PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
AbdElhafid Boussouf University center - Mila

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

The integration of technology in language teaching:
Exploring the effectiveness of digital tools and resources
on speaking and listening skills
The case of third year EFL learners at the University center of Mila

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

Presented by: **Supervisor:**

Hadjer BELKHIER   *Dr. Lamia BOUGHOUAS*

Board of Examiners:
Chairwomen: Dr. Meriem ABID
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Dedication

I'm," Hadjer Belkhir ". Dedicate this work to:

Myself, to my grateful effort…

To my angel mother, without your sacrifices, I couldn't have reached this

moment.

To the man who spent his life and efforts caring for me, my dear father, I was and

will remain proud of you as long as I'm alive.

To my brothers Djamal, and Amine, and my sister Lamia, who doesn't hesitate a

moment to assist and encourage me to accomplish this work.

And to everyone who helped make this work possible even if with the simplest

things.

Thank you

Acknowledgment

Above all, the primary thanks go to Allah, who answered my prayers and made the dream a reality.

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Abstract

The rapid advancements in technology have brought about profound transformations across numerous sectors, including language education. This shift has encouraged EFL teachers to embrace digital tools and resources as integral components of their teaching methodology, particularly in the realm of listening and speaking instruction. This study seeks to explore the impact of digital tools on the listening and speaking skills of EFL learners by addressing two research questions: 1.what aspects of speaking and listening skills are affected by the integration of digital tools and resources? 2. How do language teachers and students perceive the integration of digital tools and resources in enhancing listening and speaking skills in language learning? 3. What are the primary challenges faced by teachers and students in the implementation and use of digital tools and resources for developing listening and speaking skills? To achieve this goal, a descriptive research methodology is adopted. Data is collected through questionnaires administered to 51 English students and ten oral expression teachers at the department of foreign languages, University Center of Mila. The primary research findings show that digital tools and resources play a significant role in the process of learning listening and speaking skills, helping the learners develop their performance and increase their engagement and motivation in language learning. Eventually, the research will provide some recommendations and suggestions for pedagogy and future research with the purpose of enhancing familiarity with digital tools and understanding their impact on listening and speaking skills for both teachers and students.

Key words: EFL teacher and learners, speaking and listening skills, digital tools and resources.

List of Abbreviations

EFL: English as a foreign language.

CALL: Computer-assisted language learning

TBLT: Task-based language teaching.

Apps: Applications.

Q: Question.

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General Introduction

1. Statement of the Problem:

The importance of the English language today cannot be overstated. It serves as a bridge connecting people from different cultures and backgrounds, facilitating communication in various fields such as business, education, science, technology and entertainment. For this purpose, mastery of the English language has become a necessity in this era. Hence, to achieve the English proficiency, learners should master the four skills: listening, speaking, reading, and writing. While reading and writing skills are important for literacy and academic purposes, speaking and listening skills are the most important skills that learners need to improve because of their immediate practicality and central role in communication and social interaction. These skills from the basis for successful language learning, and enable learners to effectively engage with the language in diverse context. However, language learners commonly face many challenges with speaking and listening skills, including the limited vocabulary, a lack of confidence and others. To overcome these problems, EFL teachers and learners utilize various useful digital tools and resources, like podcasts, video conferences platforms, YouTube videos, etc..., for the purpose of developing speaking and listening skills. Whereas, despite the widespread use of these tools, there remains a gap in understanding their precise influence on EFL language levels. Therefore, the problem around which revolves the study is analyzing the impact of digital tools and resources on speaking and listening skills.

2. Aim of the Study

The present study aims to examine the teacher's attitudes toward the integration of technology in language instruction. Additionally, it seeks to explore whether digital tools and resources like podcasts, YouTube, language learning applications, and others have an impact

on speaking and listing skills. Furthermore, it strives to determine the listening and speaking proficiencies of third-year English students

3. The Significance of the Study

This study holds significant importance as it delves into the integration of technology in language teaching ,focusing specifically on how digital tools and resources affect listening and speaking skills .By examining this relationship, the research aims to uncover practical insights that can revolutionize language education methods .Furthermore, understanding the impact of technology on language learning is crucial in today's digital era ,where advancements in technology continually reshape educational landscapes .Ultimately ,the findings of this study have the potential to inform curriculum design ,teacher training programs, and instructional practices .

4. Research Questions

The current study endeavors to answer following questions:

1- What aspects of speaking and listening skills are affected by the integration of digital tools and resources?

2- How do language teachers and students perceive the integration of digital tools and resources in enhancing listening and speaking skills in language learning?

3- What are the primary challenges faced by teachers and students in the implementation and use of digital tools and resources for developing listening and speaking skills?

5. The Research Methodology

To address the research questions and fill the study gap, we employed a descriptive mythology using two research instruments: Students and teachers' questionnaires. The first questionnaire was administered to third-year English students in the department of foreign languages at the Mila university center.

The sample with which the questionnaire is concerned consists of 51 students, representing a population of 205 students in total. The second questionnaire is administered to ten teachers specializing in oral expression at the same university. By utilizing these two types of questionnaires, our aim is to gather essential data concerning the attitudes of both students and teachers toward the influence of digital tools and resources or listening and speaking skills for an effective understanding and analysis of the research topic.

6. Structure of the Dissertation

This dissertation is made up of two parts: a theoretical and practical one. The theoretical framework consists of one chapter that is divided into two sections. The first section provides an overview of teaching listening and speaking skills, starting with definitions and exploring the nature of these skills. It shed light on the most effective techniques for teaching listening and speaking, focusing on essential activities that improve student engagement and comprehension. Additionally, it emphasizes the significance of teaching these skills, noting their fundamental role in language acquisition and communication proficiency. The second section deals with the influence of technology on listening and speaking skills, defining relevant technological terms, and discussing the integration of digital tools and resources in language teaching. Furthermore, it reviews the impact of digital tools and resources, such as podcasts and language learning applications and others, on speaking and listening skills, presenting both their advantages and disadvantages.

The second chapter in this dissertation focuses on the practical aspect of the study, aiming to address its research questions and objectives. This chapter offers a comprehensive explanation of the research methodology by describing the questionnaires administrated to both students and teachers. Following this, it proceeds to analyze and interpret the main findings, exploring their implications. Finally, it discusses significant limitations of the study and provides recommendations for pedagogical strategies and future research endeavors.

Chapter One : Theoretical Part

Introduction

The exchange of ideas, feelings, and cultural practices, these are the factors that facilitate language learning more than anything else, because it is the fundamental form of human communication. The fundamental abilities of speaking and listening, which are the most crucial parts of successful communication in any language setting or context, are essential to this conversation. The following chapter presents a thorough look at both theoretical background and real- world application of teaching both speaking and listening particularly in the context of language education.

To begin with, in the field of understanding language itself, listening involves more than merely acquiring sounds; it entails active participation in spoken language. It also includes comprehending context, managing subtleties, and interpreting meaning—a complex process at the center of language learning. Since this chapter is interested in delving into the intricacies of teaching listening, methodology, student involvement, and the instructor's role in the assistance of the student's proficiencies are many of the issues that will be discussed in the present chapter.

Similarly, listening is often opposed to speaking since it is considered the external manifestation of language proficiency rather than the internal manifestation of it. It necessitates the clear expression of ideas and feelings to ultimately achieve meaningful conversations, and further provide the ability to function socially in various formal and informal contexts. The following content highlights the road to fluency and communicative competence, through inspecting the elements of speech, investigating pedagogical strategies, and analysing the dynamics of student motivation or engagement. Nevertheless, to assume that the scope of language education is a static one is an understatement, alternating with cultural manifestations

and technological revolutions has been the focus of many over the years. A new era of opportunities has been brought about by the incorporation of technology into language instruction,

Yet, the world of language education is witnessing an immense opportunity through the incorporation and the integration of technology. In addition to the diverse catalogue of innovative tools and sources which provide students with multiple reasons to arrive at their learning goals.

Technology offers chances for individualized language learning journeys and immersive language encounters, from digital platforms to interactive applications. But even in the face of innovation's promise, we face obstacles that necessitate thoughtful consideration. Technology aids individuality in learners's processes, it immerses them in language contexts 24/7. Whether through social media accounts or interactive applications, technological tools allow the learner to take control over his own language learning journey. However, the later all comes with its challenges; both students and teachers face predicaments in the face of using this technology for education.

Moving along, the current chapter aims to unfold two of many educational concerns: first, providing educators with the knowledge and resources they need to effectively support speaking and listening skills; second, helping them understand the transformation that technology has marked on education. Consequently, students should be encouraged to manage the complexities of linguistic diversity and global interconnectedness by embracing the creativity of the situation while still minding the fundamentals of good instruction. By doing so, not only do they contribute to enhancing and promoting their language proficiency but also develop empathy, understanding, and respect for one another, which ultimately enable them to navigate the outside world.

In depth, this chapter discusses each of these topics in the sections that follow, through observing theories, approaches, real-world uses, and comprehending the influence of technology on the field of language learning. Providing the later investigation, the following chapter strives to give educators a thorough grasp of how to teach speaking and listening skills as well as the tools they need to successfully navigate the opportunities and problems of language pedagogy in the contemporary world.

Section One : An overview of teaching listening and speaking skills.

1.1.1. Listening skill.

"Listening is the main way we acquire language, and comprehensible input is the crucial and necessary ingredient for language acquisition." (Krashen, 1985; p96)**.** Krashen depicts listening as the foundational step toward fostering understanding, which in its role leads to cooperation, and ultimately, peace. To listen is to simply engage with other people's messages, understand their perspectives, intentions and emotions. Understanding shapes, the infrastructure for cooperation by fostering empathy and mutual respect when nourished through attentive listening. In addition to cooperation, which is considered a product of individuals or groups working together towards common goals, and collaborating to solve real life problems. Thus, listening plays a vital role in the construction of understanding, cooperation, and ultimately, peace in relationships, communities, and societies.

1.1.1.1. Definition of listening.

Listening is the most vital pillar of communication; it is a requirement for both powerful functioning and interpretation of spoken language. The following define listening and analyses the differences that listening as comprehension and listening as acquisition share with each other, relying on scholarly resources within the field.

Listening, as understood and presented by West and Turner (2010), refers to an active process of receiving, decoding, and making sense of auditory stimuli. It is not merely listening to structures effectively yet it involves a comprehension of their meanings, nuances, and implications within a given context. Wolvin and Coakley (1996) provide an agreeing addition to the later, it being that listening extends beyond just auditory senses; it stretches to employ both mental processing and cognitive engagement to extract meaning and construct a reply.

Essentially, both explorations highlight the necessity of the role played by listening in successful communication. To understand the definition of listening is to understand the system encompassed in several mental, physical, and social organisms. Additionally, guaranteeing successful communication requires managing the nuances of listening as comprehension and acquisition. Ultimately, through navigating the complexities of listening, individuals can promote their ability to recognize and interact with spoken language, enriching their communicative interactions and relationships.

1.1.1.2. Listening as comprehension and listening as acquisition.

There are two main ways listening can be viewed : as comprehension, where individuals understand spoken language in real-time, and as acquisition, where learners through heard speech are able to internalize grammar, vocabulary, and pronunciation. Both aspects are essential for language learners, they mainly enable them to communicate effectively and develop their language proficiency.

1.1.1.2.1. Listening as acquisition

Listening as acquisition specializes in the technique of acquiring and developing listening abilities over a period of time. Vandergrift (1999) states that in order for successful listening comprehension to occur, the application of strategic listening abilities must be included. Strategies like predicting, inferencing, and summarizing, allow beginner learners to

manage complicated spoken input proficiently. Richards and Schmidt (2002) similarly shed light on the role of exercise and interplay in the acquisition of listening proficiency; suggesting forwarding the attention towards authentic material allows the development of comprehension abilities and linguistic competence.

1.1.1.2.2. Listening as comprehension

Contrary to listening as acquisition, listening as comprehension specializes in the ability to comprehend and interpret spoken language accurately. Brown and Yule (1983) discuss the role of discourse analysis in comprehending spoken communication, going through processes like highlighting the function of context, discourse shape, and linguistic capabilities, which, according to them, facilitate listening comprehension. The importance of metacognitive techniques in improving language listening comprehension is also suggested to beginners who can utilize varying cognitive and metacognitive techniques to decode, interpret, and realize spoken discourse effectively (Goh, 2008).

In conclusion, the multifaceted nature of the approaches that one can take to enhance his listening varies from auditory notions to cognitive interpretations. Understanding the definitions of listening and being able to make a difference between listening as comprehension and listening as acquisition allows individuals to acquire great skills that are crucial for effective conversation and language learning.

1.1.1.3. Teaching listening skills

In order to communicate efficiently, one must possess a certain language proficiency that enables him to comprehend listening .The following analyses the nuances of examining the appropriate approaches, techniques and teaching methods to hence promote students' learning of a listening skills.

Rost (2011) provides the field with a detailed approach towards teaching listening skills, he specifically highlights the necessity of nurturing both top-down and bottom-up processing abilities. He emphasizes the efficiency of using exercises such as: purpose setting and schema activation to improve students' comprehension process. Moreover, ROST presents comprehension tests and information gap tests as two of the major enhancers of critical thinking and active participation. Furthermore, Vandergrift (2007) discusses the advancement that has been made in the field of researching listening comprehension in second and foreign languages, focusing on the value of metacognitive techniques and schema construction in improving listening proficiency.

In order to improve students' listening abilities in authentic circumstances, Vandergrift advocates for the use of authentic materials and the explicit teaching of listening practices.

The incorporation of interactive tasks, explicit strategy training, and pre-listening activities that these multimodal approaches provide is considered necessary to teach listening skills. They enable teachers to include and design dynamic and engaging listening courses that support the development of language proficiency and equally provide for the variety of learner requirements by utilizing authentic resources and innovative approaches. However, the fact that notion such as: encouraging active participation and dealing with student motivation bring teachers to be attentive to far more complex thought and pedagogical knowledge.

1.1.1.3.1. *The nature of teaching listening skills.*

In order to be able to function within a social conversation of any context, listening is a non-negotiable skill. Therefore, teaching listening includes complex and diverse methodologies and processes with the aim of enhancing beginners' capability to acquire and interpret spoken language. The following dives into many-sided nature of teaching listening skills.

Rost (2011) argues that training students to listen efficiently requires more than exposure to spoken language; he emphasizes the importance of students having lively engagement and interacting with real-life materials and responsibilities. He advocates a holistic and communicative approach to teaching listening, with speaking, reading, and writing exercises.

Rost also highlights the importance of using real- world listening contexts and media to provide beginners with the ability to acquire both formal and informal language use (2011).

In a similar context, Field (2008) stresses the notion of understanding the importance of metacognitive awareness and strategic listening abilities, and their implications for the speaker- listener dynamic. Exercises like prediction, summarizing, and inferencing are advised by him to foster talents and facilitate powerful listening comprehension. Moreover, the idea of considering discipline within the instruction and guidance of teachers towards listeners shapes their own powerful learning autonomies and talents.

Finally, in order to achieve a certain level of capacity, comprehension, and autonomy within learners, an incorporation of proper materials, collaborative activities, and metacognitive approaches must take place with the guidance of the instructor. Ultimately, the facilitation of effective communication in numerous and varying contexts requires educators to design exciting and interesting teaching content.

1.1.1.3.2. *The role of the learner in the listening session.*

Effective comprehension and skills improvement are not merely a process of facilitating listening sessions by teachers, yet it is a complete circle that requires the energetic participation and engagement of learners as well. Understanding what needs to be done in order to create and successfully manage a listening system is crucial for promoting autonomy and improving

average language talent. The following examines the dynamic role of beginners within the listening session, touching on insights from outstanding approaches in the subject.

"Listeners' active participation in the comprehension process is a necessary condition for successful listening comprehension." (Vandergrift, 1997, p. 45) Here attention is drawn to the active role of the learner within listening; she highlights the importance of metacognition and autonomy in helping the learner's take over their own learning process. Activities such as; pre-listening activities, activating history expertise and placing purposes as significant practices for listening comprehension. She also specifies techniques called publish-listening obligations, such as mirrored image and evaluation, and examines their role in improving beginners' listening abilities and metacognitive recognition (Vandergrift, 2007).

Further, there is Mendelsohn (1994) who advocates for an approach-primarily based approach to teaching listening, where learners are encouraged to apply diverse cognitive and metacognitive strategies to enhance comprehension. He argues that for the resulting of an independent and strong listener, one needs to emphasis the function of explicit education and guided practice in coaching. Mendelsohn preaches the importance of creating a welcoming and supportive atmosphere for learners to actively participate and use language and not hold back from making errors.

Teachers, who plan on foreseeing results and an exhibition of autonomy and engagement in their listeners within listening contexts, should foster metacognitive focus and offer possibilities for practice and mirrored image, educators can empower beginners to grow to be independent and effective listeners in diverse communicative contexts, ultimately improving their average language proficiency.

1.1.1.3.3. The role of the teacher in listening instruction.

Teachers usually possess many characteristics that make them an undividable variable in the equation of instructing listening. They are positioned as a mentors, facilitators, and role models for students. It is shown in research that learners' engagement and comprehension are closely tied to the teacher's approach, methods, and interactions. The following presents an exploration of the complex role that teachers play in teaching listening skills by including analysis from academic sources.

The significance of the teacher's involvement in fostering an engaging and encouraging learning environment that supports effective listening instruction is emphasized by Rixon (1986). She promotes a learner-centred strategy that places an emphasis on scaffold support, active engagement, and a diversity of tasks. Setting listening objectives and activating past knowledge are two examples of pre-listening actions that Rixon emphasizes are crucial for preparing students for successful understanding.

Lynch (2004) also highlights the importance of the instructor serving as a role model and mentor while instructing students in good listening techniques. He suggests using a variety of teaching strategies to help students improve their listening comprehension and metacognitive awareness, including modelling, explicit instruction, and guided practice. Lynch also emphasizes how critical it is to provide students constructive criticism and feedback in order to help them advance and improve their listening skills.

In summary, the provision of feedback, modelling, and instructional preparation by the teacher are critical components of effective listening teaching. Through the implementation of learner-centred approaches and a variety of instructional methodologies, educators can design captivating listening experiences that encourage comprehension and active engagement from

students. In the end, a teacher's knowledge and direction are crucial in enabling students to develop into skilled, independent listeners in a variety of communication circumstances.

1.1.1.3.4. Effective tasks in teaching listening skill.

Another variable that is essential for teaching listening skills and nurturing learner's engagement, comprehension, and skill development is Task design. A task is characterized as an effective one, when it's a real, meaningful, and corresponding with both the learning goals and competence levels of the learners. Hence, based on recommendation of the field, the following assesses the qualities and significance of effective tats in teaching listening skills.

"Real-world listening resources such as podcasts and interviews provide learners with authentic examples of language use in everyday contexts, helping to bridge the gap between classroom learning and real-life communication." (Cauldwell, p. 72)

Cauldwell with Flowerdew and Miller (1997) highlight the role of authentic, relevant and complex tasks in promoting listening comprehension. Both present various kinds of tasks such as information gap tasks, problem solving tasks, and prediction tasks. They advocate that these tasks have a way of getting learners to engage in activities and evaluate their learning process.

Another advocate of the notion of task design is Nunan (2002) with his emphasis on the role of task sequencing and variety in the instruction of listening skills. According to him, tasks should be designed to enhance learner's strategic listening practices and structuring their listening comprehension. He also calls attention to the importance of task recycling and repetition in promoting students' listening comprehension and long-term retention.

Moreover, in task-based teaching of listening skills, learners' engagement in activities aids them to improve their ability to comprehend spoken language. According to Anderson

(2005), learners utilize strategies such as prediction based on prior knowledge when solving listening tasks. For example, if students are given a task to listen to a conversation about planning a trip, they might anticipate hearing vocabulary related to travel and destinations. Consequently, as students activate their existing knowledge and predict what they will hear, learners automatically enhance their comprehension and retention of the presented listening material.

In summary, participating in listening comprehension exercises is an essential step for language acquisition because they encourage students' active participation and comprehension. Tasks that require students to fill in knowledge gaps encourage better comprehension and meaning negotiation. Prediction activities improve recollection and attention span by having students predict content based on given information. Summarizing tasks enhance student's understanding and summarizing abilities since they have to condense the existing material. All of these tasks contribute collectively in solving problems and passing challenges for both teachers and learners, these tasks help students acquire a critical approach towards their communication and speaking habits. Furthermore, basing tasks on real material sources like TED Talks or podcasts improves learners' motivation and comprehension by exposing them to natural language. All of these activities help students become more proficient listeners and improve their language learning process overall.

1.1.2. Speaking skill

Richards & Rodgers (2001) state that: "Speaking is the most fundamental of the productive skills, and oral proficiency is central to communicating in a second language." (p. 71). According to them speaking is crucial for productive communication in a second language, making oral proficiency fundamental to language learning.

