People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohamed Kheider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

Section of English

Analysis of Computer Assisted Language Learning (CALL) Effects on Learners' Speaking

A Case Study of First Year Pupils at High Schools of Bordj Bou Arreridj

Dissertation Submitted to the Department of Foreign Languages as partial fulfilment for the Master's Degree in Sciences of Languages

Submitted by:

Ms. Ibtissem LAGGOUN

Supervised by:

Dr. Saliha CHELLI

Board of Examiners:

President: Mrs. Imene GUETTAL	**MA University of Biskra**
Supervisor: Dr. Saliha CHELLI	**MC University of Biskra**
Examiner: Ms.Warda Khouni	**MA University of Biskra**

June 2013

DEDICATION

I would like to express my deepest happiness for being my life's role model, when I consider all you have taught me and reflect on the kind of persons you are. Thank you dad and mom for giving me a goal to shoot for, for your insisting to educate me. I would like to give heartfelt appreciation to you; you brought me up with your love and encouraged me to reach advanced degrees.

This work is dedicated to my beloved sisters and my lovely brothers for all their love and support. My life would not have been the same without you.

To all LAGGOUN and ZIANI families.

To all my loyal, truthful, caring and loving friends in Biskra and B.B.A, who supported me in completing this research work.

May God Bless You

ACKNOWLEDGEMENT

I would like first to thank ALLAH for giving me health, strength, capacity and prosperity to complete this work far from home.

I would like to express my sincere gratitude to my supervisor Dr. Saliha CHELLI for her unaccountable guidance, support, help and patience. Words fail to express how this talented and tactful woman managed to swerve our work in the right direction.

I would like to express special and warm thanks to both Mrs.Iméne GUETTEL and Miss. Warda Khouni who accepted to examine my research work.

I express my gratitude to: Miss. Ziani Yakout for her help that was really precious. As I gratefully wish to thank all the teachers of English for their help and seriousness in completing the questionnaire.

Finally, I should never forget to address my sincere gratitude to all the teachers of English in the department. We also extend our heartfelt to Mrs. Boudiaf, the head of the English Section.

Abstract

One of the most difficult problems of unsuccessful English instruction in Algeria is that learners lack particular vocabulary knowledge and the right intonation which can influence their speaking skill or pronunciation. Another problem is that most schools in Algeria still teach with the traditional method, in addition to the lack of technology inside classrooms. Thus, they must be adapted to accommodate new learning technologies. The aim of the present research work is an attempt to examine if the use of computers as a pedagogical strategy can help EFL learners develop their speaking abilities or not. For this purpose, the methodology of this research is qualitative and quantitative that is why two research tools (questionnaires for teachers and pupils and an interview with pupils) were used to investigate whether the use of computers help learners develop their speaking abilities. The results obtained revealed that using computers in teaching EFL learners speaking was very successful. The questionnaires' results led us to assert the significance of computers in the language classroom and the positive impact of using it on pupils' achievement in speaking. As a conclusion, we can say that computers offer a relaxing atmosphere, enhance language activities and develop pupils' speaking skill and participation in the classroom. These are designed to assist the instructor and the learner by providing an out-of-class venue for the presentation and drill of a number of tasks of semantic and morphological acquisition which require of learners a significant amount of rote memorization. Therefore, we stress the necessity of their use in the Algerian educational setting.

Résumé

L’un des problèmes de l'enseignement de la langue anglaise en Algérie est que les apprenants n'ont pas une connaissance particulière du vocabulaire et aussi ils n’ont pas une bonne intonation qui peut influer sur leur compétence dans la langue. Il y a un autre problème, c’est que la plupart des écoles en Algérie continuent d'enseigner avec la méthode traditionnelle, sans utiliser la technologie dans les classes. Pour remédier à cela, elles doivent être adaptées avec des nouvelles technologies d'apprentissage. L'objectif de ce travail de recherche est une tentative d'examiner si l'utilisation des ordinateurs comme une stratégie pédagogique qui pourra aider les apprenants d’anglais (une langue étrangère) à développer leurs capacités d'expression. Deux outils de recherche (questionnaire pour les enseignants et les élèves, et un entretien avec les élèves) ont été utilisés pour déterminer si l'utilisation des ordinateurs aide les apprenants à développer leur parler ou non. Les résultats obtenus ont montré que l'utilisation des ordinateurs dans l'enseignement / apprentissage du ALE s’est révélée être très réussite dans l’amélioration de l’écoute et de la parole. Les résultats des questionnaires nous ont conduit à affirmer l'importance de l'informatique dans la classe de langue et de l'impact positif de cette dernière afin d’atteindre un meilleur niveau d’écoute chez les apprenants. L’outil informatique offre une atmosphère de détente, un renforcement des activités de langues, un développement des compétences de parole et la participation des élèves en classe. Les TIC sont utilisés pour aider l'enseignant et l'apprenant, en offrant un lieu en dehors de la classe pour la présentation et l’exécution d'un certain nombre de tâches d'acquisition sémantique et morphologique qui exigent des apprenants une quantité importante de mémorisation. Il s'agit notamment d’une mise en œuvre d’un vocabulaire actif afin d’atteindre une meilleure.

List of Abbreviations

CALL: Computer Assisted Language Learning

CG: Control Group

CLT: Communicative Language Teaching

CPU: Central Processing Unit

DfES: Department for Education and Skills.

DV: Dependent variable

DVI: Digital Video Interface

EFL: English as a Foreign Language

EG: Experimental Group

FL: Foreign Language

ICT: Information and Communication Technology

IV: Independent Variable

IWB: Interactive Whiteboard

L1: First Language

L2: Second Language

SL: Second Language

SLA: Second Language Acquisition

TL: Target Language

TEFL: Teaching English as a Foreign Language

VoIP: Voice over Internet Protocol

List of Tables

List of Figures

Table of Contents

Introduction

Information and Communication Technology (ICT) is a major factor in shaping the new global economy and producing rapid changes in society. It also has the potential to transform the nature of education where and how learning takes place and the roles of students and teachers in the learning process. This study was chosen specifically to investigate teachers' use of computers in teaching speaking in an Algerian high school. It also examines if the use of computers helps learners' develop their speaking skill or not because the school is a workplace for teachers and other professionals, providing a unique learning environment for pupils. Many teachers are now incorporating Information and Communication Technology (ICT) into their everyday practice, particularly in well-resourced schools with data projectors and interactive whiteboards (Glover and Miller, 2001).

The role of technologies in teaching and learning a second language is widely recognized and a variety of Information and Communication Technology (ICT) applications is also available for teaching English as a foreign language. Altogether 15–20 years' experience classroom and school practices, as well as research evidence show that something changes in education when information and communication technology (ICT) is used (Kozma, 2003). In order to achieve the above objective, the governments had taken several steps. Many teachers have been trained over the recent years in how to use computers to teach English as a second language as well as other subjects for example Mathematics and Science. (Ya'acob, Mohd Nor and Azman, 2005).

Teaching and learning English has faced changes in methodologies as well as in techniques, with the advances of technology. Besides, it is necessary to introduce in the classroom not only blackboard as visual resource, but also other audio-visual resources. It is important for Algerian EFL teachers to cope with the challenge of technological and pedagogical shifts occurring in the teaching profession. Also, to understand how ICT can impact learners' speaking skill and motivation because new technologies provide new opportunities for education, as they enhance learning and teaching so that students may share knowledge and have a chance to be involved, and become even more motivated to compete and acquire a foreign language inside and outside the classroom in order to increase their chances of success and develop their speaking skill and motivation. So, it is necessary to encourage teachers and students to have better contact with this technology, to reinforce, practice and increase knowledge in different areas.

1. Statement of the Problem

In the field of English language learning, there are many factors that have an effect on Algerian EFL learners' like low English language speaking proficiency. One of the most difficult problems of unsuccessful English instruction in Algeria is that learners lack particular vocabulary knowledge and the right intonation which can influence their speaking skill or pronunciation. There has been much debate over the use of computers and the internet in Foreign Language Teaching over the past few years. The techniques offered the activities and the degrees of application in the language teaching syllabus have undergone a number of serious changes alongside the evolution of technology. The computer itself has evolved from the status of "tutor" to the one of "tool".

The classroom spaces in most Algerian schools that teachers operate in were designed to reflect the traditional, transmissive style of curriculum delivery and lack the use of new technologies. What is important for them is that existing spaces must be adapted to accommodate new learning technologies because a "suitable" environment would be individualized and interactive and would lead to the mastery of the assigned task.

The current study could make a contribution by concentrating on the effects of the use of computers on the students' achievements and their attitudes regarding speaking. Here, the raised questions are:

Firstly, do computers have an impact on teaching and learning?

Secondly, will the integration of computers into classes have an impact on developing learners' speaking skill?

This research work about CALL was aimed to enlist the capacity and capability of computers in an effort to provide an interactive and variously configurable environment for instruction in and drill of such pre-proficiency tasks as memorization of assigned vocabulary, mastering the inflectional systems of various parts of speech, and presentation and drill of the fundamental principles of phonetics and sentence intonation. The programs are intended primarily to provide a suitable out-of-class environment in which pupils of all ability levels will be able to learn the information and processes required as preliminaries to productive classroom work.

