

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
Abd Elhafid Boussouf University Center - Mila



*Institute of Literature and Languages
Department of Foreign Languages
Branch: English*

The Use of Modern Technologies in Developing Students' Speaking Skill

The Case of Third Year EFL Learners at the University of Mila

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

Presented by:

- 1) Seyf El Islam BOUKRAA
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Examiner: BOUDJRIDA Messaouda

2022- 2023

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Dedication

First and foremost, I thank Allah for his direction. We could not have completed this effort without Allah's conciliation.

I dedicate this work, which reflects years of labor

To the source of my strength, "my mother," who never stopped praying and pushing me on, who never let me lose hope.

To my dear father, the one who motivated me to continue learning, the person who never stopped supporting me emotionally or financially.

Meroua and Tasnime, my beloved sisters

Mohtada, my loving brother

Mohammed, Islam, Ahmed, and Abdessamed, to all my friends

I thank everyone who believed in me and thought that one day I would present my master's degree and realize my ambition.

A special dedication to Dr. BENNACER who helped us finish our research.

Seyf El Islam

Dedication

Before everything, thanks to Allah for his guidance. We would not have done this work without Allah's conciliation

I dedicate this work which represents the effort of past years to:

To the source of my power, "my mother," who kept praying, pushing me forward, and reminding me never to lose hope.

To my friends: Wadoud, Hamza, Seyf

To everyone who had faith in me and believed that one day I would be presenting my master's degree and achieving this dream.

Salah Eddine

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Abstract

This study seeks to find out the impact of using modern technologies on enhancing the students' speaking skills and whether students benefit more from using educational technology outside the academic setting with the guidance of their teachers than using it inside the classroom. The first chapter dealt with some literature relating to the use of modern technologies in developing students speaking skills, while the second chapter was dedicated to data collection and analysis. For that purpose, two questionnaires are submitted to both teachers and third-year EFL learners at Mila University Center. Moreover, the qualitative and quantitative results show that the use of modern technologies has a positive impact on learners' oral proficiency; meanwhile, it can have some drawbacks due to many reasons, such as inappropriate use. In addition, both teachers and learners agreed that students can further develop their speaking level by using modern technologies outside the classroom with the help of their teachers. Hence, this research suggests that teachers should encourage their students to use technology outside the formal setting for the sake of improving their speaking skills, as well as dedicate some time to guide them through the learning process.

Keywords: Modern technologies, speaking skills, educational technology, technology-enhanced learning, technological tools.

List of Acronyms

%: percent

P: page

EFL: English as Foreign Language.

ICTs: Information and Communication Technologies.

CALL: Computer-Assisted Language Learning.

TELL: Technology Enhanced Language Learning.

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Résumé

ملخص

General introduction

1. Background of the study

The increased use of modern technologies in every field of life has made their importance unavoidable in the academic domain. Nowadays, it is suggested that teachers and learners switch from traditional methods to more advanced ones. In addition, technology may take the teaching and learning process to the next level, as it provides learners with different mediums to access and share knowledge and allows teachers to include innovative methods in their teaching.

On the one hand, it is often argued that the use of technology in education makes schools more productive and efficient by providing authentic and engaging learning experiences. As a result, learners will be better prepared to improve their language skills (speaking, writing, reading, and listening).

On the other hand, one of the most important skills to master when learning a foreign language is speaking, as it is recognized as the main medium of communication. Having good speaking skills helps generate utterances that convey understandable messages to listeners.

This study attempts to investigate the connection between the use of modern technology, either in classrooms or by learners themselves with the guidance of teachers, and how it affects their speaking skills.

2. Statement of the problem

Technology has seen significant advances in recent years, and the impressive success achieved in many fields has led to an increased focus on the use of technology for educational purposes. Unfortunately, in Algeria, many universities lack the necessary equipment to take advantage of its benefits. The problem to be investigated in this research is what kind of impact technology has on students speaking levels (positive or negative) and whether it is

better to implement modern software inside the classroom or whether learners can develop their speaking proficiency outside the classroom with the guidance of their teachers.

3. Aims of the study

This study aims to determine the impact modern technologies have on learners speaking skills and whether it is preferable to use modern technologies inside the classroom or whether learners can take advantage of modern technologies outside the academic setting with the help of their teachers.

4. Research questions

This study aims at answering the following questions:

- 1) Does the use of modern technologies in education have an impact on students' speaking skills?
- 2) Do learners benefit more from the guidance of their teachers when using technology outside of class to improve their speaking skills than when using it inside the classroom?

5. Research Hypothesis

Based on the afore-stated questions, it is hypothesized that:

1. If learners use modern technologies in their learning tasks, it will help them develop their speaking proficiency.
2. If teachers guide their students through the use of technology outside the classroom, it may help them further develop their speaking level.

6. Research methodology

This research is going to be conducted using one method. Two questionnaires were addressed to 3rd year EFL learners and teachers at the University of Mila to find out whether the use of modern technology helps students develop their speaking level and whether

technology has a bigger impact inside or outside the formal setting where learners can develop their speaking abilities outside the educational institution.

Our case study is Third-year EFL learners at the University of Mila. We chose it because third-year students are the most appropriate ones to be asked about technology; they have been using it for three years now, and their speaking skills must have developed by now, so we would ask them if technology has played a major role in that development or not. Also, we chose a questionnaire as our tool for collecting data because it provides precise answers from students and because there are neither different modern technologies in our university nor enough time to conduct an experiment.

Chapter One

Section One: The Speaking Skill

Introduction

In order to be proficient in and communicate effectively in any foreign language, the four language skills (listening, writing, reading, and speaking) must be developed and mastered. The majority of EFL learners focus on the last skill, which is speaking, in order to interact with each other while learning. Because speaking is crucial to developing learners' abilities to communicate effectively, it should be promoted by teachers and learners of foreign languages.

In this section, we will provide a literature review concerning the importance of the speaking skill, speaking abilities, elements of speaking, reasons for teaching speaking, the types of classroom speaking performance and its characteristics, activities to promote speaking, and finally the speaking difficulties that EFL learners face during their learning process.

1.1. Definition and Importance of Speaking

According to Hedge (2000), speaking is "a skill by which they [people] are judged while first impressions are being formed" (p. 261). To put it another way, speaking is a skill that should be combined with other skills so that it can be enhanced for better communication. Nunan (1991) states: "Speaking is the same as oral interaction, which are conventional ways of presenting information and expressing the ideas and thoughts we have in our mind" (p. 40).

In the same logic, Brown and Yule (1983) claimed that speaking involves using non-verbal communication techniques, including body language, facial expressions, gestures, and eye contact.

According to Richards (2008), learners frequently assess their achievement in language learning and the quality of their English course based on how much they believe their language proficiency has increased (p. 19). In the same context, proficiency in a foreign language refers to how well a learner has mastered that language. Furthermore, Celce Mercia (2001) claims that the most fundamental form of human communication is speech, so knowing a language entails being able to speak it. In other words, when learners master speaking, they also master the language.

1.2. Speaking Abilities

Speaking is the kind of communication that is most frequently used to explain ideas, make arguments, provide justifications, convey knowledge, and create imitation. The aim of speaking in a language society is to encourage communicative efficiency. Oral communication achieves a number of specific pedagogical abilities. Here, when talking about oral skills, they should be mentioned as follows: interaction, production, and communication skills

The first one is interaction skills, which is the ability to properly communicate orally while learning a foreign language. Oral interaction skills are one of the hardest to master because they depend on a variety of teaching and learning aspects that are usually neglected in the classroom. Many educators who teach languages tend to ignore related non-verbal connections in favor of spoken or communicative contact (Arias, 2009). When implementing interactive activities in the classroom, teachers should carefully select interaction topics, assist students in understanding various communication strategies, and provide them with specific instructions on how to interact with others. These three areas are highlighted in the literature on classroom interaction (Ellis, 2005; Schaetzel & Shen, 2002, cited in Arias, 2009).

The second one is production skills. Students can improve their oral production in EFL classes by creating a nice learning environment, recognizing individual strengths and personalities, working with task-based activities, selecting activities with interesting content and attractive presentations, and encouraging students to maintain the English language by listening to radio stations, watching TV shows, and reading magazines and books, which may help them understand that learning a language takes time, effort, and practice (Bygate, 1987).

The third skill is communication skills; some researchers claim that it is crucial to have good interpersonal communication skills. The development of learners' capacities to use language simply and significantly is assisted by an approach to language learning that fosters the development of communicative language skills. Our ability to communicate allows us to remain connected with the outside world; communication connects us with people so that it enables us to communicate our thoughts and feelings, provides guidance, and gives us the ability to influence our environment.

1.3. Elements of Speaking

According to Harmer (2001), the main goal of language learners is to be able to communicate effectively in a foreign language without any difficulties. They must therefore be familiar with the key components that define English speech. The essential characteristics that students should be aware of are the mental and social processes.

1.3.1. Language Features

In order to speak English, one needs the four fundamental components of speaking skills, which are known as connected speech, expressive devices, lexicon and grammar, and negotiation language.

On the one hand, "connected speech" means fluency in the language that should be produced in order to speak English properly. Elision and assimilation are two things that

should occur simultaneously while making a connected speech. As Harmer (2001) stated, "in connected speech, sounds are modified (assimilation), omitted (elision), added (linking), or weakened (through contractions and stress patterning)". (p. 284). Also, learners must use specific methods in their speech for the purpose of effectively expressing themselves (expressive devices).

On the other hand, using appropriate expressive methods enables language learners to convey their ideas, feelings, and thoughts. Hence, language learners need to be aware of the various components of language as well as their various applications in various circumstances, so they must employ the proper lexical items that make sense in the proper context. Meanwhile, negotiation is one strategy for helping language learners in foreign language classes. The usage of this linguistic style aids learners in discovering solutions, justifications, and useful information.

1.4. Reasons for Teaching Speaking

According to Harmer (1998), the basic reasons why teaching speaking is crucial are:

- First, it provides students with the chance to practice an aspect of everyday life—speaking—in an academic setting (classrooms).
- In addition, speaking exercises give learners the opportunity to use the language they have learned, and they also give teachers a chance to assess both positive and negative aspects of their progress.
- Moreover, due to the opportunity to use prior knowledge, learners will be able to speak the language naturally, deliberately, and fluently.

1.5. Types of Classroom Speaking Performance

According to Brown (2001), six types of speaking can be distinguished, which are the types of activities that learners should carry out in the classroom: imitation, intensiveness, responsiveness, transactional dialogue, interpersonal dialogue, and extensive monologue.

In the imitative performance, learners are expected to imitate their teachers or the tape recorder after they hear it. This will enable them to overcome the challenges they encounter at various levels, such as grammar or speaking. Moreover, the use of drills will also give learners the chance to practice one language while concentrating on it at a time (Brown, 2001). Intensive performance, on the other hand, incorporates all language exercises done in the classroom and focuses on the grammar and phonetic structure of the target language rather than just imitation (Brown, 2001).

Concerning responsive performance, students inside the classroom respond to or answer their teacher or a classmate using precise statements. For instance, when the teacher asks, "Good morning, how are you?" the learners answer "Good morning, fine, thank you". Moreover, these responses cannot be extended into a long conversation. While transactional dialogue deals with extended responses, or transactional dialogues that are formed by information exchanged during negotiations or discussions, they are carried out in pairs or group settings according to the level of the interlocutors (Brown, 2001).

Instead of exchanging knowledge, the major goal of interpersonal dialogue is to maintain social connection. Students have difficulty executing this sort of dialogue because it has numerous elements that are difficult for them to employ, such as informal register, slang, ellipsis, etc. (Brown, 2001). Meanwhile, in the extensive monologue, both intermediate and advanced learners can engage in extensive monologue. Students are required to perform a monologue at this level, and there are several ways to achieve this, whether through short speeches, summaries, or oral presentations (Brown, 2001).

1.6. Characteristics of Speaking Performance

Hedge (2000) emphasizes the importance of fluency and accuracy: "The communicative approach somehow excuses teachers and learners from a consideration of how to develop high levels of accuracy in the use of grammar, pronunciation, and vocabulary." (p. 61). This means that while learners should know how to use the language system appropriately, they should also work to increase their proficiency through classroom activities.

Being one of the key elements of a speaker's performance in foreign language classes, oral fluency is the goal that all teachers work towards. According to Hughes (2002), fluency is the capability to express oneself clearly and in an understandable manner without hesitation. If not, the communication will fail because learners will lose interest. Instructors should encourage students to speak freely and express their own thoughts, opinions, and feelings. Moreover, Hughes (2002) believes that fluency and coherence are related to the capacity to talk with a typical level of continuity, pace, and effort, in addition to linking concepts in a logical manner. Hence, indicators of coherence include both speech rate and speech continuity.

Fluency plays an important role in speaking performance, but accuracy is a necessary element of speaking. Skehan (1996, p. 23, as cited in Ellis and Barkhuizen 2005, p. 139) defines accuracy as how well the target language is produced in relation to the rule system of the target language. Learners should focus on vocabulary, pronunciation, and grammatical structure in their oral production. Also, Hughes (2002) explains that grammatical accuracy refers to using grammatical structures correctly. Subordinating clauses must be used in the grammar to account for the complexity and duration of the utterances. On the other hand, vocabulary is an important factor for accuracy in speaking, as synonyms can have different meanings in different contexts. It is important for learners to use the right words and

vocabulary to express themselves accurately. Meanwhile, according to Luoma (2004), it is essential that you use the right term in the right context and with the right pronunciation. To pronounce a word correctly means to speak it in a way that is universally recognized or understood. Unfortunately, incorrect pronunciation makes it impossible to understand the speaker, which prevents accuracy from being achieved.

1.7. Activities to Promote Speaking

Kayi-Aydar (2006) argued that to teach second language learners how to speak, many speaking activities needed to be applied in EFL academic settings, which are: discussions, role play, simulations, information gaps, brainstorming, storytelling, interviews, story completion, reporting, picture narrating, and picture describing. Find the difference:

A good discussion activity should be set by the teacher; its main aim is to help students find solutions in the discussion groups, interpret solutions, and share their ideas about the topic of discussion. Meanwhile, the discussion points should be relevant to the same purposes so that learners will not waste their time on unwanted things. For example, students can engage in an agree/disagree type of discussion in which teachers provide an arguing topic like "the use of modern technology can enhance students' speaking skills vs. the use of modern technology can have a negative effect on students". After classifying them, each group should work on the topic for a while, then share their ideas and the conclusion they reached. Finally, they should decide on the winning group depending on the shared arguments and opinions. This kind of activity helps learners express their ideas freely to enhance their critical thinking skills when reasonably arguing with others (Kayi-Aydar, 2006).

Role-playing, on the other hand, is a good way to let students speak freely because teachers may let them talk about a chosen situation (Kayi-Aydar, 2006). For example, they can tell them that their name is David, so go to the doctor and tell him what happened last night (Harmer, 1984, as cited in Kayi-Aydar, 2006). Although simulations are nearly the same

as role plays, they are more illustrated because in simulations students can create a more realistic situation by using items; for example, a student can bring a suit if he is acting as a lawyer (Kayi-Aydar, 2006).

Simulations play a major role in motivating students. Also, in role plays and simulations, students may not speak about their experiences; in other words, they will not take full responsibility for what they are speaking about, and that will help them increase their confidence while speaking (Harmer, 1984, as cited in Kayi-Aydar, 2006). Another interesting activity is called "information gap," in which two students start a debate about a given topic, one of whom has information that the other does not, and then they share their ideas. Each one of the participants is important because the purpose of the task cannot be achieved unless each of the partners finds a way to provide the information the other needs. The main purpose of this activity is to help the students gather more information from each other and promote their problem-solving skills (Kayi-Aydar, 2006).

The other activity is brainstorming, in which students are allowed to share their ideas about a chosen topic in a given period of time without getting criticized. That can help them produce more ideas, and they will accept sharing more ideas in the future (Kayi-Aydar, 2006). Also, there is storytelling, in which learners are asked to summarize a story they heard or read before or a story from their imagination that they want to tell their classmates about. Its main purpose is to help learners organize their ideas (beginning, development, and ending), and it promotes their creativity (Kayi-Aydar, 2006).

Interviews can be managed through a given topic with different people; students should prepare their questions before conducting an interview, and teachers should wisely choose the topic of the interview in which students will be more engaged to ask more questions and seek more answers. Interviews allow students to talk freely and practice their speaking skills not only inside the academic setting but also outside the classroom. Moreover,

students can interview each other in presentations, role-playing, etc. Story completion, on the other hand, is an entertaining speaking activity joined by the whole class; students sit in a circle, then the teacher starts narrating a story. After that, each student starts narrating where the other one stopped; they can add a few sentences to the story that include new characters or new events, and they keep it that way until the end of the session (Kayi-Aydar, 2006).