1.1.2.1. Definition of speaking

Language proficiency entails many of components, one of the most crucial one is speaking, which entails having the ability to construct and deliver meaningful messages verbally. Moreover, through the use of language individuals also express their perceptions, emotions, and ideas. Academic endeavours offer a range of literature to examine both the nature and significance of speaking skill in language learning.

Brown and Yule (1983) describe speaking as the process of encoding intentions and thoughts into spoken language while utilizing various methods and structures. They emphasize the social and interactive nature of speaking and its significance in building and sustaining relationships in social contexts. Bygate (1987), another established linguist examines cognitive and psycholinguistic facets of producing speech, focusing mainly on the stages of preparation, enactment, and observation. He draws attention to the impotence of coherence, accuracy, and fluency in speaking effectively as well as the role of feedback and self-correction in promoting speaking ability.

In sum, speaking is the result of a variety of linguistic, cognitive, and social processes that are intended to establish communication and convey meaning. Language learners can acquire good communication skills necessary for social, academic, and professional interactions by comprehending the definitions and fundamental mechanisms of speaking.

Speaking uncovers a lot of areas in research; some are linguistic, others are social, or cognitive ones. The latter areas gather to establish a whole understanding of how individuals communicate to ultimately convey meaning. Understanding the functionality and mechanisms of speaking is fundamental for learners to foster good communication skills in academic, professional, and casual circumstances.

1.1.2.2. Components of speaking

Speaking effectively requires a variety of abilities and elements that go into good communication. Language learners must comprehend these elements in order to become proficient in oral expression. Using knowledge from academic sources in the field, we examine the fundamentals of speaking and their role in language learning in this essay.

Pronunciation, intonation, emphasis, rhythm, and speech tempo are among the elements of speaking that are identified by Celce-Murcia, Brinton, and Goodwin (2010). They stress the significance of precise prosody and pronunciation in expressing meaning and promoting comprehensibility.

1.1.2.2.1. Pronunciation

 - Pronunciation involved the way words are spoken, including the correct sound articulation and stress on syllables. It also signifies producing sounds accurately to ensure clarity and understanding.

1.1.2.2.2. Intonation

 - Intonation refers to the rise and fall of pitch in speech. It helps convey meaning, mood, and emotion in sentences. For example, rising intonation at the end of a sentence can indicate a question, while falling intonation can indicate a statement.

1.1.2.2.3. Emphasis

- Emphasis is the stress or prominence given to a syllable, word, or phrase in speech. It helps highlight important information and clarify meaning.

1.1.2.2.4. Rhythm

- Rhythm refers to the pattern of stressed and unstressed syllables in speech. It gives natural flow and melody to language. Getting to Master the rhythm of a language reflects fluency and naturalness in speech.

1.1.2.2.5. Vocabulary

- Vocabulary signifies the words and phrases a person knows and uses. A rich vocabulary enables speakers to express ideas specifically, clearly and accurately. It includes words used in specific contexts or fields, idiomatic expressions, and collocations.

1.1.2.2.6. Grammar

- Grammar refers to the structure of language, including syntax (word order), morphology (word forms), and semantics (meaning). Using correct grammar is entirely crucial in helping speakers convey ideas clearly and accurately. It includes knowledge of many aspects such as: verb tenses, sentence structure, agreement, and word forms.

To sum up, speaking involves a variety of linguistic, paralinguistic, and sociolinguistic abilities that are necessary for clear communication. Through the acquisition of skills related to pronunciation, prosody, discourse organization, and sociocultural norms, language learners can improve their ability to communicate effectively in many circumstances and have meaningful conversations.

1.1.2.3. Teaching speaking skill.

Speaking is a vital component of language competency that is necessary for interaction and efficient communication in everyday situations. This essay delves into the complexities of teaching speaking skills, examining different approaches, strategies, and obstacles faced by teachers when teaching languages. Everyday contexts urge individuals to acquire competence

in speaking a particular language, which is eventually crucial for efficient communication. The following examines the intricacies of teaching speaking skills, considering approaches, strategies, and obstacles presented by experienced teachers when teaching languages.

Brown (2007) advocates for the fact that in order to develop speaking skills, learners should be exposed to a range of effective communicative techniques. Learners should also be encouraged to participate in meaningful and authentic language speaking activities. He mentions numerous interactive exercises such as role-plays, and simulations and then highlights their value in helping students become more fluent and competent communicators. Rodgers (2001) presents an outline of the various techniques and methods used to instruct speaking skills. These strategies and techniques include the communicative approach, task-based approach, and content-based approach. These activities underline the importance of incorporating speaking exercises into language training to promote student engagement and motivation.

1.1.2.3.1. The nature of teaching speaking skill.

A knowledge of linguistics, sociocultural and cognitive aspects of speaking and communication is required in order to teach speaking skills. The following explores the complex nature of teaching speaking as a skill using various sources on of the field.

Bygate (1987) provides a detailed analysis of the cognitive and psycholinguistic processes that entail a skill like speaking, he focuses on notions of planning, execution and monitoring to reflect the changing nature of teaching speaking skill in addition to highlighting the function of feedback and self-correction in improving speaking skill, without neglecting to emphasize the significance of fluency, precision, and coherence in effective speaking. Elements such as- Pronunciation, tone, emphasis, rhythm, and speech tempo- are broken down by researchers of the field (Celce-Murcia, Brinton, and Goodwin, 2010). They stress the

significance of underlining precise pronunciation and prosody in expressing meaning and promoting intelligibility, and as they do so they are offering an approach and an advice for effectively teaching pronunciation.

Teaching speaking skills entails the knowledge and comprehension of both the cognitive processes involved and the language elements within speaking and communication in general. Unifying the approach towards teaching speaking skill allows the existence of an effective learning process for competent results both for the teachers and the learners.

1.1.2.3.2. The role of instructor in the speaking session.

Teacher and student dynamics are crucial to building and the sustaining proficient and competent students that have a mastering of their speaking skill. The following content presents the varied role played by the teachers in motivating and encouraging their students to communicate effectively and hone their speaking skills.

The environment where the classes of speaking skill are to be conducted should have a certain participatory, encouraging, and engaging atmosphere (Larse-Freeman and Anderson, 2013). The latter emphasize that real language use should take place with the aid of activities like role-plays, debates, and conversations in order to foster student's communication in varying contexts.

They also highlight that teachers should act as moderators and facilitators besides having a level of control when conducting the sessions. Nunan (2003) draws attention the implications of task- based methods for teaching speaking skills, he suggests that using methods like collaborative projects provide students with immense opportunities for practice and connection to ultimately manage in real-world communication scenarios Nunan (2003) also highlights the significance of offering helpful criticism and fostering an environment in the classroom that is supportive of the growth of speaking abilities.

In sum, the teacher's contribution to the speaking session goes beyond merely offering information; it also entails encouraging the development of speaking skills and meaningful communication. Teachers can help students become proficient and self-assured speakers of their target language by fostering a friendly and engaging learning atmosphere, allowing chances for real-world practice, and delivering constructive criticism.

1.1.2.3.3. The role of the learner in the speaking class.

As much as the role of the teacher in the speaking classroom is a dynamic and an effective one, student's role is no less of significance, the following explores the main roles that students play in managing the learning of a speaking skill. Larsen-Freeman and Anderson (2013) mention that students mostly shape the dynamics of the speaking class. He also draws attention to the importance of promoting learners' autonomy and participation in the process of language learning.

They advise students to actively participate in speaking exercises, look for chances to practice their language skills, and evaluate their own learning in order to take charge of their education. Likewise, Nunan (2003) gives the advice of using learner-centered methods for teaching speaking abilities. In order to help students gain confidence and performance in spoken language through active engagement and meaningful tasks and opportunities for authentic conversation, he highlights the need of providing learners with meaningful tasks and opportunities for authentic communication.

Moreover, Vygotsky's sociocultural theory characterizes learning as a social process. It suggests that language skills improve significantly when learners engage in social interactions. In these interactions, more knowledgeable individuals, such as teachers or peers, provide support, or "scaffolding," to help learners understand new language concepts. This collaborative learning helps students internalize language structures and vocabulary more

effectively. Thus, student's working together in social contexts has implications like developing deeper understanding and proficiency in speaking. This approach highlights the importance of student interaction and communication in cultural context in language learning (1978).

1.1.2.3.4. Approaches to teaching speaking skills.

In language education, several methods and approaches have arisen for teaching speaking abilities, each with its own specializations and techniques. Choosing the appropriate methods and approaches in language education is vital for teaching speaking abilities; each approach has its own techniques and implications. The following abstract examines the various methods one can employ to teach speaking skills and how they connect to education in general.

1.1.2.3.4.1. The communicative approach

Brown (2007) discusses one of the mentioned approaches, the communicative approach where he places a strong emphasis on the value of meaningful connection and real conversation in language learning. He advocates for promoting learners' participation in real-life mimicking scenarios with the use of tasks and activities ,which ultimately aid learners in fluency and proficiency in spoken language.

1.1.2.3.4.2. Task and content-based approach

Richards and Rodgers (2001) also describe other methods including the task-based, content-based, and community language learning approaches. They advocate for teacher's capacity of accommodating to learners' needs and skill levels, eventually creating a learner-centred environment that promotes engagement and participation in the classroom.

Finally, there are several differences between how each teacher decides to instruct his learners' speaking process, including considering things like their learning profile, however the

ultimate goal is a common shared idea, that learners should be developed to be proficient and active in and out of the classroom, teachers should also ensure their student's psychological satisfaction with the overall process of learning.

1.1.2.3.4.3. Audio-lingual approach

According to Larsen-Freeman and Anderson (2011), the Audio-lingual method entails "the teaching of language through intensive oral drills and conversations" (p. 56). The Audio-lingual approach to teaching speaking stresses the use of repetition, and pattern practice to develop speaking skills. It is thought so based on the behaviourist theory of language learning, where language is viewed as a set of habits that can be acquired through conditioning. The focus in this method is on mastering grammatical structures and patterns through repetitive listening and speaking exercises.

1.1.2.3.4.4. Direct method

Brown (2007) states that in the direct method, "the language is taught inductively, with grammar points emerging naturally as they are needed in the course of communicative exchanges" (p. 45). The latter quote emphasizes spontaneous and real use of the language in meaningful and diverse social contexts. The Direct method is yet another approach that advocates for teaching speaking through the process of immersion and communication in real target language. The latter aims to enhance and hone speaking skills through interaction, role-plays, and situational exercises. Thus, overall urging for more natural language use in teaching and learning speaking.

1.1.2.3.5. Techniques of teaching speaking skills.

In order for learners to achieve goals of proficiency and development in the oral session usually teachers try to aid using a variety of technique. They choose to do so to captivate and

ensure engagement of the students as well. Using advice from professionals in education, the following discusses the varying methods for teaching speaking skill.

Brown (2007) presents several techniques of teaching speaking skill which include role-playing, dialogue construction, drilling, and communication games. He advocates for the significance of allowing students a lot of chances to practice speaking in real- world settings. Richards and Rodgers (2001) offer a view in accordance with the fostering of students speaking skill. They urge teachers to use communicative tasks, such as information-gap activities, problem-solving tasks, and opinion-sharing exercises. In order to improve students' overall oral proficiency, they also mention that pronunciation and fluency-focused activities in speaking courses should be separately focused on.

Techniques used to teach speaking skill can range from role plays to project, to content reviews, though their common purpose is usually unified; the encouragement of participation, growth of fluency and ability of deep communication. Using these techniques teachers can also design engaging and productive speaking classes that meet the needs and requirements of their students and support the development of their oral proficiency.

1.1.2.3.6. The importance of teaching listening and speaking skills.

When the subject of language competency is raised, speaking and listening are two of the major vitality for language learning and effective communication skills. The importance of teaching listening and speaking skills in education is thus non-negotiable.

According to Field (2008) the relationship between speaking and listening abilities is complementary and mutual. Thus, having a comprehensive view of how teaching listening can be a way to improve speaking ability is vital to education.

He advocates for the fact that offering a decent listening education eventually leads to an effective and proficient production of spoken language that can be used in day to day situations by the students. Additionally, Nation and Newton (2009) also draws attention to the importance of giving students the chances for a meaningful speaking tasks that helps them communicate effectively and hone their speaking and listening skills. Furthermore, they lay stress on the vitality of teaching speaking using techniques like turn-taking and repair techniques in order to improve students' communicative proficiency.

According to Cheung (2010), listening comprehension is foundational to acquiring other language skills such as speaking, reading, and writing. Cheung argues that: "Listening comprehension sets a foundation for the future acquisition of speaking" and should be prioritized to build a robust understanding of the language (Cheung, 2010, p. 4)

In summary, the process of development of students' speaking and listening comprehension is important to their overall linguistic ability and communicative competence. Through incorporating speaking and listening activities into their lesson plans and giving students opportunity for meaningful practice and interaction. Teachers can accomplish massive, excellent results in helping students become excellent and self-assured communicators in their target language.

Section Two : The influence of technology on listening and speaking skills.

1.2.1. Technology

1.2.1.1. Definition of technology.

Through history, many events and phenomena have been responsible for altering humans' way of life; one of these developments is technology. Technology today integrates into every aspect of daily life; education is no exception. Defining technology takes individuals

through many comprehensive sides of modernity and allows an imagination of its implications for learning as a process.

According to Olsen, Pedersen, & Hendricks, "technology is the means by which humans gain mastery over their environment, encompassing not only machinery and equipment but also processes, systems, and techniques" (2012, p. 1).

They view technology as giving people power over their environment and a better comprehension of it. It entails not only devices and equipment but also techniques, frameworks, and strategies. Essentially, technology gives people more power by giving them the tools to control and affect their surroundings in many ways.

Selwyn (2011) recognizes technology as the application of knowledge to real-world problems using varying devices, frameworks, and processes. The latter works for improving human capacity and efficiency and allows ease of operation in numerous fields. He draws attention to the dynamic and context dependent nature of technology, and he further insinuates its capacity for mediating social relationships and revolutionizing educational methods. According to Roblyer (2016), educational technology includes many variations, including digital materials, software, and hardware. He advocates for the use of technology in education due to its role in encouraging group projects, improving lesson planning, and making material more accessible.

The use of technological instruments and resources enables humans in general and education in particular to completely transform the way that people teach and learn. Integrating technological advancements into language teaching allows teachers to design interactive, engaging, and effective classes with less effort and more productivity. The latter shapes the ultimate environment for students' development and performance.

1.2.1.2. The Information Technology Literacy:

The digital nature of the century requires a modern skill known as Information technology literacy. Its presence in individuals is both necessary and inevitable in order to survive and manage the current interconnected world. The following examines the implications of technology literacy.

UNESCO (2013) defines information and media literacy as the ability to obtain, evaluate, and critically analyze data from various sources, including digital media. It stresses the importance of information literacy in protecting civil liberties, preventing extremism, and promoting responsible civic participation. The International Society for Technology in Education (ISTE, 2016) has designed standards for student digital literacy that promote skills including digital citizenship, critical thinking, and creative communication. These requirements reflect the importance of equipping students with the skills and information necessary to interact with and navigate the digital world.

In summary, information technology literacy is a crucial skill set that urges students to interact critically with digital media, obtain knowledge, and contribute productively to the digital. Through the incorporation of information technology literacy into language education, educators may prepare students with the necessary knowledge and abilities to thrive in the digital era and develop into knowledgeable and accountable worldwide citizens.

1.2.1.3. The integration of technology in language teaching.

Language teaching has been made easier in the current era of quickly expanding technology due to the ubiquitous accessibility and availability of digital platforms, tools, and gadgets. The latter made it possible for teachers to provide new and dynamic ways to teach students both freely and collectively, and it also allowed for a paradigm change in the

conventional educational landscape. As a result, it alerts the process of giving information and the role that technology plays in creating lifelong learning.

A study conducted by Meskill and Warschauer (2001) study examines the effects of technology on the teaching and learning of the English language. It mentions how modern tools like computers and the internet can improve language learning and instruction. The authors advocate the fact that technology can help learners communicate, collaborate, and engage in dynamic learning environments while giving them access to real language input. They stress how technology may help teachers foster autonomous learning and learner-centered environments. The study concludes that better English language learning outcomes can be achieved through the efficient integration of technology.

Li conducted a study in 2016 with the aim of investigating how Chinese students view the use of computer-assisted language learning (CALL) resources in EFL (English as a Foreign Language) classes. The term "CALL" describes the application of technology to language learning, including online communication tools, multimedia materials, and interactive activities. The study looks at how students view the value, usability, and influence of CALL technologies on their language learning process. Additionally, it also examines how kids feel about technology and what kinds of CALL activities they like best. According to the survey, most students have a good attitude towards utilizing technology for language learning, particularly when it helps them improve their language proficiency and gives them the chance to practice speaking and listening to others.

In sum, these studies show how the incorporation of technology into language education has changed conventional teaching methods, providing language learners with creative and engaging learning experiences. Teachers are able to construct vigorous and engaging language

learning environments that meet the needs of various learners and promote the development of language proficiency by utilizing the affordances of technology.

1.2.1.4. The historical overview of technology integration in language education.

It's is considered vital to trace the development of technology integration in language teaching from the beginning of educational technology to the current digital era. The length and illustration of the history of technology integration in language teaching allow it to retain impeccable inventions and dynamic educational perspectives.

The beginning of the journey dates back to the 1960s when Computer-Assisted Language Learning (CALL) first appeared, marked by basic computer programs for language learning. Levy and Stockwell track the development of CALL from its inception to modern multimedia tools and internet resources. They emphasize the different stages that CALL has gone through, each with notable changes in technology and teaching methods.

Warschauer (1996) gives a thorough timeline of these phases, recognizing three main phases: behaviourist CALL, communicative CALL, and integrative CALL. In the behaviourist era (1960s-1970s), technology was mainly utilized for monotonous language exercises rooted in behaviourist learning theories. The period from the 1970s to the 1980s saw a change towards utilizing technology to encourage interactive and meaningful communication, showing the growth of communicative language teaching approaches. The integrative phase, which began in the 1990s, involved a comprehensive strategy that utilized multimedia and internet resources to incorporate language abilities into real-life situations.

Furthermore, Beatty (2003) provides more details on this evolution, mapping the journey from initial computer-driven language programs to contemporary uses incorporating the internet, multimedia, and mobile technologies. Beatty highlights the educational consequences of these technological developments, exploring how they have altered language

teaching methods and research approaches. His work gives a thorough examination of the changes in CALL throughout the years, emphasizing the increasing intricacy and interaction

Kozma (2003) further offers important insights on the wider use of technology in education, even though it does not solely concentrate on language education. The sections cover significant technological advancements and how they affect teaching and learning methods in various subjects, such as language acquisition. This wider view helps to put the particular advancements in language education in the overall context of education as a whole.

In summary, the history of technology in language education shows a shift from simple tools to complex, interactive systems. These changes have continuously improved the ways we teach and learn languages, adapting to new technologies and methods over time. These studies provide a clear picture of how far we have come and where we might go next in using technology for language learning.

1.2.1.5. Challenges of technology-based-teaching.

The integration of technology within the fields of education is not pure from challenges, while if provides a lot of changing grounds for teaching and learning languages, managing the various notions related to technology is tricky. Therefore, the following aims shine a light on the challenges that teachers face when implementing technology in language education.

Carrier, Damerow, and Bailey highlight the issue of equal accessibility and availability mentioning that "one of the significant challenges in digital language learning is ensuring equitable access to technology for all students, which can be hindered by socioeconomic factors and institutional support" (2017, p. 25). They mainly stress the constant digital divide where students from lower socioeconomic backgrounds may have a shortage of necessary devices in addition to the most important variable, which is internet access. The lack of these tools creates gaps in the process of effective participation in technology-enhanced learning.

Furthermore, Warschauer and Healey state that: "teachers often face the dual challenges of not only learning to use new technologies themselves but also integrating these tools into their teaching practices in meaningful ways" (1998, p. 58).

They highlight the practical challenges faced by teachers, which reflects the need for them to create their own familiar process with technology and foster their professional development to keep up with rapidly evolving technological tools.

Additionally, Albirini discusses the subject of technology and it's challenges with teaching from a cultural perspective, he emphasizes that "cultural resistance and limited resources present substantial challenges to the adoption of technology in EFL classrooms, necessitating significant shifts in teaching practices and attitudes" (2006, p. 376). The latter draw attention to the need for multifaceted comprehensive support systems and a management of educational culture to fully embrace learner's differences and effectively utilize technology in language education.

1.2.2. Digital tools and resources

1.2.2.1. Definition of digital tools and resources

Nowadays, various inventive and engaging methods are designed with the use of digital tools and sources. Hence, the following presents the several definitions of digital tools provided within the field.