Aim of the Research

This paper aims to investigate the extent of the impact of computers on teaching and learning English as a foreign language, with a particular emphasis on improving the quality of subject teaching and learning. Therefore, the main objective of this study is: To check out the Impact of Computers Assisted Language Learning on developing learners' speaking skill.

3. Research Questions

The following questions are the basic research questions:

1. How does the use of computers enhance the new method of teaching and learning instead of the traditional method?
2. Will the use of computers help learners develop their speaking or not?

4. Research Hypothesis

H01 If computers are used in EFL classrooms; learners' speaking skill will be developed.

5. Literature Review

We live nowadays in a high-speed, wired world, where digital technology is interwoven into the fabric of our lives and our society. It is part of our homes, our businesses and our schools. Tapscott (1999) asserts that we need to look at youth in relation to how best to use technology in education. He refers to youth as the Net Generation or N-Geners. While a plethora of studies has been conducted on the effects of ICT in education, the major policy and methodological problems have precluded an unambiguous answer to such questions as: «Does the way in which ICT is implemented have a major or minor impact on students' knowledge and understanding?.

A literature review of ICT and attainment by Cox and Abbott in 2004 showed that the most robust evidence of ICT use enhancing pupils' learning was from studies which focused on specific uses of ICT. Where the research aim has been to investigate the effects of ICT on attainment without clearly identifying the range and type of ICT use, then unclear results were obtained making it difficult to conclude any repeatable impact of a type of ICT use on pupils' learning. Also, missing from many previous research publications are methodologically robust studies that might be based on large and varied samples, that are conducted over several years and that provide unambiguous answers to the question whether or not ICT has made significant impacts on a wide variety of student learning outcomes (Cox and Marshall, 2007).

A paper of Reynolds, Treharne and Tripp (2003) relates to optimist and pessimist rhetoric on the use of computers for educational purposes. They conclude that a large body of optimist rhetoric, couched as research, supports the idea that Information and Communication Technology (ICT) raises standards of pupil achievement. The consensus among the optimists is that ICT can raise standards if it is used in very carefully designed ways. Teachers will need to ensure that different types of learning are clearly differentiated and carefully related to the proposed use of Information and Communication Technology (ICT). Only this fundamental change will ensure Information and Communication Technology (ICT) can fulfill its potential as a resource to make learning more intrinsically satisfying and meaningful.

Conversely on the other side we have pessimist rhetoric produced from a different perspective. One sector of pessimist rhetoric is opposed in principle to the use of any form of computer technology in schools. The pessimists link this to their perceptions of how society should develop, what should be its goals, its purpose, and its ethical underpinnings (Reynolds, Treharne and Tripp, 2003). A report by the Alliance for Childhood in the USA (Cordes and Miller, 2000) argues that parents and teachers are distracted from the provision of children's basic needs such as contact with other human beings and the natural world around them by pressure to introduce them to technology. They impose the adult mode of seated, intellectually orientated approaches, such as Internet research. It suggests that forcing this type of «sedentary» learning could be responsible for obesity, and that the solitary style of working with a computer will deprive children of the emotional contact they need with other people.

In the literature, while there are many definitions of Information and Communication Technology (ICT), it can be broadly defined as "technologies that facilitate, by electronic means, the acquisition, storage, processing, transmission, and disseminating of information in all forms including voice, text, data, graphics and video" (Michiels and Van Crowder, 2001). This definition mainly focuses on the importance of the intersection of information technology, information content and telecommunications in enabling new forms of knowledge production and interactivity. ICT allows many people to generate and disseminate information, thus playing an active role in the process of interaction between professionals, learners, policy makers, and peers. (qtd in. Michiels and Van Crowder, 2001). In the definition of the Information and Communication Technology (ICT) in education, four main elements can be taken into consideration; Information and Communication Technology (ICT) as an object that refers to learning about Information and Communication Technology (ICT),

an assisting tool, a medium for teaching and learning and finally a tool for organization and management in schools (Jager and Lokman, 1999).

The factors which are most effective in enabling and encouraging the uptake of ICT by teachers is a continuation of the work begun by Becta in a companion report, looking at the barriers that exist in schools which prevent teachers from making full use of ICT in their work (Becta, 2004). Much of the reviewed literature appears to be concerned with evaluating the introduction and use of ICT in schools in terms of the contribution it makes to ”student-centered‟ teaching and learning.

Information and Communication Technology (ICT) has very strong effect in education and it provides enormous tools for enhancing teaching and learning. There have been many studies that have highlighted the various ways that Information and Communication Technology (ICT) may support teaching and learning processes in a range of disciplinary fields such as the construction of new opportunities for interaction between students and knowledge; accessing information,…. etc. Information and Communication Technology (ICT) can have a useful effect on teaching and learning if it is used under right conditions including suitable sources, training and support. Information and Communication Technology (ICT) also offers the potential to meet the learning needs of individual students, to promote equal opportunity, to offer learning material, and also promote interdependence of learning among learners (qtd in.Michielsand Van Crowder, 2001). Speaking is perhaps the most fundamental of human skills that humans need to develop, and because we do it constantly, we do not often stop examining the processes involved. Yet having a simple conversation is anything but a simple process particularly if someone is speaking a new language. (van Lier , 1995).

6- Research Methodology

6-1 Method

The mode of inquiry used in this study is quantitative and qualitative which used an interview with pupils and two questionnaires for both teachers and pupils through which data will be collected. The teachers’ questionnaire will be intended for teachers at Alhammadia high school. It aims to investigate teachers’ opinions about using computers as a pedagogical strategy to develop the learners’ speaking skill. The pupils‟ questionnaire will be intended for first year pupils’ at high school to find out whether the learners give importance and value to the use of computers that take place in the classroom and whether it develops their speaking

skill or not. The analysis of the collected data aims to determin the interactive elements that will provide the basis for the development of the speaking skill.

6.2. Population and Sampling

The population of the present study will be first year pupils at Alhammadia high school. A sample of 40 pupils belonging to the literary stream will be chosen randomly out of a population of 90 pupils. In addition, a sample of 10 teachers will be chosen randomly from different high schools in Bordj Bou Arreridj.

6.3. Data Gathering Tools

To answer the research questions, we will use the following research tool

6.3.1. The Questionnaire

Two questionnaires will be used to collect responses from teachers and pupils. It is about the use of computers in EFL classrooms and its impact on developing learners' speaking skill. The questionnaire might be the only instrument that can serve as means of collecting a considerable amount of data with a minimum of time and efforts. It is not only easy to administer, but it also provides a general view of the investigated problem which is difficult to obtain by other means of investigation. Questionnaires allow the gathering of reliable and valid data, relatively in a short time.

The questionnaires will be administered to teachers from different high schools in Bordj Bou Arreridj and pupils at Alhammadia high school. It is concerned with teachers‟ background information, the use of technology, then the Use of Information and Communication Technology ICT in teaching speaking. Both open questions and closed ones will be included in the questionnaire so as to get as valid information as possible.

6.3.2. The Interview

A pupils' interview is a semi structured interview that has several advantages: First, it will be conducted individually to the first year pupils at the high school. Second, the interview allows for personal explanations of questions, in case any point(s) need(s) to be clarified. For the above reasons, the interview may be regarded as a more reliable instrument, especially when dealing with a small group of pupils. The pupils' interview is designed to provide the pupils attitudes towards English Course, their General Use of Technology, to know if the introduction of ICT produces positive impact on speaking. Finally, they are requested to give their own suggestions to enhance their learning of English at the high school

7. Significance of the Study

The study is significant in many ways. First of all, the study would provide empirical information about the level of knowledge of Information and Communication Technology (ICT) possessed by English language teachers as such level of knowledge would greatly determine the feasibility of revolutionizing English language instruction through the use of ICT facilities. Also, the study would provide information about the level of pupils for the use of ICT instruction in schools through the availability or non-availability of ICT facilities in schools.

The findings from the study would also be an eye-opener to the problem militating against the use of ICT in teaching and learning in general and English language instruction in particular. Finally, findings from the study would have implications for teacher educators in colleges of education in incorporating training in ICT-assisted strategy in teacher preparation program.