Reporting can be considered a pre-class activity in which students are asked to read a magazine, newspaper, book, etc., and they come to class to report to their classmates what got their attention. They can also make and share a summary of what they have read (Kayi-Aydar, 2006). Picture narrating is a speaking activity that is based on consecutive pictures that are related to a subject. Students are asked to speak about the story behind each picture, and they should be aware of the criteria regulated by the teacher. That can help them use the appropriate words and structures while narrating (Kayi-Aydar, 2006).

Picture describing, on the other hand, is similar to picture narrating; the only difference is that in the picture describing activity, students are asked to form groups, and each group should take one picture and try to describe it. After that, a student from each group will have to speak about the picture to all of his classmates. This activity promotes creativity, imagination, and public speaking (Kayi-Aydar, 2006).

Find the Difference is another speaking activity that includes pictures; hence, in this activity, the groups can include just two students, and each student will have a picture to observe and speak about, for example, a picture of a man playing handball and a picture of a man playing football. Students are asked to identify the similarities and differences between the two pictures (Kayi-Aydar, 2006).

1.8. Difficulties in Speaking

Learning a foreign language is an extremely challenging task. Even though they have a strong knowledge of the language, many students struggle to communicate. As Luoma

(2004) points out, it is quite challenging to speak a foreign language, and speaking fluency takes a long time to develop (p. 1).

According to Brown (2000, p. 270–271), eight potential obstacles to learning have been identified for students: clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation, and interaction.

Clustering implies that it may be difficult for learners to group words and letters together, or they may speak word by word while pausing. Yet according to Brown, speaking fluency is phrasal rather than word-by-word (p. 270). On the other hand, the redundant forms that make up spoken language enable learners to repeat and rephrase their thoughts in order to make them clear and understandable. Also, there are several reduced forms in the English language, which might be phonological, morphological, syntactic, or semantic (Brown, 2000).

As students are taught the target language's complete forms, it is challenging for them to adjust to these modifications. Another difficulty deals with performance variables, which include hesitation pauses and self-corrections, which are traits of good speech delivery. Students should be taught the proper usage of oh, um, well, etc. to help them think and generate ideas while performing (Brown, 2000). To ensure that learners can produce these forms accurately, teachers should also make sure that their learners are familiar with culturally bound idioms, slang, terminology, and cultural knowledge. Another issue that English language learners could experience is their inability to comprehend or speak quickly or slowly. So, it is important to teach students how to speak clearly and politely (Brown, 2000). Pronunciation is another crucial aspect of the English language. Stress, rhythm, and intonation are all aspects of pronunciation that are crucial while presenting any speech (Brown, 2000). Finally, interaction means that students acquire new words and refine their language through interaction with varied interlocutors in a variety of speaking contexts (Brown, 2000).

Conclusion

In conclusion, the use of modern technology has made teaching and learning in the classroom more innovative, effective, and efficient; as a result, employing this technology results in new pedagogical developments and new pedagogical responsibilities. One of the four primary language skills that may be improved by the use of technology in EFL classrooms is speaking ability.

This section has shed light on speaking as a skill, its strategies within the major reasons for teaching speaking, types of classroom speaking performance, characteristics of speaking performance, and difficulties in speaking.

SECTION TWO: Modern Technology in Education

Introduction

Nowadays, education requires the use of new scientific inventions (modern technology) in the classroom because they have achieved great success in many different fields. But most students face difficulties when learning English using traditional methods because of a lack of practice and authentic materials to refer to.

Learning English requires the mastery of the four basic skills (listening, reading, writing, and speaking). The implementation of such technology helps students develop their lacking skills; moreover, the use of this technology has revolutionized the classroom and created a more comfortable and effective atmosphere for teaching and learning the English language. The best example of that is that it is viewed as useful instructional material in language classes where teachers have easy access, are significantly prepared, and have more control over the curriculum. Another advantage of modern technology is the fact that students

can also use technological tools outside the classroom to further develop their language skills, especially their speaking skills, since they can improve them using audio-visual platforms and other social media websites where they can interact and communicate with native speakers.

2.1. Definitions

According to İsman (2012), technology is "a manner of accomplishing a task, especially using technical processes, methods, or knowledge" (p. 207). The term modern refers to the newest inventions of our time. Modern technology is a term that refers to the collection of new tools, systems, and methods that have been enhanced in recent times using advanced scientific knowledge. These technologies include various devices such as computers, smart phones, and the internet, as well as innovative fields such as artificial intelligence.

Computer-Assisted Language Learning, or CALL, is a term that refers to the use of computers in language classrooms by both teachers and learners. It is defined as the search for and study of applications of the computer in language teaching and learning (Levy, 1997).

CALL as a method used in EFL teaching and learning has many advantages. It is a tool that is used by teachers in the classroom as an aid to the learning process. For example, it provides many different programs to teach English pronunciation. CALL is used as an aid to the learning process because it allows learners to take control of their learning through the use of different programs and applications such as email, dictionaries, audio-visual platforms, and many more. Therefore, learners can become more autonomous since they can use the computer to search for needed information and feel satisfied about their learning (Warschauer & Whittaker, 1997). In the past, EFL learning was viewed as a boring process since educators used traditional methods for teaching. But the implementation of CALL helped motivate learners because the programs provided students with more interesting ways of learning

English through games, animations, and problem-solving activities. As a result, even tedious, boring tasks become more interesting (Ravichandran, 2000). CALL is a method used in EFL teaching and learning because of all its advantages. Thanks to CALL, learners can be more motivated and interested in learning. It makes learners more autonomous by providing them with additional time, individualized practice, and self-instructional tasks while offering them immediate feedback (Ravichandran, 2000). However, a lack of training and computer skills can cause a big problem in the EFL teaching and learning process.

2.2. Types of Computer Assisted Language Learning

Computer-assisted language learning has been a trend lately because of the easy interaction between learners and instructors in different locations. It contains many types, such as:

According to Turban et al. (2017), the term distant learning or distant education refers to the process of learning where the teacher and the students are in different locations. The learning process usually happens through the use of technology or some kind of communication platform.

According to Fog and Kwan (2005), e-learning is considered an extension of the traditional learning process with the aid of management among communities, developers, and experts. E-learning is a type of learning that is supported by many different types of technologies; it refers to learning through technologies such as computers, the internet, mobile phones, and so on that are used as tools for learning. Such learning can take place anywhere at any time to teach anything; it is not bound to a specific setting such as schools and classrooms, as it can take place at home. In other words, e-learning is every lesson delivered through the internet.

A language laboratory is a room that is equipped with technological materials for the practice of listening comprehension and speaking skills to help students develop and master the target language (Singhal, 1997). Such a room plays an important role in language learning; it usually consists of audio-visual aids like computers, data projectors, videos, and audio recorders. According to Al Mamun (2014), "modern language laboratories are equipped with all the necessary materials, such as computers, headphones, microphones, tape decks, and a lot of listening equipment" (p. 16). Thus, a language laboratory creates a good, comfortable, and motivated atmosphere that makes learners more confident because it provides them with new and exciting ways to learn as well as helping them improve their communicative skills. Learners enjoy using language laboratories because it allows them to practice their lacking language skills. Hence developing oral proficiency in the target language (Cesar & Brenes 2006).

Language laboratories provide teachers with many different tools that allow them to teach listening by making students listen to native speakers conversations, news reports, or songs. Furthermore, Singhal (1997) states that the imitation activity is considered a useful technique to practice pronunciation, giving the learners the opportunity to listen to different models and repeat after them. This type of activity allows teachers to record oral test questions, which the learners then answer by recording their responses. Later on, the teacher will take the recorded answers and correct them (César & Brenes, 2006).

Many students prefer learning in language classes that are equipped with audio-visual aids since it motivates them and creates a more interesting and comfortable atmosphere for learning, which makes audio-visual aids an amazing tool to implement in language courses. Audio-visual aids include recorded materials such as speech and songs as well as visual materials like videos, posters, and pictures (Asokhia, 2009, p. 81, as cited in Al Mamun, 2014, p. 3).

As the internet offers a large variety of pictures that can be used in the classroom in many different ways, audio-visual aids include the use of visual or printed images that can be presented as a PowerPoint file on a computer as well as on a display board using a data projector, which makes the classroom more enjoyable for the learners. The use of such pictures can make the lesson more interactive (Al Mamun, 2014). Moreover, teachers can also use videos to facilitate learning and make it more enjoyable.

Videos are a very useful tool to implement in language teaching and learning. They give students knowledge and stimuli that facilitate learning, making them experience language communication. According to Al Mamun (2014), videos help learners concentrate on the context and body language of native speakers, providing them with genuine language input that helps them get ideas and think about the topic. As Jalaluddin (2016) states, "Videos have compelling power in the language classroom" (p. 2). For that reason, the use of multimedia is becoming more popular among teachers as well as learners.

Language teachers can also use recorded materials such as songs and native speaker conversations to make learners listen to the target language, providing them with a large range of new vocabulary as well as teaching them proper word pronunciation. After making students listen to those audio recordings, teachers introduce different activities, like asking them questions about the recorded material to check if they understand the topic being discussed. Furthermore, the learners will find it more enjoyable and interesting to listen to different songs since it motivates them and helps them develop their listening and speaking skills (Veronika, 2007).

The use of a data projector is becoming more popular in schools. It is a device that projects the display of a computer onto a larger surface. It can be fixed to the ceiling, placed on a stand, or even be portable. It is considered an important tool for teaching as it provides

teachers with an easier, more interesting way to present their lessons. Since lessons presented through visual tools allow students to see pictures, maps, and graphics, as well as give them the opportunity to present their projects using PowerPoint, it makes them more attracted to and interested in the lessons (Al Mamun, 2014).

2.3. Benefits of Computer Assisted Language Learning

There is no doubt that CALL has many benefits when it comes to all aspects of life, considering that its influence has had a lot of positive effects, especially on EFL teaching and learning. The use of such technological tools enables learners to develop their communicative skills; for instance, the use of the internet allows learners to communicate with native speakers without having to visit the countries where that language is used as the mother tongue, and the use of multimedia enables learners to take part in authentic situations as it can help learners practice and further develop their language skills. This communication is suitable for learners who are too shy to speak (Rodinadze and Zarbazoia, 2012).

Implementing technology in language classrooms brings many benefits to both the teachers and the learners by providing them with greater access to information and giving them the opportunity to participate in different activities and tasks that will help them practice what they have learned about the target language as well as learn more about it. Rodinadze and Zarbazoia (2012) claim that social media platforms offer a good language environment for learners to practice their speaking and listening skills. This way, they could improve their communicative abilities.

Being able to operate a computer and access the internet will allow learners to take responsibility for their learning and take matters into their-own hands, as it enables them to learn by themselves without assistance. Further, it makes it possible for learners to look up the required answers to do their homework while possibly learning new things at the same time.

According to Rodinadze and Zarbazoia (2012), since there are a lot of features that can be provided by a computer, the use of technology can ease the learning process and promote a new and interesting way to learn.

After the implementation of technology, the teaching process has drastically changed. It changed the educational system from being teacher-centered, where learners are just passive listeners taking a small part in the learning process, to a learner-centered mode in which learners take learning into their own hands. Such a learner-centered environment helps learners improve their critical thinking, problem solving, and communication skills (Rodinadze and Zarbazoia, 2012).

2.4. Modern Technology and Speaking

As claimed in Bahadorfan and Omidvar (2014), modern technologies available in education today are communication labs, speech recognition software, the internet, TELL (technology-enhanced language learning), pod casting, quick link pen, and quicktionary.

Communication labs are programs available to improve your speaking abilities. The students will play the appropriate software on computers with their own interests and strive to enhance their speaking abilities, which are crucial in today's advanced technological environment. The students' use of headphones in the lab increases their interest in the subject and motivates them to learn instead of getting bored (Bahadorfan and Omidvar, 2014).

Speech recognition software translates spoken words into machine-readable input, which aids in the improvement of pupils' speaking skills. The technology identifies the correctness of what was read and then gives the user an affirmation, such as "You sound amazing!" With the chance to try again, the student will be able to determine whether or not

he is reading correctly. As the technology reads less information, the user's proficiency increases, resulting in increased reading by the student (Bahadorfan and Omidvar, 2014).

The term "internet" is widely known and used by people all over the world. Today, students utilize the Internet in class to practice their English. Online instruction in the classroom appears to be engaging and encourages students to locate the best resources for them. It is required of the students to complete the online grammar tasks. For each instruction, we may also get data from a variety of sources via the internet (Bahadorfan and Omidvar, 2014).

Technology-Enhanced Language Learning or TELL for short, refers to the use of computer hardware, software, and the internet to improve language teaching and learning. It enables the students to have access to all the technology available for enhancing their English studies. The main uses of computers by students are online dictionaries, discussions, and the ability to see what's occurring globally (Bahadorfan and Omidvar, 2014).

Podcasts may be downloaded or published, and they provide the student with helpful audio that they can utilize for discussions and other classroom activities. Moreover, there are specific podcasts available online that are designed for ESL learners. For the specific requirements of pupils, they might include pronunciation. Podcasts unquestionably aid students in speaking. Such audio files can be integrated both inside and outside the classroom, where we can supply and distribute our own resources. Students who use iPods hear the music files they like. The same goes for their education, which they get in the form of entertainment (Bahadorfan and Omidvar, 2014).

The Quick Link Pen facilitates the flow of data to computers and gives readers access to a built-in dictionary to determine the meaning of words. allowing them to copy and save printed text and Internet links. It appears that using this kind of equipment is more practical.

Translation tools like GO Translator are now available thanks to recent breakthroughs in machine translation (Bahadorfan and Omidvar, 2014).

Quicktionary is a tool that looks like a pen. It enables readers to quickly scan words for definitions and translations to display on their own LCD screens. Students can alter the speech tempo of listening materials to help with understanding using technology like Enounce and Sound-Editor. Graphic representations of mouth and tongue movement and the speech wave spectrum to reduce anxiety while acquiring and honing the student's pronunciation (Bahadorfan and Omidvar, 2014).

2.5. The Importance of Using Technology Beyond Classroom

The addition of technology has changed the way we approach classroom activities; it has created a motivated atmosphere and made the teaching and learning process easier and more comfortable. However, we cannot deny that technology is not always available in all classrooms, and its use in formal settings comes with many limitations and barriers. That is why it is better to learn using technology beyond the classroom setting. Since technology has become a major part of our daily lives, it provides learners with more opportunities to share ideas, practice their skills, learn more about what they are learning, and overall spend more time learning in the comfort of their homes. As Walker and Herrman (2005) cited, the use of technology inside and outside the classroom is similar. However, some technologies are used more effectively outside the classroom because they require more time and effort.

2.6. Enhancing the Speaking Skill Out of Class

There are many different modern technologies that contribute to enhancing the skill of speaking. However, the ones that are considered to be the best are YouTube, video conferencing, and mobile applications.

2.6.1. Youtube

YouTube is a website that offers many different types of videos, including TV clips, music videos, movie trailers, and many more. YouTube users can search for topics that interest them and watch videos related to those topics, as well as upload their own videos and share them with friends and family. It is part of the advancement in information technology in this current era. It has videos related to a lot of different fields, and English learning is no exception. Learners can watch videos of native speakers explaining language rules like grammar and sentence order or videos of them simply having a conversation, which can help those learners develop their speaking skills by learning proper word pronunciation, proper sentence structure, and a lot of new vocabulary. YouTube as an online platform has a great number of advantages when it comes to language learning. According to Jalaluddin (2016), YouTube videos, as a medium that can be accessed outside the classroom, have many benefits. They offer more flexibility in learning and allow learners to explore more related videos in the comfort of their homes, as well as comment on videos, which contributes to developing other language skills. It also provides exposure to authentic examples of native speakers everyday use of the language, which can lead to students feeling more confident in facing real-life situations, and most importantly, it promotes an autonomous, learner-centered learning style, as learners will actively engage in their learning because of how easy it is to access various videos, giving them the opportunity to discover knowledge by themselves.

2.6.2. Mobile Applications

The wide spread of smart phones and tablets and the large number of mobile applications available these days provide learners with a new way of studying both inside and outside the classroom. A mobile application is software that is designed for small wireless devices such as smart phones and tablets and gives users services that are similar to those of a computer. According to Luna and Taillefer (2017), "Smart phones offer chances for oral work and pronunciation practice" (p. 34), this can be used to improve the speaking abilities both

inside and outside of the classroom. Mobile learning allows students to download resources onto their devices and study without restrictions on time or place. Furthermore, the large number of available applications gives students the opportunity to find resources that are relevant to their field of study.