Digital tools are usually viewed as technological applications and devices that help individuals in learning and teaching through electronic means. These tools include hardware like computers, tablets, and smartphones, as well as software applications and online resources designed to create interactive and engaging educational experiences (Walker & White, 2013).

Moreover, Beatty describes digital tools as technologies used to provide help for education through electronic means, such as interactive software, multimedia resources, online communication platforms, and mobile applications. He further stresses the ultimate goal of these is to improve teaching effectiveness and student learning by offering both flexible approaches and engaging educational content (2010).

To summarize, digital tools and resources entail a wide range of technical solutions designed for the development and the enhancement of the quality of teaching and learning. These tools and resources give teachers and students' creative ways to engage with the material, work together with classmates, and get information, all of which improve the learning process.

1.2.2.2. Digital tools for teaching and learning English language in 21 century

In the twenty-first century, the environment of teaching and learning English has changed drastically with the emergence of digital resources. With the existence of new, dynamic resources, language learning may be improved and made more approachable for students wherever and whenever they are. Some of the common difficulties faced by teachers and students have been addressed by the introduction of several programs and gadgets that facilitate the teaching and learning processes as a result of the incorporation of technology into language education.

The use of mobile devices for language learning is one of the major advancements in this field of education. Mobile learning foe instance has the advantage of connecting and porting tablets and smartphones to offer adaptable and engaging learning experiences. Hockly and Dudeney (2014) highlight how mobile devices have the power to completely transform language teaching through providing students with anytime, anywhere access to instructional materials. They talk of several mobile apps that provide interactive and gamified experiences to help with vocabulary growth, grammar, and the enhancement of language skills. This

adaptation helps to sustain students' interest and engagement while also accommodating for the various learning pace of students.

Besides mobile devices, online materials and platforms are another critical tool in the modern language learning process. To cater for a variety of learning needs and learning styles, these platforms provide immense informative content. Digital technologies can help in task design and implementation. González-Lloret and Ortega (2014) examine how technology can be integrated into task-based language teaching (TBLT). They contend that by offering real-world contexts for language use, encouraging communication, and encouraging collaborative learning, technology-mediated tasks can improve students learning process.

In conclusion, the teaching and learning of the English language in the twenty-first century have been significantly impacted by digital means. Utilizing mobile devices and online platforms allows for flexible, personalized, and interactive learning experiences, which in turn presents creative answers to common educational problems. Teachers must embrace these resources as technology moves along and carefully try to incorporate them into their lesson plans in order to improve language instruction and fulfil the demands of contemporary students.

1.2.2.2.1. Digital Literacy and Critical Thinking Skills

For individuals' unmitigated success in learning a language using digital resources, two proficiencies come into play, the first one is digital literacy and the other one is critical thinking. Digital literacy is usually described as the ability to attain, assess, and apply digital data efficiently, whereas critical thinking includes the process of interpreting, combining, and assessing data in order to arrive at conclusions and solve problems. Thus the importance of promoting digital literacy and critical thinking abilities in students is vastly required in the classroom.

Hsieh states that students need digital literacy in order to understand the large amount of information available online and distinguish legitimate sources from unreliable ones (2012). In accordance with the latter, Lai highlights the significance of critical thinking abilities in assessing digital data and coming to wise conclusions in a digital setting (2017). These academics highlight the necessity of equipping students with these skills in order for them to succeed in the digital age.

In sum, digital resources and technologies are vital for the promotion of critical thinking and digital literacy in the classroom. Hence varying the digital realm for students allows for overall interactive educational opportunities, and cooperative learning environments. In the current digital influence teachers may end up shaping students that are characterized by imagination, consumerization, and decisiveness consumers.

1.2.2.2.2. Podcasting and Audiobooks in Language Learning

Podcasts and audiobooks have become important tools for language learners because they provide interesting and immersive experiences for vocabulary building, listening practice, and exposure to different cultures (Chun & Plass, 1996; Hubbard, 2006).

According to Saito and Ebsworth (2004), these resources give students access to real-world language learning materials such conversations, stories, interviews, and news articles. Also, Gonulal and Cankaya (2020)) believe that learners gain from exposure to accents, natural speech patterns, and cultural nuances as these factors boost their fluency and listening comprehension.

Additionally, learners can personalise their learning experiences outside of the classroom by using podcasts and audiobooks to tailor their education to their interests and skill levels (Chun & Kern, 2016). Learners can choose from a variety of content that supports their

language learning objectives, such as following current events, practicing certain language skills, or investigating cultural subjects (Kukulska-Hulme, 2012).

For language learners, podcasts and audiobooks are useful resources because of their portability and accessibility. With computers or mobile devices, learners can access content at any time and from any location (Hubbard, 2013). This adaptability allows students to participate in language learning activities at their own pace and convenience by accommodating a variety of learning styles and schedules.

Podcasts and audiobooks also encourage metacognitive techniques and active listening. While listening, students are urged to keep an eye on their comprehension, anticipate the material, and draw conclusions (Vandergrift & Goh, 2012). By actively participating, students improve their overall language skills and get ready for conversations in the real world.

Podcasts and audiobooks are essential for language learning because they give users access to real language resources and encourage independent, hands-on learning (Saito & Ebsworth, 2004). Using these materials in language instruction improves students' vocabulary growth, listening comprehension, and cultural sensitivity, all of which contribute to their overall language competency and communicative competence.

1.2.2.2.3. Language Learning Apps and Gamification

As technology grown, many game enthusiasts took over, therefore the notion of how games can be added to the equation of real-life language learning and teaching start to appear relevant. Then the abundance of learning apps transformed completely how learners take control over their own learning processes

1.2.2.2.3.1. Learning apps

As Trust (2020) states "Digital tools and apps provide educators the means to enhance student engagement, facilitate collaboration, and personalize learning experiences" (p. 93).

This view highlights the enhancing of learning that digital tools can allow for, it also allow it to be measured and designed to meet the needs of each individual learner. Another vein of by Ally (2009) thought highlights the numerous advantages attributed to mobile learning when it comes to accessibility. He points out that capacity of mobile learning apps to close the gaps and solve the problems by providing educational opportunities to people who might not otherwise be able to access them. Additionally, educational apps are known to change learning form a passive to an active process.

In the words of Project Tomorrow's "Apps designed for educational purposes can turn passive learning into active participation, fostering a more engaging and effective learning environment" (2013, page 22). Switching the grounds from passive to active learning, the educational process becomes more dynamic and captivating overall.

To conclude, digital apps are a must when it comes to contemporary education since they improve accessibility, increase engagement, and provide chances for active learning.

1.2.2.2.3.2. Gamification

In the field of education, gamification has proven to be an effective tool, especially for language learning. Gamification is the process of integrating elements of games into teaching methods to produce engaging and innovative learning environments. McGonigal is one of the scholars in agreement of the latter fact; he contends that games help students have a sense of purpose, urgency, and expect results in shorter times, which overly leads to inserting immersive and motivating learning experiences into the curriculum (2011). Furthermore, Ferrara talks

about the preferences in content for students to the game situation, and how that contributes to the advantageous role of gamification in making educational content entertaining and educational (2012). This notion demonstrates how gamification, or making learning enjoyable, can result in the exhibition of a good attitude towards learning by students.

In conclusion, gamification improves motivation, engagement, and retention in education, especially for language acquisition. Gamification also encourages learners to put in more time and effort by making learning experiences more engaging and fun. This results in a better comprehension and a lifelong love of learning.

1.2.2.2.4. Enhanced communication through digital platforms

Gekas and Grant (2013) advocate that a change in the nature of communication between students happens thanks to digital platforms. The ubiquity of these tools completely transformed the notions of collaboration and engagement.

The availability of platforms like chat rooms, discussion forums, and video conferencing help learners collaborate and communicate in real time (Chang et al., 2014). Students can practice language skills through authentic interactions with teachers and peers in a welcoming and, digital and dynamic environment (Meskill & Anthony, 2010). According to Kessler, digital platforms also facilitate asynchronous communication, allowing students to participate in discussions, exchange ideas, and provide feedback at their own pace (2018). This kind of flexibility encourages student to participate and engage with eachother by supporting a variety of schedules and learning styles (Barrot, 2016).

In conclusion, digital platforms make it easier for communication to occur in language learning by providing students with accessible, interactive, and collaborative spaces to hone language proficiency and engage in cross-cultural dialogue (Gikas & Grant, 2013).

1.2.2.3. Technology in language teaching and learning listening.

It was previously established that technology has contributed many multifaceted conclusions in the educational spectrum. Specifically, the following examines these advantages in the context of modern language instruction that helps improve listening comprehension.

The tools used in teaching and learning listening are usually multimedia resources, interactive listening activities, and language learning applications that enhance listening comprehension skills (Richards and Rodgers, 2001). One significant application of technology in language learning and teaching is the use of multimedia resources. You can find real listening materials on a number of websites, movies, podcasts, YouTube channels, and online audio libraries. These resources include talks, narratives news stories, interviews, and conversations. Using these tools students can improve their capacity for listening comprehension because they are exposed to real language use which can improve their listening comprehension skills in context.

In conclusion, students' listening comprehension skills are enhanced by the use of technology in language instruction and learning because it provides them with interactive activities, real-world listening resources, and customized feedback. Through technology, teachers are able to create engaging and dynamic classes that cater to a variety of learning styles and preferences, providing students with the necessary tools to become proficient listeners in the target language.

1.2.2.4. Teaching and learning speaking skill using technology.

Educational institutions can benefit from the creative ways that technology can be used to teach and learn speaking skills, which are an essential part of language proficiency. This content examines the different digital tools and resources that are used in the digital era to teach and learn speaking abilities.

In order to improve speaking confidence and proficiency, Warschauer and Healey (1998) claim that voice recognition software like google apps, online communication platforms like Facebook, Zoom and What's up, and language learning applications such as duolingo should all be integrated into the teaching and learning of speaking skills.

Using voice recognition software and speech analysis tools is a big part of using technology to teach and learn how to talk. Students may practice speaking and get immediate feedback on pronunciation, intonation, and fluency with platforms like Speech Recognition, Google Speech Recognition, and iSpeech. By analysing students' speech patterns and offering personalised feedback, these technologies make excellent use of voice recognition technology to help students improve their speaking abilities.

Online communication tools like Google Meet, Zoom, and Skype also make it easier for teachers and language learners to practice speaking in real time. Students can participate in real-world speaking exercises, like role-plays, debates, and conversations, with peers and teachers from across the globe by means of video conferencing sessions and virtual classrooms. Furthermore, speaking exercises are incorporated into the curriculum of language learning apps and software. Interactive speaking exercises, including conversations, pronunciation drills, and speech recognition tests, are available in apps like Babbel, HelloTalk, and Tandem. These activities are customised to meet the learning objectives and skill levels of the users.

In sum, technology allows for a creative and engaging approach to be acquired in the business of teaching and learning languages. Teachers' tasks are made easier, since technology teleports some of the responsibility and the control over the learning process to students. The possibilities for technology-enhanced spoken instruction in language teaching are limitless as long as technology keeps developing, opening up new plethora for creative and successful language teaching methods in the digital era.

1.2.2.5. The use of podcasts for listening and speaking instruction in EFL classroom.

Podcasts are one of the most viral tools nowadays, the combination of information, availability, and time management that podcasts entail makes them an efficient medium for teaching and learning in the EFL classroom. The following examines the use of podcasts to help EFL learners become more proficient speakers and listeners.

Smith and Dwyer (2010) advocate for the use of podcasts as a teaching tool for speaking and listening, they claim that they give EFL students relevant and interesting language input. Podcasts are known to entail diverse subjects, tenors, and varieties of language, which allows giving students the opportunity to experience multiple language use outside of the classroom.

Furthermore, students' can practice and train their speaking skills through participating in conversations or producing their own podcast episodes. Also, the availability and ubiquity of podcasts enables both teachers to plan ahead the content and provides learners with easy access to information and real language in seconds only through the use of computers, tablets, or smartphone. In conclusion, adaptability of podcasts urges independent learning and self-directed practice by allowing students to interact with linguistic information outside of the classroom.

In sum, podcasts are an excellent tool for teaching speaking and listening in EFL classes. Teachers can create dynamic and engaging learning experiences that boost students' language ability and confidence by employing excellent teaching practices and incorporating podcasts into their teaching.

1.2.2.6. Utilization of language learning apps and gamification to learn language listening and speaking skills.

The way language learners practice speaking and listening has been totally transformed by gamification and language learning programmes. Johnson (2015) claims that gamification techniques are used by language learning apps to make language learning enjoyable and interactive. Features like points, levels, challenges, and prizes are key aspects that lead to the motivation of users and promote active interaction with language content. Language learning programmes like Duolingo, Babbel, and Rosetta Stone offer tons of exercises to improve speaking and listening skills. To enhance language proficiency, apps, for example, provide interactive speaking exercises, speech recognition technology, and listening exercises.

Gamification and language learning applications are inevitably well-matched, teachers can combine both into efficient pedagogical approaches and engaging lesson plans, assign specific tasks and activities to students, and provide support as needed.

1.2.2.7. The impact of digital tools and resources on listening skill.

Digital resources and tools have greatly improved the way in which listening skills are developed in the classroom. These technologies give students the ability to manage the playback and repetition of audio content on their own devices, due to this they can practice independently and increase their comprehension (Ellman, 2022). Since students can repeat difficult passages several times, this is especially helpful for helping them learn demanding listening skills like connected speech. Elman also contends for the change of transcripts in listening exercises as a result of digital platforms. Learners can also be flexible using digital tools. When recording their answers and listening to the audio again at their convenience, students can promote their listening abilities outside of the classroom (AVID Open Access, 2024).

1.2.2.7.1. The advantages.

Personalized practice, interactive transcripts, flexible and asynchronous learning are several of the many benefits provided by digital tools and resources to improve listening abilities. These latter advantages demonstrate how digital technology is revolutionizing language learning and listening comprehension.

1.2.2.7.1.1. Availability of Original Content:

One of the key advantages of digital tools is the abundance of real listening materials available. Through digital media such as podcasts, online videos, and audio recordings, learners are exposed to a range of accents, speech patterns, and contexts (Gao & Shen, 2019). This exposure not only helps people acquire the listening comprehension skills needed for effective communication in daily situations, but it could also increase their familiarity when speaking in real time.

1.2.2.7.1.2. Interactive Exercises:

Digital tools enable learners to actively participate in activities such as interactive listening exercises. Students' active participation in these exercises, which include gap-fill assignments, dictation tasks, and multiple-choice questions, allows learners to develop critical listening skills, including the ability to identify central concepts, obtain pertinent details, and infer meaning from context (Wu & Marek, 2016).

1.2.2.7.1.3. Personalized Feedback:

Personalised feedback is one of the main advantages of digital technologies. With the use of several digital platforms that incorporate features like speech recognition technology and quick feedback mechanisms, learners can receive timely feedback on their pronunciation, intonation, and fluency (Bárcena & Ruiz-Labourdette, 2018). Thus, students get better

experience of how to assess their own performance, identify where they can improve, and work on their listening skills with the aid of this customized feedback.

1.2.2.7.2. The disadvantages

As many advantages as digital technology has likely provided the field of teaching and learning languages, it certainly has its own disadvantages that should be considered and examined.

1.2.2.7.2.1. Technical Issues:

The aspect that shapes a disadvantage for digital tools is usually the technological issues. Variables like Internet access, program stability, and device compatibility are all essential for digital platforms to function properly. However, issues with software, device incompatibilities, and network outages can interfere with learning and disrupt the way that education is delivered (Thorne & Reinhardt, 2008). This could lead to disengaged and uninterested learners, which would mess with the impact of digital devices on students' ability to learn and to listen.

1.2.2.7.2.2. Overreliance on Technology:

An additional serious disadvantage of language learning environments could be an excessive dependence on technology. Digital tools are widely available, which may unintentionally lead students to the danger of relying too much on technology for their listening exercises (Chun & Kern, 2016). Students could avoid face to face communicative opportunities for skill development which is disadvantageous on the long run.

In conclusion, even if digital tools and resources present unlimited chances to improve listening comprehension in language learning, it is therefore vital to recognize and manage the

pros and cons that come with them. Teachers can maximize student learning outcomes by utilizing the benefits of digital tools while minimizing their drawbacks.

1.2.2.8. The effect of technological tools and resources on speaking skills.

Expanding on the notion of integrating technological tools and resources into teaching and learning speaking skills allows a comprehension of its effects for learner's development and progress of skills.

One of the key ways that technology tools enhance speaking abilities is their capacity to provide more practice opportunities. Through language learning programmes, online platforms, and virtual classrooms, learners can select from a wide range of speaking exercises and activities that are tailored to their competency levels and learning objectives (Chun & Plass, 1996).

Technology tools also allow students access to authentic language resources and real-world communication contexts. Students can interact with students worldwide and native speakers via online platforms, exposing them to a range of speech patterns, dialects, and cultural contexts (Thorne & Payne, 2005).

Moreover, technology solutions with features like automatic feedback systems and voice recognition technologies enable learners to receive immediate feedback on their pronunciation, intonation, and fluency (Lee & VanPatten, 2003).

Furthermore, Collaborative learning environments with technology enabled that encourage peer interaction and feedback are also promoted. In virtual classrooms and online discussion forums, students can take part in group discussions, cooperative projects, and peer reviews, which encourages genuine contact and knowledge sharing (Warschauer, 1996).

In conclusion, the development of speaking abilities during language learning is greatly affected if the use of technology is present. By means of personalized feedback, practical language resources, cooperative learning settings, and more practice chances, technology helps facilitate the development of learners' fluency and self-assurance in oral communication.

1.2.2.8.1. The advantages.

The idea of speaking abilities in language instruction has been significantly impacted by technological tools and resources. An outlined comprehensive view of the pros and cons of technological resources and tools on speaking abilities should be given.

First of all, the incorporation of technological tools and resources in language instruction has several advantages for improving learners' speaking abilities;

1.2.2.8.1.1. Enhanced Accessibility

Thanks to technology, students today have access to speaking practice opportunities. Including language learning apps, online resources, and virtual classrooms that enable students to engage in speaking exercises whenever and wherever they choose, eliminating the constraints of traditional classroom environments (Hampel & Stickler, 2005).

1.2.2.8.1.2. Personalized Feedback:

Technology offers customized feedback mechanisms which ultimately improve the development of speaking skills. Through automated feedback systems, speech recognition software, and pronunciation analysis tools, learners can receive real-time feedback on their speech performance (Yanguas, 2009).

1.2.2.8.1.3. Facilitation of Authentic Interaction:

Technology also makes it possible to interact and communicate in a real way. With online communication platforms like Skype, Zoom, and Google Meet, students can have real-time conversations with both native speakers and other students from around the globe (Kessler, 2010). Students get marvelous opportunities to experience speaking in authentic communication settings due to this real-world interaction, which enhances their fluency, confidence, and intercultural competency.

1.2.2.8.2. The disadvantages.

Although technology has many benefits, there are some drawbacks that should be taken into consideration in language learning environments.

1.2.2.8.2.1. Technical Challenges:

One significant drawback of technology is the possibilities for technological issues. Hardware limitations, software flaws, and network issues can cause disruptions to speaking practice sessions and hinder learning (Warschauer & Healey, 1998). The benefits of on speaking abilities are hindered when learners encounter technical barriers.

1.2.2.8.2.2. Loss of Authenticity:

Another potential disadvantage is the loss of authenticity in verbal interactions. Virtual communication platforms may lack the spontaneity and richness of face-to-face contact, although enabling remote connections (Thorne, 2003). Learners may experience speaking practice less authentically and complexly if they are not exposed to nonverbal cues, cultural varieties, and contextual information that are all part of speaking in real life but lack in virtual one.

To conclude, even if technology resources and tools come with unmatched opportunities and experiences in improving speaking abilities in language learning, it is vital to understand the challenges offed with it and deal with them in a manner that protects the educational process from disruption and enable students to develop their speaking and communication skills.

Conclusion

Overall, examining listening and speaking Language acquisition in education clarifies the complex relationships between theory, practice, and technology. Speaking and listening are complex behaviours that involve not just the passive creation and reception of language but also meaningful expression, interpretation, and context awareness. Understanding the theoretical knowledge and practical strategies associated with teaching language proficiency and communicative competence to learners is essential.

Furthermore, the integration of technology into language instruction offers unmatched opportunities for customized learning experiences and captivating language exchanges. However, despite the potential for innovation, teachers still have a duty to promote digital literacy and preserve pedagogical integrity. Through the use of technology while adhering to the fundamentals of good teaching, teachers can help students meet the challenges of linguistic variety and global interconnectedness by embracing technology while upholding the fundamentals of effective instruction.

Further than just improving language proficiency, the ultimate end goal of teaching speaking and listening skills is to promote empathy, understanding, and respect for one another. Apart from imparting language skills to students, teachers must cultivate their capacity to engage in meaningful interactions with individuals of other origins and perspectives. Teachers

should create inclusive, dynamic learning environments that prepare students for success in outer society through thoughtful planning and wise use of technology.