8. Structure of Dissertation

The present study consists of three chapters. This introductory chapter analyses the necessity of using computers inside classrooms. Then, it offers their consequences and advantages. Finally, an overview of the dissertation is presented. Chapter 1 reviews the relevant literature considered in this investigation. Firstly, it provides a theoretical framework for the notion of Information and Communication Technology as new tools in teaching and learning. Then, components of ICT and its kinds that are used in EFL classrooms were presented with the roles of a computer in a language class. Finally, the main advantages and objectives of using ICT in foreign language teaching and learning are listed at the end of the chapter. Secondly, chapter two gives the definition of speaking and its elements. In addition, the importance of improving speaking and its characteristics in EFL classrooms. Furthermore, Computers have an impact on developing learners' speaking skill. So, there should be a classroom organization design since they have an important role in education in the Future. At the end of the chapter consequences for teachers with students' role are presented. Chapter 3 describes the methodology employed in the investigation. It presents the research questions and provides a detailed account of the participants who have taken part in the study. Moreover, the data collection instruments employed, i.e. questionnaires and an interview are evaluated. It also presents the pilot study carried out prior to the main study as well as the changes introduced in the research instruments, based on this piloting. The chapter ends with the data analysis procedures. Lastly, the general conclusion summarizes the major

conclusions rendered from this research and their possible implications. It also presents some recommendations and suggestions for further research.

CHAPTER ONE

Information and Communication Technology as New Tools in Teaching and Learning

CHAPTER I: Information and Communication Technology as New Tools in Teaching and Learning

Introduction

Introduction

In this first chapter, we will discuss some of Information and Communication Technology (ICT) components and the kind of technology that is currently used in FL teaching and learning. The aim is to understand what is meant by ICT. In addition, we will show the roles and advantages of computers as a major component that might be used everywhere in schools. Finally, we will determine the objectives of using Information and Communication Technology in classrooms.

1.1. Definition of Information and Communication Technology (ICT)

The term ICT encompasses the range of hardware (desktop and portable computers, projection technology, calculators, data logging and digital recording equipment), software applications (generic software, multimedia resources) and information systems (Intranet, Internet) available in schools at the time of the research (Ruthven, Hennessy, Brindley, 2007, p.2). The term of Information and Communication Technologies (ICT's) is a plural term which is defined as the use of all the technologies that facilitate communication**.** ICT's are basically information handling tools and a varied set of goods, applications and services that are used to produce, store, process, record, distribute and exchange information (Anderson, 2010, p.13). They include the 'old' ICT as radio, television and telephone, and the 'new' ICT as computers, satellite, wireless technology and the Internet (Gairola *et al*, p.2). Information and Communication Technology (ICT) has had a major influence on the teaching and learning of languages, there are some controversies between theory and practice, especially using it for different areas of language study (Barret and Sharma, 2007).

Some disagreements cover areas such as the teaching of grammar, vocabulary, language skills and testing. However, the advantages of English learning on the Internet surpass its disadvantages. The Internet activities promote learner self-monitoring ability, strengthen and develop students' cooperation, encourage the use of multimedia and network technology, allow to employ weblogs and wikis for online publishing, foster participation in different thematic discussion groups and chat rooms and communication with foreign pen-pals via e-mail as well as employ other interactive tasks such as podcasting (Zhong, 2008).

As a conclusion, using ICT in language teaching is a new tool used in learning. It provides the teacher and the language learner with multimedia resources, such as texts, graphics, sound, animation and video linked together. It also offers an authentic learning environment. In addition, it combines listening with seeing and skills can easily be integrated

in the teaching and learning process (reading, writing, speaking, and listening) (Padurean and Margan, 2009, p.98)**.**

1.2. Components of Information and Communication Technology

Nowadays the information is abundant because it comes through different sources. In the late 1970s, people used to speak about computers in education. With computers came printers, floppy disk drives, scanners and the first digital cameras (Anderson, 2010, p.12). After that, they began to use the term IT, or Information Technology, to describe computers and these various peripheral devices. Then, the internet arrived together with computer networks, the World Wide Web, email and search engines. A new term entered the language – ICT. The term ICT, short for Information and Communication Technologies, embraces the many technologies that enable us to receive information and communicate or exchange information with others (Andersdon, 1984, p.4). Some of these technologies are:

1.2.1. Computers

The computer is a universal information processor. In theory, any kind of information processing can be done on any computer but, in reality, this is not true because any specific task requires too much time for any specific computer, but there are some computers which may have small memory (Renié and Chanier, 1995, p.8). Many studies found that both computers and other existing technologies process information in the form of electric signals and in the form of air or liquid streams (Semenov, 2005, p.38).

Australia is a country that established a national ICT plan soon after the introduction of computers. As early as 1983, a Commonwealth Schools Commission was established, which recommended that schools should provide all students (2-12years) with at least 30 minutes hands-on experience with computers per week as part of what it calls a digital education revolution (UNESCO,2002). Besides, every school should have at least one teacher with sufficient computer competence to advise other teachers. Another recommendation was that professional development of teachers, particularly of women and of non-mathematics and non-science teachers, should be accorded high priority (Anderson, 1984).

What is widely observed is that teachers may do things on computers with their students (such as word processing or using other software) in isolation from what is being studied in class. ICT may serve as a management tool to teachers, facilitating the registration of pupil's achievements (by means of pupil monitoring systems, spreadsheets or databases).

With computers, teachers work with word processors, scanners and color printers enable teachers to produce work sheets that match professional standards a lot better than cutting and copying does. Word processors also enable them to construct tests that may easily be reproduced, altered or rearranged (Smeets et al, 1999, p.100).

Summing up, computers may, initially, be seen as a reward for fast finishers in classroom activities, and much initial use it for playing games on the computer. Learners, in their turn, will become more and more involved in mutually supporting, intellectually and emotionally rewarding teamwork for exploration, research, designing, testing and implementing their discoveries, inventions, and solutions, while seeing the teacher as a partner and a competent master of the craft (UNESCO, 2005, p.119). However, the opportunity to apply Information and Communication Technology (ICT) in all the Algerian schools is often limited only by a lack of ready access to ICT facilities and resources.

1.2.1.1. Computers and the Internet

Nowadays hundreds of millions of people in every country of the world use computers and the Internet. The popular way to communicate over the Internet is to post information (usually text or pictures) to a personal or business homepage, or website. Also, there are Emails that move so quickly in few seconds from any sender to any receiver that they allow for an exchange of information online. This mode of communication is called chat (Semenov, 2005, p.60).

Developers of the Internet thought similarly that having electronic post offices functioning automatically in many places would cut the costs of individual communications radically. Like with ordinary mail, one can move bulk mail between two major post offices in two cities as well as deliver individual letters locally (Fox *et.al*, 1995, p.6). In the computer world, this is called email which was the starting point of the Internet. Several important features contribute to making the Internet the most democratic information medium today. Besides sending and receiving electronic mail, Internet provides an opportunity to place an information object on a computer, give it an address, and makes it available to a range of users who are also connected to the Internet (Anderson, 2005, p.59).

As a conclusion, the Internet today is the source of human information. Over the last decade, it has grown exponentially in numbers of participants and in the amount of information available. Reports on the internet appear more quickly. However, the findings from research are usually more cautious or may even contradict the initial reporting. One published study (Kramaski and Feldman, 2000) indicates that the internet is often heralded as

a valuable teaching resource. Although the use of web pages may help motivate learners; the approach is less effective than traditional instruction at improving reading comprehension and pupils' use of learning strategies. Similarly the eager adoption of Integrated Learning Systems has been tempered by more conservative research findings (Wood, 1998). Caution is therefore indicated in interpreting preliminary findings on new or emerging technologies such as the use of interactive whiteboards, mediated learning environments and e-learning.

1.2.2. Cameras

The only supportive organization of great benefit with regard to supporting Information and Communication Technology (ICT) in schools is to use digital cameras. Digital cameras were likely to be limited to class demonstrations or to be used by one group at a time. They are available that can transfer pictures quickly and easily to a computer. Some will save photos directly onto a floppy disc. Furthermore, video and photographs will allow pupils to revisit work for fuller comprehension, and a resource bank can be built up for use with new pupils (Smeets *et.al,* 1999, p.125).

Cameras store or transmit visual images. There are two kinds of cameras: Firstly, the **photographic camera** stores a still image on photographic film for further chemical development. Secondly, the **digital camera** places images onto a film in the computer's memory, or in the memory of the camera for transmission to a computer for storage or direct printing afterwards. In addition, an interesting application of digital cameras is the projection of a small image (such as a bug, for instance) onto a large screen. Nowadays, digital cameras can store video images also (*ibid*).

1.2.3. Scanners

Scanners are like copying machines, but are smaller and usually work more slowly. Instead of producing a paper copy of an image, a scanner transmits an image in digital form to a connected computer. These are great to support presentation work and for scanning in written work for use on the Internet (Barton, 2004, p.16). Scanners can be used to transform information from a paper source – a text, an image from a book, a drawing, or a photograph into a digital image.

Additional devices can be used for scanning 35mm slides. There are also handheld pen size scanners that you can move over a line of text or a bar code for input or storage inside the scanner. Special 3D (three dimensional) scanners can produce scanned images viewable from different angles (Semenov, 2005, p.48). To sum up, scanners can produce scanned Pictures of

experiments that can be taken and incorporated into experiments or presentations within minutes. This gives pupils direct visual access to experiments to review purposes and makes presentations highly entertaining.

1.2.4. Microphones

The major information channel for the lecture is the aural one. Special designs of the auditorium which can be contributed to a lecture are Microphones that can improve loudness and even acoustic quality of human speech.