Mobile learning also allows interaction between students and instructors and between students themselves, even while at distant locations, which can make learning more enjoyable. New mobile applications that are available on smart phones can also transcribe speech and allocate earmarks on intonations, rhythms, and pauses on which learners should focus their pronunciation. And the opposite can be done; scripts can be converted to male or female voices as well as many different dialects, which teaches learners about the varieties of English and how they differ (Luna and Taillefer, 2017)

2.6.3. Video Conferencing

Video conferencing is a live program where people can access the speech of others, especially teachers and experts around the world. According to Coventry (1995), video conferencing is a function that can be hosted on a variety of technologies; it is defined as any use of technology to join people in a live interaction. Video conferencing is a type of technology that allows learners to share data and information in different locations through the internet. It is a tool to communicate and interact with people from different places without the constraints of time and place. Such technology encourages learners to practice their language in real time, giving them the opportunity to develop their speaking skills by communicating with others through live videos and live speeches. The use of video conferencing allows students to improve their speaking and communicative skills by engaging in live discussions and presentations.

2.7. Drawbacks of Technology

Despite the major role technology plays in education nowadays and all its benefits and positive effects on students' levels, we cannot pretend that it does not have drawbacks and risks for individuals when not used properly. A few disadvantages and negative impacts of technology were stated by Raja (2018), which are: declining writing skills; increasing incidents of cheating; lack of focus; it can cause health problems; and it can affect students' imagination.

Raja (2018) states that as the usage of social media platforms and shortcuts increases, improving students writing skills has become less of a priority. Which led to a tremendous decline in their writing levels? Another drawback that comes with the new technological developments is the increase in cheating incidents. since technology makes it easier for students to write formulas and definitions on their mobile phones and similar equipment, providing them with the opportunity to cheat with a low chance of being caught. Raja (2018) also states that, with the increasing use of technology in everyday life, being ever-connected to the online world have led to a lack of focus on academics. as students are using their mobile phones at all times, even during lectures. Meanwhile, when used over the limit, technology can lead to some serious health problems, such as hearing and eyesight loss, insomnia, and depression in some cases (Raja 2018). Another major downside to technology is that its increased use in education can affect students' imaginations, possibly reducing their thinking ability by exposing them to the online world.

Conclusion

To sum things up, technology plays a significant role in supporting the learning process inside and outside the classroom. It is an effective tool used by students to enhance their speaking skills outside of the formal setting since they have more freedom with their

learning. This section dealt with the use of technology beyond the classroom to help students develop their speaking skills. It provided a definition for technology, ICTs, as well as the definition of CALL and its types. It stated some benefits of modern technology in enhancing learners speaking skills, then dealt with the relation between modern technology and education, it also dealt with the importance of using technology beyond the classroom for learning listing types of modern technologies that help learners improve their speaking level beyond the academic setting; and finally, it mentioned some drawbacks that come with technology when it is not used properly.

Chapter Two: Field Investigation

Introduction

While the previous chapter attempted to review the literature on the variables of the topic, this chapter takes a different orientation as it is devoted to the fieldwork of the present research. This chapter is developed to analyze and interpret the data gathered from the questionnaires administered to both teachers and learners at AbdelhafidBoussouf Mila University Center. The aim of using the questionnaire is to explore teachers' and learners' thoughts about teaching and learning the speaking skill, their attitudes towards the use of modern technology either inside or outside the classroom, and whether the use of modern technological tools helps in enhancing the learners' speaking skill. So, this chapter starts with a brief description of the sample chosen to conduct this research. and the analysis and interpretation of the students' and teachers' questionnaires. Also, it contains a discussion of the findings. Finally, it suggested some pedagogical implications and limitations of the study.

Section One Data Collection Methods

1. Students' Questionnaire

1.1. Sample

The sampling population for this research is third-year EFL students at the University of Mila. Fifty students are chosen randomly out of a hundred students (the whole population). We chose third-year university students as a sample for our study because they are considered the new generation (the generation that has grown up with the use of the internet and technology), and they are also aware of their speaking level after studying three years at the university. So, the questionnaire was conducted to find out whether EFL students at the University of Mila prefer using modern technologies to enhance their speaking skills and where they prefer using them (inside or outside the academic setting).

1. 2. Description and Administration of Students' Questionnaire

This questionnaire is made up of 22 questions that include open-ended, closed-ended, and multiple-choice questions. Answering the questions requires checking the relevant boxes, sometimes justifying if it is required. The questionnaire is divided into three sections. The first section (Q1–Q3) concerns background information about the student. The second section (Q4–Q7) aims to know learners' attitudes and thoughts regarding speaking as a skill. Finally, the third section (Q8–Q22) covers the technologies used inside the classroom, where learners usually prefer to use these technologies, and whether these technologies have some drawbacks.

To answer the research questions, the questionnaire was submitted online to 50 third-year EFL students at the University of Mila.

2. Teachers' Questionnaire

2.1. Sample

As to the teachers' questionnaire, 10 teachers who are familiar with teaching oral expression were chosen randomly at the Mila University Center. This sample was chosen to find out their perspectives on the effect of using technology inside and outside the formal setting on students speaking levels. This study seeks to find out what effect technology has on students speaking proficiency, whether positive or negative. As the participants have been in the field for various periods of time, it is expected to find different answers and perspectives on the use of technology for the sake of improving students speaking skills.

2.2. Description and Administration of Teachers' Questionnaire

The teachers' questionnaire consists of 17 open-ended, closed-ended items, and multiple-choice questions. The questions were answered by ticking a box and explaining in the form of short answers where necessary. The questionnaire was divided into three sections:

The first section (Q1) dealt with how much experience the participants have as English teachers. The second section (Q2-Q3) dealt with the importance of the speaking skill and the students' current level. The third section (Q4–Q17) dealt with the availability of technology at the university and its implementation inside the academic setting to improve the teaching and learning process (Q4–Q10). Finally, it dealt with the use of modern technology outside the formal setting to enhance students speaking levels (Q11–Q17).

The questionnaire was administered through an online form as well as in the form of papers to 10 teachers who experienced teaching oral expression at the University of Mila to investigate their attitudes towards the effect of implementing modern technology inside the classroom on developing the speaking skill, as well as their views and perspectives towards the use of modern technologies beyond the academic setting for the sake of improving students' speaking level.

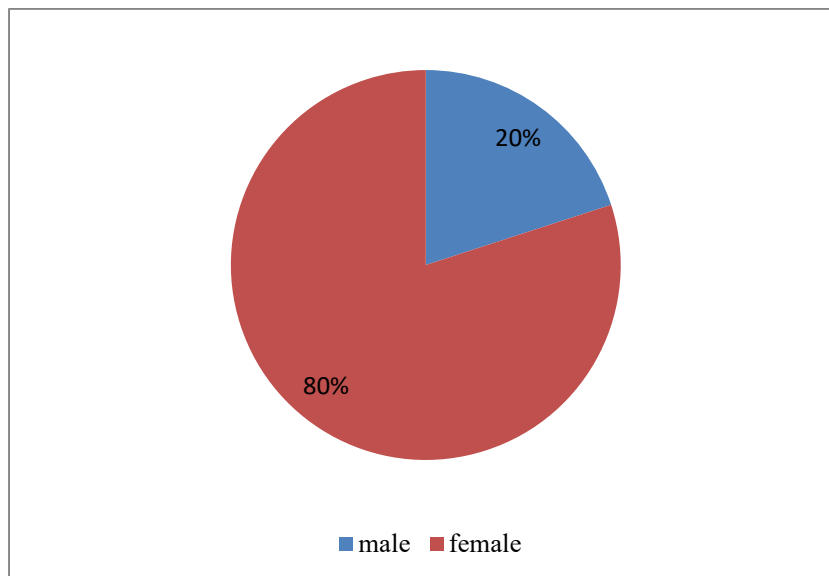
Section Two Analysis and Discussion of Results

1. Data Analysis and Interpretation

1.1. Students' Questionnaire

Section one: Background Information

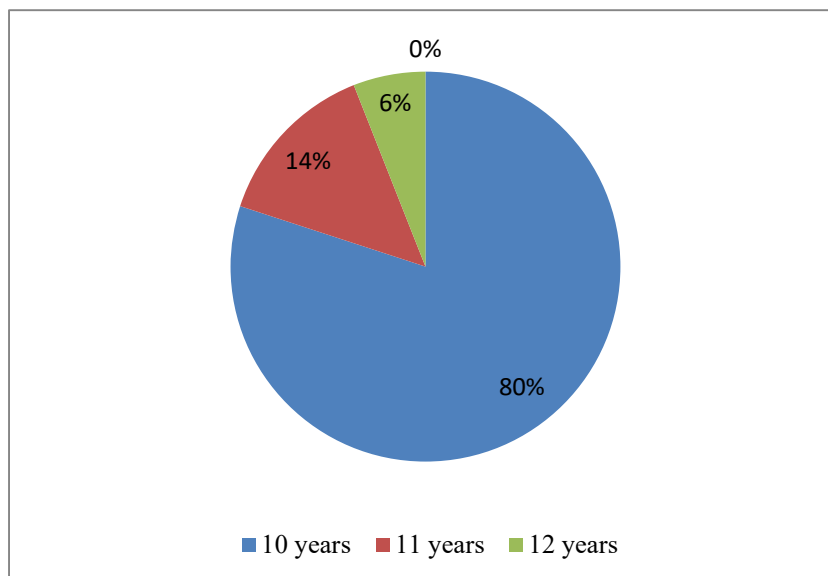
Q1: Specify your Gender

Figure 1*Students' Gender Distribution*

This question aims to determine which gender demonstrates greater compatibility with modern technology. According to the data presented, out of the 50 participants, 40 were female, accounting for 80% of the total population. In contrast, there were only 10 male participants, constituting 20% of the group. These findings suggest that females are more inclined to study foreign languages, particularly English, whereas males exhibit a preference for scientific disciplines. This implies that men may derive greater enjoyment and benefit from utilizing technological tools.

Q2: How long have you been studying English?

Figure 2*Students' Duration of Learning English*

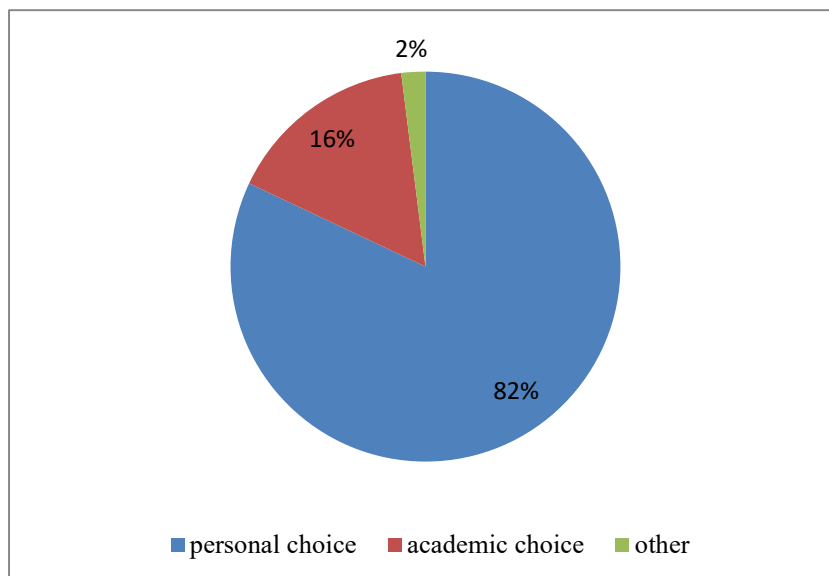


The objective of this question is to determine which generation is more inclined to utilize modern technology while learning a foreign language. The findings indicate that out of the 50 students surveyed, 40 have studied English for 10 years, constituting 80% of the total sample. This aligns with the expected duration to complete a bachelor's degree. Additionally, 7 students studied English for 11 years, accounting for 14% of the overall population, while 3 students studied English for 12 years, representing 6%. These individuals may have experienced academic setbacks or repeated a year for various reasons. Consequently, the majority of bachelor's students belong to the younger generation, who generally employ technology in their classrooms, specifically through the use of mobile devices.

Q3: Why are you studying English?

Figure 3

Student's Choice of Studying English



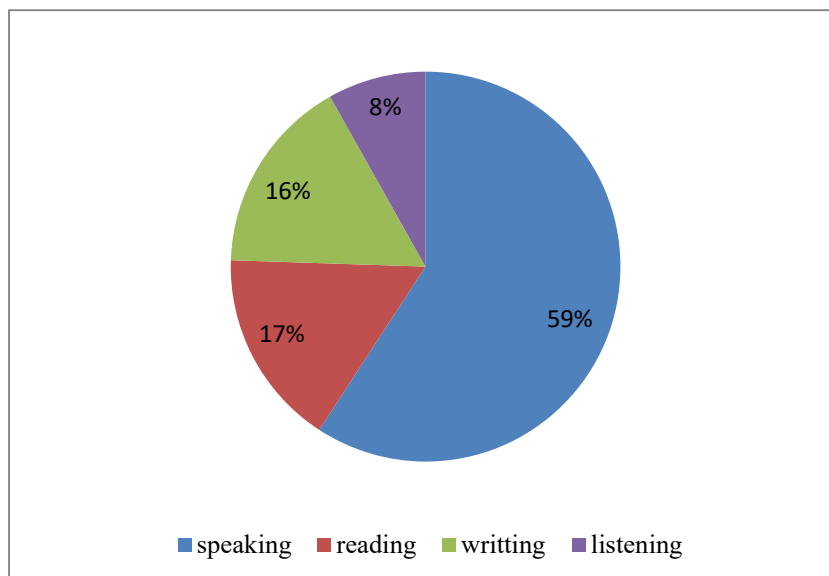
This question seeks to determine learners' personal preferences when it comes to studying English, as it significantly influences their learning outcomes. The data depicted above reveals that 82% of the students (41 individuals) chose to study English based on their personal preference, while 16% (8 students) made the decision academically. A small portion, 2%, stated that they had other reasons for choosing English, possibly due to external obligations. These findings imply that the majority of bachelor's students chose to study English as their personal choice.

Section Two: General Information about the Speaking Skill

Q4: Which skill do you prefer studying the most?

Figure 4

Students' Favorite Skill

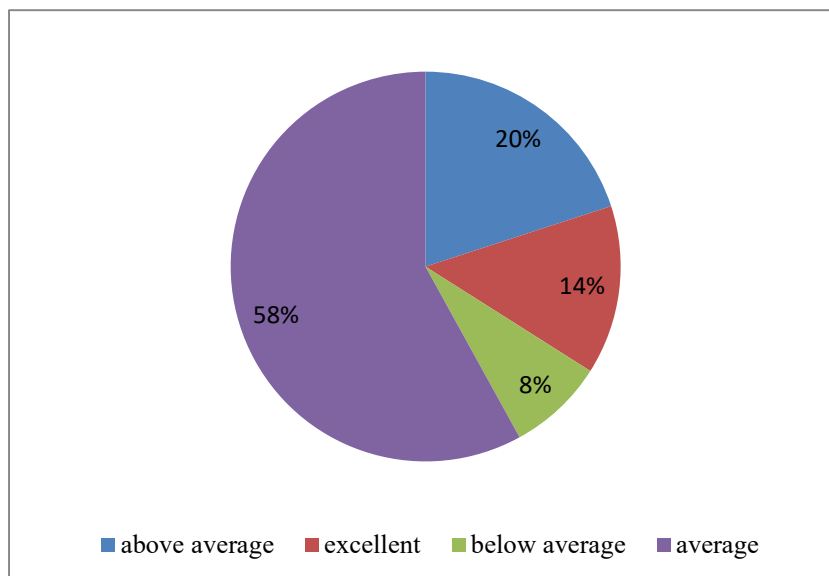


This question aims at determining the perceived importance of four specific skills among third-year students. The findings suggest that a significant majority of students, accounting for 59%, prioritize speaking as the most crucial skill. Approximately 16% of participants indicated a preference for writing, while 8% selected listening, and 17% opted for reading. These results underscore the prevailing viewpoint among students that speaking holds the most significance, given its role as the primary means of communication and the exchange of thoughts and ideas.

Q5: How do you rate your speaking skill?