The later sections of this chapter stressed further concepts, approaches, and real-world applications that are helpful in teaching speaking and listening. Additionally, they offer perceptions of effective methods of teaching speaking and listening within the framework of contemporary language learning. With the right knowledge and resources, teachers can more effectively navigate the opportunities and challenges of teaching languages in the quickly evolving digital world.

Chapter Two : Fieldwork

Introduction

This chapter aimed at providing a thorough description of the most fundamental elements that are pertinent to the fieldwork. This includes the reiteration of the central aims of the study, the participants, the data collection tools, and ultimately answering the research questions. This chapter, is concerned with the description, the analysis, and the discussion of both the students' and the teachers' questionnaires. Further, within the remit of the chapter at hand, an account is made of the major limitations of the study, in addition to the provision of some suggestions for further research based on the analysis and interpretation of the obtained findings.

Aims of the Research

The current study endeavours to examine the teachers' perceptions towards the integration of technology in language teaching. It sets out to explore whether digital tools and resources have an impact on speaking and listening skills. It also aims to identify the listening and speaking skills of third-year EFL students.

Section One : Teachers' Questionnaire

2.1.1. Administration of the Questionnaire

This questionnaire is directed to teachers of the Oral Expression module at the Abdelhafid Boussouf University Center of Mila. The teachers' questionnaires were administered to the teachers through face-to-face meetings.

2.1.2. Description of the Teachers' Questionnaire

The teachers' questionnaire aims to investigate the teachers' perceptions towards the integration of technology in language learning and the extent to which it affects learners' speaking and listening abilities. It encompasses different types of questions, ranging from multiple-choice questions to open-ended questions and yes or no questions. The questionnaire is composed of eighteen questions that are divided into five sections.

The first section consists of two preliminary questions about teachers' backgrounds. The first question is concerned with the professional degree that the teachers hold. The second question is designed to highlight the teachers' experiences and the period that they have spent teaching at the university.

The second section is about the function of teachers in listening and speaking sessions. First, it begins by inviting teachers to indicate the hardest skill to teach. The second question is to know whether the teachers are helping students improve their listening abilities. Then, the third question attempts to know how teachers catch the learner's attention. After that, the fourth question aims at investigating the challenges students may face while speaking. Furthermore, the following items are designed to shed light on the techniques and strategies used by teachers to enhance students' ability to speak.

The third section is about digital tools in the listening and speaking classroom. It begins by asking teachers to rate their level of use of technology. The second question deals with how often teachers use digital tools in oral sessions. In The third item, the respondents are asked to choose the digital tools used for teaching listening. The following item of information is conducted to determine which tools are better for learners to practice speaking. The last question in this section is designed to know which types are beneficial for teaching speaking.

In section four, starting with the first item, the teachers are asked to indicate whether technology changes the quality of teaching listening and speaking abilities or not. The second question is about teachers' perspectives about the role of digital tools in listening class. The third item is conducted to identify the challenges that teachers may find while using digital tools for listening activities. The next item is about how podcasts can develop learners speaking skills. Finally, the last item is conducted to shed light on teachers' opinions about whether digital tools have a bad effect on learning.

Finally, the section and the whole questionnaire ended up inviting teachers to provide further suggestions and comments.

2.1.3. Analysis of the Teachers' Questionnaire

Section One: Background Knowledge

Q01: What is your professional grade?

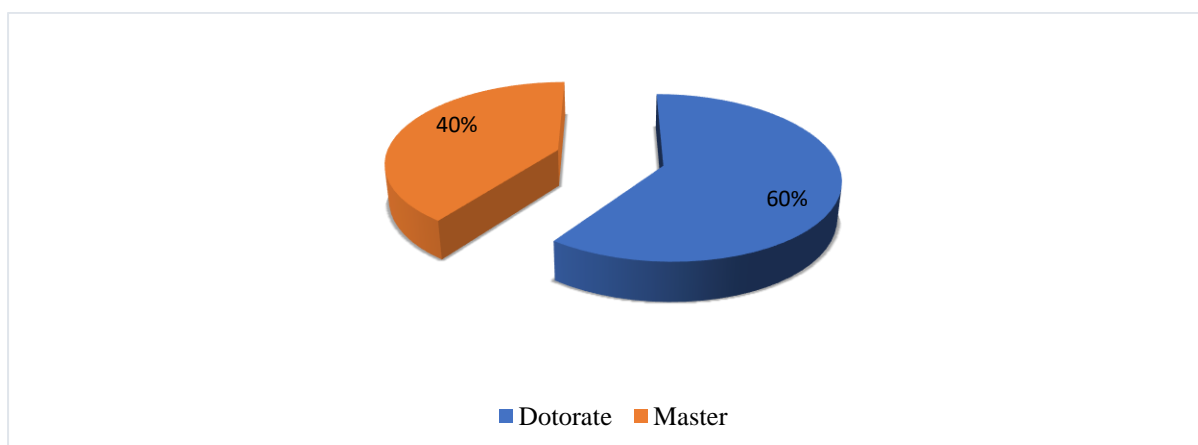a/ Doctorate   b/Magister   c/Master

Figure 01: Teachers' Professional Degrees

The Figure indicated that six teachers (60%) have a doctorate degree. Four of them, representing 40% have a master degree, and no one opted for Magister. Meaning that the

majority of teachers hold a degree of Doctorate level, which means that most of the teachers have enough experience to provide valuable information and answers to the questionnaire.

Q02: How many years have you been teaching at Abd Alhafid Bousouf University center?
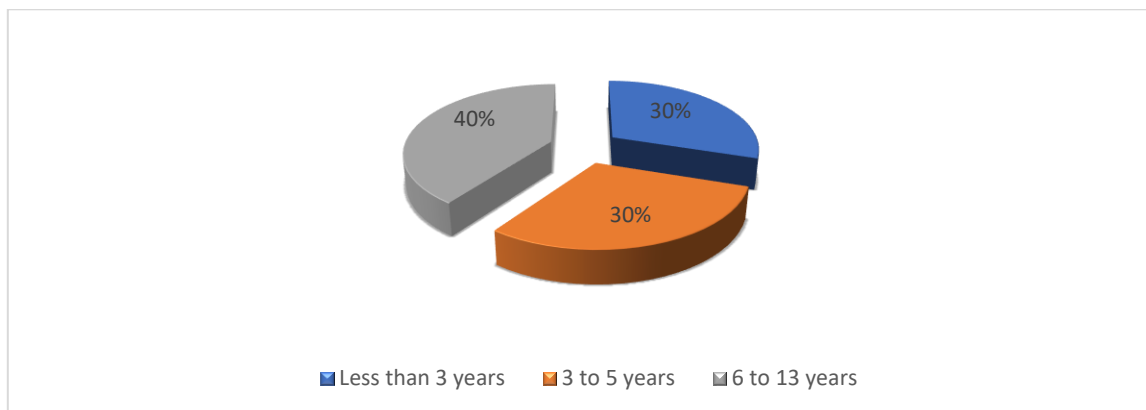
Figure 02: Teachers' Years of Experience

This question targets informants' university teaching experience. It shows that 30% have been teaching at the university for less than three years (1-2 years). Three teachers (30%) reported that the period they have spent teaching at the university ranges from three to five years. The remaining four teachers, which constitute 40% of the whole population, said that they have a long experience in the field of teaching, going back more than six years (6-13 years).

Section Two: The Function of Teachers in Listening and speaking Session

Q01: Which skill do you think is difficult to teach?

A/ Listening   b/ Speaking   c/ both of them   d/ others
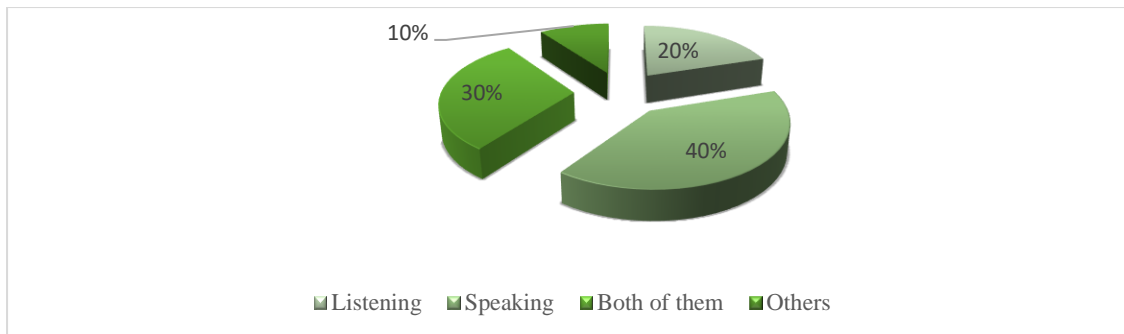
Figure 03: The most Difficult Skill to Teach

Our aim for this question is to know which skill is hard to teach. The figure above showed that 20% of teachers opted for listening skills. Forty percent of the total respondents believed that the hardest skill to teach is speaking. Three informants (30%) opted for both speaking and listening. The remaining teachers (10%) opted for another choice, which is writing. According to the results, teachers may find it difficult to teach speaking.

Q02: Do you help your learners improve their listening skills?

a/ Yes   b/No

Figure 04: Teachers' guidance to improve students' listening skill

This item is designed as an attempt to shed light on whether teachers help learners improve their listening skills. The total number of respondents who answered this question is nine teachers; one teacher did not provide us with an answer. The majority of the participants

(70%) argued that they help their students develop such skills. 20% of the whole sample claimed that he or she does not give help to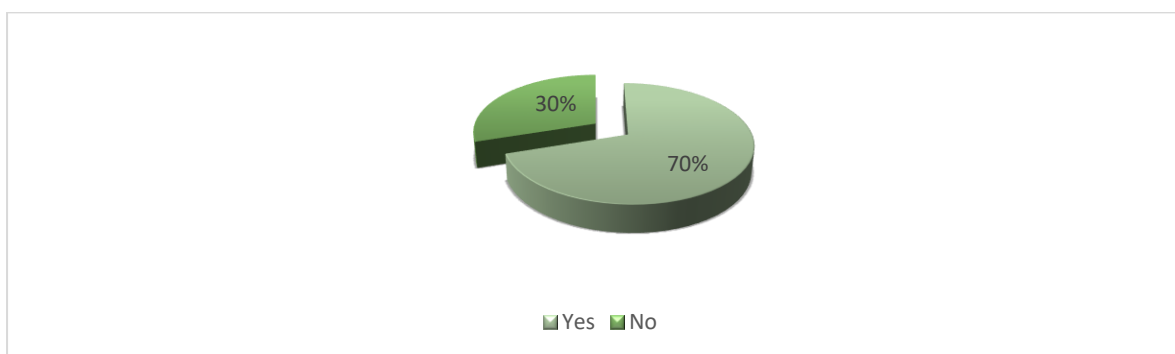 the learners. Otherwise, we can assume that teachers must provide learners with positive or negative feedback. It is important for teachers to provide professional development opportunities and resources for supporting students.

- Sub-question: If yes, say how. Please.

When asked about how teachers provide help to their students concerning improvement of their listening skills. The teachers claimed that:

- Choosing appropriate content that attracts their attention and engage them in a deep understanding of the target language used by the native speakers propelled in the use of the tools.

- Asking about questions about what they listen to.

- Asking them to listen outside the classroom i.e. Spend more time in listening.

- Use different listening activities for example: podcasts and audio books.

- Providing them with audio-based exercises, engage them in dialogue to practice understanding spoken language.

Q03: How do you catch the learner's attention and make them listen carefully?

A/ Talking about topics of interest.   B/Using engaging materials like videos.

C/ Asking questions.   D/ All of the above.   E/ Others.
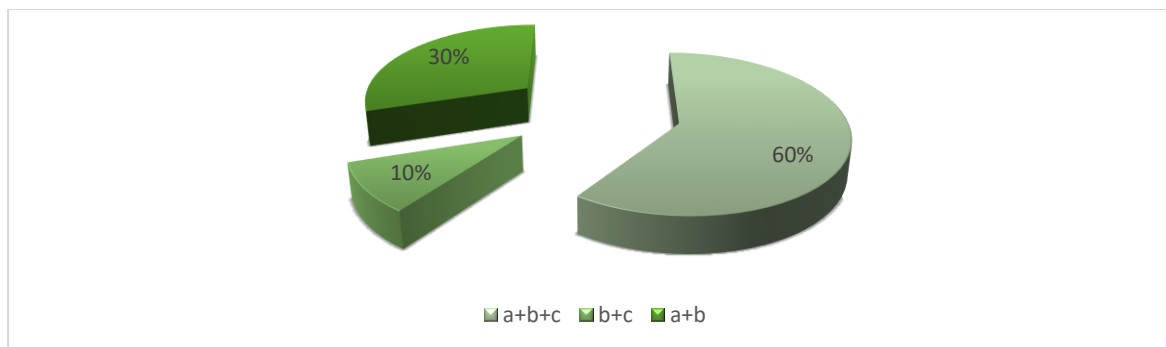
Figure 05: The Used Techniques to Catch Students' Attention

The reason behind asking this question is to figure out the techniques used by teachers to catch learners' attention and make them listen carefully. The figure indicated that the majority of teachers (60 %) opted for a+b+c. To push further, 30% of the teachers opted for a+b. One respondent (10%) considers that using engaging materials like videos and asking questions are common ways to catch the attention of learners. Thus, teachers use different techniques depending on the type of activity and the interests of their learners. Listening is an important skill that students need to develop to communicate effectively. Overall, the purpose of using such activities to catch learners' attention is to provide students with the strategies, and support they need to become proficient in listening.

Q04: What the biggest challenge that your students face when speaking?

A/ Limited vocabulary.   B/ Problems with pronunciation.

C/ Difficulty in expressing ideas.   D/ Lack of confidence.

E/ All of the above.   F/ Others.
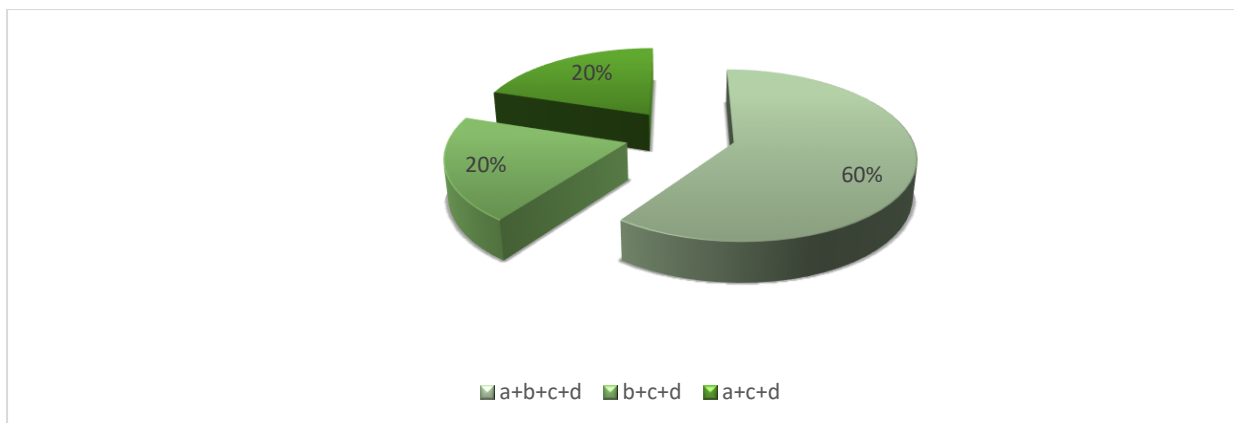
Figure 06: The biggest Challenge that Students Face When Speaking

Our aim for this question is to know what the biggest challenge is that students may face when speaking. The figure above showed that 20% of teachers opted for "a+c+d". Equally, two teachers (20%) claim that problems with pronunciation, difficulty in expressing ideas, and lack of confidence are also challenges that most students face. Among the suggested choices, the option "a+b+c+d" is ticked twice, meaning that 60% of the teachers report that learners face multiple barriers ,which are limited vocabulary, problems in pronunciation, difficulty in expressing ideas, and a lack of confidence.

Q05: What technique do you often use to develop the learners speaking skills?

A/ Discussion   B/ Presentations   C/ Debates   D/ Role-play scenarios

 E/All of the above   F/ others
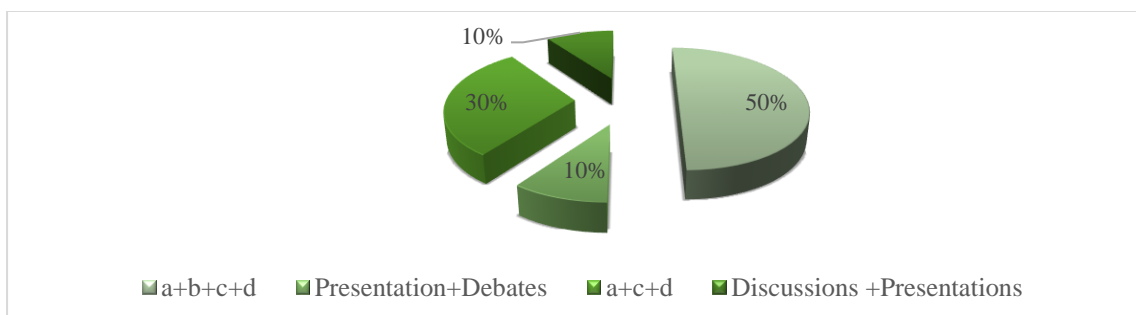
Figure 07: The Used Techniques to Develop the Learners Speaking Skills

The reason behind asking this question is our intention to figure out the techniques used by teachers to develop the learner's speaking ability. The figure indicated that half of the whole population (50%) opted "a+b+c+d". Thus, teachers use different techniques depending may be on the type of activities and the interest of the learners. Out of ten, three respondents (30%) consider that discussion, debates, and role-play scenarios are major techniques used by teachers. Equally, another 10 % of the questionnaire respondents claimed that they use presentations and debates as a technique to develop their student's speaking ability.

Section Three: Digital Tolls in the Listening and Speaking Classroom.

Q01: How do you rate your level in using technology?

a/ Weak   b/Average   c/Good   d/ Excellent
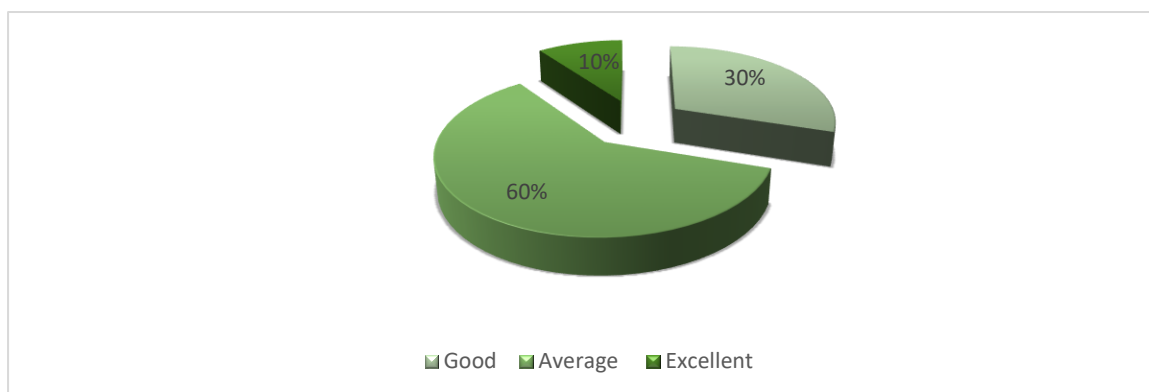
Figure 08: Teachers' Perceptions about their Level in Using Technology

This question attempted to explore teachers' points of view about their level in using technology. The figure shows clearly that 60% of the whole sample which represents six teachers claimed that they have an average level. Whereas, 30% of the teachers believed that they earn good level in using technology. The rest is one teacher who opted for excellent level as a choice.