Microphones transform sounds into electric signals for storage or transmission.

There are different types of microphones and different ways to work with them:

• A microphone can be fixed in a stand in front of a speaker who is standing or sitting.

• Speakers can hold a microphone in their hand.

• A lightweight microphone can be attached to a speaker's clothes.

Information converted by a microphone into electrical signals can be transmitted via a wired or wireless channel to other devices (*Ibid*).

As a conclusion, we can say that using a microphone requires proper positioning that is not too far so you cannot be heard, and not so close that your voice is distorted. Students can also use microphones while asking questions. One of the important issues is to place loudspeakers in a way that students get the impression the sound is coming from the lecturer to amplify mutually two different channels of information, not to confuse them.

1.2.6 Projectors

Projectors are electronic-optical devices, emitting a strong beam of light to cast the computer monitor images onto a large screen. Projection flourished in the cinema era and its beginning traces back to the centuries-old Laterna Magica and Shadow Theatre (Wikipedia, 2006). Computer images can be projected onto screen. Pre-electronic projectors used transparent film with an image to be projected. In addition, the 35mm film can be used in a roll as in diaprojectors (almost non-existent today), or cut into slides for use in slide projectors (*ibid*). Today, all slides or screens, information objects to be projected, can be made on computer or be input to a computer and presented on computer screen. Special software used for projection of screen images, constructing, and organizing them is called presentation software. Here one of the popular software products is Microsoft' PowerPoint.

To conclude, Projector technology has developed affordable solutions that are available now in many schools. A computer presentation or video image can be brought to any

classroom using a portable screen, a portable projector, and a computer. In addition, one of the important trends for monitors and projectors is standardization of the digital interface between computer and the device. The DVI (Digital Video Interface) standard describes the digital interaction between monitor and computer.

1.3. Kinds of ICT Used in EFL Classrooms

There are specific ICTs that are currently used in foreign language teaching and learning.

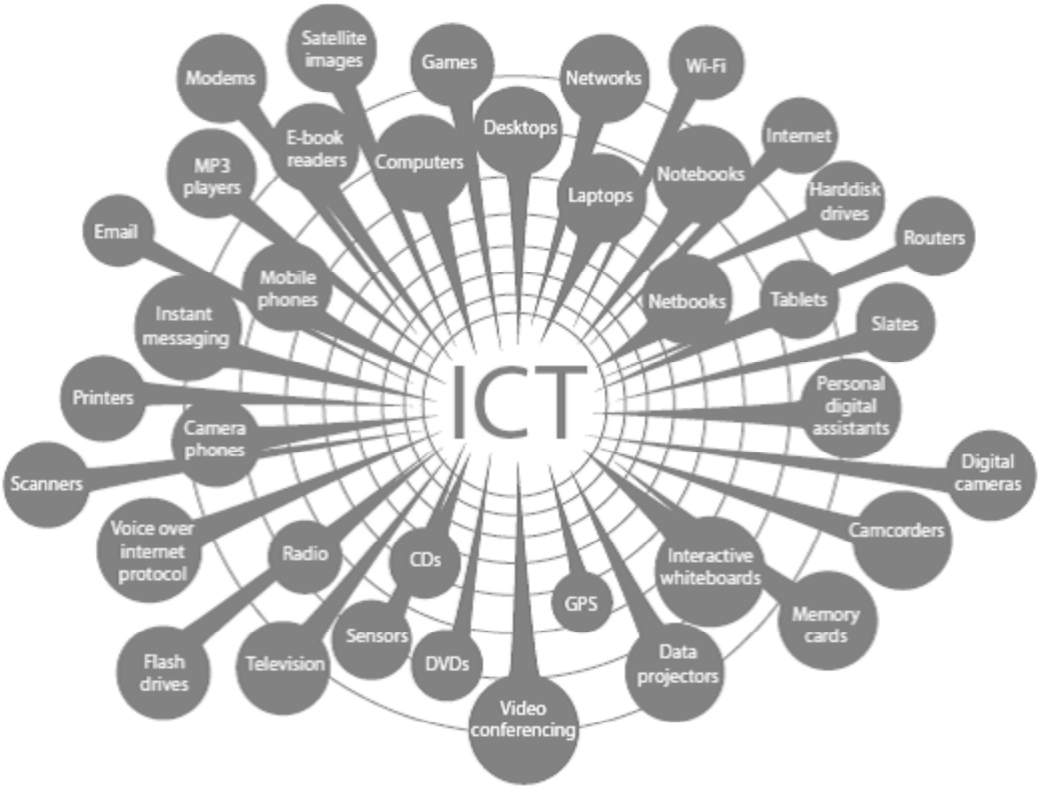


Figure 1.1: **Types of information and communication technology (ICT)** (Anderson, 2010, p.4).

Most people today watch about three to five hours of television a day. Defenders/ Proponents call TV a window on the world, a magic carpet of discovery. They claim that it widens both knowledge and understanding, as it encourages a new way of thinking, with interlocking hopes, needs and problems"(Beckert,1992, p.7). TV programs may be used as warming-up activities, pre-activities for the coming issue and to update the information in the textbooks. Documentaries are also educational. They have opened valuable windows for students. Through them students can learn about languages, cultures, science, etc. Some of

these documentaries, if carefully selected may be used successfully in the classrooms and be a part of the curriculum. They may help students to better understand the subject.

In addition, teachers should encourage their students to see as many films as possible outside the classroom or as parts in the classroom. They should try to make the activity of film-watching an active rather than a passive one. This can be done in a various ways as setting questions about the film, promoting discussions in small groups, asking the students to comment on various things, inviting criticism, etc. They may also stop the film from time to time and ask the students what has happened so far or guess what might happen next. Another way might be turning the sound down and asking the students to imagine or make up dialogues. Furthermore, movies can help students understand the language easily by seeing the expressions written, then matching them with pictures and voice (Tafani, p.8).
"The eye is more powerful than the ear" as stated by Sherman (2003, p.62).

The Internet is nowadays considered to be the greatest innovation in Information Technology. The number of internet users increases dramatically every day. The benefits and uses of the Internet for education are growing with every passing day. The Internet can make education more attainable by more people. It can promote improved and new types of learning. Today schools and universities are spending a lot of money for technology. Nowadays you can hear everywhere "the Age of Internet".

The Internet helps students and teachers to compare and classify information, to induce and deduce ideas, to analyze errors, to abstract concepts, to analyze perspectives, to gather information, to work in teams, etc. The Internet is an excellent tool for locating the latest news not yet published. Information on the Internet has three characteristics that distinguish it from traditional classroom materials such as books, supplementary readings, videos and films. Tafani mentions that the information on the Internet is extensive, dynamic and readily accessible and there are several uses of the internet like:

- **Google** is one of several web search engines or web tools for searching for information on the internet by entering keywords. A web search using a search engine results in what are commonly called hits. Short for electronic mail, email is the exchange of messages between users on computers linked to the internet. Users need not be connected to the internet at the same time. Messages are usually text but may also comprise graphic, audio, and video files.

- **Wikipedia** is an internet-based encyclopedia that is written collaboratively by contributors around the world. It comes in many languages and is free to access.
- **Skype** is a Voice over Internet Protocol (VoIP) computer application that allows users to make free telephone calls to other Skype users over the internet. If a digital camera or webcam is attached to each computer, individuals can see one another.
- **Facebook** is a free social networking service on the internet that enables users to post personal profiles of them, add names of friends, send them messages about themselves and exchange photos.
- **Twitter** is another free social networking service on the internet that enables users to send and read messages known as tweets. Tweets, limited in length to 140 characters, are sent to those who subscribe to particular users, called followers (p.11).

As a conclusion, the internet facilitates students learning, understanding the lesson and consolidating it by doing online activities. In addition, learners can find online courses that can help students gain time especially when they do not attend courses if they have social problems.

Audio and Video Devices

The use of audio and video devices with student teachers is crucial also in giving feedback and training, in Reflective Teaching, in analyzing and synthesizing, in tracking students' progress over time, in editing certain options, in testing, and in peer coaching, etc.

In addition, audio devices continue to be the most popular and most widely used devices appropriated by modern language teachers like CDs, Web and audiocassette recorders. Furthermore, Videos are found in DVD, cassette, Web, laserdisc, and camera. For the audio, a CD-ROM can provide speech and sound effects, which can sometimes help in teaching an idea or a concept as it can attract and motivate learners. The use of moving images linked to sound provides learners with exposure to all important elements of spoken communication like gestures, pronunciation and intonation (Barton, 2004, p.102). All of them are fixed in natural and cultural contexts.

Thanks to modern technology, scenes can be located, isolated and replayed at random. In a website like" you tube" we can find videos that explain how to exploit film / video sequences meaningfully. Different forms of visual support can now be offered such as optional sub-titles in the mother tongue or target language to assist understanding and facilitate access to the language.

Computers

With the introduction of the multimedia computer, the learner and teacher have at their disposal an instrument which can combine all the advantages of the above mentioned media in an easily accessible form. The computer may be used as a **local machine** (stand-alone) or within a network.