Figure 5

Students' Level in Speaking English

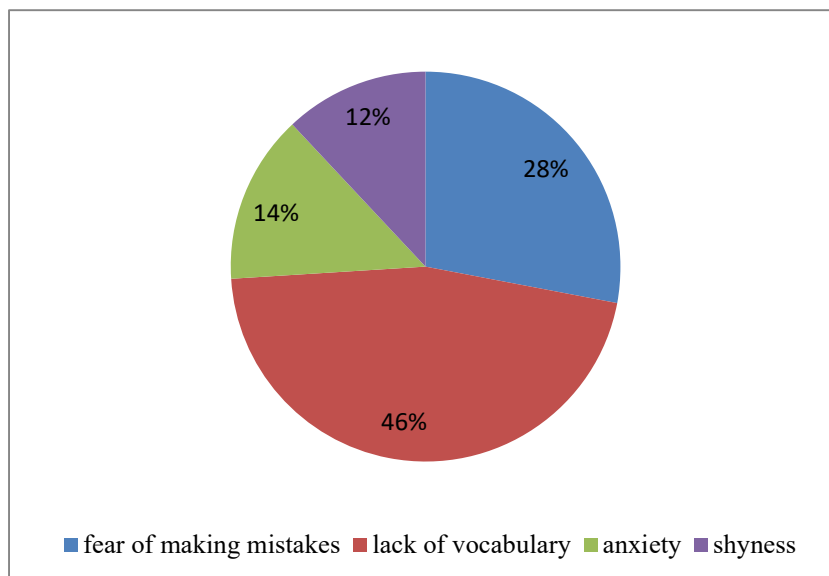


This question seeks to unveil the current speaking proficiency of students and explore the potential impact of technology in this domain. Based on the findings, 14% of the participants, equivalent to 7 students, self-assessed their speaking level as "excellent," indicating fluency and accuracy in English. Additionally, 20% of the students, comprising 10 individuals, reported an above-average speaking level. Meanwhile, a majority of learners, 58%, or 29 students, perceive their speaking proficiency as average, and only 8%, or 4 learners, consider themselves below-average speakers. These results align with expectations, as the majority of English as a Foreign Language (EFL) learners tend to possess an average level of speaking proficiency, which implies that they may encounter certain challenges when expressing themselves orally.

Q6: What are the major problems that you usually face during speaking sessions?

Figure 6

Student's Speaking Problems

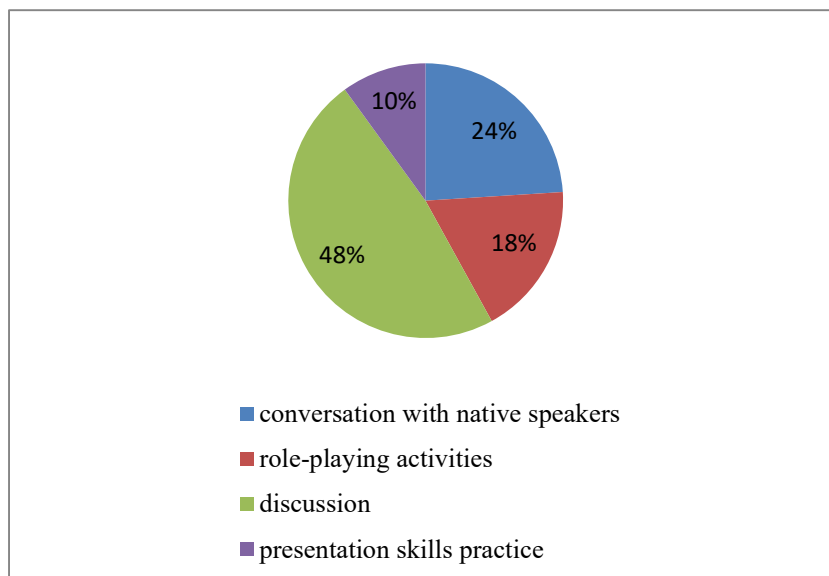


The question above aims to find out the main difficulties students face when speaking and if technology can help solve or reduce these problems. The results show that the biggest problem students have is a lack of vocabulary, with 46% of students selecting this option. Another significant issue is the fear of making mistakes, chosen by 28% of students. Additionally, 14% of students feel anxious when speaking, and 12% experience shyness, which hinders their oral proficiency development.

Q7: Which speaking activity do you prefer?

Figure 7

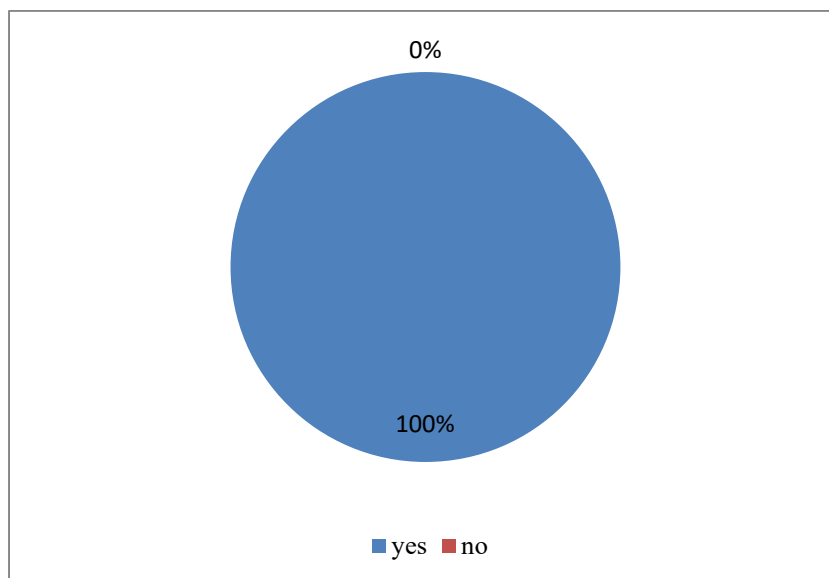
Students' Favorite Activity in Oral Expression



The reason behind this question is to determine the preferred activity among learners for enhancing their speaking skills. The findings indicate that 48% of students, which accounts for 24 individuals, prefer engaging in discussions. Conversations with native speakers were chosen by 24% of students, with 12 participants indicating this as their preferred activity. Additionally, 18% of students, or 9 individuals, selected role-playing activities, while only 10% (5 students) opted for presentations. These results suggest that learners prefer activities that involve interaction with others as a means to develop their speaking skills.

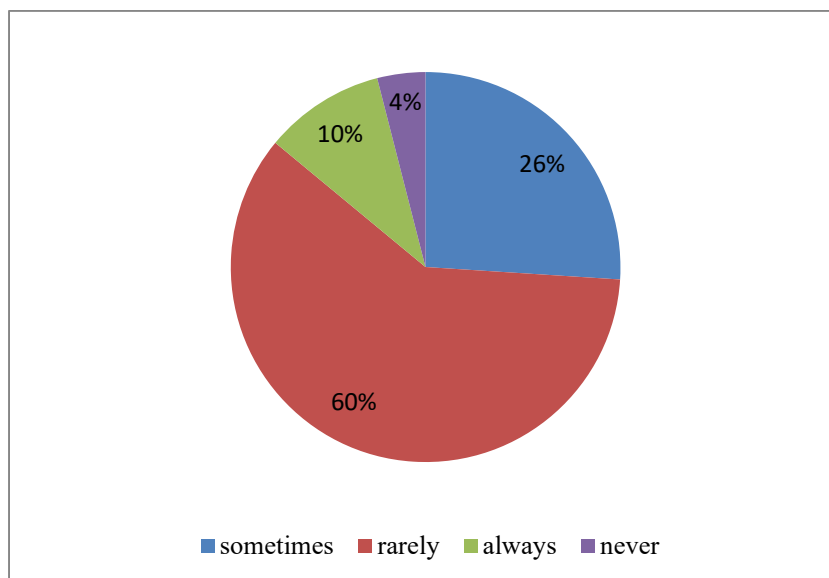
Section Three: Using Modern technology inside and outside the Classroom

Q8: Are you familiar with modern technology?

Figure 8*Students' Familiarity with Modern Technology*

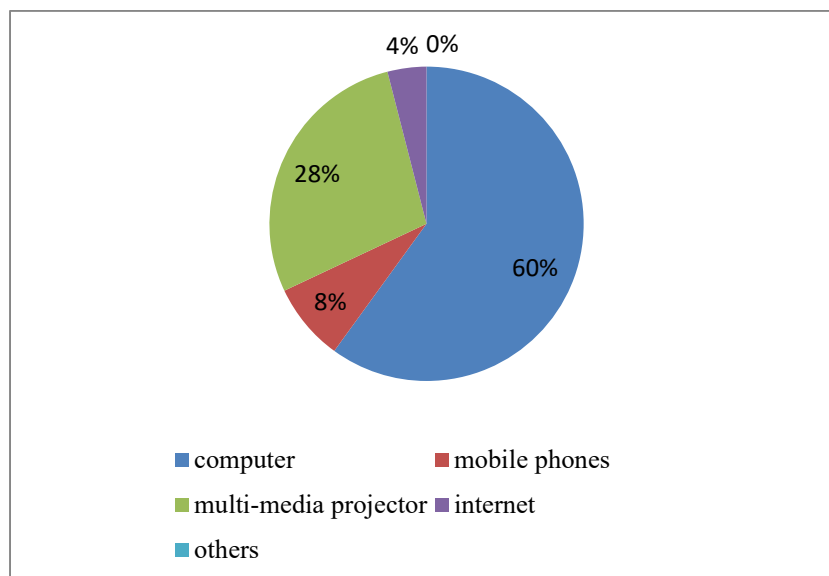
The question was asked to determine if any students in this generation are unfamiliar with modern technology. However, the results reveal that all students (100%) are acquainted with technology. Thus, we can conclude that every student has utilized technology in their daily lives, whether for educational purposes or otherwise.

Q9: How often do your teachers use modern technologies in the classroom?

Figure 9*Teacher's Use of Modern Technology inside the Classroom*

This question aims to determine the extent to which teachers incorporate modern technological tools into their lessons. The presented results indicate that 60% of participants (30 individuals) indicated that technology is used "rarely" by their teachers. Furthermore, 26% (13 participants) reported that technology is used "sometimes," while only 10% (5 students) stated that teachers "always" use technology. Interestingly, 4% (2 students) claimed that their teachers never utilized modern technological tools in the classroom. These findings lead us to the conclusion that technology is not commonly employed in classroom settings. Therefore, it can be assumed that only a small number of teachers integrate technology as a part of their course materials.

Q10: What kind of technology do teachers often use?

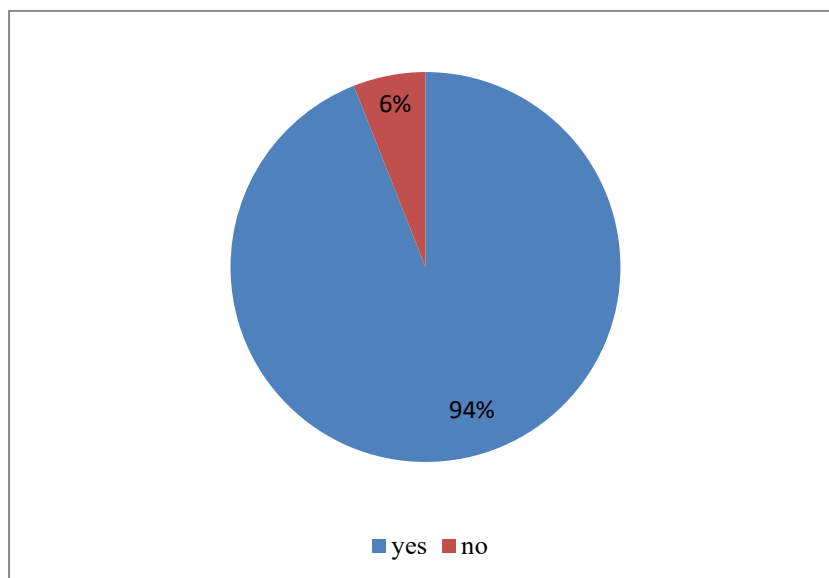
Figure 10*Technologies Used in EFL Classrooms*

The primary aim of this question is to identify the commonly used technologies in EFL classes. The provided data illustrates that 60% of teachers utilize computers, while only 8% of students mentioned the use of mobile phones by teachers to enhance speaking skills. Additionally, 28% of students indicated the use of multi-media projectors, and the internet accounted for 4% of the overall population. No other technological tools were reported to be used by teachers. Based on these findings, we can conclude that multimedia projectors, computers, and, to a lesser extent, mobile phones and the internet are the prevailing technologies employed in EFL classes, while other technological tools are not commonly utilized.

Q11: Do you use modern technology to enhance your speaking skill?

Figure 11

Student's Use of Modern Technology in Enhancing Their Speaking Level

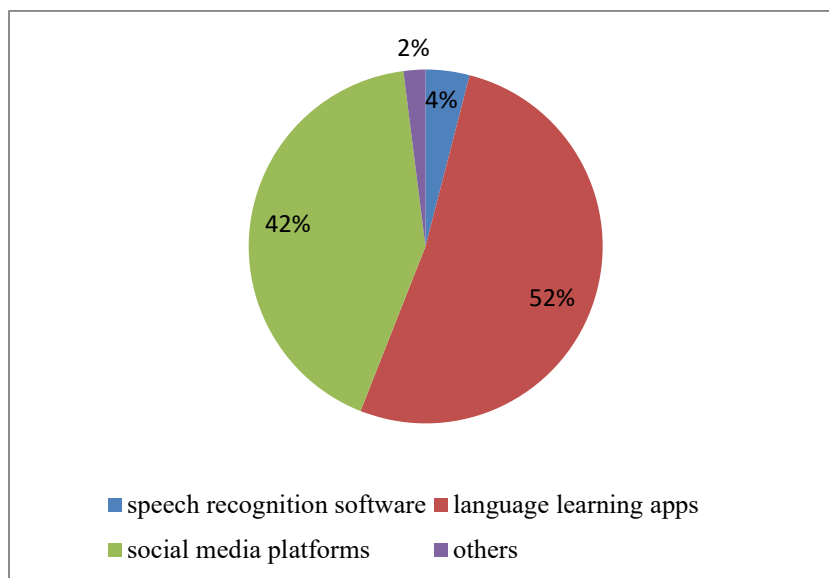


The reason for this question is to determine if students have previously utilized technology to improve their speaking skills. According to the provided data, 94% of participants have employed technology for this purpose, while only 6% of students have never used technology to enhance their speaking level. These findings indicate that a significant number of students rely on technology to develop their oral proficiency.

Q12: If yes, what kind of modern technology do you enjoy using?

Figure 12

Technologies Used by Students to Develop Their Speaking Level

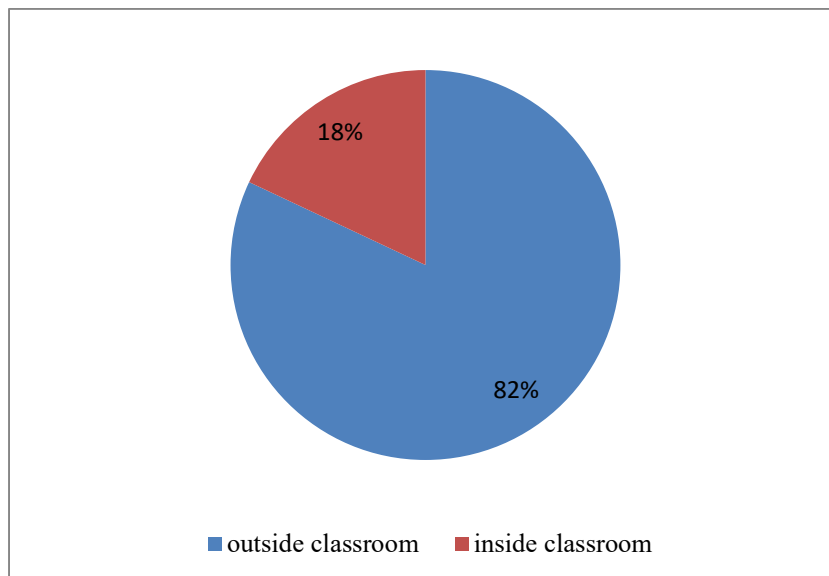


The inclusion of this question aimed to determine the preferred and most frequently used types of technology by students for enhancing their skills, particularly in speaking. The presented results indicate that language learning apps are the top choice for 52% of learners, followed by social media platforms at 42%. In contrast, speech recognition software is rarely utilized by students to improve their speaking level, accounting for only 2%. Interestingly, 2% of respondents mentioned chatbots as another form of technology, referring to them as "AI." Based on these findings, it is evident that the Internet plays a crucial role for learners in enhancing their oral proficiency, as both language learning apps and social media platforms require an internet connection.

Q 13: Where do you prefer using technology to enhance your speaking?