Q02: How often do you use digital tools in oral session?

a/ Rare   b/ Often   c/ Always   d/ Never
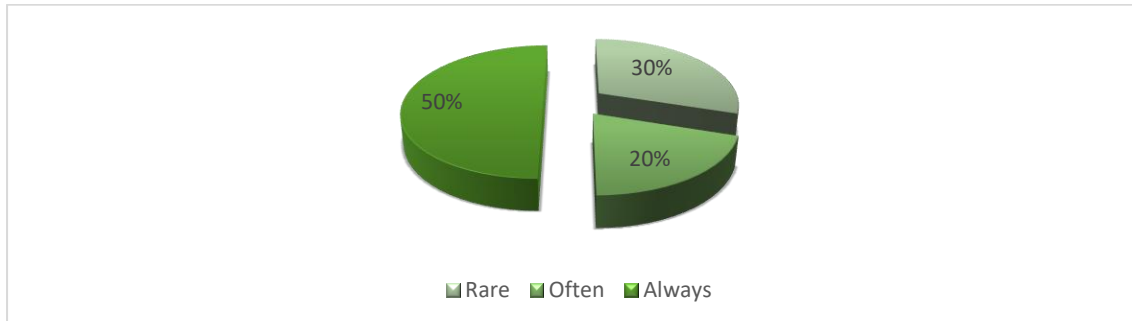
Figure 09: Teachers' Measurements about the Use of Digital Tolls in Oral Session

This question is a direct one in the sense that it asks teachers how often they use digital tools in oral session. The figure above showed that half of the population (50%) opted for always, we noticed that most of the teachers always use digital tools in their sessions. Three teachers (30%) said that they rarely do so. Whereas 20% of the whole sample claim that they often use digital platforms in their oral classes. According to the results, teachers often use digital tools in their oral session to enhance engagement foster interactive learning experiences provide multimedia resources, offer real time feedback, facilitate collaboration among students.

Q03: What digital tool do you use for teaching listening?

a/ BBC English learning   b/ Podcasts   c/ YouTube videos   d/ All of above   e/ Others
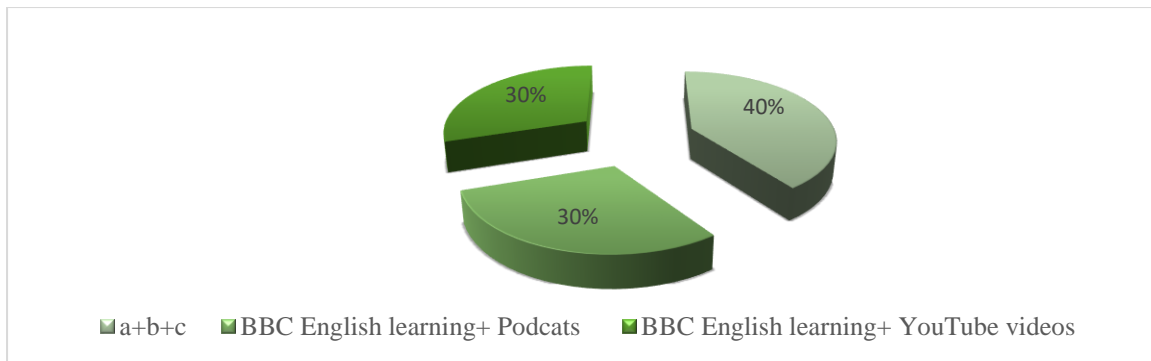
Figure 10: The Digital Tool used for Teaching Listening

This question is designed as an attempt to shed light on the major digital tools that teachers use for teaching listening. Among the suggested choices, the option "a+b+c" is ticked four times, meaning that 40% of the teachers report that they use BBC English learning, podcasts, and YouTube videos. In addition to three teachers who opted for "a+b" which represents 30% of the sample reported that they use BBC English learning and YouTube videos. 30% of the population choose "a+c". As a result, teachers use multiple digital tools in order to facilitate oral session and help students to develop their speaking ability.

Q04: Which digital tool do you think is the best for learners to practice speaking?

a/Social media platforms   b/ YouTube channels   c/ Podcasts

 d/ Language learning applications   e/ Others
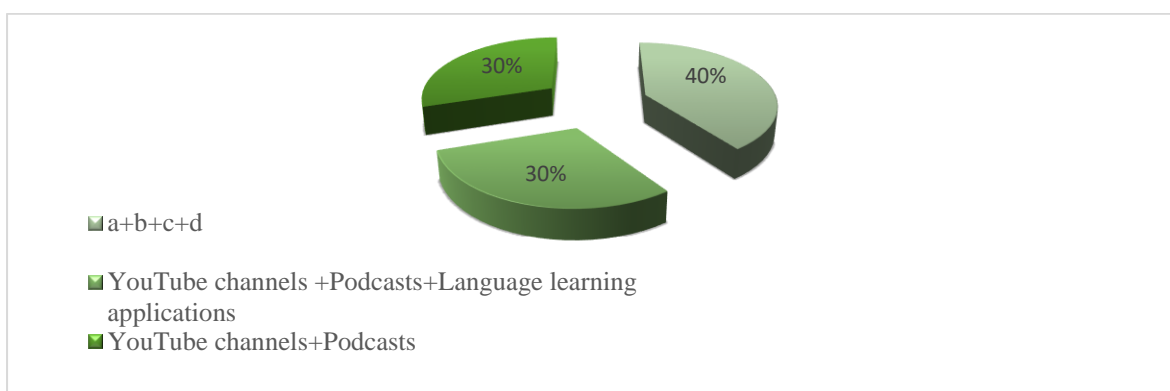
Figure 11: The Best Digital Tools for Learners to Practice Speaking

The findings in the figure above revealed that teachers have different views regarding the best digital tools for learners to practice speaking. Out of ten, three respondents (30%) consider that YouTube channels and podcasts often offer a wide range of content, including educational videos, lectures, and discussions. Equally, another 30% of the questionnaire respondents claimed that they use YouTube channels, podcasts, and language learning applications. The rest of the population which represents 40 % of the whole number of the students opted for "a+b+c+d". According to the results we can assume that Digital tools like YouTube channels and podcasts are best for learners to practice speaking because they offer: Access to native pronunciation and also learners can access content anytime, anywhere, allowing for flexibility in practice sessions. This convenience means learners can fit speaking practice into their schedules more easily. Overall, digital tools provide a dynamic and accessible platform for learners to practice speaking skills, offering diverse content, interactive features, and opportunities for self-assessment and community support.

Q05: Which type of materials do you believe are more beneficial for teaching speaking?

a/ Traditional materials   b/ Digital tools   c/ Both of them
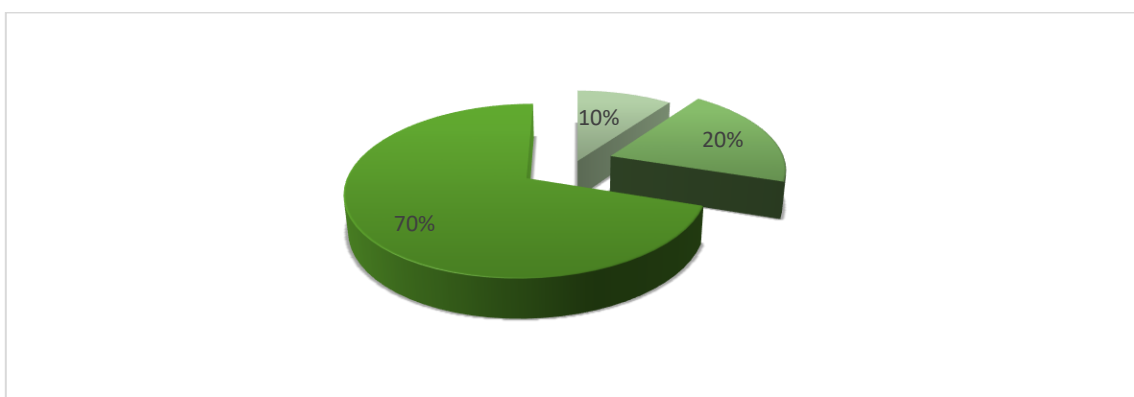
Figure 12: Teachers' Perceptions about the Beneficial Type of Materials for Teaching Speaking

This question aims at investigating teachers' perceptions about the beneficial type of materials for teaching speaking. The figure showed that the majority of the informants (70%) reported that they use both traditional materials and digital tools in parallel. Whereas, 20% of the whole sample said that digital tools are beneficial for students. The rest of the population (10%) opted for traditional materials. To conclude, combining traditional materials with digital tools offers a balanced approach to teaching speaking, providing structured content alongside interactive, immersive experiences. Traditional materials offer foundational knowledge and guided practice, while digital tools enhance engagement and provide real-time feedback, resulting in a comprehensive and effective learning experience.

Section Four: Teachers Perspectives toward the use of digital tools in teaching listening and speaking skills

Q01: Do you think that technology has changed the quality of teaching listening and speaking skills?

a/ Yes   b/ No
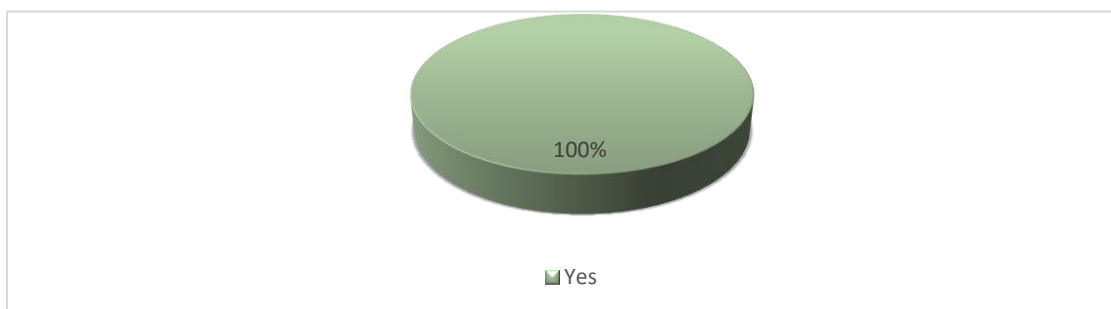
Figure 13: Does Technology Changed the Quality of Teaching Listening and Speaking

When invited to answer this item, the whole sample (100%) opted for all the options. Thus, ten informants indicate that digital tools change the quality of teaching listening and speaking. By the way of explanation, digital tools provide access to authentic audio and video

content, allowing learners to engage with native speakers and real-life language situations, thus improving listening comprehension and speaking fluency. Additionally, features like speech recognition technology and interactive exercises offer personalized feedback, enhancing the effectiveness of practice sessions. Moreover, technology enables remote learning and collaboration, expanding access to language resources and opportunities for speaking practice beyond the confines of traditional classrooms. Overall, technology has revolutionized language teaching by offering dynamic, interactive, and accessible platforms for developing listening and speaking skills.

- Sub-question: If yes, say how. Please.

Following are some highlights of the teachers' opinions:

- Technology offers easy access to real-life audio and video materials, enriching students' exposure to genuine language use.

- Language apps and websites provide engaging exercises and activities, incorporating features like speech recognition for effective practice.

- Real-time communication tools facilitate authentic conversations and feedback from native speakers, improving speaking skills.

- Digital tools enable timely feedback on pronunciation and comprehension, aiding progress tracking and improvement.

- Teachers utilize multimedia content to cater to diverse learning styles and enhance student engagement.

- Technology allows students to practice at their own pace with varied resources and instant feedback.

- Equipped with interactive exercises, labs offer immersive environments for honing listening and speaking skills.

Q02: What is the role of digital tools in the listening class?

A/ Enhancing comprehension   B/ Motivation learners   C/ Bring fun to the classroom

D/ Provide opportunities to hear different   D/ All of the above   f/ others
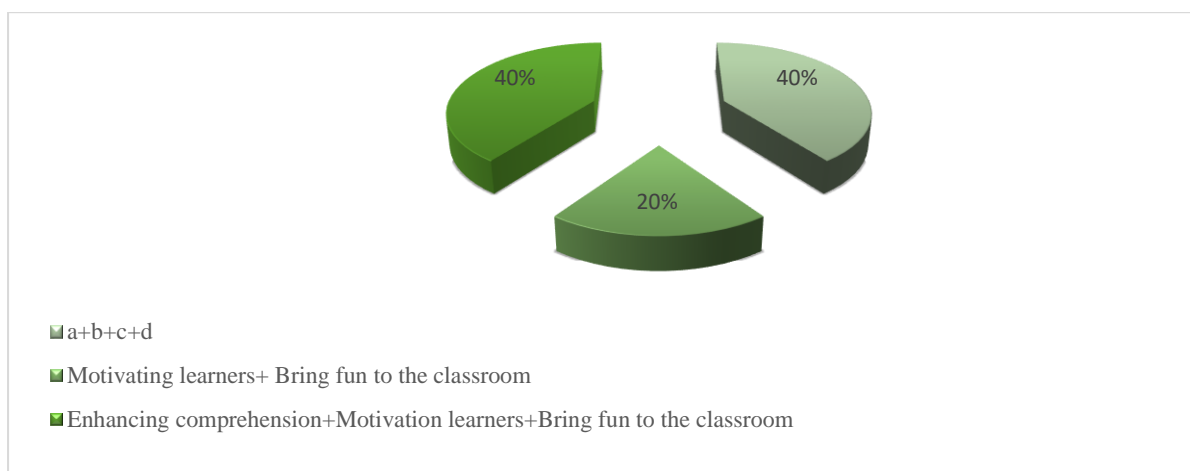
Figure 14: Teachers' Views Regarding the Role of Digital Tools in the Listening Class

The findings in the figure above revealed that teachers have different views regarding the role of digital tools in the listening class. Out of ten, no teacher opted for others to add further suggestions. 40 % of the whole population opted for "a+b+c". Equally, another 40% of the questionnaire respondents claimed that the role of those tools is to enhance comprehension, motivate learners, and bring fun to the classroom, also provide opportunities to hear different. To push further, 10% declared that the role of using such materials is to motivate learners and bring fun to classroom. The rest (20%) said that to enhance comprehension and understanding.

Q03: What challenges do you find while using digital tools for listening activities?

A/ Technical problems   A/ Audio quality   C/ Preparing materials

D/ Students' difficulties interpreting the video passage
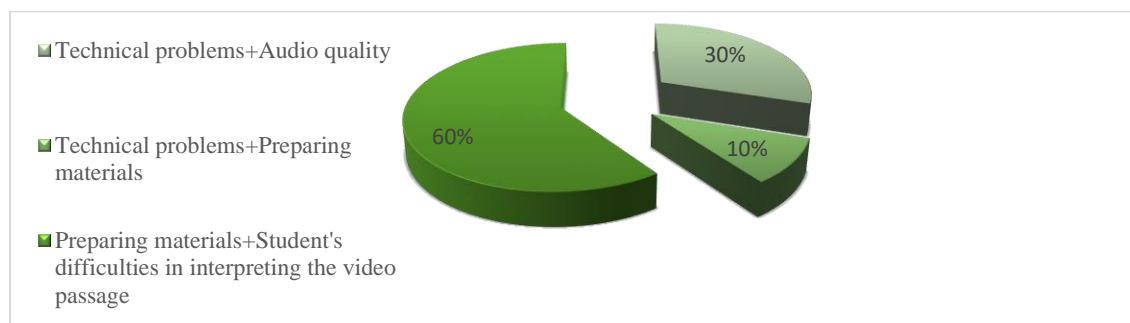
Figure 15: Challenges that most of the Teachers Face

Through this question, we aim at knowing what challenges that teachers may face while using digital tools. Three teachers represent (30%) of the whole subjects find challenges concerning technical problems and audio quality, this may be due to multiple issues. While, one teacher (10%) opted for technical problems and preparing materials. Whereas, six teachers which represents the majority of the whole sample (60%) argue on students' difficulties in interpreting the video passage and preparing materials as a big barrier that they may face.

Q04:   How   can   podcasts   develop   learners   speaking   skills?
A/ Learning new words   B/ Improving pronunciation   C/ Learning conversation

D/ Repeating video multiple times   E/ All of the above   F/ Others
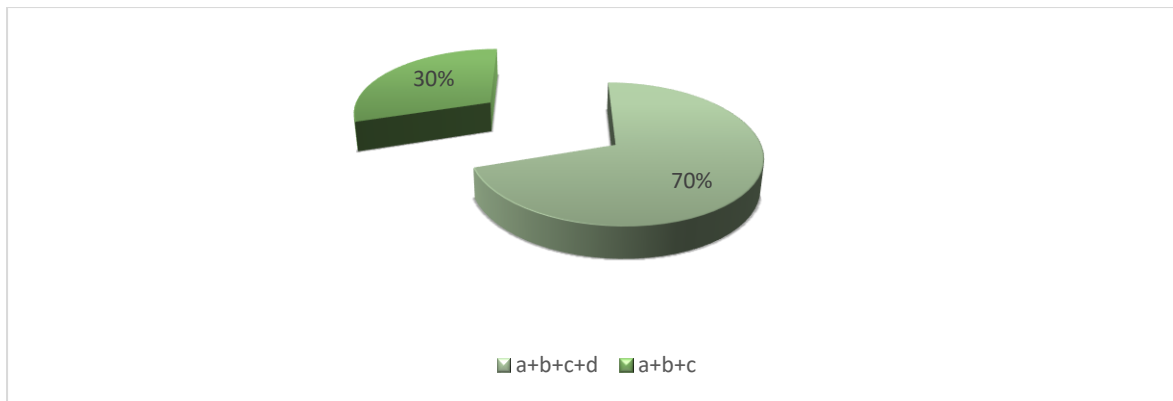
Figure 16: How can Podcast Develop Learners Speaking Skill

This question is a direct one in the sense that it asked teachers how podcasts can develop learners' speaking skill. Upon analysis, three teachers (30%) believed that podcasts allow learners to learn new words, improve pronunciation, and learning real conversations. Among the suggested choices, the option "a+b+c+d" is ticked seven times, meaning that 70% of the participants reported that podcasts may be develop students speaking skills in various ways.

Q05: In your opinion, does learning with digital tools have bad effects?

A/ Yes   B/ No
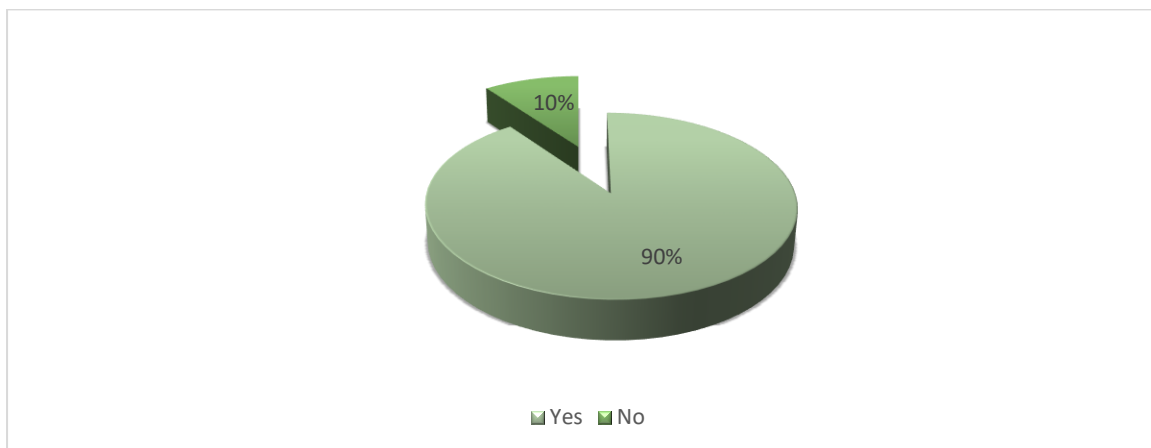
Figure 17: Does Digital Tools Has Bad Effects

When asked about if digital tools have a bad effect or not. The greater part of the subjects (90%) answered approvingly. They stated that digital tools are not harmful. Contrariwise, one out of ten participants (10%) reported that those digital tools have a bad effect. As a result, we can assume that while learning with digital tools offers numerous benefits, it can also have some potential negative effects if not used appropriately.

- Sub-question: If yes, specify, please.

This is an open-ended question that teachers may answer in different ways. We aimed this question at knowing the bad effect of digital tools on learning. Out of ten, one teacher opted for "yes"; meaning that we have just one answer. She/ He mentioned the following:

∗ Excessive use of digital tools, particularly in environments with constant connectivity, can lead to distractions such as social media, notifications, or unrelated online content, diverting students' attention away from learning tasks.

Section Five: Further Suggestions

Q01: If you have any suggestions, write them down. Please.

This is meant to elicit teachers' further suggestion concerning the issue of the integration of technology in language learning: the analysis of the impact of digital tools and resources on speaking and listening skills. Only two teachers actually provided us with some opinions. They noted the following:

∗ Digital tools can be customized to meet the individual needs and preferences of learners.

∗ Many digital tools offer interactive exercises and activities designed to improve listening and speaking skills. These activities may include listening comprehension exercises, pronunciation practice, dialogue simulations, and speaking drills.

2.1.4. Discussion of the Main Findings of the Teachers' Questionnaire

The study is intended to investigate third -year Oral expression teachers' perceptions of the impact of digital tools on listening and speaking skills. The results showed that most of the teachers who answered this questionnaire are qualified and have experience in teaching oral expression, which enables us to gather reliable data for our research.