In order to achieve the above objective, the government had taken several steps. Many teachers have been trained over the recent years in how to use computers to teach English as well as other subjects for instance Mathematics and Science (Ya'acob, Mohd Nor Azman, 2005). Microcomputers have further improved the human-machine interaction in computer program. Computer programming is now an example of highly interactive computing. It is also an excellent example of a situated learning environment.

To conclude, ICT is now part of the content of each discipline for teachers who teach or are preparing to teach. It is an aid to teaching and an aid to assessment in any discipline. ICT tends to be an added classroom management burden, whether computers are located in teachers' classroom or they take their students to a computer lab. Computers are a useful aid to communication with parents, fellow educators, and students. ICT provides a number of aids to learning, both for teachers and for their students. In brief summary, ICT is now a significant component of many different aspects of one's expertise as a teacher (Moursand, 2005, p.36).

1.4. The Roles of a Computer in a Language Class

New information technologies such as computers and electronic networks are now being used in all facets of teaching the English language arts. These wide-ranging applications raise the question: "What role should these technologies play in teaching and learning?"

It is claimed that in a language classroom the computer may be considered as: a teacher because it teaches students a new language, a tester - it tests students on the already learned structures, a tool – it assists students to do certain tasks, a data source – it provides students with the information they need to solve different tasks, and communication facilitator – it allows students to communicate with others (Padurean, p.99). Here are the computer roles in a language class in details.

1.4.1. The Computer as a Teacher

It is claimed by some reluctant teachers in the early years of Computer Assisted Language Learning (CALL) in schools that after a few years teachers would no longer be needed in schools, their role being taken over by computers. It is not the case, as we can very well see, Computerized teaching which means computer as a teacher uses multimedia CD ROMS. In such programs, students can listen to recordings, watch videos, speak into the microphone, record their progress or learn words by clicking on pictures and hearing their pronunciation. An alternative to CD ROMS is the World Wide Web. Students can practice all their skills there and it is more useful for the teacher than the CD ROM because teachers can intervene with their own ideas or materials (Moursund, 2005, p.11).

1.4.2. The Computer as a Tester

Students can practice their knowledge of a specific language using different Internet websites. These sites have a problem due to the fact that the practice programs are very limited in terms of practice materials. Basically, the practice material refers to multiple choice exercises, dual choice exercises, true or false. The only answer the computer can give is Right or Wrong (Padurean and Margan, 2009, p.98). Despite these limitations computer grammar or vocabulary practice is enjoyed by students because the latter feel like playing and get the feedback without fearing the teacher's criticism. They can also work in groups, sitting at the same computer and discussing the answers (Padurean and Margan, 2009, p.99).

As a conclusion, we can say that correction is one aspect in which computers if compared with teachers are much more versatile. They can correct students´ errors immediately and as many times as they want. However, computers´ main disadvantage is that they may not be able to analyse the specific reason for a student´s error or suggest how he could improve his performance.

1.4.3. The Computer as a Tool

It is true that computers are seen as tools because they provide tools for acquiring a foreign language. The large number of web-sites, pictures, projects, exercises, audio and video materials is all tools in the teaching and learning process (Moursund, 2005, p.16). Rieber and Welliver define educational technology as a process involving, "a systematic approach to identifying instructional problems and then designing, developing, implementing, and evaluating instructional solutions". They argue that the full potential of educational technology must be viewed more as a process rather than just the implementation of educational tools" (Rieber and Welliver, 1989, p.22)

To sum up, the amount of information in the world is growing at an increasing rate. For teachers and students this means that firstly, there is more to know and secondly, it is important to be able to sift through information efficiently. Computer systems provide tools for collecting information, organizing information, processing information and communicating information. Students and teachers now have to learn to use the tools effectively because there are diverse skills and technologies to adjust to and new attitudes to form (C. Paul, 2002, p.37).

1.4.4. The Computer as a Data Source

We all know that due to computers and the Internet we can access almost any information we need. Little should be said about the role of computers as information providers. A particular aspect that we want to highlight is random Internet navigation. It refers to students surfing the web with no particular aim this particular aspect that we want to highlight is random Internet navigation. That is why teachers should offer students a number of useful websites and guide them in such a way as to find out information as soon as possible and solve their tasks (Padurean and Margan, 2009, p.99).

There are a number of reasons for exposing students to using computers to access and present information in schools. First and foremost there is a need to respond to a mass of information. To some extent there is a social role in putting students in touch with other people and their ideas. Also, the efficiency of bringing information to students and teachers provides an economic rationale because the internet will offer the most cost effective solution to information needs. In addition, Information and Communication Technology (ICT) does not only concern gaining access to information but also involves using computer systems to process and interpret the information, to make meaning and present information (Dr. C. Paul, 2002, p.14).

Accessing information is the main use of ICTs in education. While ICTs, and the Internet in particular, provide access to a world of educational resources, those resources are rarely in a format that makes them easily accessible and relevant to most teachers and learners in developing countries. Simply importing educational content through ICTs is fraught with difficulties, as well as questions of relevance to local needs (Wikipedia, 2011).

1.4.5. The Computer as Communication Facilitator

Computers can be considered as a tool of communication facilitator when teachers can set up discussion forums and use them to communicate with their students. Or students can exchange didactic e-mails, discussing a topic presented in the classroom or any other topic of interest. Nowadays the Internet is the principal medium by which students can communicate with others. This can be done by e-mail, by chatting, or by participating in discussion forums.

The Internet activities promote learner self-monitoring ability, strengthen and develop students' cooperation, encourage the use of multimedia and network technology, allow to employ weblogs and wikis for online publishing, foster participation in different thematic discussion groups and chat rooms and communication with foreign pen-pals via e-mail as well as employ other interactive a tasks such as podcasting (Zhong, 2008, p.1).

Summing up, the role of the computer within the learning environment concerns the way in which it is used in the teaching and learning processes. The computer may assist the teacher in instructing, instruct students, aid student learning or be a tool to complete tasks.

1.5. Information and Communication Technology in Schools

Department for Education and Skills (DfES) (2003, p.18) highlights the way in which the United Kingdom Government is attempting to overcome this obstacle to increase the use of ICT in schools. The current strategy is termed 'e-confidence' and has "high levels of staff competence and confidence" as a key objective.

Semenov (2005, p.175) claims that ICT become more pervasive, computer-based equipment will be integrated into seven places in schools.

In most schools, the library has for centuries been a place of less restricted, more individual, and more open work than a classroom. It has been the heart of our modern information civilization. School libraries have begun to accommodate, not only books, magazines, newspapers, art creations, but also transparent media for projection, Audio-cassettes, 16mm movies, then videos and CDs, and now, DVDs (Semenov, 2005,p.175) .The natural expansion of the library's function is to provide ICT technology as well, including resources like high-speed Internet connection, satellite TV, collection of CDs and DVDs, plus a limited amount of paper for printing, and removable computer storage such as disks and flash cards .

The central location of computers may be part of a learning resource center like library where areas are set aside for whole class or one-to-one implementations which require a large number of workstations (Eadie, 2000). Other areas may be set aside for complementary purposes such as for group work, non-computer activities and individual computer work. This

arrangement affords the teacher greater flexibility in implementing applications and a support person may be allocated to a center to manage the computer systems Eadie (2000, p.44).

Any discussion about the use of computer systems in schools is built upon an understanding of the link between schools, learning and computer technology. When the potential use of computers in schools was first mooted, the predominant conception was that students would be 'taught' by computers (Mevarech and Light, 1992, p.4). In a sense it was considered that the computer would 'take over' the teacher's job in much the same way as a robot computer may take over a welder's job. Collis refers to this as "a rather grim image" where "a small child sits alone with a computer" (Coller, 1989, p.11).

Teachers use multimedia projectors in a lecture, which means they also need: Firstly, a computer as the source of video and audio signals. Secondly, an extension cords to plug into the power line (assuming there is a socket in the class). Thirdly, a screen to project on (projecting on a wall can be poor quality; on a whiteboard, it can be even worse).Fourthly, a table to place a projector on. Fifthly, curtains on windows because sunlight interferes with projected images; and finally cables because most projectors today need sophisticated cables to provide an image both for the projector and for the monitor teachers are looking at so that they can stand or sit facing the class (Semenov, 2005, p.176).

Finally, teachers should create space in the classroom for computers and peripherals such as a printer, network connection, and large monitor initiates a rethinking process by the teacher, leading to re-evaluating how classroom activities and learning experiences work best.

Another useful ICT installation in schools is the language lab. This has many of the features of the language lab that was popular before the computer era. Teachers use an audio source – a loudspeaker powered by a compact disk or magnetic tape player. Then, they can distribute headphones and microphones for their students because it gives individual audio and, then, video feeds to all students. Microphones are provided for students' feedback and recording, which can be monitored and checked by the teacher and individual learners (Patru, 2005, p.177).