Figure 13

Students' Attitudes towards the Use of Technology Inside and Outside the Classroom

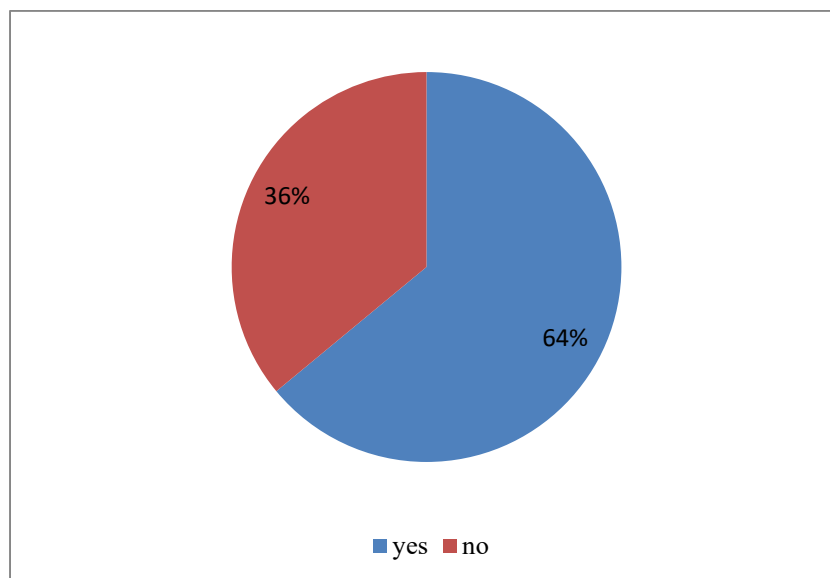


The purpose of this assessment is to determine the preferred usage of technology by students in their pursuits to improve their speaking level. The above results indicate that 82% of learners are inclined to use technology outside the classroom, while only 18% of the entire population expressed a preference for using technology within the classroom. These findings suggest that the majority of learners opt to utilize technology outside the classroom to enhance their speaking skills. Consequently, learners favor the use of technological tools beyond the academic setting due to the flexibility it offers, allowing them to utilize technology wherever and whenever they desire.

Q 14: Does your teacher encourage you to use technology outside the classroom to develop your speaking skill?

Figure 14

Teachers' Encouragement to Use Technologies beyond the Classroom

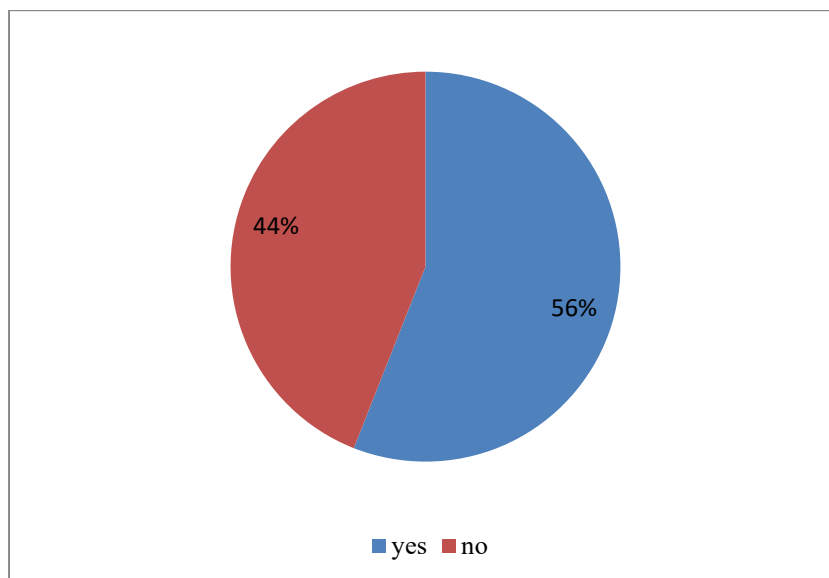


The objective of this question is to ascertain whether teachers promote the use of technology outside of class for learning purposes. The findings reveal that 32 participants, accounting for 64% of the total population, reported that their teachers encouraged them to leverage the benefits of technology beyond the classroom to enhance their learning and improve their proficiency. On the other hand, 18 students, comprising 36% of the entire population, stated that their teachers do not provide guidance on utilizing technologies outside of class. Based on these results, it can be concluded that the majority of teachers advise their students to utilize educational technologies outside the classroom.

Q 15: Would it be helpful if your teacher guided you using this technology outside the classroom?

Figure 15

Student's Attitudes towards the Guidance of Teachers when Using Technology outside the Classroom

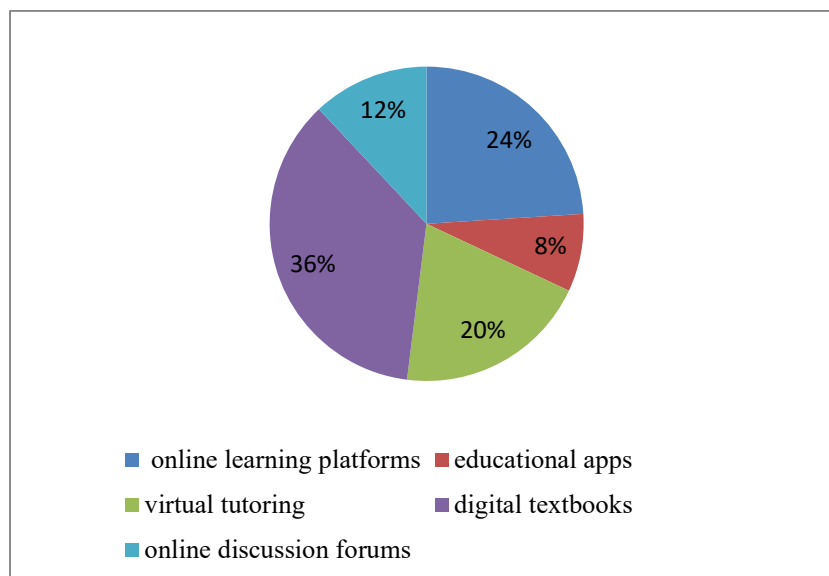


The objective of this question is to determine whether students would experience greater improvement in their speaking skills if teachers encouraged them to utilize technology outside the classroom. The results reveal a wide range of opinions, although the percentages converge. Specifically, 56% of the entire population expressed the belief that it would be beneficial for teachers to guide students on using technology outside the classroom to enhance speaking skills, while 44% held the opposite view, suggesting that teacher guidance would not be advantageous. In conclusion, these findings demonstrate that not all students derive benefits from teacher guidance outside the classroom to develop their oral proficiency. Some students may prefer the freedom of using technology outside of the academic environment.

Q16: If yes, explain how you would prefer guidance from your teacher?

Figure 16

Students' Preferences for Teacher Guidance

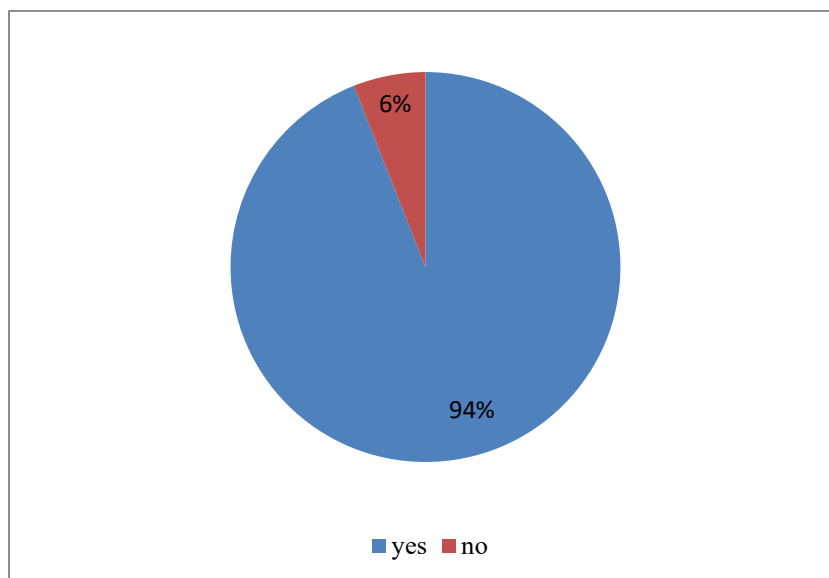


The inclusion of this question aimed to investigate students' preferences for teacher guidance beyond the classroom setting. The majority of students expressed the belief that technology serves as a valuable means of receiving guidance and support outside of class. This encompasses various resources such as online learning platforms, educational apps, virtual tutoring, digital textbooks, and online discussion forums. Furthermore, students reported feeling a closer connection to their teachers, which can enhance their motivation to learn.

Q17: Did modern technology help you to enhance your English speaking level?

Figure 17

Student's Attitudes toward the Use of Modern Technology to Enhance Their Speaking Level

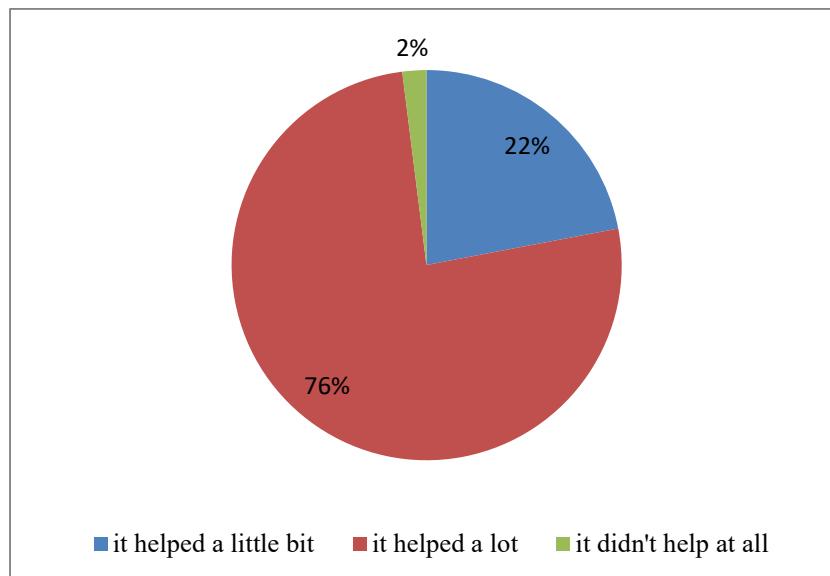


This question aims to determine the extent to which modern technology has aided learners in improving their English-speaking abilities. The findings were remarkable: 94% of the entire cohort attested to the usefulness of technology in their journey to enhance their speaking skills, while a mere 6% expressed dissent. This indicates that the majority of students have embraced and utilized modern technology as a valuable tool in their pursuit of advancing their speaking abilities.

Q18: If yes, to what extent?

Figure 18

The Extent to Which Technology Helped Students Develop their Speaking Skills

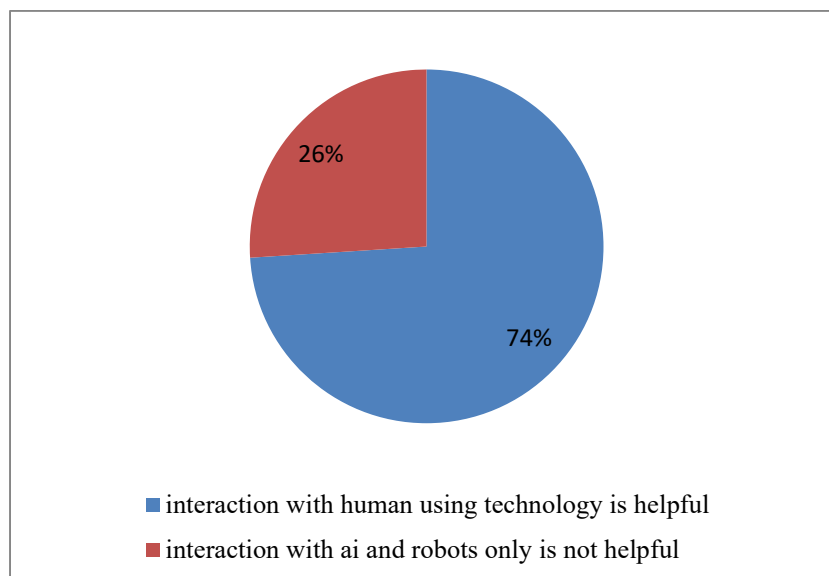


The purpose of including this question is to verify the impact of technology on students' development of speaking skills. The findings provided above indicate that 76% of the students acknowledged that technology played a significant role in helping them improve their speaking abilities, while 22% stated that it offered some level of assistance. However, only 2% of the entire population believed that technology had no influence whatsoever on enhancing their English speaking level. From this, it can be concluded that technology can be highly beneficial for the majority of students on their journey to improving their speaking skills.

Q19: If no, mention other factors that helped you to develop your speaking level

Figure 19

Factors Contributing to the Development of Speaking Level

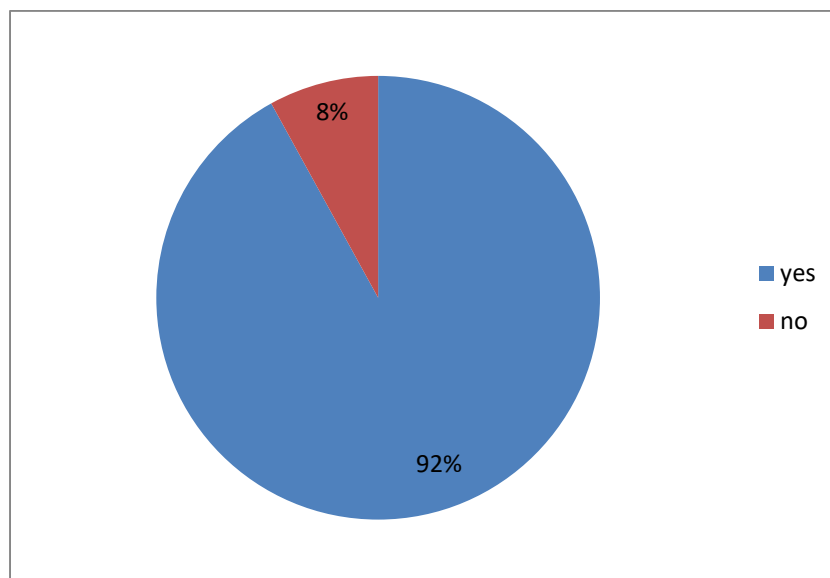


The purpose of including this question was to examine if there are alternative factors contributing to the development of students' speaking skills apart from modern technology. Based on the findings, a significant number of students expressed that interacting with native speakers played a crucial role in their progress. They also mentioned their preference for human interaction over using technological apps and websites, as they found talking to robots or AI to be less beneficial for enhancing their speaking skills. Therefore, it can be concluded that while the majority of students benefited from technology usage, some of them prioritized interactions with humans rather than relying solely on robots and AI.

Q20: Does technology contributes to creating the appropriate learning environment?

Figure 20

The Contribution of Technology in Creating the Appropriate Learning Environment

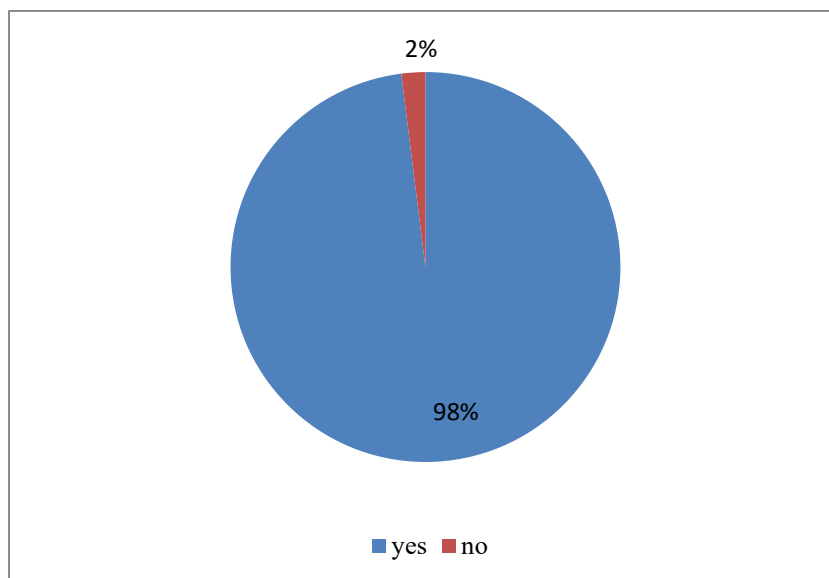


Following the verification of technology's potential benefits, this question aimed to ascertain its role in fostering an optimal learning environment. The findings indicate that 92% of participants perceive technology as instrumental in creating a conducive learning atmosphere, whereas only 8% of the entire population expressed a contrary view. Thus, it can be inferred that technology can establish a positive environment for the teaching and learning process.