According to the findings, the majority of instructors stated that According to the findings, the majority of instructors stated that the most difficult skill to teach is speaking due to large class sizes, limited opportunities for individualized practice and feedback, and the complexity of assessing and addressing diverse learner needs effectively. Additionally, the majority of teachers assume that they give a hand of help to their students concerning the improvement of listening skills because effective listening is crucial for comprehension, communication, and language acquisition, enabling students to understand spoken language, engage in meaningful interactions, and succeed in academic and professional settings. When it comes to how teachers catch the learners' attention in the listening class, they use multiple methods such as using engaging materials and videos with interesting topics, etc. Additionally, the majority of teachers agreed on the barriers that students face when speaking. Limited vocabulary, problems with pronunciation, difficulty in expressing ideas, and students' lack of motivation are examples of the obstacles encountered by the teachers. Thus, to tackle these difficulties and develop both listening and speaking skills, instructors asserted that they use different techniques to enhance their students' levels. The use of role-play scenarios, debates, presentations, and discussions are examples of the techniques used by third-year teachers to

help their students overcome the obstacles they may face in the process of developing speaking and listening abilities.

According to an examination of the data, all the questioned teachers placed a strong emphasis on digital tools while teaching listening and speaking skills and encouraging their students to grow in this area to minimize their skills problems. In light of discovering teachers' views toward the impact and influence of digital tools in improving students' listening and speaking skills, the results show that most teachers agree on the vital significance of technology in enhancing students' performance. They stated that podcasts are an effective activity strategy that allows students to develop different aspects of their listening ability and facilitates the learning process. As indicated by the majority of the teachers, digital tools help learners to develop a broader and more nuanced vocabulary, enlarge their creativity and imagination, and develop a sense of style and tone. However, most teachers claim that they face multiple barriers while using digital tools for listening activities, such as technical problems, audio quality, preparing materials, and students' difficulties interpreting the video passage.

Therefore, it is proven that teachers have positive views toward the significant role of digital tools in ameliorating speaking and listening production.

Section Two : The Students' Questionnaire

2.2.1. Population and Sample

The present research is carried out at the Abdelhafid Boussouf University Center of Mila, Institute of Letters and Languages, Department of Foreign Languages. The population with which the study is concerned is third -year students in the academic year '2023-2024'. The population consists of 205 students who are enrolled in 4 groups; among these, 51 students constitute the sample of the research. Third-year students are opted for, due to their familiarity with the module of oral expression. Since students are not attending their classes due to their academic vocation and Ramadhan. So, we were obliged to attend their classes after Ramadhan in order to complete the sample recommended, which is 51 students.

2.2.2. Description of the Students' Questionnaire

The students' questionnaire aims at investigating the impact of using digital tools on speaking and listening abilities. The respondents are informed about the importance of their answers to the progress of the research, and that their responses are intended to be used for study purposes. Of course, students are also informed that filling out the questionnaire, by ticking the appropriate box, remains anonymous and voluntary in order to express themselves and provide truthful answers. This questionnaire consists of eighteen questions. That are a mixture of open-ended questions, close-ended questions, and multiple choice questions divided into four sections. It includes the most important questions, which contribute to answering the research questions.

The first section, entitled "General Information, "it attempts to shed light on the students' background information in terms of how they rate their level of proficiency in English.

The second section is centred on listening and speaking skills. It is composed of five questions. The first question seeks to determine which skill the students are better at. The second one is meant to know the purpose behind listening to a song. Then, we asked learners if they practice speaking English outside of the classroom. The fourth question aims to identify the major problems that students may face while speaking. Then, the fifth one is meant to elicit the strategy that students apply to achieve listening ability.

The third section is entitled "digital tools and resources." To begin with, this section is initiated by the first question, which aims at exploring whether the students are aware of the term "Digital Tools". The second question tackles the level of skill in using digital tools among EFL students. The third question of this section aims at investigating whether students are using digital tools to improve their listening skills or not. After that, the fourth question is concerned with how often learners use digital tools to practice speaking. Bringing the third section to a close, the fifth question invites the students to give their points of view concerning which type of digital tools they prefer to use for developing speaking skills.

The last section acts as the main section in the students' questionnaire since it is made up of five questions about the influence of using digital tools on acquiring listening and speaking skills. As for the first question, it is about students' opinions concerning how digital tools help learners to develop their listening skills. Next, the second question seeks to determine if the use of digital tools has disadvantages. Then, in the third item of information, the respondents are asked to clarify the importance of using digital tools for developing speaking skills. In the fourth question, we asked the learners to give their opinions concerning whether they noticed any developments in their speaking after using digital tools.

Eventually, in the last question, the informants are invited to provide their viewpoints regarding the use of language learning applications for improving both listening and speaking skills.

2.2.3. Analysis of the Students' Questionnaire

Section One: General Information

Q01: Age
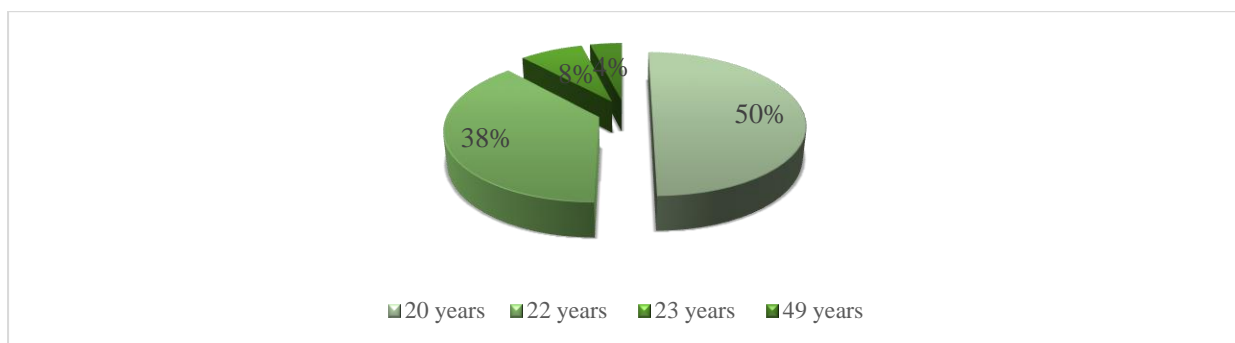
Figure 18: Students' Age.

In an effort to learn more about some of the students' age, this question is set to know the age range of the students which allows educators to tailor instruction and select appropriate digital tools. Figure 01 clearly shows that 50% approximately half of the sample falls within the age of 20 years old. While (38%) of learners claimed that they have age of 22 years, A significant portion of students (8%) are 23 years old, while a small percentage, the presence of students in their late forties. According to the results, it is suitable to say that students of different ages study English at the university level for a variety of reasons, ranging from academic requirements and career goals to personal interests and cultural enrichment.

Q02: Gender
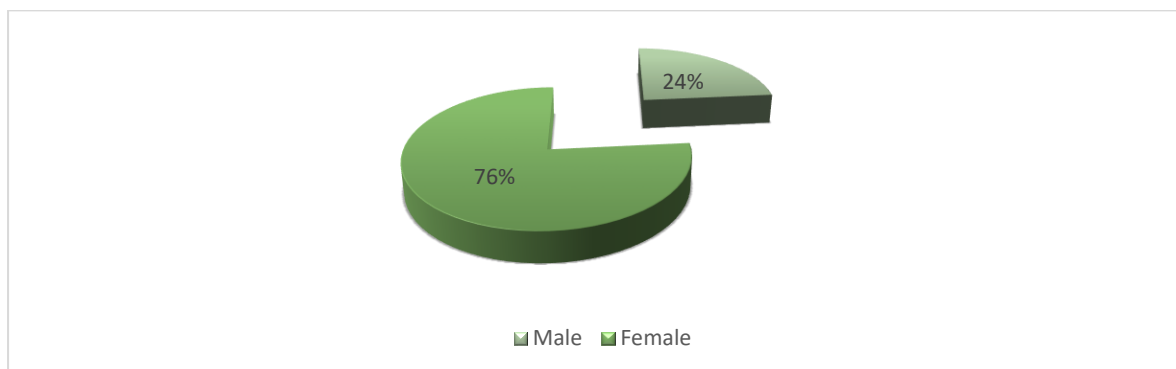
Figure 19: Students' Gender.

As shown in Figure 2, more than half of the students (76 %) are female, whereas the rest of the informants (24%) are male. Regarding the findings, it is appropriate to state that the research could explore gender differences in perceptions of the effectiveness and utility of digital tools for developing speaking and listening skills. By considering gender dynamics in the integration of technology in language teaching.

Q03: How do you consider your level in the English Language?

A/Weak   b/ Average   c/ Good   d/Excellent
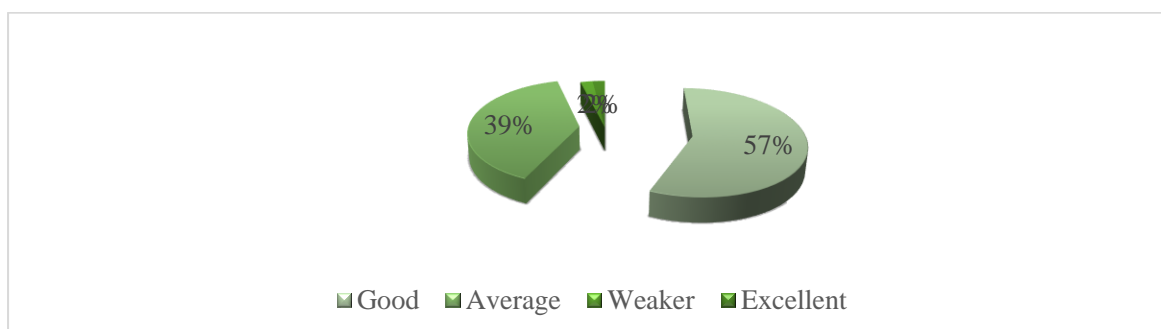
Figure 20: Students' Level of English.

According to Figure 03, we can clearly state that 57 % of learners have a good level of English, while 39% represent the learners who have an average level. On the other hand, 2%

of learners are supposed to be excellent language learners. Although 2% show the weaker learners according to their English level. According to the results, it is reasonable to say that most of them are competent English learners. Those learners can have different levels of proficiency in English due to various reasons that are multifaceted and influenced by a combination of individual, social, cultural, and educational factors.

Section Two: Listening and Speaking Skills:

Q01: Speaking and listening: which skill are you better at?

A/Listening   B/Speaking   C/both of them   D/Others
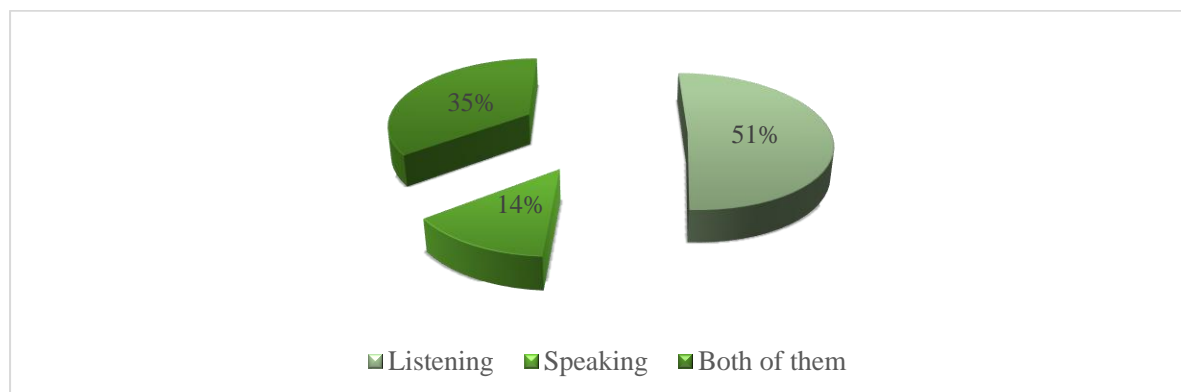
Figure 21: The most Skill that Students Good at.

As shown in Figure 04, the majority of students (51%) identified listening as the skill they are better at. This could indicate that students feel more confident and proficient in understanding spoken English. Although, a smaller percentage of students (14%) choose speaking as the skill they are better at. On the other hand, a significant portion of students (35 %) indicated that they are proficient in both listening and speaking. As a result, the data highlight variations in students' perceived strengths in listening and speaking skills. While listening appears to be the skill that students are most confident in. In the same vein, some learners may simply enjoy listening more than others; they may find it easier. On the other

hand, some learners probably do not have the tendency to speak because they may have problems with grammar and vocabulary and may be afraid of making mistakes, which leads to stress, anxiety, and a lack of confidence while they are speaking.

Q02: What is your purpose when you listen to a video or song?

A/ to understand its meaning

B/to acquire new vocabulary

C/Both of them
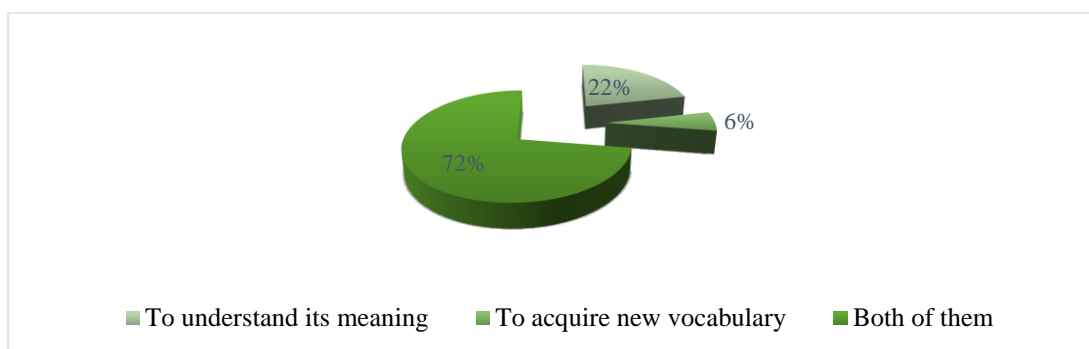
Figure 22: The Purpose behind Listening to a Song.

This question is asked to third year Licence students. The results in Figure 05 show that (22%) claimed that the purpose behind listening to a video or song is to acquire new vocabulary, while just 6% of the whole number of students choose option -a- which is "to understand its meaning". The rest of the population, (72 %) which represents the majority, said that the purpose is both to understand its meaning and to acquire new vocabulary.

Q03: Do you practice speaking English outside of the classroom?

A/Yes   B/No
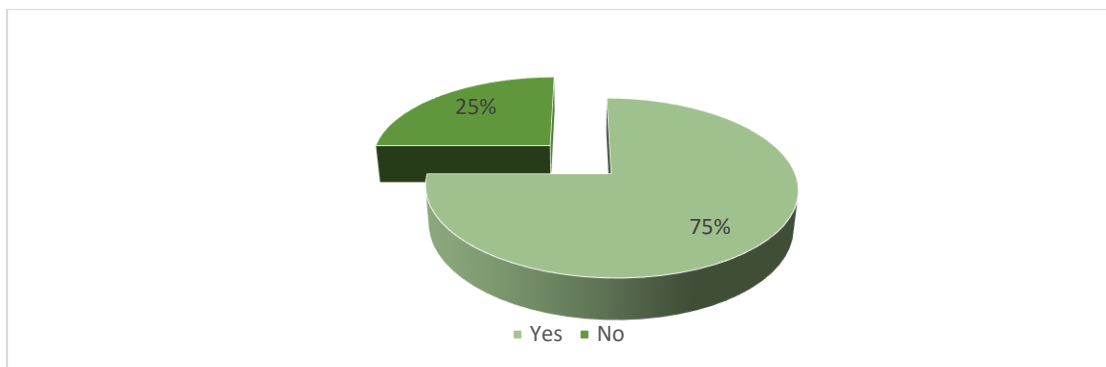
Figure 23: Students' Measurement of their Speaking Practice

The results above in Figure 06 represents students' answers about their speaking practice outside the classroom .Based on the calculations it can be seen that more than half of the students 75% indicated that they practice English outside the classroom .On the other hand , the rest 25% of the learners choose to say that they do not practice speaking .As a result, there could be a variety of causes why some learners practice speaking more than others, here are some possibilities: students may have limited opportunities to practice speaking , especially if they do not have access to English-speaking environments; they may fear of making mistakes or being corrected by others. On the other hand, some learners may lack motivation especially if they do not see immediate benefits or relevance to their goals.

- Sub-question: "if no, say why. Please "

The students' perceptions can be summarized as the following:

- Lack of people who speak English.

- Lack of confidence (lead them to feel hesitant or self-conscious.

- Limited opportunities, fear of making mistakes and time constraints.

- Lack of motivation.

- Some learners may prefer to stay within their comfort zone and communicate in their native language.

Q04: What are the problems that you face while speaking?

A/Difficulty in pronunciation.   B/Limited vocabulary.   C/Struggling with using grammar.

D/Fear of making mistakes.   E/All of the above.   F/Others.
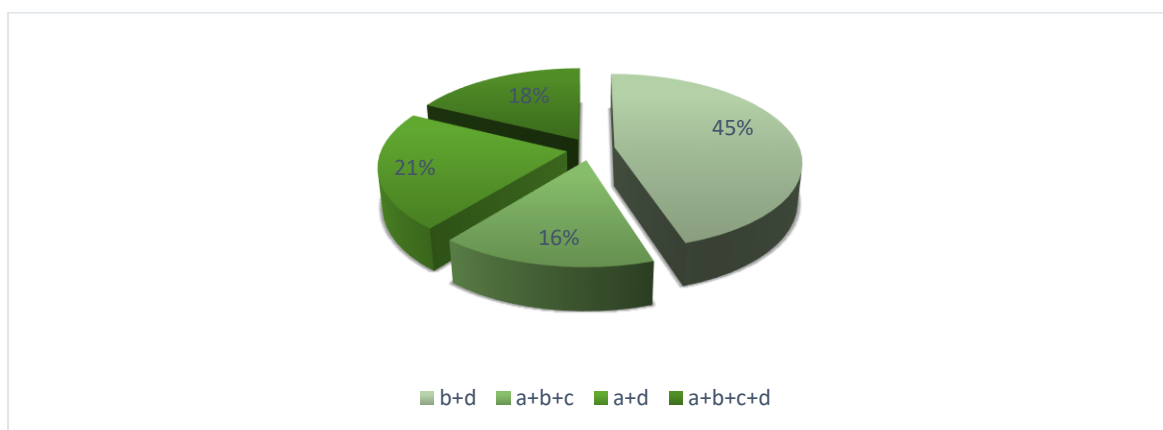
Figure 24: The most Common Problems in Speaking

The Figure 07 represents the perceptions of 51 participants about the problems that students may face while speaking (47%) of them selected the limited vocabulary and fear of making mistakes as an option to support their idea, (15%)of students have also chosen "a+b+c" which stands for difficulty in pronunciation, limited vocabulary, and struggling with grammar, and 21 % of them suffer from both difficulty in pronunciation and the use of grammar. However, nine participants with rate of (17 %) face all the mentioned problems "a+b+c+d". As a result, we can assume that there are other obstacles that learners may face while speaking. Students are still developing their ability may struggle to find the right words to express their ideas and this may lead to problem with convey their messages effectively.

Q05: What is the strategy you apply to achieve listening skills?

A/Take notes   B/Engage in discussion   C/Watching movies

D/Listening to songs   F/ All of the above   F/ others
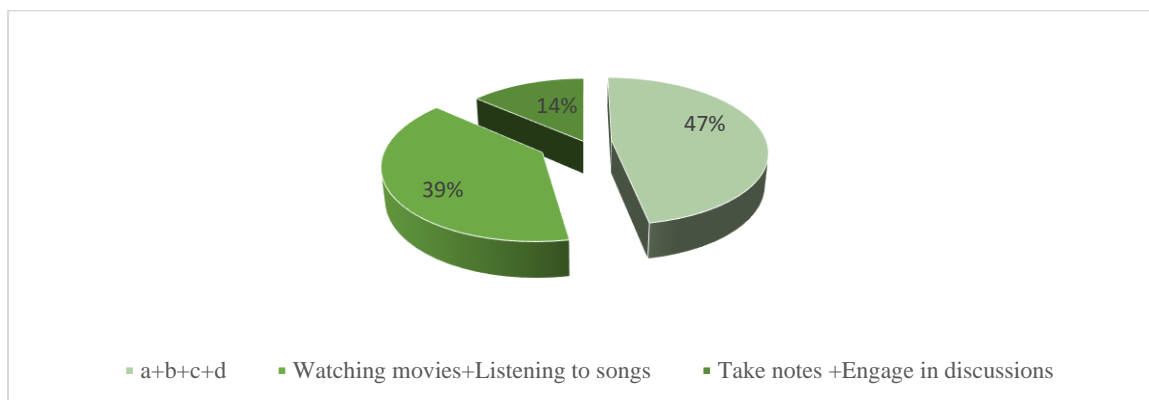
Figure 25: The most Common Strategies to Achieve Listening Ability

This meant highlighting the strategies to achieve listening skill. Upon analysis, twenty-four students (47%) opted for "a+b+c+d". To push further, 20 informants (39%) go for "c+d" which stands for watching movies and listening to songs. Seven students (13%) assumed that take notes and engage in discussion are the used strategies to achieve listening ability. Overall, the key to improving learners' listening skills is to encourage learners to focus fully on what being said, engage in activities like listening to podcasts, watching movies or TV shows and expand vocabulary to understand a wider range of topics.