As a conclusion, the computer can integrate all types of information and communication Technology. Also, it immerses students into virtual reality of another country and language. In addition, a computer can recognize and supervise human speech in the learning process to a certain extent as it visualizes for teachers the stage of progress of all students.

The computerized classroom provides effective support for written and oral communication, and so it is desirable to have enough ICT for any language arts lesson. The typical problem here is the small number of computers per classroom. In fact, this is perhaps the major reason to look for portable computers with limited power.

ICT in the teachers' room is an efficient way to support the information culture in schools and to invite more teachers to participate. A teacher's workstation – a computerized system with a word processor, graphics editor, scanner, camera, modem, and printer – allows teachers to save time and to increase productivity in such activities. Firstly, like preparing and updating daily lesson plans. Secondly, like making hard copy visualizations and handouts for classes, as well as individualized educational plans for slower students and students with disabilities or with special problems. Finally, like compiling a data bank of exam questions. Thus, providing the teachers' room with ICT helps them save time and improve the overall efficiency of the delivery of education in schools and institutions.

In the future, more learning will occur outside school buildings. Creating virtual classrooms where students can log in and find course notes, resources, worksheets and teaching tips, enables students who are home-bound, out of school for sport or cultural activities, or on fieldtrips, to maintain contact with their coursework and teachers (Khvilon and Berenfeld, 2005, p.182) .

Some Algerian universities and schools are pursuing this method of creating a virtual school, that is, an online community of students, staff and parents with Internet access at home or work. This networked community tears down classroom walls and enables teachers to utilize home computers to extend the school's capabilities. Online communications are possible and students can work on projects from school or home. Students who are ill, or absent for other reasons, can maintain contact.

As a conclusion, virtual classrooms and virtual schools can be shared by different real world schools and supported from the outside. Today, we can find many virtual classrooms on the Internet. This concept of the virtual classroom leads us to the modern Information and Communication Technology (ICT) interpretation of the idea and the term "open learning".

1.6. Advantages of ICT in foreign language teaching and learning

Morgan and Tidmarsh described the advantages of using ICT as a tool to increase the breadth and speed of learning, increasing the efficiency of both teacher and students. ICT was

used to gather, analyze and present information and the teacher described her use as: “great for cutting down time where you want to analyze information” (Morgan and Tidmarsh, 2004, p.15). The advantages of ICT usage in Foreign Language Teaching can be grouped as:

Novelty and creativity: Teaching with ICT is not like teaching with textbooks where all classes presenting a certain topic are the same. However, in teaching with ICT, a teacher can use different materials for each lesson (Higgins, p.14). ICT is making teaching and learning increasingly easy for teachers and students to have access to a broader range of materials that they can use in the classroom. The simplest example is the copying machine, which allows teachers to make copies of articles, charts, or printed instructional materials from outside sources and to distribute these among students. Supplementary computer tools such as scanners or digital cameras allow teachers to bring in outside sources, enter them into a computer, and customize assignments. For example, teachers can bring a timely article from the morning newspaper into class, scan it in minutes, and have their students work on rewriting, editing, or adding other research material to the story on the same day. Encyclopedias, art collections, atlases, and other reference books in a less expensive, and less space-consuming electronic format will be of everyday use in classrooms.

Feedback: Feedback is possible in the form of written notes sent by students. Computers provide a fast feedback to students` answers through error correction. It not only spots the mistake but also corrects it, sometimes even giving the appropriate advice (Higgins, p.10). Modern electronic digital media such as the digital lecture-textbook can thus be organized to display different levels of material. It can contain references or links to other related material whereas the lecturer has to point to the blackboard. The digital video textbook can also provide links to another part of the course, or indeed to any piece of information available in the school library.

Capacity to Control Presentation: This capacity marks the difference between computers and books. Books have a fixed presentation, unlike computers, which can combine visual with listening materials, text with graphics and pictures (Martí, p.58). For the teacher, the digitized lecture has other advantages. First of all, the lecture can be transmitted to many places at once. The teacher can also show on screen the face of a student who has asked a relevant question. Other students asking questions that might be anticipated can receive standard answers generated by assistants or automatically.

Adaptability: Computer programs can be adapted by teachers to suit their students` needs and level of language knowledge. Unlike books, which are produced in a single uniform format and need to be taught irrespectively of students` problems, computer programs are more

learner- friendly (Padurean and Margan, 2009, p.100). In many Algerian schools, students can browse interactively or conduct electronic searches in CD-ROM databases, encyclopedias, or other reference work. Thus, the new technologies allow access to a broader range of instructional resources. They also offer students the opportunity to learn how to use electronic tools to access information and develop research skills in solving problems.

Many studies also assert that ICT provides positive impact on learning and teaching in general and teaching and learning of English in particular. Anderson claims that ICT creates new teaching and learning environment. In creating this new teaching and learning environment, ICT offer numerous advantages and provide opportunities to facilitate learning. Especially, for young learners who have different learning styles and abilities, including slow learners, and to make learning more effective, involving more senses in a multimedia context. He adds that ICT also provides a broader international context for approaching problems as well as being more sensitive response to local needs (Anderson, 2010, p.5)

The Impact of ICT on Learning and Teaching has positive aspects of using ICT within English as followed:

- "The results of students' work can be seen immediately, which can stimulate and raise levels of motivation;
- Students are more likely to engage in redrafting, amending and improving written work more readily due to the simplicity of this task when using ICT;
- The quality of presentation can be extremely high, which develops a sense of pride in students' work.
- Depending on the number of computers/digital cameras, students often work collaboratively which encourages students to share and discuss ideas, making the task more enjoyable and often raising the level of achievement. This is particularly the case when groups contain students of differing abilities, with the achievement of weaker students being raised by their peers. Of course, it is important to ensure that both/all students participate fully in group work and that no one student does the majority of the work" (Newhouse, 2002, p.51).

In summary, it is obvious that ICT enables teachers and students to construct rich multisensory, interactive environments with almost unlimited teaching and learning potential because ICT supports access to online resources that use a powerful combination of video, text and graphics, prepared by specialists in a centralized facility and delivered to individuals or groups by technology; moreover, it helps the teacher to teach a whole class or part of a class, assisted by technology as appropriate for all

students to learn the same way or to choose ways that suit their individual learning styles. It also allows students to move independently between learning areas as necessary in large screen video display projector (Scrimshaw, 2004, p.9).

1.7. Objectives of Using Information and Communication Technology

After having described some components of ICT used in teaching and their advantages, it is important to discuss how ICT can and is used effectively for teaching and learning. There is a considerable amount of research describing how ICT is being used very effectively in schools. Becker (2001, p20) conducted a study of over 4000 teachers in the USA, from his results; he suggested the objectives of using ICT in lessons. He said that ICT helps in getting information and ideas. Also, it helps in expressing self in writing and mastering subject skills just taught. Furthermore, it is the best way for learning computer skills and analyzing information." Cox et al (2003) also lists a series of benefits of using ICT in lessons. They say that ICT increases commitment to learning tasks as it enhances enjoyment and interest in learning. In addition, it enhances sense of achievement in learning and pride in the work. Furthermore, it may increase self-directed learning and independence. Finally, it enhances self-esteem leading to expectations of achieving goals" (Moore, 2005, p.10).

DfES (2003, p.29) sets out the objectives for effective use of ICT in teaching and learning. Firstly, it is good for broadening horizons with more opportunities for creative expression. Secondly, it makes teachers feel flexible to study where, when and how to meet individual needs and preferences. Thirdly, it increases motivation through learning that stimulates and stretches wider access to learning, participation, and sensible choices about when, when not and how to use new technology to enhance, enrich and extend learning." (qtd in Moore, p. 9). As a conclusion, ICT can make a significant contribution to teaching and learning across all subjects and ages. It can engage and motivate children and young people and meet individual learning needs.

CONCLUSION

In this chapter, we have tried to present the different components of ICT used in EFL classrooms. We can say that ICT tools have great advantages that can support learning and teaching strategies. In addition, they differ from one component to another and according to its uses. ICT is undeniably instrumental in promoting teaching and research activities in education, as well as higher education in Algeria. IT could also promote resource sharing and

therefore improve efficiency and productivity while at the same time open up access to global resource of knowledge and information. This chapter reveals that though computers and internet are the main indicators of ICT, but its use in Algerian Institutions is very limited. The multimedia projector, the scanner, and printer are not available for teachers and students for teaching and learning purposes. Without good ICT infrastructure, teachers do not teach efficiently and effectively and students do not improve their skills and attainments from the classroom practices.

Along with that, all the Algerian classrooms and labs should be well equipped with the latest teaching aids. Computers must be established to improve data communication, result processing, admission and registration of the students. Also, training programs on ICT should be more specific to particular needs and should fit students' course and subject specific needs.