Q 21: Would you be favorable to generalizing the use of technology in speaking classes?

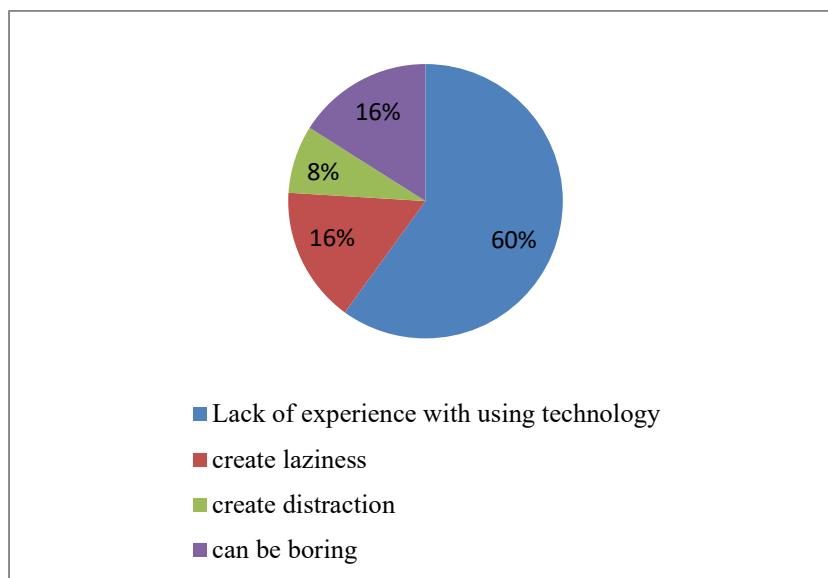
Figure 21

Student's Attitudes toward Generalizing the Use of Technology in Speaking Classes



The purpose of this question was to assess students' receptiveness to incorporating technology into speaking classes. The findings reveal that an overwhelming majority of students, constituting 98% of the entire population, are in favor of integrating technology into these classes. Conversely, only 2% expressed opposition to the idea. These results indicate a strong student demand for utilizing technology within the classroom, particularly in the context of speaking classes.

Q 22: In your stance, what are the drawbacks of using technology in the speaking class?

Figure 22*Drawbacks of Incorporating Technology in Speaking Classes*

After assessing students' acceptance of incorporating modern technological tools in speaking classes, this question aimed to identify the main challenges associated with their use within the classroom. The majority of students expressed concerns regarding the use of technology in speaking classes, citing several reasons, including:

1. Lack of experience with technology: Students highlighted the need for proper management and training to effectively utilize technology in the classroom.
2. Potential for laziness: Some students believed that excessive reliance on technology could lead to a decrease in motivation and a tendency to depend solely on technological aids.
3. Potential for distractions: Students expressed concerns about the possibility of technology creating distractions that could hinder their focus during speaking activities.
4. Potential for boredom: Some students found the use of technology in speaking classes to be unengaging or monotonous.

Based on these findings, it can be concluded that while technology offers numerous benefits, there are also drawbacks that should be carefully considered before implementing it in speaking classes.

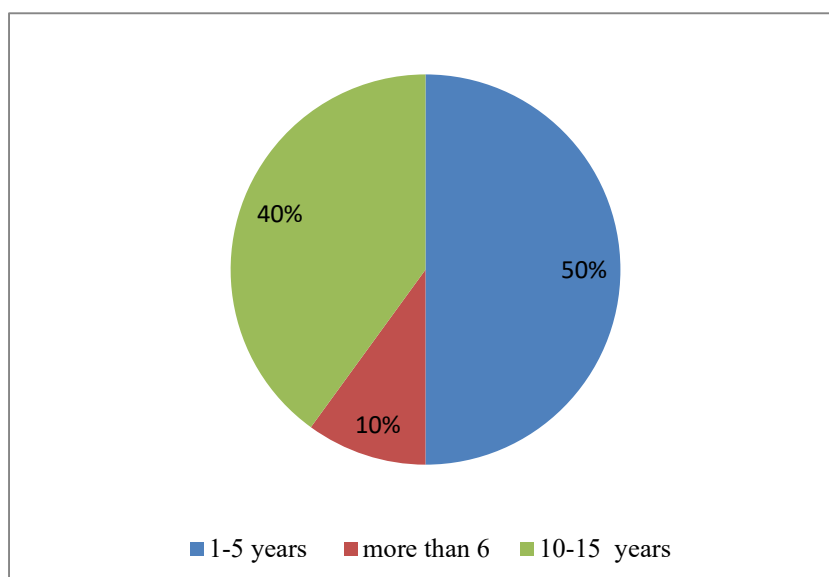
1.2. Teachers' Questionnaire

Section one: Background Information

Q 1: How long have you been teaching English?

Figure 23

Teachers' Experience in Teaching



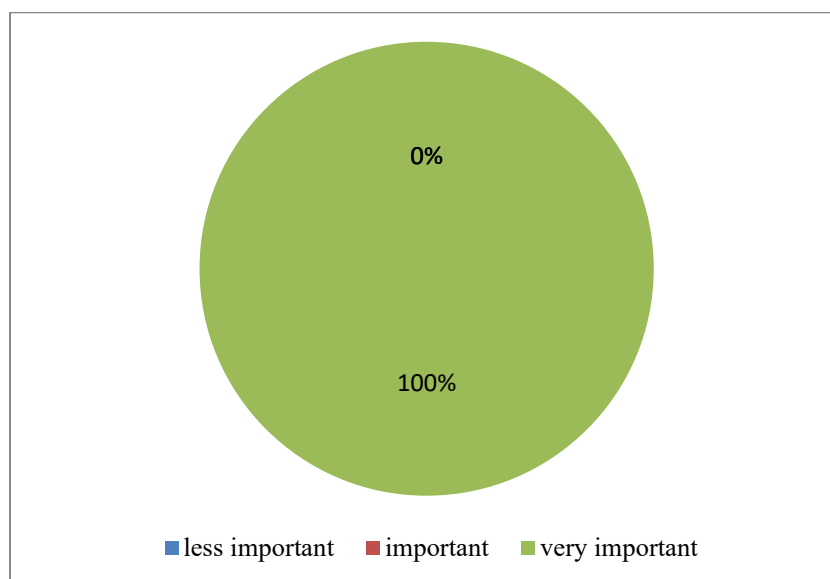
This question aims to find out how much experience the teachers have with English teaching. As the participants were chosen randomly, the answers varied from 1 year to 16 years of teaching; 5 teachers have been teaching English for 5 or less years, while the other 5 had more experience, ranging from 7 years up to 15 years in the field. All the participants were familiar with teaching the oral expression module using technology, which means their answers are reliable.

Section two: General Information about Speaking Skill

Q2: In your opinion, how important is the speaking skill for students of English?

Figure 24

The Importance of the Speaking Skill

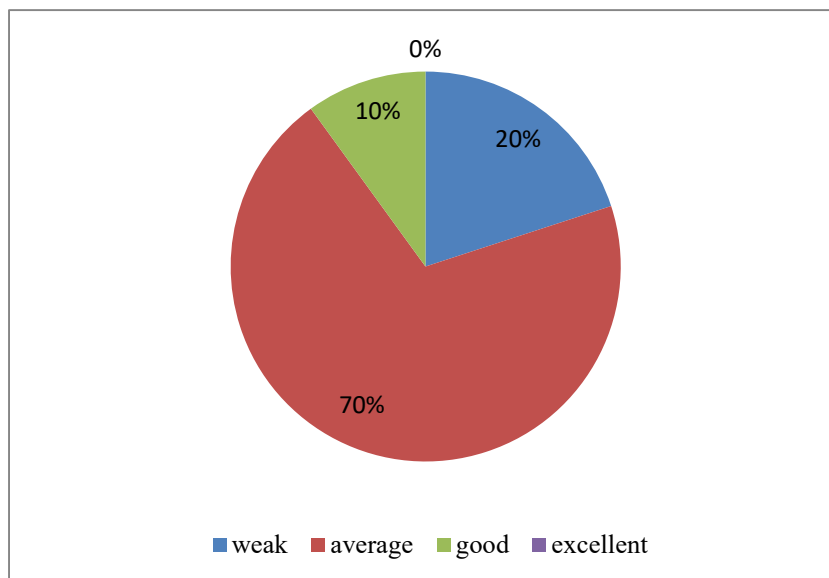


This question seeks to shed light on the importance of speaking skills. All participants, making up 100% of the population, consider the speaking skill to be very important for EFL learners, as it is the most important skill to develop when it comes to English learning. The reasoning behind their answers could be that speaking is the main way of communication between people so it is necessary to develop it.

Q3: How would you rate your students' current speaking level?

Figure 25

Student's Current Speaking Level



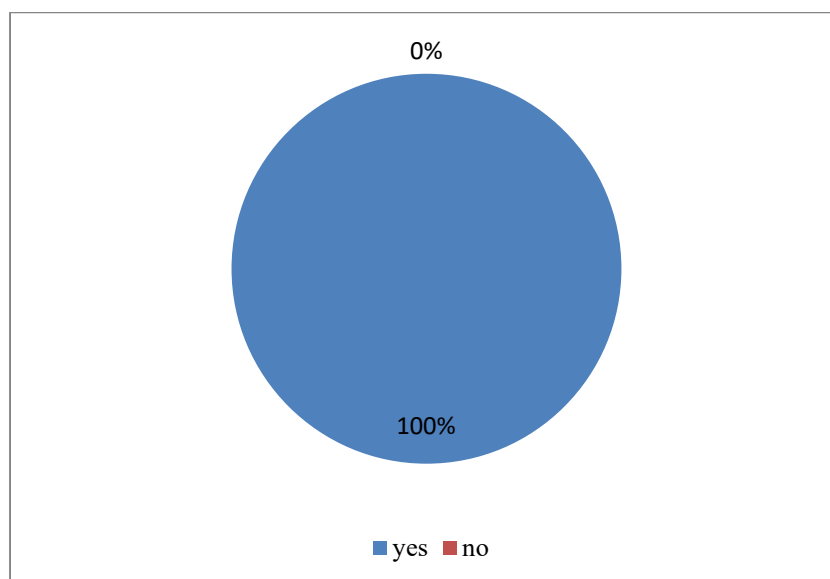
The reason behind this question is to find out the speaking level of EFL learners. 7 Participants making up 70% of the population see their students' level of speaking as average, 20% see them as weak, and only 10% see their students' level of speaking as good. This indicates that EFL students need to focus on improving their speaking level. The reason for these answers is probably the fact that students do not practice speaking except when they are forced to do presentations.

Section three: The Role of Technology inside and Outside Classroom

Q 4: Are you favorable to the implementation of technology inside the speaking class?

Figure 26

Teacher's Perspective towards Implementing Technology in the Classroom

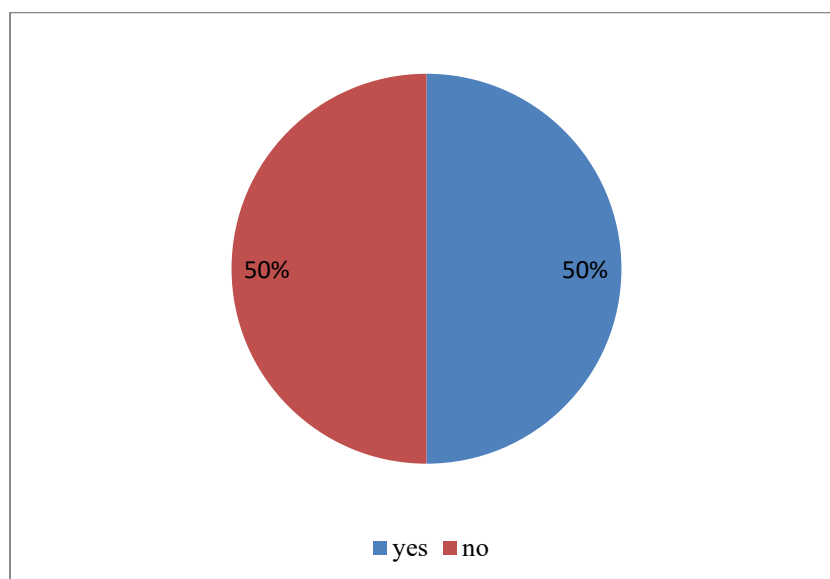


This question seeks to find out teachers' perspectives on the implementation of technology inside EFL classrooms. All participants shared the same view, saying that they are in favor of using technology in the formal setting to further enhance students' speaking levels. That could be because they believe that technology is beneficial when it comes to learning.

Q5: Are modern technological tools available in your university?

Figure 27

The Availability of Modern Technology at the University

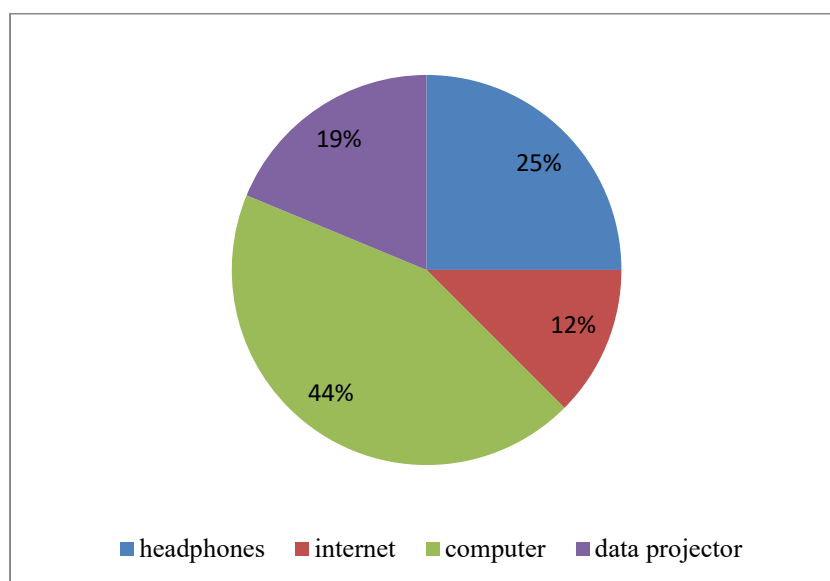


This question aims to check if modern technological tools are available at the university. The answers were evenly distributed between yes and no; the reason for that could be the difference in what the participants view as modern technology and what is not.

Q6: What type of modern technology do you often use?

Figure 28

Types of Modern Technology Used by Teachers

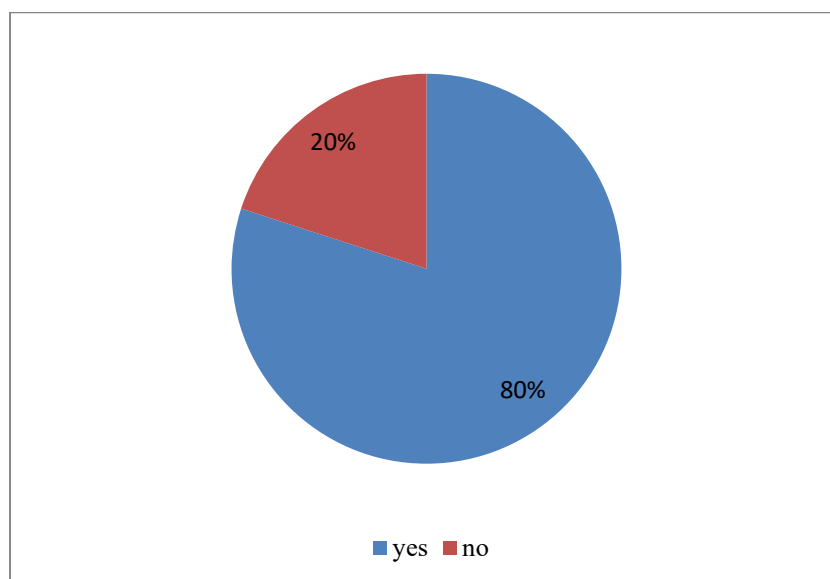


As all participants were familiar with the use of technology to enhance their students' speaking levels, this question was asked to find out what kinds of technologies are usually used by EFL teachers during their speaking sessions. 44% of the participants said that they use computers since they are available in the university; 25% chose headphones; 19% said that they usually use data projectors; and 12% of the participants ticked the box for the internet, the reason for that being the unavailability of the internet in their working space and the problem of low speed when it is available.

Q7: Do your students feel excited about the use of technology in speaking sessions?