Section Three: Digital Tools and Resources.

Q01: What do you know about the term "Digital tools"?

According to the results in Figure 09, we can claim that Third year students are familiar with the term "digital tools". However, here are some definitions from the learners' point of view:

- Digital tools encompass any electronic devices, software programs, or online services used to accomplish various tasks, solve problems, or enhance productivity in everyday life, work, or leisure activities.

- Refer to resources, technologies or instructional materials used to support teaching and learning activities, including interactive software, multimedia presentations, educational games, and online learning platforms.

- Digital tools are software, applications, or devices that you use on computer, smartphones, or tablets to help you to mastering a new language.

- Digital tools are technology-based resources that support language learners in improving their language skills, such as listening and speaking through interactive and engaging activities.

Q02: What is your level of skill in using digital tools?

A/ Weak   B/Average   C/Good   C/Excellent
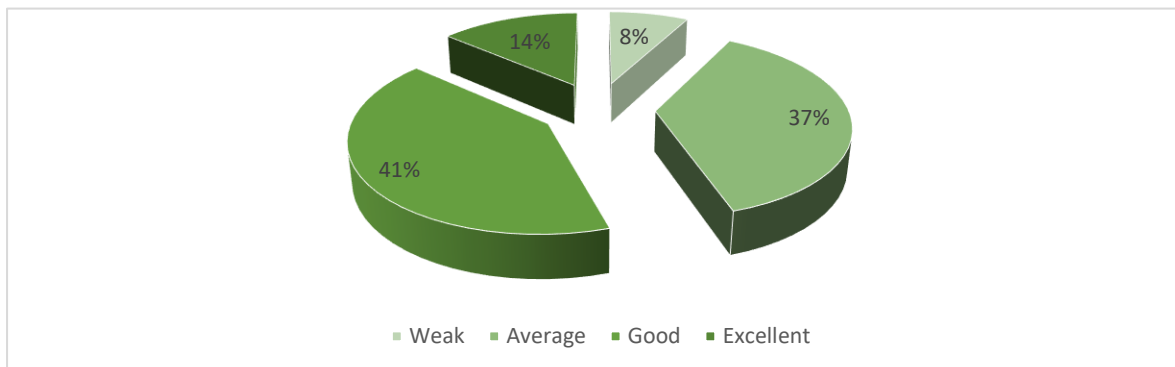
Figure 26: Students' Level of Skill in Using Digital Tools

This question is asked to Third-year Licence students. The results in Figure 9, show that the students (41%) have a good level concerning their level of skill in using digital tools. Whereas, 19 students (37 %) choose to say that they have an average level .(14%)of the whole percentage opted for excellent level. The rest of the population (8%) has a week level. As a result, there can be various reasons behind weak level of skill in using digital tools, here are some: lack of exposure to digital tools and technology can lead to unfamiliarity and discomfort

when using them, Lack of training older individuals or those from generations less exposed to technology may struggle with digital tools also some of those tools may have steep learning curves or complex interface.

Q03: Do you use digital tools to improve your listening ability?

a/ Yes   b/ No
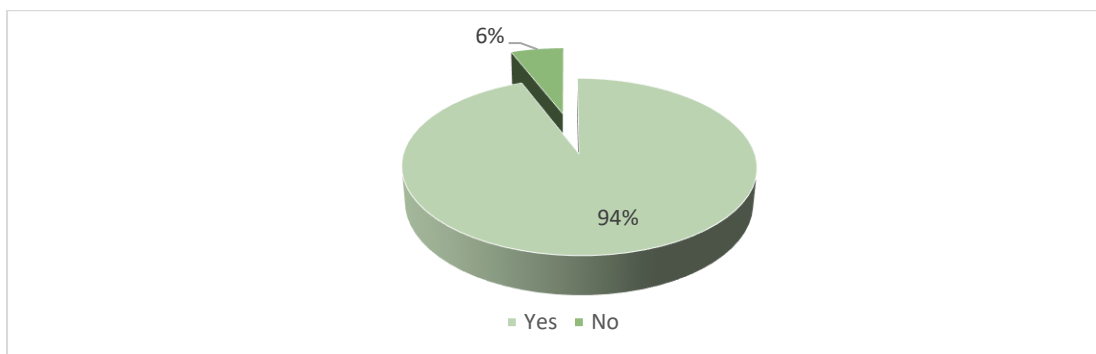
Figure 27: The Use of Digital Tools to Improve Listening Skills

The results in Figure 10 suggest that the overwhelming majority of the students (94%) claimed that they use digital tools to improve their listening ability. Nevertheless, (6%) of the respondents have different view regarding this matter. We can conclude that digital tools can certainly improve one's listening skill.

- Sub-question: If yes, are they?

A/ YouTube channels.   B/ Podcast.   C/ Audio books.

 D/ Language learning application.   E/ All of the above.
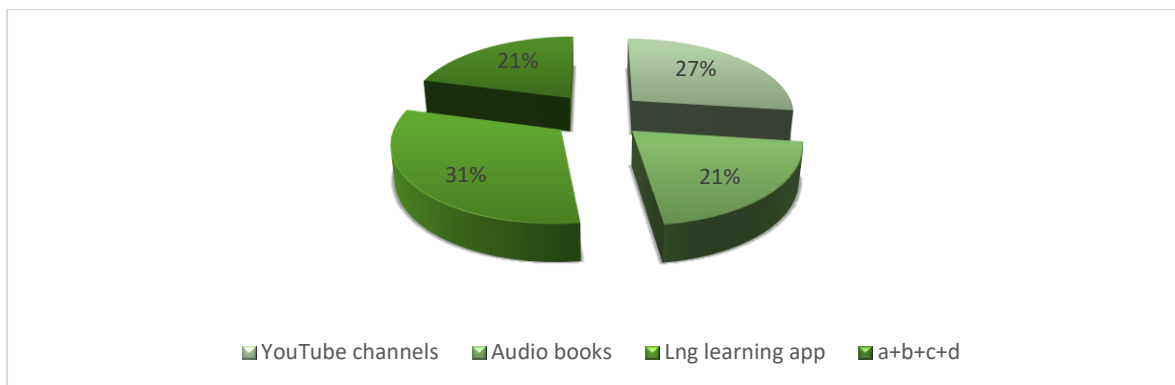
Figure 28: Students' Points of View about the Used Type of Digital Tools

This sub-question is designed for the students who opted for "yes". Therefore, the total number of respondents concerned with it is 48 rather than 51. Upon analysis, 13 students (27%) say that they use YouTube channels to improve their listening, 10 students (21%) see that audio books is a useful tool to improve listening skill. The same percentage (21%) of the whole sample (10 informants) opted for language learning application. The rest of the population which represents (31%) opted for a+b+c+d.

Q04: How often do you use digital tools to practice speaking skills?

a/ Rare   b/ Often   c/ Always   d/ Never
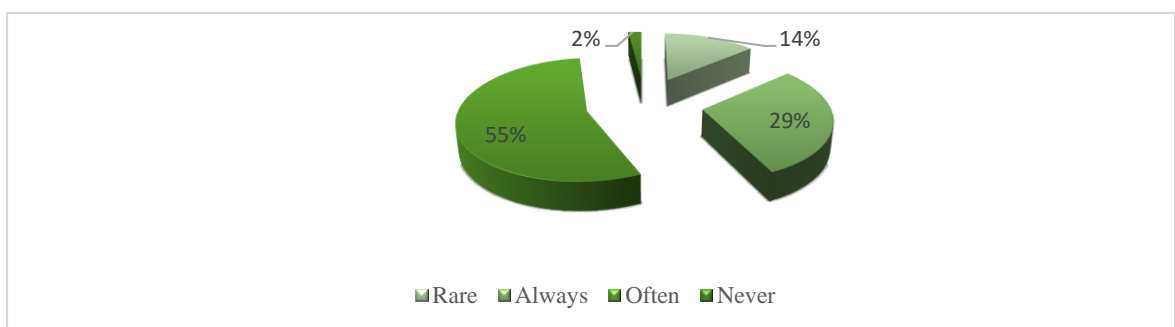
Figure 29: Students' Measurements about the Use of Digital Tools

The results above in Figure 12 represents students' answers about how often learners use digital tools to practice speaking skills. The Figure clarifies that (55%) of the whole sample

often use digital tools to practice speaking. In the same vein, the other (14%) of participants rarely do so. Although, (29 %) of students claimed that they always use digital tools within their way of learning unlike the remaining(2%)of the sample never do so. Thus, some learners are more inspired to use digital tools while for other is not regarded as an essential. As a result, there could be a variety of reasons why some learners use digital tools to practice speaking skill more than others, here are some possibilities: learners are more comfortable with technology, students who have easy access to digital tools may find it more convenient to use them for speaking. They also may find digital tools more engaging or effective for practicing speaking skills compared to traditional methods, lead them to use these tools more frequently.

Q05: Which digital tool do you prefer to use for developing speaking skills?

A/ YouTube videos   b/ Social media   C/ Language learning applications

D/ Video conferencing platforms.   E/All the above.
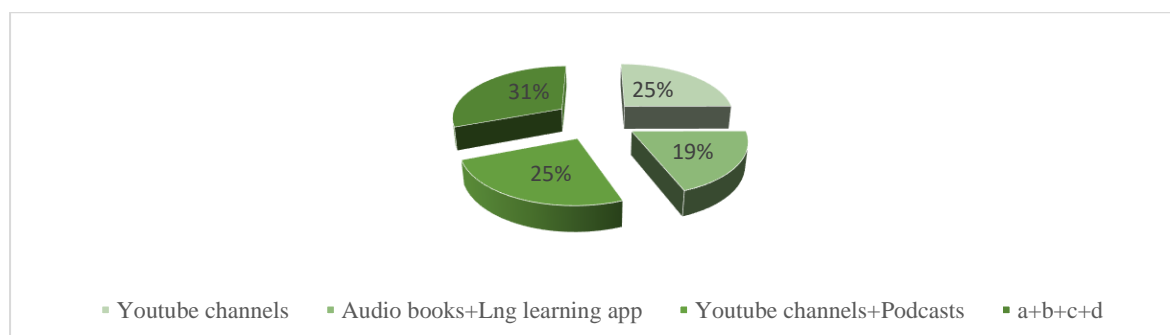
Figure 30: Students' Views about the Preferable Digital Tool for Developing Speaking

The results above in Figure 13 represents students' answers about the digital tool which they use to develop speaking skill. The figure clarifies that 25% of the whole sample use YouTube videos to develop their speaking. In the same vein, the other 19% opted for "c+d". Although, 25% of students claimed that they use YouTube videos + social media as a tool to ameliorate the speaking ability. Thus, the rest of the informants (31%) choose all the options

"a+b+c+d" they claim that they use different digital tools to develop their speaking skill. However, language learning apps offer a comprehensive and convenient way to improve speaking through interactive practice, diverse content, instant feedback, and progress tracking.

Section Four: The influence of using digital tools on acquiring listening and speaking skills

Q01: In your opinion, how do digital tools help learners develop their listening skills?

a/ Practice listening anywhere.   b/ Watching and listening at the same time.

C/ Expose to different content.   C/All the above.
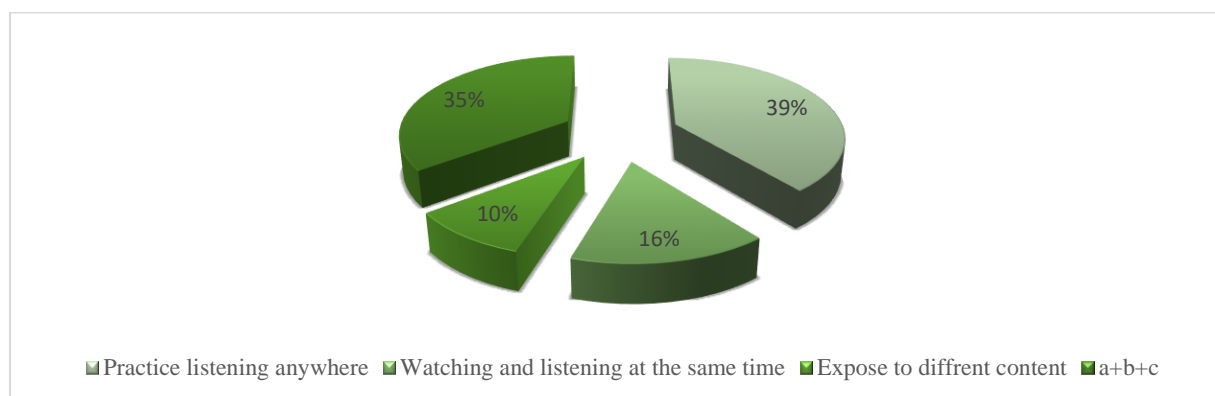
Figure 31: The Role of Digital Tools in Developing Learners' Listening Skills

According to the figure, we can clearly state that (39 %) of learners claim that digital tools help them to practice listening anywhere. On the other hand, (16%) represents the learners who think that those digital tools give them accessibility to listen and watch at the same time in order to develop their listening ability. However, only (10%) of learners choose to said that digital tools help them to expose to different content. The rest (35%) of learners said that digital tools help them to: practice listening anywhere, watching and listening at the same time, and to expose to different content.

Q02: Do you think that using digital tools to acquire listening skills has disadvantages?

A/ Yes   B/ No
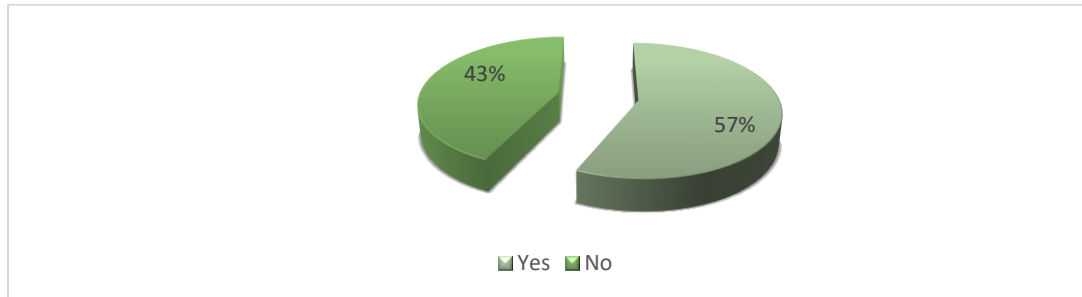
Figure 32: Does Digital Tools has Disadvantages on Require Listening

The Figure 32 represents the perceptions of 51 participants about if the use of digital tools to require listening has disadvantages. The findings show that (57%) of the total sample that digital tools have disadvantages. The rest of the sample (43 %) disagree this idea. One of the main drawbacks is the lack of human interaction and real-life context that digital tools often provide. Additionally, relying solely on digital platforms may limit exposure to various accents, speech patterns and informal language used in everyday conversation. Moreover, digital tools might not always provide immediate feedback or correction, which can hinder the learning process compared to having a live instructor.

-   Sub-question: If yes, are they?

A/ Making learners passive.   B/ Isolation from real life interaction.

C/ Over dependence on digital tools.   D/ Technical problems.

E/ All of the above.
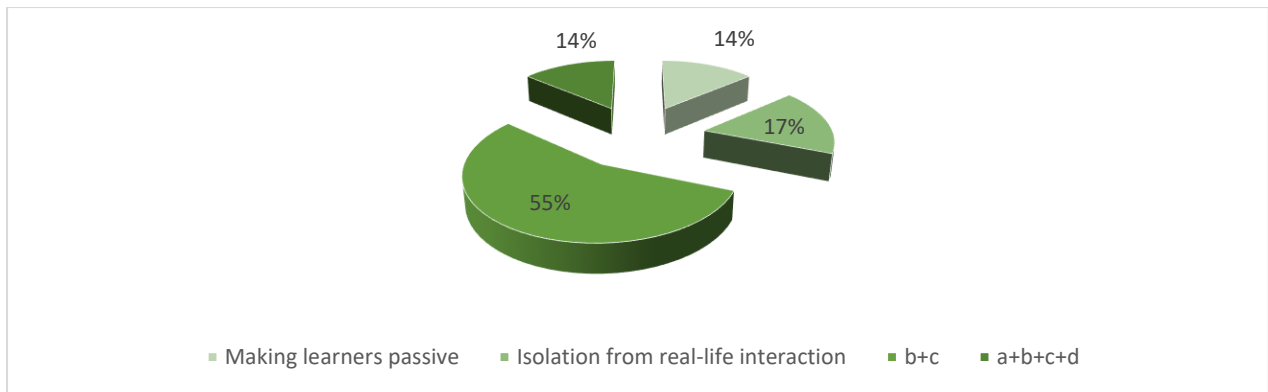
Figure 33: The Disadvantages of Digital Tools

This sub-question is designed for the students who opted for "yes". Therefore, the total number of respondents with it is 29 rather than 51. Upon analysis, 14%) say that digital tools make learners passive. Five students which represents (17%) say that those tools cause isolation from real life interaction. 16 students (55%) see that digital tools make technical problems and isolation. Four participants (14%) opted for all the mentioned options a+b+c+d.

Q03: How important is using digital tools for developing speaking skills?

A/ Very important   B/ Important   C/ Somewhat important   D/ Not important
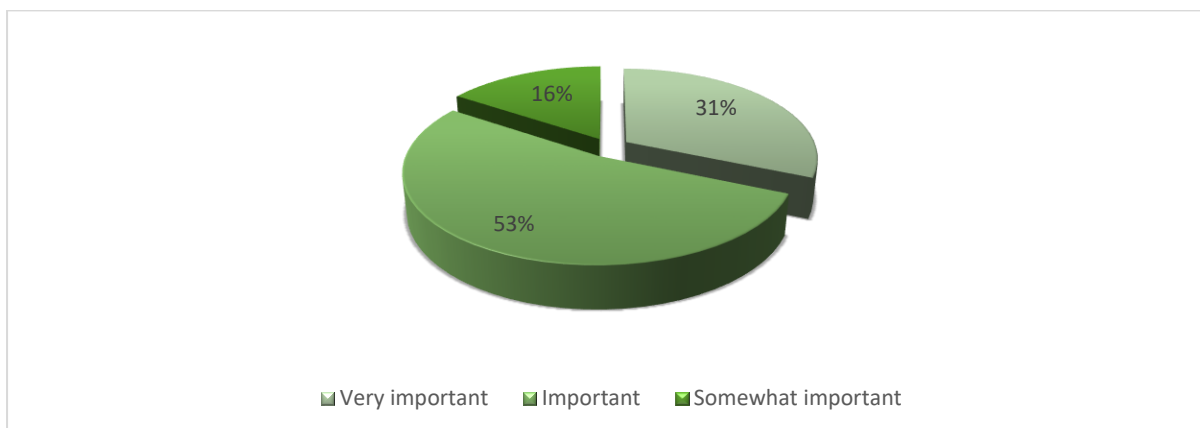
Figure 34: The Importance of Digital Tools

When asked about whether using digital tools is important for developing speaking skill, the greater part of the subjects(53 %) answered approvingly.(31%) state that digital tools

is very important for developing speaking skill. (16 %) of the respondents, representing eight students, believe that is somewhat important. However, no one opted for "not important". It is obvious to say that digital tools are crucial for developing speaking skills because they offer various interactive platforms and resources that facilitate language practice and feedback.

Q04: Have you noticed any developments in your speaking ability after using digital tools?

A/ Yes   B/ No
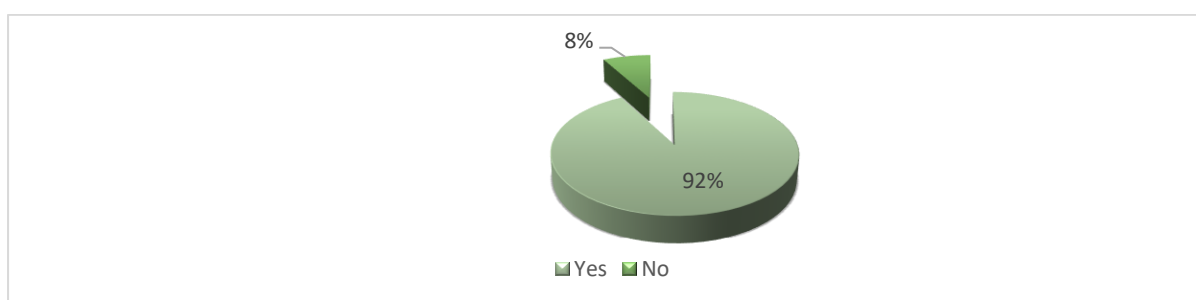
Figure 35: The Development of Speaking Ability after Using Digital Tools

This question is direct one sense that it asks learners whether they notice any developments in there speaking ability after using digital tools. Most of the respondents (92%) answered "Yes". The rest (8%) opted for "No".