CHAPTER TWO

The Impact of Information and Communication Technology on Learners' Speaking Skill

Chapter Two: The Impact of Information and Communication Technology on Learners' Speaking

Introduction

Teaching English as a foreign language (TEFL) requires learners' exposure to reading, speaking, writing and listening. As far as speaking is concerned, it is regarded as the major skill to be developed because it is necessary for displaying the language proficiency. When learners put in situations where communication in English is needed, the emphasis is mainly on speaking. In this chapter light will be shed on teaching speaking, its elements, and its importance. In addition, we will discuss the positive impact of computers on developing learners' speaking in general. Moreover, we will present how speaking has been taught to EFL learners using ICT following three approaches like the audio lingual approach, the communicative approach, and the constructivist approach. Finally, we will discuss the impact of using ICT tools on motivating learners' to speak from different aspects like sharing knowledge in a collaborative learning and producing a higher quality output.

2.1 Speaking

Speaking is a basic skill that Language Learners should master with the other language skills. It is defined as a complex process of sending and receiving messages through the use of verbal expressions, but it also involves nonverbal symbols such as gestures and facial expressions (Hedge, 2000, p. 261). It is also "a skill by which people are judged while first impressions are being formed." That is to say speaking is an important skill which deserves more attention in both first and second language because it reflects people's thoughts and personalities (*ibid*).

Luoma (2004, p.1) argues that "speaking in a foreign language is very difficult and competence in speaking takes a long time to develop". The skill of speaking is quite different from writing in its typical grammatical, lexical and discourse patterns. Moreover, some of the processing skills needed in speaking differ from the ones involved in reading and writing. As a conclusion, second and foreign language speaking differs from first language speaking in terms of the lack of grammar and vocabulary knowledge of learners, i.e., the process of building utterances accurately and retrieving words does not yet become automatic in second language speaking (Thornbury, 2005).

2.2. Elements of Speaking

According to McDonough and Shaw (1993), speaking is a linguistic knowledge that creates an oral message for communication and self-expression. Bygate (1987) points out that speaking includes two types of skills: lower level motor skills to do with pronunciation and

the production of speech, the decisions and strategies used in communicating ideas and information to do with choice of words. Arnold (2003, p.2) identifies other types of speaking. Firstly test-speak, when teachers use questions to concentrate on grammar, and correct errors but do not give learners opportunities to speak for them. Secondly, talk-to speaking, when teachers speak constantly to explain grammar and vocabulary but do not give learners opportunities to participate. In addition, she suggests that teachers should use talking with and real-speak to develop interactive speaking skills. She emphasizes real speaking for expressing learners' ideas and practicing structures in personalized contexts and suggests that this is essential for spoken fluency. She notes, however, that all this depends on the learners' willingness (i.e. their motivation) to participate; they may withdraw and refuse to speak. Consequently, learners' interest in speaking materials and activities is very important for developing their fluency (Arnold, 2003, p.03).

Howarth (2006) discusses the problems facing teachers trying to increase oral interaction among learners. The first one is learner resistance: learners in monolingual classes may feel that group work and pair work are not authentic and that it is unnatural to speak a language with partners who speak the same L1. A second problem is self-consciousness, when learners feel nervous and embarrassed when asked to speak English. Next, Howarth (*ibid*) points out the associated risks of noise, bad behavior and the use of the mother tongue. Howarth identifies two further factors that apply to his classroom: firstly, lack of motivation, so if the learners do not want to interact, they will not; secondly, insufficient language, so if the learners do not have enough English language, it will be difficult for them to interact (*ibid*). Harmer (2001) mentions these elements which refer to the language features that learners should have knowledge about language features, mental and social processing**.**

2.2.1. Language Features

As we all know that producing accurate speech in a second language is demanding because there is a limited time to plan and edit speech during conversations. However, some attention to accuracy is needed in order to communicate effectively (Florez, 1998, p.9).

There are important features to produce effective speaking. Firstly, producing a connected speech requires from the speaker of English to produce more connected sounds not only separated phonemes. These sounds may be modified, omitted, added or weakened in the connected speech. Secondly, expressive devices when English native speakers use effectively the phonological rules which refer to the pitch, stress, volume, speed with the use of nonverbal means (O'Mlley and Pierce, 1996, p.59). These devices help them to convey their

intended meaning. Then, students need to have this ability of employing such devices if they want to be effective communicators. Thirdly, lexis and grammar: when learners produce some language functions, they often use the same lexical structures. The teacher's role then, is to provide them with different phrases which carry different functions so that they can use them in the different stages of communication with others. Finally, negotiation language because learners benefit a lot from the use of negotiation language; they often ask for clarification when they are listening to others' talk (*ibid*).

As a conclusion, teachers have to provide students with the necessary expressions they need when they ask for clarification from other speakers. Besides, learners need to well perform their utterances if they seek to be understood and clear especially when they can see that the other interlocutors did not understand them (Harmer, 2001).

2.2.2. Mental/ Social Processing

In discussing current second-language acquisition research, Swain states that generating output (i.e., speaking or writing) "pushes learners to process language more deeply with more mental effort than does input" via listening and reading (Swain, 2000, p. 99). In addition, it is through interaction that learners confront the gaps in their knowledge and skills. As Florez notes, "Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary, but also that they understand when, why, and in what ways to produce language" (Florez, 1999, p. 1,2). The necessary processing skills of speaking are the following: Harmer (2001)

> ●Language processing: this refers to the ability of the learners/ speakers to process the language in their minds through putting it in a coherent order so that the other interlocutors can understand it and get the intended messages. Speakers also should be able to retrieve words and phrases from their memories to use them when they are interacting with others.
>
> ●Interacting with others: most of the speaking situations involve interaction between two or more interlocutors, that is to say an effective speaker needs to be able to listen and understand others" talk then reacts through taking turns or keeping the others to do so.
>
> ●Information processing: this relates to the ability of processing the information in the mind rapidly, i.e. the time speakers get information; they should be ready to response to the others' talk. (p.40)

As a conclusion, speaking is the most fundamental of human skills because we use it constantly and we do not often stop to examine the processes involved. Yet, having a simple conversation is anything but a simple process particularly if someone is speaking a new language. To speak a second or a foreign language fluently and accurately, learners need to be able to know some elements which are very important to develop this skill.

2.3. Importance of Speaking

In the traditional approaches of language learning and teaching, the speaking skill was neglected in many classrooms where the emphasis was mainly on reading and writing. the Grammar- Translation method. Richards and Rodgers (2001) mention that reading and writing are the essential skills to be focused on; however, little or no attention is paid to the skill of speaking and listening. In the communicative approach, speaking was given more importance since oral communication involves speech where learners are expected to interact verbally with other people. Moreover, teacher' talk will be reduced; that is to say, learners are supported to talk more in the classroom.

Ur (2000, p.12) declares also that "of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred to as speakers' of the language, as if speaking included all other kinds of knowing. Today, many second language learners give the speaking skill priority in their learning because if they master this skill then they will be considered as if they have mastered all of the other skills. Furthermore, the main question often given to foreign language learners is "do you speak English?" or "do you speak French?", but not "do you write English?" We understand that most of people consider speaking and knowing a language as synonyms. Celce-Murcia (2001, p.103) argues that for most people "the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication".

Speaking requires the integration of the other language skills. For instance, speaking can help students to develop their vocabulary and grammar and then improving their writing skill. With speaking, learners can express their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss, i.e. through speaking, we can display the different functions of language (Thornbury, 2005, p. 43).

Summing up, speaking is very important outside the classroom as well. Many companies and organizations look for people who speak English very well for the purpose of

communicating with other people. So, foreign language speakers have more opportunities to get jobs in such companies. Baker and Westrup (2003, p.5) say that a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion.

2.4. The Importance of Improving Classroom Speaking

The communicative process involves interaction between at least two people who share a list of signs and semiotic rules (Johnson, 1995, p.63). The concept of interaction is defined as "reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another" (Wagner, 1994, p.8). Therefore, interactions do not occur only from one side, there must be mutual influence through giving and receiving messages in order to achieve communication.

The concept of speaking has a significant importance in the classroom too; it is an essential part in learning and teaching processes. Allwright and Baily (1991, p.23) hold that speaking/interacting is something people can do together i.e. collectively. Obviously, in the classroom it is considered as important for the teacher to manage who should talk, to whom, on what topic, in what language and so on. However, none of this can change the fact that classroom interaction focuses on learners' cooperation. Speaking is the most important skill learners can acquire, and language learners need to recognize that speaking involves three areas of knowledge:

- Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
- Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason (Grace Stovall Burkart, 1998).

Thurmond (2003) defines interaction as "The learners' engagement with the course content, the instructor and the technological medium used in the course. True interactions with learners, the instructor and technology result in a reciprocal exchange of information.

The exchange of information intended to enhance knowledge development in the learning environment. From this quote we understand that there are four types of interaction: learner-course content interaction, learner-learner interaction, learner-teacher interaction and learner-technology interaction. We shall focus in this research work only on two main types. In order to understand the relationship between classroom interaction and SLA, there are two main assumptions. First, the classroom provides an environment that leads to SLA .The second is that what happens in classrooms involve communication, i.e. there are reception and production based theories of classroom interaction and SLA. Reception-based theories agree that interaction contributes to SLA through learners' reception and understanding of the SL; however, production-based theories contend that interaction helps learners to produce the SL (Ellis, 1990 cited in Johnson, 1995). There are two types of speaking in the classroom: teacher-learner speaking and learner-learner speaking.