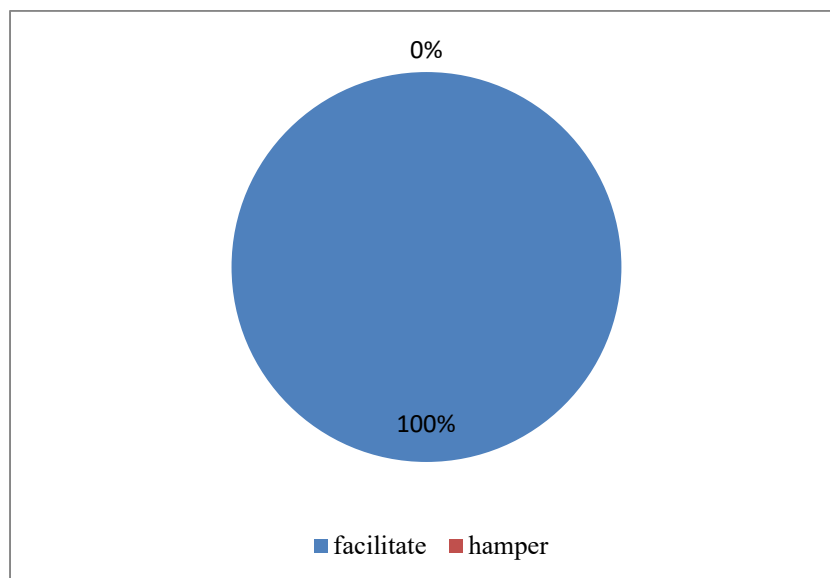
Figure 29

Students Attitude towards Using Technology in the Classroom



This question seeks to find out whether students feel excited when teachers implement modern technology in their speaking sessions. The majority of participants, making up 80% of the population, said that their students feel excited about the use of technology inside the classroom. The reason for that would be the fact that traditional methods of teaching are kind of bland and boring, so the use of technology makes things more interesting for students, especially those from this new generation.

Q8: Does technology facilitate or hamper your speaking sessions?

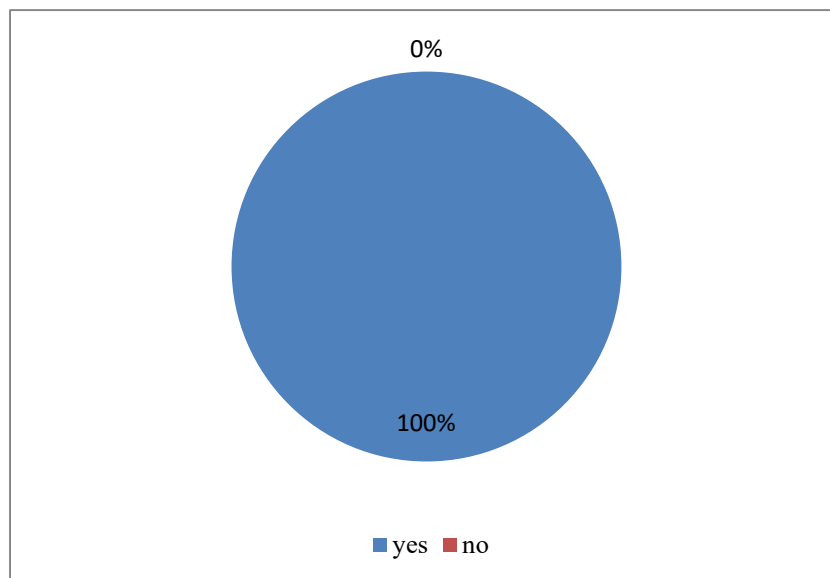
Figure 30*The Effect of Technology on Speaking Sessions*

This question aims to find out whether technology facilitates or hampers the learning process. All participants said that technology does facilitate speaking sessions, making it a useful tool to implement to help students further develop their speaking level. The reason for that is the fact that technology provides teachers with different activities and tasks that help students develop their speaking levels.

Q9: Do you think using modern technology can help students develop their English speaking level?

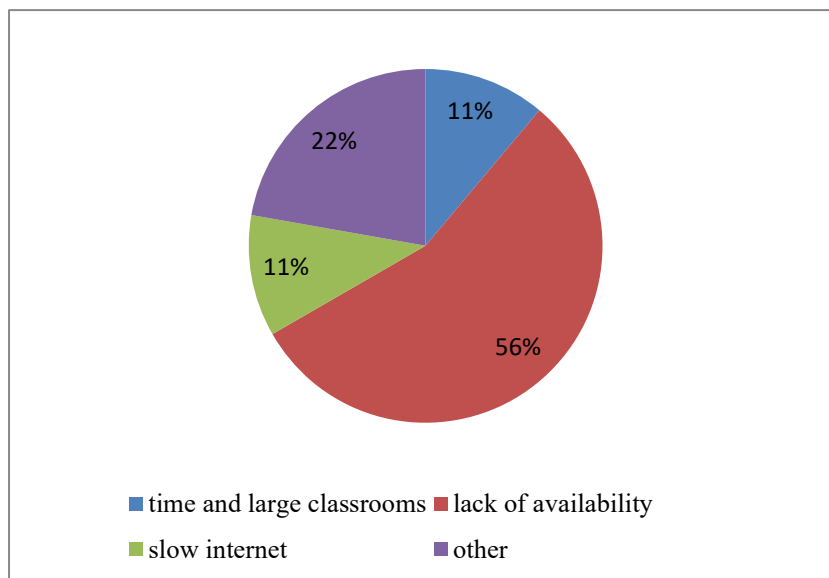
Figure 31

Teacher's Perspective towards the Effect of Technology on Student's Speaking Skill



This question seeks to find the teacher's view on the effect of modern technologies on students' speaking levels. The results show that all participants believe that the use of technology has a positive effect on students' speaking skills, helping them further develop their speaking levels. That is because technology provides students with access to authentic English used by native speakers', allowing them to learn proper word pronunciation and sentence structure.

Q 10: What prevents you from using technology more often?

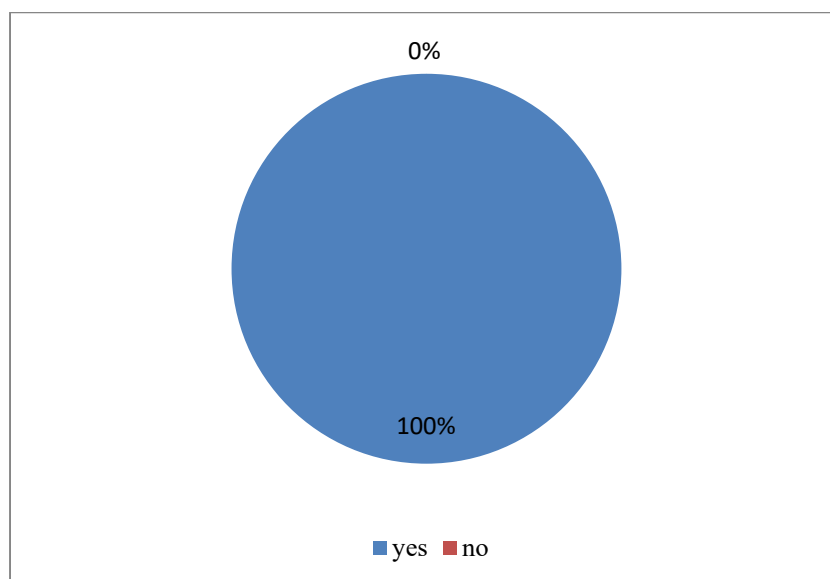
Figure 32*Limitation of Using Technology in the Classroom*

The question above was asked to identify the problems preventing teachers from using technology during their speaking sessions. The most common problem was the unavailability of modern technology at the university and the equipment being old and broken most of the time, followed by the problem of large classrooms and the lack of time. That could be because universities neglect technology whether it is because they are not familiar with its benefits or because they lack the financial support.

Q 11: In your opinion, does the use of modern technology outside the classroom enhance the student's speaking proficiency?

Figure 33

Teacher's Perspective towards Using Technology outside the Classroom

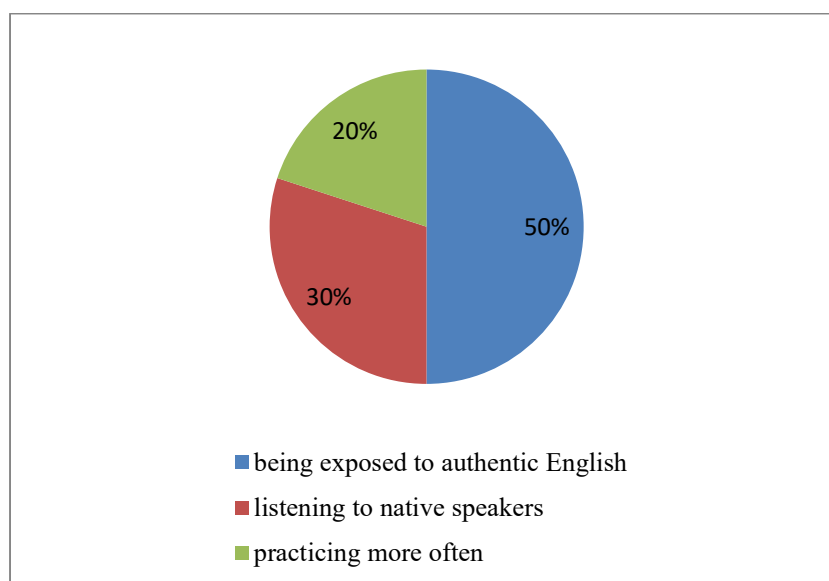


As a follow-up to the previous question, this question was asked to find out whether the use of technology outside the formal setting helps students develop their speaking skills. 100% of the participants answered the question by ticking the box for yes, saying that it is beneficial to use technology outside the classroom since students have more time and are more comfortable learning at their own pace. The reason for this answer may be the fact that technology does not have many limitations when used outside the classroom compared to inside.

Q12: If yes, explain how?

Figure 34

How Can Students Further Develop their Speaking Skills

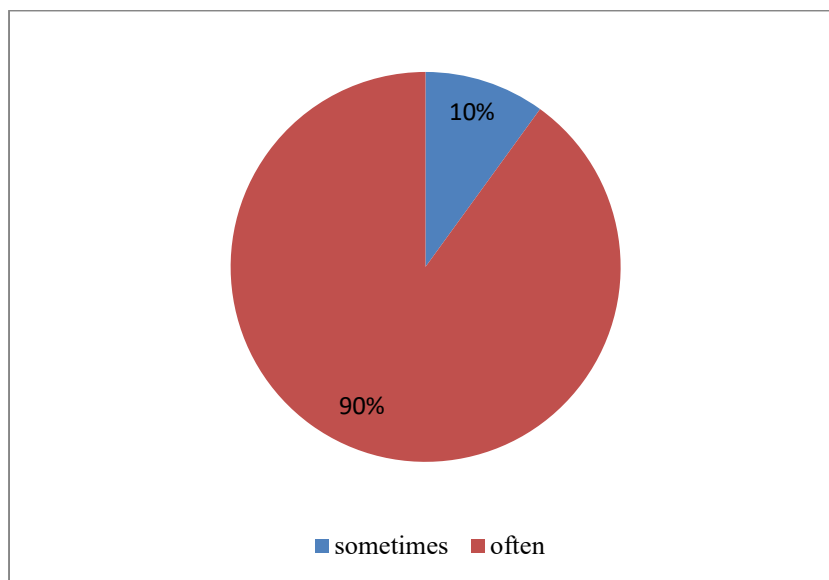


This question was added to the previous one to find out the different ways in which technology can help learners improve their speaking level. The most common answer was the fact that technology allows students to listen to authentic English used by native speakers, thus familiarizing themselves with the language, correcting their mistakes, and having more time to practice speaking.

Q13: How often should your students use technology outside the classroom for the sake of improving their speaking skill?

Figure 35

Teachers' Perspectives about the Duration of Using Technology by Learners

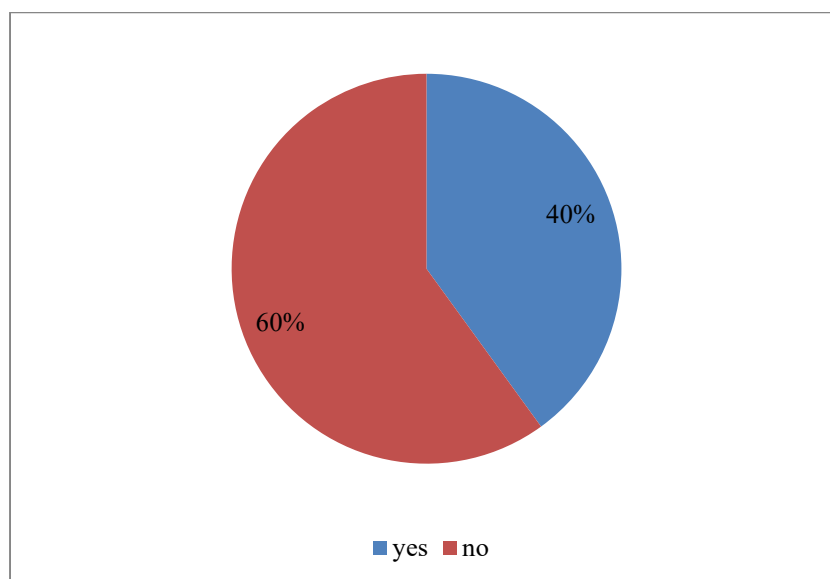


This question aims to see how often learners should use technology to develop their speaking skills. 90% of the participants believe that students should use technology more often for the sake of improving their speaking level, as it doesn't require much effort and can be used almost everywhere. That could be because it does not require much effort to use such technologies outside the classroom compared to inside.

Q14: Do you guide your students when using modern technology beyond the academic setting?

Figure 36

Teachers Guidance to their Students when Using Technology

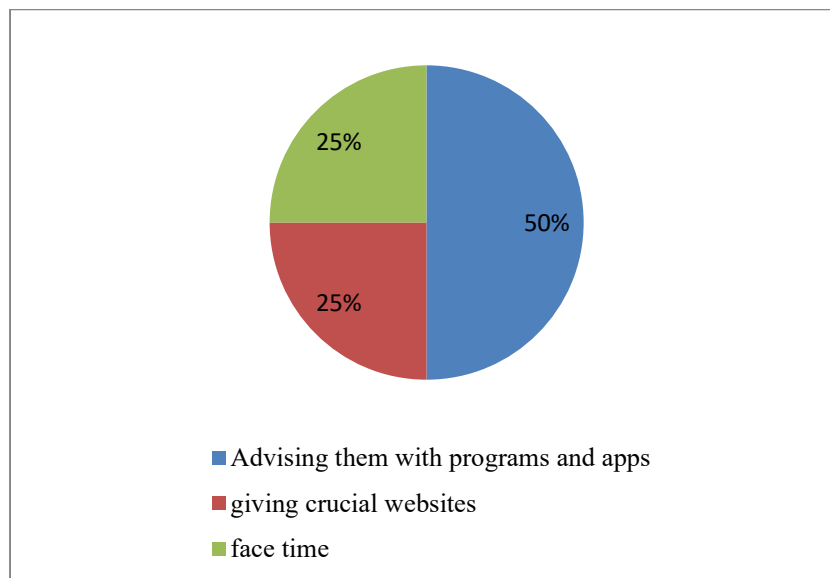


The purpose of the question above is to see if teachers guide their students when using modern technologies outside of a formal setting. More than half the participants, making up a percentage of 60%, said that they do not guide their students, and that could be because of a lack of time. While the other 40% answered by saying that they do guide their students through the use of technology.

Q15: If yes, explain how?

