à 61 étudiants de deuxième année et cinq professeurs d'anglais à l'Université Ibn khaldoun . Les analyses des questionnaires montrent que les enseignants et les élèves considèrent ces équipements comme des matériaux importants pour améliorer les compétences orales des élèves.

Enfin, l'étude se termine en fournissant des recommandations aux enseignants et aux apprenants d'anglais pour leur permettre d'améliorer considérablement leurs compétences d'enseignement et d'apprentissage.

Mots-clés : dispositifs technologiques, professeurs d'anglais, compétence orale, apprenants EFL.

Summary:

Using technology includes using technological devices in the teaching process, since it has plentiful of advantages .On the one hand, it may help the teacher to make the session easier and more beneficial, on the other hand it also guides the students' learning as well . Therefore, the current research is conducted to investigate the implementation of technological devices to enhance student's speaking skill. This research work aims to investigate the use of technological devices to develop student's speaking skill and get EFL students attention about the role of being exposed to different technological equipments. This study helps to guide teachers for better using technological equipments and provide diversity in the method of teaching and increase the forcefulness of the subject being learned or taught. From the established framework we hypothesized that teachers and students consider those devices as important materials in enhancing students' speaking skill and they are familiar with the use of technological tools in the classroom. The implementation of such devices and their effective use in order to improve speaking skill and developing a range of language skills and strategies including vocabulary, grammar , listening, speaking and critical thinking skills. The current study ends up with recommendations for both English teachers and learners to greatly improve their teaching and learning skills.

Keywords: *EFL Learners, English Teachers, speaking skill, Technological devices;*