- If yes, specify, please.

This an open-ended question that students may answer in different ways. We aimed this question at knowing how digital tools develop speaking skill. The students mentioned the following:

- Pronunciation well-developed

- Practice in whatever conversation without doubt.

- Gained new vocabulary and speak freely.

- Acquire speaking, listening and writing.

- Find multiple subjects to rise conversations.

Q05: Do you believe that language learning application are helpful for improving listening and speaking?

a/ Yes   b/ No
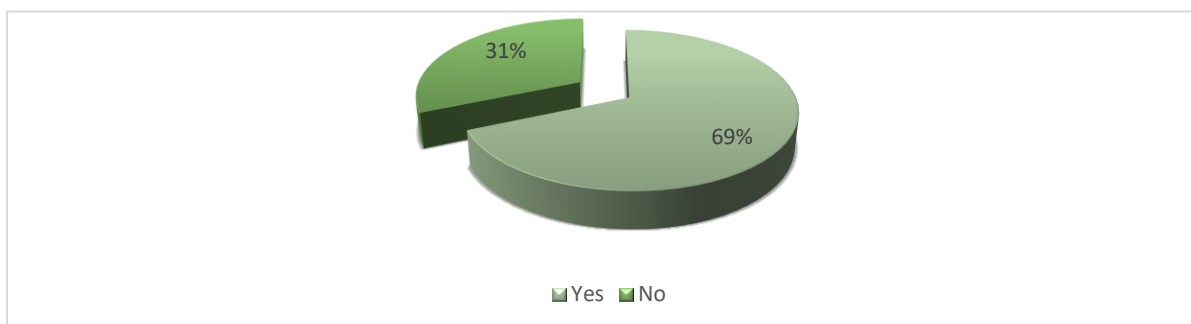
Figure 36: Students' Views about Language Learning Application

The data shown in figure above are concerned with the students' views about language learning application whether it is helpful for improving listening and speaking level. (69%) of the whole respondents believed that language learning apps are helpful for improving listening and speaking. 16 informants (31%) opted for "No". According to the results, language learning application is closely related to speaking and listening abilities because it an important tool, as it enables individuals to effectively communicate through language.

- If yes, say why, please.

This item is devised for the informants who opted for "Yes". Since 16 of the subjects' options in question 04 is "No", the total is 35 participants. Hence, here are some of the students' answers:

- Language learning apps offer interactive exercises.

- It allows students to practice spoken language in various context.

- Pronunciation practice through recording and comparison with native speakers.

- Repeatable listening content.

- Real-life dialogue and scenarios.

- Instant feedback and error correction.

- Progress tracking and result recording.

- Accessibility for practice anytime, anywhere.

- Conversing with native speakers and exposure to authentic media for comprehensive improvement in listening.

2.2.4. Discussion of the Main Findings of the Students' Questionnaire

Based on the information acquired from the students' questionnaire, several facts about the students' perceptions of the impact of technology on the development of listening and speaking abilities have been discovered. The questionnaire's findings indicate that, out of the four talents, the majority of the students believe that speaking is the most important skill that they are good at. Regarding student engagement, the results show that the respondents practice speaking outside the classroom to develop their level. However, the majority of the participants face problems while speaking, including effective problems such as difficulty in pronunciation, limited vocabulary, and struggling with using grammar; in addition to fear of making mistakes. To address the issues of listening and improve this skill, students claimed that they utilize a variety of strategies, including taking notes, engaging in discussions, watching movies, and listening to songs.

The statistics show that the majority of the students who were surveyed are aware of the term" Digital Tools" and the importance of using technology in learning. This demonstrates that most of the respondents have a good level of proficiency in using digital tools. They believe that those tools increase their listening ability. Additionally, students stated that they employ a range of tools that could help them develop listening skills, including YouTube channels, podcasts, audio books, and language learning applications. Eventually, the learners asked about how often they use digital tools to practice speaking, and the majority claimed that they often use them. The results show that practicing listening anywhere, watching and listening at the same time, exposing different content are ways in which digital tools help learners develop listening skills. Also, the respondents emphasized the importance of using such tools for developing speaking skills.

All the results gained from the students' questionnaire illustrate that third -year university learners have positive attitudes toward the impact of technology in enhancing both listening and speaking skills. However, it is also important to note that speaking and listening skills can be developed through practice and guidance, as well as the right use of technology in learning.

Implications, Limitations and Recommendations

Implications

Considering the major findings elicited from both questionnaires administered to teachers and students, the current research is said to have significant implications for theory and practice.

➢ Incorporating technology into language learning can lead to improved proficiency levels.

➢ Educators should explore innovative ways to integrate technology tools and platforms into their teaching practices to enhance learning outcomes.

➢ Teachers and students should collaborate to create an active environment.

➢ Integrating technology into language learning requires the development of four skills.

➢ Making errors during performance should be treated as an indispensable and normal condition by teachers.

➢ Students should trust that making errors is an important step in listening and speaking production. Put simply, it is through mistakes that students learn.

Limitations of the Study

In the course of carrying out this study, several obstacles are encountered. Firstly, in order to carefully manage the study, it was limited only to third -year students at Mila University center. Additionally, students and teachers' questionnaires are collected via face to face by attending third year classes. In addition, students are not attending their classes due to Ramadan, so we wait after the holy month to attend the university. One major limitation of the current study is the small numbers of teachers of oral expression in the department.

Recommendations for Pedagogy and Research

The account for a set of suggestions that touch upon pedagogy and more research is of essential value and is based on what is revealed via the analysis of the data gathered through the research tools used in this study. This is done in order for teachers and students to become more familiar with digital tools and their impact on listening and speaking skills. In a similar vein, suggestions for additional research are made for future studies that would have a similar interest as the current study.

Recommendations for Teachers

➢ Teachers must stay updated with technology trends and regularly explore and become familiar with emerging technology tools relevant to language teaching.

➢ Teachers should select technology tools and activities that align with learning objectives.

➢ Teachers should increase their creativity and make a shift from a teacher-centred approach to a learner-centred approach to avoid the boredom of being silent for the whole lesson.

➢ Teachers must encourage students to interact with each other's through online discussion, collaborative projects, and virtual language exchanges to enhance their listening and speaking skills.

➢ Teachers should work on creating opportunities for their students to develop their skills.

➢ Teachers should emphasize the importance of respecting intellectual property rights, maintaining online privacy, and practicing good digital etiquette when interacting with peers.

Recommendations for Students

➢ Students should define specific language learning goals and objectives to guide the use of digital tools.

➢ Students should determine what skills they want to improve and identify relevant digital resources that align with their learning objectives.

➢ Students should devote more time to practicing listening and speaking skills.

➢ Students should not hesitate to seek feedback and support from teachers, tutors, and peers.

➢ Learners must reflect on their experiences to help themselves identify areas for growth and plan their future language learning endeavours effectively.

Recommendations for Further Research

The goal of the current study is to examine the role that technology plays in the development of both speaking and listening skills. The study is a descriptive and exploratory investigation into the value of digital tools in the instruction of developing the mentioned abilities to third-year English language students at Mila University's Department of Foreign Languages. As a result, it is seen as a crucial step that may open the door for future research projects to be conducted with the aim of analysing the impact of digital tools and resources on speaking and listening skills. In other words, research on the role of technology in the growth of students' skills can be based on other case studies that may provide a greater number of participants to represent a wider population. If an experimental design is used, a study of this kind may be more instructive, provided that time is allowed for future studies. This enables the researcher to accurately assess and examine the development of the learners' language skills.

Conclusion

This chapter focuses on the practical aspect of the current study and discusses the value of technology in helping students improve their listening and speaking abilities. The information was acquired by giving questionnaires to English third-year students and teachers of the oral expression module. The findings of the questionnaires confirm that both teachers and learners have positive attitudes toward the importance of digital tools in reducing students' speaking problems and developing listening abilities. It encourages students to develop a broader and more nuanced vocabulary, enlarges their creativity and imagination, helps them

develop a sense of style and tone, and allows them to understand the rules of grammar and syntax. That is to say, it increases their speaking proficiency. Relying on the perspectives shown by both students and teachers, it can be noted that developing such skills is about how we use technology in language learning.

General Conclusion

Generally, speaking and listening are a major part of human communication at its most fundamental level. Thus, those skills are essential in today's society and in the learning process. Those tasks have always been of the utmost significance and seen as a challenging process to complete. Consequently, the learners' role is becoming more crucial and demands effort in order to succeed.

The present study is intended to investigate the relationship between listening and speaking skills mastery and the use of technology, especially digital tools and resources, among third-year EFL students at Mila University, Algeria. For the purpose of achieving this research, the data necessary for obtaining the necessary information to conduct the current investigation are collected using quantitative measurement tools. At first, a questionnaire is administered to 51 EFL students at the Department of Foreign Languages, University of Mila. Furthermore, another questionnaire is delivered to 10 teachers of oral expression to add insightful ideas and suggestions from different perspectives.

Throughout the current investigation, it is highlighted that the impact of digital tools on improving students' listening and speaking skills is the primary emphasis around which this descriptive study is conducted. An attempt was made to determine if technology is emphasized in oral expression classes as well as whether listening and speaking abilities grow with the use of digital tools and resources.

As a conclusion, the results of the study showed that both teachers and learners believe that there is a significant relationship between EFL learners' listening and speaking skills and the use of digital tools. According to the correlation analysis, it can be said that technology plays a significant role in enhancing students' speaking and listening abilities. Moreover, the study confirms that: first, the participants in this study have a slightly average use of technology

tools. Second, third-year learners at Mila University centre are not aware of the importance of communicative skills. Thus, this investigation opens a new array of research and perhaps future research on technology and speaking and listening proficiency.

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Appendices

Appendix 01: Teachers' questionnaire

Dear teachers,

The current questionnaire aims to investigate the teachers perspectives toward the impact of using digital tools and resources on acquiring speaking and listening skills. We kindly ask for your help by answering this questionnaire.

Please put a tick (✔) in the appropriate box, you can choose more than one answer

Section one: Background knowledge

1- What is your professional grade?

☐ Doctorate

☐ Magister

☐ Master

2- How many years have you been teaching at Abd Elhafid Bousouf University?

Section two: The function of teachers in listening and speaking sessions.

1- Which skill do you think that is hard to teach?

☐ Listening

☐ Speaking

☐ Both of them

☐ Others

2- Do you help your learners improve their listening skills?

☐ Yes ☐ No

If yes, say how, please.

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

3- How do you catch the learner's attention and make them listen carefully?

☐ Talking about topics of interest.

☐ Using engaging materials like videos

☐ Asking questions

☐ All of the above

☐ Others

………………………………………………………………………………………
………………………………………………………………………………………

4- What the biggest challenge that your students face when speaking?

☐ Limited vocabulary

☐ Problems with pronunciation

☐ Difficulty in expressing ideas

☐ Lack of confidence

☐ All of the above

☐ Others

………………………………………………………………………………………
………………………………………………………………………………………

5- What technique do you often use to develop the learners speaking skills?

☐ Discussions

☐ Presentations

☐ Debates

☐ Role-play scenarios

☐ All of the above

☐ Others

……………………………………………………………………………………………
……………………………………………………………………………………………

Section three: Digital tools in the listening and speaking classroom

1- How do you rate your level in using technology?

☐ Weak   ☐ average

☐ Good   ☐ excellent

2- How often do you use digital tools in oral session?

☐ Rare   ☐ often

☐ Always   ☐ never

3- What digital tool do you use for teaching listening?

☐ BBC English learning

☐ Podcasts

☐ YouTube videos

☐ All of above

☐ Others

……………………………………………………………………………………………
……………………………………………………………………………………………

4- Which digital tool do you think is the best for learners to practice speaking?

☐ Social media platforms

☐ YouTube channels

☐ Podcasts

☐ Language learning applications

☐ Others

…………………………………………………………………………………………………
…………………………………………………………………………………………………

5- Which type of materials do you believe are more beneficial for teaching speaking?

☐ Traditional materials   ☐ Digital tools

☐ Both of them

Section four: Teachers perspectives toward the use of digital tools in teaching listening and speaking skills.

1- Do you think that technology has changed the quality of teaching listening and speaking skills?

☐ Yes   ☐ No

If yes, say how, please.
…………………………………………………………………………………………………
…………………………………………………………………………………………………

2- What is the role of digital tools in the listening class?

☐ Enhancing comprehension

☐ Motivating learners

☐ Bring fun to the classroom

☐ Provide opportunities to hear different

☐ All of the above

☐ Others

…………………………………………………………………………………………………
…………………………………………………………………………………………………

3- What challenges do you find while using digital tools for listening activities?

☐ Technical problems

☐ Audio quality

☐ Preparing materials

☐ Student's difficulties in interpreting the video passage

4- How can podcasts develop learners speaking skills?

☐ Learning new words

☐ Improving pronunciation

☐ Learning real conversation

☐ Repeating videos multiple times

☐ All of the above

☐ Others

………………………………………………………………………………………
………………………………………………………………………………………

5- In your opinion, does learning with digital tools have bad effects?

☐ Yes   ☐ No

If yes, specify, please.

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………………..…………………………………………………………………………

Section five: further suggestions

If you have any suggestions, write them down, please.

………………………………………………………………………………………
………………..…………………………………………………………………………

Thank you for help

Appendix 02: Students' questionnaire

Dear students,

The current questionnaire aims to investigate the student's perspectives toward the impact of using digital tools and resources on acquiring speaking and listening skills.

We kindly ask for your help by answering this questionnaire.

Please put a tick (✔) in the appropriate box; you can choose more than one answers.

Section one: General information:

1- Age: ……
2- Gender: ☐ Male   ☐ Female

3- How do you consider your level in the English language?

☐ Weak   ☐ Average

☐ Good   ☐ Excellent

Section two: listening and speaking skills

1- Speaking and listening: which skill are you better at?

☐ Listening   ☐ Speaking

☐ Both of them   ☐ Others

…………………………………………………………………………………………
……………..…………………………………………………………………………..

2- What is your purpose when you listen to a video or a song?

☐ To understand its meaning

☐ To acquire new vocabularies

☐ Both of them

3- Do you practice speaking English outside of the classroom?

☐ Yes   ☐ No

If no, say why, please.

…………………………………………………………………………………………
……………..…………………………………………………………………………..

4- What are the problems that you face while speaking?

☐ Difficulty in pronunciation

☐ Limited vocabulary

☐ Struggling with using grammar

☐ Fear of making mistakes

☐ All of the above

☐ Others

…………………………………………………………………………………………
……………..………………………………………………………………………..

5- What is the strategy you apply to achieve listening skills?

☐ Take notes

☐ Engage in discussions

☐ Watching movies

☐ Listening to songs

☐ All of the above

☐ Others

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……………..………………………………………………………………………..

Section three: Digital tools and resources

1- What do you know about the term "**digital tools**"?

2- …………………………………………………………………………………………
……………..…………………………………………………………………………

3- What is your level of skill in using digital tools?

☐ Weak   ☐ Average

☐ Good   ☐ Excellent

4- Do you use digital tools to improve your listening ability?

☐ Yes   ☐ No

If yes, are they?

☐ YouTube channels

☐ Podcast

☐ Audio books

☐ Language learning application

☐ All of the above

☐ Others

…………………………………………………………………………………………
……………..…………………………………………………………………………..

5- How often do you use digital tools to practice speaking skills?

☐ Rare   ☐ Often

☐ Always   ☐ Never

6- Which digital tool do you prefer to use for developing speaking skills?

☐ YouTube videos

☐ Social media

☐ Language learning applications

☐ Video conferencing platforms

☐ All of the above

☐ Others

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……………..…………………………………………………………………………..

<u>Section four: The influence of using digital tools on acquiring listening and speaking skills</u>

1- In your opinion, how do digital tools help learners develop their listening skills?

☐ Practice listening anywhere
☐ Watching and listening at the same time

☐ Expose to different content
☐ All of the above

☐ Others

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……………..………………………………………………………….………………………..

2- Do you think that using digital tools to acquire listening skills has disad-vantages?

☐ Yes   ☐ No

If yes are they?

☐ Making learners passive

☐ Isolation from real-life interaction

☐ Over dependence on digital tools

☐ Technical problems

☐ All of the above

3- How important is using digital tools for developing speaking skills?

☐ Very important

☐ Important

☐ Somewhat important

☐ Not important

4- Have you noticed any developments in your speaking ability after using digital tools?

☐ Yes   ☐ No

If yes, specify, please.

………………………………………………………………………………………
………………..…………………………………………………………………………..

5- Do you believe that language learning applications are helpful for improving listening and speaking levels?

☐ Yes   ☐ No

If yes, say why, please.

………………………………………………………………………………………
………………..…………………………………………………………………………..

Thank you for help

ملخص

شهدت التكنولوجيا تطورات سريعة أحدثت تحولات جذرية في العديد من القطاعات بما في ذلك تعليم اللغات، وقد شجع هذا التحول معلمي اللغة الانجليزية كلغة اجنبية على تبني الأدوات والموارد الرقمية كجزء أساسي من منهجية التدريس الخاصة بهم، لاسيما في مجال تعليم الاستماع والتحدث.

وتسعى هذه الدراسة لاستكشاف تأثير الأدوات الرقمية على مهارات الاستماع والتحدث لدى متعلمي اللغة الانجليزية كلغة أجنبية من خلال معالجة سؤالين بحثيين هما: 1- إلى أي مدى يعزز دمج الأدوات والموارد الرقمية في فصل اللغة الإنجليزية كلغة أجنبية مستويات الاستماع والتحدث لدى المتعلمين؟ 2- هل هناك تأثيرات سلبية ناجمة عن استخدام الأدوات والموارد الرقمية لتعلم مهارات الاستماع والتحدث؟. لتحقيق هذا الهدف، تم تبني منهجية بحث وصفية تقوم على جمع البيانات من خلال استبيانات جرى توزيعها على 51 طالبا في اللغة الإنجليزية وعشرة أساتذة في التعبير الشفهي في قسم اللغات الأجنبية، المركز الجامعي بميلة (الجزائر). وقد أظهرت النتائج الرئيسية للبحث أن الأدوات والموارد الرقمية تلعب دورا كبيرا في عملية تعلم مهارات الاستماع والتحدث، مما يساعد المتعلمين على تطوير أدائهم وزيادة تفاعلهم وتحفيزهم لتعلم اللغة. ويقدم هذا البحث في نهايته بعض التوصيات والمقترحات للتدريس والبحث المستقبلي بهدف تعزيز الإلمام بالأدوات الرقمية وفهم تأثيرها على مهارات الاستماع والتحدث لكل من المعلمين والطلاب.

الكلمات المفتاحية: متعلمي اللغة الإنجليزية كلغة أجنبية، مهارات الاستماع والتحدث، الأدوات والموارد الرقمية.

Résumé

Les progrès rapides de la technologie ont entraîné des transformations profondes dans de nombreux secteurs, y compris l'enseignement des langues. Ce changement a encouragé les enseignants d'anglais langue étrangère (EFL) à intégrer des outils et des ressources numériques comme des composants essentiels dans leur méthodologie d'enseignement, notamment dans le domaine de l'enseignement de l'écoute et de l'expression orale. Cette étude cherche à explorer l'impact des outils numériques sur les compétences d'écoute et d'expression orale des apprenants EFL en abordant deux questions de recherche : 1. Dans quelle mesure l'intégration d'outils et de ressources numériques dans la classe EFL améliore- t-elle les niveaux d'écoute et d'expression orale des apprenants ? 2. L'utilisation des outils et des ressources numériques pour apprendre les compétences d'écoute et d'expression orale présente-t-elle des inconvénients ? Pour atteindre cet objectif, une méthodologie de recherche descriptive est adoptée. Les données sont collectées par le biais de questionnaires administrés à 51 étudiants en anglais et à dix enseignants d'expression orale du département des langues étrangères du Centre Universitaire de Mila (Algérie). Les principales conclusions de la recherche montrent que les outillés et ressources numériques jouent un rôle significatif dans le processus d'apprentissage des compétences d'écoute et d'expression orale, aidant les apprenants à améliorer leur performance et à accroître leur engagement et leur motivation dans l'apprentissage des langues. En fin de compte, ce travail de recherche proposera des recommandations et des suggestions pour la pédagogie et les recherches futures dans le but de renforcer la familiarité avec les outils numériques et de comprendre leur impact sur les compétences d'écoute et d'expression orale, tant pour les enseignants que pour les étudiants.

Mots clés : les apprenants EFL, Les outils et ressources numériques, les compétences d'écoute et d'expression orale.