Figure 37

How Teachers Guide their Students



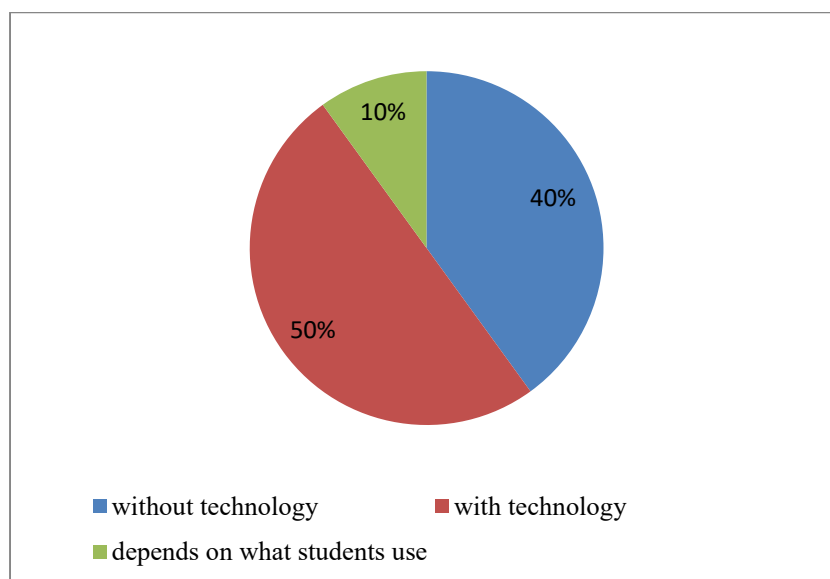
As a follow-up to the previous question, this one was asked to identify the ways in which teachers guide their students when using technology by themselves. The answers included

- Providing students with crucial websites
- Advising them with programs and apps and showing them how to use them properly
- Using face time to do oral presentations
- Using multimedia and video conferencing to help them practice at home

Q16: When evaluating your students' progress, do you get a quicker feedback with or without technology?

Figure 38

Do Teachers Receive Quicker Feedback with or Without Technology?

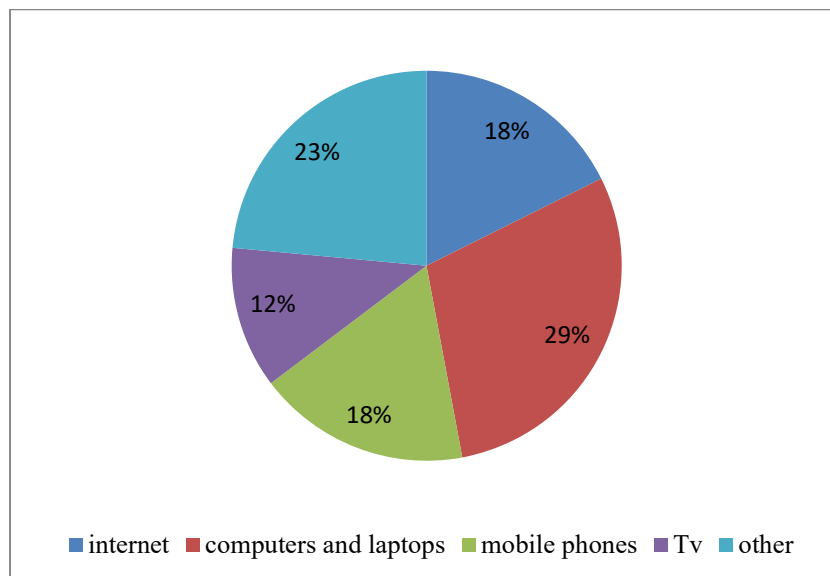


The purpose of this question is to identify whether teachers receive quicker feedback from their students with the use of technology or without it. The answers varied between the participants; some of them said that technology makes things quicker and easier, while others said that they receive quicker feedback without technology, with one participant saying that it depends on what type of technology students' use. The reason for these answers may be dependent on teachers own experience which can justify the difference in answers.

Q17: Which technological tool is the most appropriate for your students?

Figure 39

Technological Tools Suggested by Teachers



As a final question, we asked the participants what type of modern technology they would suggest their students use. The answers provided by the teachers are the following:

- Computers and laptops
- Mobile phones and smart devices
- Headphones
- TVs and data projectors

2. Discussion of the Results

2.1. Discussion of Students' Questionnaire Results

The analysis of the students' questionnaire shows that 80% of them are female, and for most of them, English was their personal and preferred choice, which means they like studying it. In the second section, most students prefer speaking because it is a medium for communication and expressing thoughts. During the analysis, we found that most of the students have an average or above-average level of speaking English. Meanwhile, some students face some difficulties when speaking because of many factors, like a lack of vocabulary and the fear of making mistakes. Moreover, most students prefer discussions and conversations with native speakers over other speaking activities. The third section aims to explore the role of modern technology in improving speaking skills. However, we found that all learners knew about modern technologies, even if they claimed that they were rarely used inside the classroom. But sometimes teachers use some technologies, such as computers and multimedia projectors. All students agreed that it is more beneficial to use some technological tools to improve their speaking levels, like language learning apps and social media platforms. The analysis of the findings revealed that learners prefer using technology outside the classroom rather than inside the academic setting. Although 56% of students find teachers' guidance helpful, not all teachers can afford to support and guide their students' use of technology outside the academic setting.

Most participants have benefited from technology, and they declared that it helped them a lot to enhance their speaking level as well as create the appropriate learning environment, so they support generalizing it inside the classroom, but they claim that it has many cons, such as the lack of experience as well as creating laziness.

2.2. Discussion of Teachers' questionnaire results

The results of the teachers' questionnaire show that the research sample's experience with teaching English varied from 1 year to 16 years of being in the field, which means that their answers are reliable when it comes to the speaking skill, which they view as being very important when it comes to English learning since it is the main form of communication between people. The majority of teachers claimed that their students speaking levels were average. In addition, all participants are in favor of implementing technology in the speaking class, with the majority claiming that it makes their students more motivated and excited to learn, as well as facilitating speaking sessions and helping students further develop their speaking level. However, teachers find it difficult to implement technology inside the classroom because of a lack of time and equipment, as well as large classrooms. Instead, they encourage their students to use technology outside the academic setting, where they have more time to practice and improve their speaking skills. All teachers asserted that modern technologies can positively affect the speaking skill, and more than half of them claimed that they guide their students when using technology outside the classroom by providing them with crucial websites and using multi-media and video conferencing to help them practice at home. Finally, teachers advise their students to use technologies such as computers and laptops, mobile phones and smart devices, headphones, TVs, and data projectors outside the formal setting in order to practice their lacking skills in addition to listening to authentic English spoken by native speakers and trying to engage in conversations with people from around the world to help them improve their pronunciation, enrich their vocabulary, and become fluent and accurate in speaking English.

The results from both questionnaires lead us to believe that technology may have a positive effect on students' speaking skills, and both teachers and learners agreed that using technology outside the classroom with the guidance of teachers has many benefits to enhance

the students' oral proficiency. However, nothing is perfect, so technology has many drawbacks due to several factors.

3. Limitations and Pedagogical Implications

This study does not seek perfection; it contains many flaws, which means the results are not 100% reliable. It was very difficult to gather data from both oral expression teachers and third-year EFL students, especially during Ramadan. Moreover, it would have been better to conduct this study using an experiment as the main method to collect more precise and reliable data, which was impossible because of the lack of time and equipment.

This study aims to find out how modern technologies enhance students' speaking skills. Based on the results, we recommend some pedagogical implications.

First, teachers should use technological tools (computers, the internet, etc.) more often during speaking sessions. Also, oral expression teachers should include a variety of activities, such as role plays and discussions.

Second, teachers are requested to encourage their students to learn by themselves with the help of technology. Moreover, teachers are advised to dedicate some time to guiding learners' use of technology outside the academic setting.

Conclusion

To conclude, this chapter confirmed the hypotheses and reached answers to the questions through both teachers' and students' questionnaires, which attempted to reveal their attitudes and perspectives towards the use of modern technology in enhancing the speaking skill. The statistical analysis of the two questionnaires showed that third-year students and English teachers at the University of Mila are aware of the effect of modern technology on speaking skills, and students' declared that they prefer to use modern technologies outside the classroom with the help and guidance of their teachers. Some of the participants view modern

technologies (the internet, smartphone applications, YouTube, video conferencing, and speech recognition software) as being very effective tools that have the ability to ameliorate and improve one's speaking skills, while others think that modern technology might not be that effective for achieving the same purpose.

GENERAL CONCLUSION

This study was conducted to identify teachers and learners' views towards the use of modern technology in enhancing speaking skills. The main objective of the study is to know whether the implementation of technological tools has a positive or negative effect on students' speaking levels and whether the use of modern technology outside the classroom with the guidance of teachers would be more beneficial for the sake of enhancing learners' speaking skills.

The first chapter is divided into two sections. The first section is devoted to reviewing some related literature about the speaking skill, which is considered one of the most important skills in learning any foreign language, its definition, and its importance. Then, speaking strategies, types of classroom speaking performance, the major characteristics of speaking performance, and finally, the difficulties faced by learners when speaking.

The second section attempts to give a theoretical background about the use of modern technology to enhance students' speaking levels, starting with the definitions of "e-learning," , "modern technology," and ICT, referring to the common technological tools used in teaching. However, the implementation of such tools inside the classroom has many drawbacks and limitations, which proves the importance of using modern technology beyond the classroom, where they have more time to access different types of technological devices that help them enhance their English-speaking level. This chapter also proposes that learners use some modern technologies (YouTube, mobile applications, video conferencing), which are helpful in improving their oral performance and helping them become good communicators.

The second chapter is dedicated to the analysis of the data collected from teachers' and third-year EFL students' questionnaires at the University of Mila. Both instructors and students agreed that utilizing technology outside of the classroom with teachers' direction has

numerous advantages to improve the students' oral competence, so we can assume that using technology outside of the formal setting with the guidance of the teachers is more beneficial for developing students speaking level, which answers our second research question, and the findings from both questionnaires suggest that technology has a beneficial impact on students' speaking ability. The availability of technology and the ability to access it anywhere and anytime enable students to learn by themselves to further develop their English-speaking level. Technology makes it possible to listen to authentic English spoken by native speakers, listen to English music, and communicate with native speakers through the use of social media platforms. But since nothing is flawless and there are a lot of negative aspects to technology, that can be the answer to our first research question, and that means that technology has a positive and negative impact on students. Finally, regardless of its drawbacks, modern technology and out-of-class activities can be a great help to enhance the students speaking level.

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Appendices

Appendix A

Students' Questionnaire

Dear students, you are kindly asked to participate in this study by providing us with your sincere responses about The Use of Modern Technologies in Enhancing Student's Speaking skills.

Section one: Background information

1. Specify your Gender:

Male

Female

2. How long have you been studying English?

.....

3. Why are you studying English?

Personal choice

Administrative choice

Others

If others, specify:

.....

.....

Section Two: General Information about the Speaking Skill

4. Which skill do you prefer studying the most?

Speaking

Listening

Reading

Writing

5. How do you rate your speaking skill?

Below average

Average

Above average

Excellent

6. What are the major problems that you usually face during speaking sessions?

Shyness

Anxiety

Lack of vocabulary

Fear of making mistakes

7. Which speaking activity do you prefer?

Dialogues

Role play

Discussion

Presentations

Section three: Using Modern technology inside and outside the Classroom

8. Are you familiar with modern technology?

Yes

No

9. How often do your teachers use modern technologies in the classroom?

Never

Rarely

Sometimes

Always

10. What kind of technology do teachers often use?

Computer

Mobile phone

Multi-media projector

Internet

Others

11. Do you use modern technology to enhance your speaking skill?

Yes

No

12. If yes, what kind of modern technology do you enjoy using?

Internet

Mobile phone applications

Social networks

Others

Mention them

.....

.....

13. Where do you prefer using technology to enhance your speaking?

Inside the classroom

Outside the classroom

14. Does your teacher encourage you to use technology outside the classroom for the purpose of developing your speaking skill?

Yes

No

15. Would it be helpful if your teacher guided you using this technology outside the classroom?

Yes

No

16. If yes, explain how you would prefer guidance from your teacher

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

17. Did modern technology help you to enhance your English speaking level?

Yes

No

18.If yes, to what extent:

It helped a little bit

It helped a lot

It didn't help at all

18. If no, mention other factors that helped you to develop your speaking level:

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

19. Does technology contribute to creating the appropriate learning environment?

Yes

No

20. Would you be favorable to generalizing the use of technology in speaking classes?

Yes

No

21. In your stance, what are the drawbacks of using technology in the speaking class?

.....

.....

.....

Appendix B

Teachers' questionnaire

Dear teachers, we will appreciate it if you devote some time to answer our questions concerning the role of modern technology in enhancing students speaking skill. Your answers are important to accomplish this study since they are a source of inquiry. So, I kindly ask you to answer the following questions.

Section one: Background information

1. How long have been teaching English?

.....

Section two: General Information about Speaking Skill

2. In your opinion, how important is the speaking skill for students of English ?

Less important

Important

Very important

3. How would you rate your students' current speaking level:

Weak

Average

Good

Excellent

Section three: The Role of Technology inside and outside Classroom

4. Are you favorable to the implementation of technology inside the speaking class?

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

5. Are modern technological tools available in your university?

Yes

No

6. What type of modern technology do you often use?

Headphones

Internet

Computer

Multi-media projector

7. Do you students feel excited when about use technology in speaking sessions?

Yes

No

8. Does technology facilitate or hamper your speaking sessions?

.....

9. Do you think using modern technology can help students develop their English speaking level?

Yes

No

10. What prevent(s) you from using technology more often?

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

11. In your opinion, does the use of modern technology outside the classroom enhances the student's speaking proficiency?

Yes

No

12. If yes, explain how:

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

13. How often should your students use technology outside the classroom for the sake of improving their speaking skill?

Sometimes

Often

14. Do you guide you students when using modern technology beyond the academic settings?

Yes

No

15. If yes, explain how:

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

16. When evaluating your students' progress, do you get a quicker feedback with or without technology?

.....

17. Which technological tool is the most appropriate for your students?

.....
.....

Résumé

Cette étude vise à déterminer l'impact de l'utilisation des technologies modernes sur l'amélioration des compétences orales des étudiants et à déterminer si les étudiants bénéficient davantage de l'utilisation des technologies éducatives en dehors du cadre académique avec l'aide de leurs enseignants plutôt que de les utiliser en classe. Le premier chapitre porte sur la littérature relative à l'utilisation des technologies modernes pour développer les compétences orales des étudiants, tandis que le deuxième chapitre est consacré à la collecte et à l'analyse des données. Dans ce but, deux questionnaires sont soumis aux enseignants et aux apprenants en troisième année d'anglais langue étrangère au Centre universitaire Mila. De plus, les résultats qualitatifs et quantitatifs montrent que l'utilisation des technologies modernes a un impact positif sur la compétence orale des apprenants ; cependant, cela peut comporter certains inconvénients en raison de différentes raisons, telles qu'une utilisation inappropriée. De plus, les enseignants et les apprenants sont d'accord sur le fait que les étudiants peuvent améliorer davantage leur niveau de conversation en utilisant les technologies modernes en dehors de la salle de classe avec l'aide de leurs enseignants. Par conséquent, cette recherche suggère que les enseignants devraient encourager leurs étudiants à utiliser la technologie en dehors du cadre formel dans le but d'améliorer leurs compétences orales, tout en consacrant du temps à les guider dans le processus d'apprentissage.

Mots clé : Les technologies modernes, les compétences en expression orale, la technologie éducative, l'apprentissage amélioré par la technologie, les outils technologiques.

ملخص

تهدف هذه الدراسة إلى معرفة تأثير استخدام التكنولوجيا الحديثة في تعزيز مهارات الكلام للطلاب وما إذا كان الطلاب يستفيدون أكثر من استخدام التكنولوجيا التعليمية خارج الإعداد الأكاديمي بإرشاد من معلمهم من استخدامها داخل الفصل الدراسي. تناول الفصل الأول بعض الدراسات المتعلقة باستخدام التكنولوجيا الحديثة في تطوير مهارات الكلام للطلاب، في حين كرس الفصل الثاني لجمع البيانات وتحليلها. ولهذا الغرض، يتم تقديم استبيانين لكل من المعلمين وطلاب السنة الثالثة في قسم تعليم اللغة الإنجليزية كلغة أجنبية في مركز جامعة ميله. وبالإضافة إلى ذلك، تشير النتائج الكمية والنوعية إلى أن استخدام التكنولوجيا الحديثة له تأثير إيجابي على الكفاءة الشفهية للمتعلمين؛ في الوقت نفسه، يمكن أن يكون له بعض العيوب بسبب أسباب متعددة، مثل الاستخدام غير المناسب. بالإضافة إلى ذلك، اتفق المعلمون والطلاب على أن الطلاب يمكنهم تطوير مستوى كلامهم عن طريق استخدام التكنولوجيا الحديثة خارج الفصل الدراسي بمساعدة معلمهم. وبالتالي، توصي هذه الدراسة بضرورة تشجيع المعلمين لطلابهم على استخدام التكنولوجيا خارج الإعداد الرسمي من أجل تحسين مهاراتهم الشفهية، بالإضافة إلى تخصيص بعض الوقت لإرشادهم في عملية التعلم.

كلمات مفتاحية

التكنولوجيا الحديثة، مهارات الكلام، التكنولوجيا التعليمية، التعلم المعزز بالتكنولوجيا، الأدوات التكنولوجية