2.4.1. Teacher-Learner Speaking

As mentioned by Coulthard (1977) Teacher-Learner Speaking/ interaction has received a great deal from teachers in a wide range of disciplines. It happens between the teacher and one learner or many other learners, that is to say a teacher takes part in such an interaction. He negotiates with his students the content of the course, asks questions, uses students‟ ideas, lectures, gives directions, criticizes or justifies student talk responses (*ibid*). On the other hand, the students will benefit by drawing on the experience of their teachers on how well to interact in the manner that is most effective. Scrivener (2005, p.85) made the following diagram to show clearly how the interaction happens between the teacher and the student.

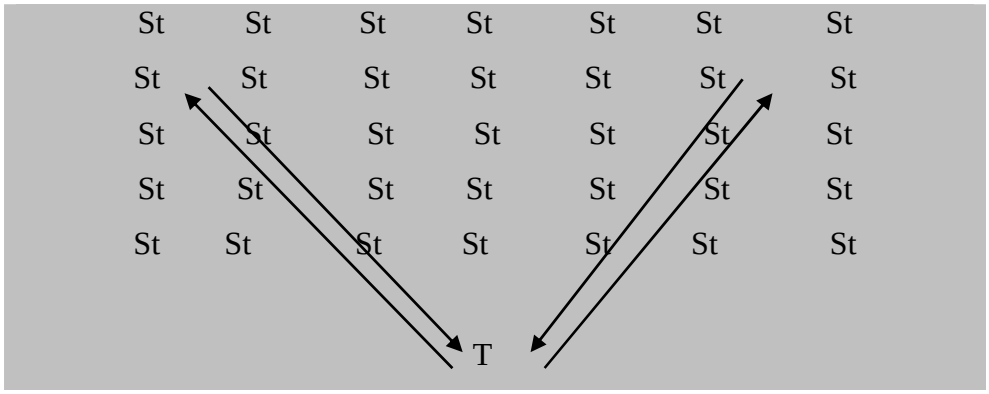


Figure 2.2: Speaking between teacher and students (Scrivener, 2005, p.85)

Key:

Teacher speaks with student St ⟶ Student

Student speaks with teacher T ⟶ Teacher

Scrivener **(**2005, p.85) discusses in this figure that during teacher and learner interaction, the students seek to demonstrate their speaking and listening skills in front of their teachers that is why latter should consider his way of interacting which is very crucial in learning and teaching. According to Harmer (2009) teachers should focus on three things when they talk with their students. Firstly, they must pay attention to the kind of the language the students are able to understand, i.e. teachers should provide an output that is comprehensible for the level of all the students. Secondly, the teachers must think about what they will say to their students, hence the teacher speech is as a resource for learners. Finally, teachers also have to identify the ways in which they will speak such as the voice, tone and intonation.

2.4.2. Learner-Learner Speaking

Many theories of learning maintain that knowledge is actively constructed and skills improved through speaking between learners as it is shown in the diagram in figure 2 done by Scrivener (2005, p. 86).

Key:

Student-student speaking

T ⟶ Teacher

ST ⟶ Student

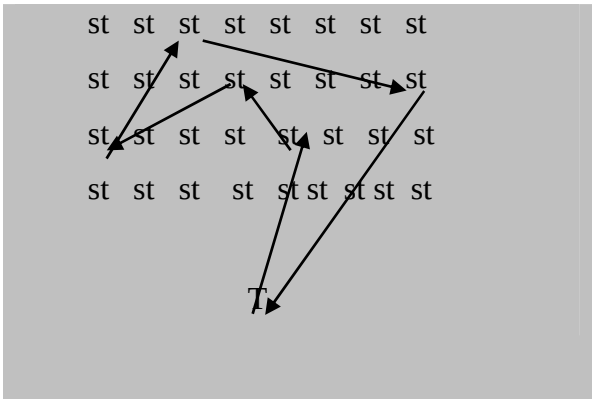


Figure 2.3: speaking between students Scrivener (2005, p.86).

Johnson (1995, p.28) explains in this figure that if learner-learner interaction is well structured and managed with their teacher, then it can be an important factor of cognitive development, educational achievement of students and emerging social competencies. It can also develop the learners‟ capacities through collaborative works. So, learners will establish social relationship through this kind of interaction, where the sense of learning community is promoted and isolation is reduced in the classroom. Naegle (2002, p.128) adds also that “talking students with their peers about the content of the course is a powerful way for them

to reinforce what they have learned." The teacher then must encourage such type of interaction between learners because it is the fastest and the best way, it makes learners active rather than passive participants.

2.5. Characteristics of the Speaking Performance

In recent teaching context, a lot of attention has been paid to designing activities which focus more on tasks that are balanced between the need to achieve fluency and accuracy. These criteria are also based upon on the assessment of the oral skills. In the communicative approach, fluency and accuracy are of the main characteristics of this approach, and they are seen as complementary in accomplishing a given task. Although Richards and Rodgers mention that "fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in context", and this is an obvious point since the emphasis of CLT is on the communicative process between learners or between teachers and learners, rather than mastery of the language forms (Richards and Rodgers, 2001, p. 157).

Many questions have been raised about the role of accuracy in CLT theory. Hedge makes the important point that "The communicative approach somehow excuses teachers and learners from a consideration of how to develop high levels of accuracy in the use of grammar, pronunciation, and vocabulary." Learners then should develop a communicative competence through classroom practice; however, simultaneously they should know how the language system works in a correct and appropriate way (Hedge, 2000, p.61).

The main characteristics of the speaking performance are:

Firstly, the main goal teachers wish to achieve in teaching the productive skill of speaking is oral fluency; it is the main characteristics of the speaker performance. Hughes (2002) defines fluency as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise the communication will break down because listeners will lose their interest. To achieve this goal, the teachers then should train learners to use their personal language freely to express their own ideas and then avoid imitations of a model of some kind.

Hedge (2000, p.54) adds also that "The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate showiness, or undue hesitation". We can say it is the ability to respond in a coherent way through linking the words and phrases effectively, pronounce the sounds clearly, using stress and intonation, i.e. doing all of these quickly. Hughes (2002) supports also that fluency and coherence refer to the ability to speak in a normal level of

continuity, rate and effort in addition to link the ideas together in a coherent way. Secondly, most second language teachers nowadays emphasized the term of accuracy in their teaching because learners seek more to be fluent and they forget about being accurate. Without structuring accurate speech, speakers will not be understood and their interlocutors will lose interest if they perform incorrect utterances each time. Therefore, paying attention to correctness and completeness of language form is of more importance for oral proficiency. (Skehan 1996,p 23 cited in Ellis and Barkhuizen, 2005,p.139) define accuracy as referring "to how well the target language is produced in relation to the rule system of the target language." So, learners should focus on a number of things in their production of the spoken language, mainly, the grammatical structure, vocabulary and pronunciation.

According to (IELTS, 2001, p.15 cited in Hughes 2002) the grammatical accuracy refers to the range and the appropriate use of the learners‟ grammatical structure that involves the length and the complexity of the utterances in addition to the ability to use the subordinating clauses. The grammar of speech differs of that of writing. Thornbury (2005) lists the following features of spoken grammar mentioning that clause is the basic unit of construction, clauses are usually added (co-ordinate), head+ body+ tail construction, direct speech favored, a lot of ellipsis, many question tags and performance effects (hesitation, repeats, false starts, incompletion, syntactic blends). Finally, achieving accuracy in terms of vocabulary refers to the appropriate selection of words during speaking. Students often find difficulties when they try to express what they want to say, they lack the appropriate vocabulary, and they sometimes use words incorrectly like in the case of synonyms which do not carry the same meaning in all contexts. Students then, have to be able to use words and expressions accurately. According to Harmer (2001) the knowledge of the word classes also allows speakers to perform well formed utterances.

English language has been long considered by either native speakers or nonnative speakers as a difficult language because of its pronunciation. Learners, then who want to develop their speaking skill in English should practise pronunciation overall. They should be aware of the different sounds and their features and where they are made in one's mouth; they have also to be aware of where the words should de stressed, when to use raising intonation and when to use a falling one. All these issues give them extra information about how to speak English effectively and help to achieve the goal of a better understanding of spoken English (Redmond and Vrchota, 2007, p.104). They also argue that "It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood." However, if the

pronunciation is not correct, the speakers then will not be understood and therefore accuracy is not achieved.

2.6. The Impact of Computers on Developing Learners' Speaking Skill

From the earliest times when computers were commercially available, they could be found in use in educational institutions, and educators (e.g. Bork, 1980; Carnegie Commission on Higher Education, 1977; Papert, 1980) argued that computers should be used to support learning. There has always been huge community support for this as illustrated recently in a survey of voters in the USA which indicated greatest support for expenditure on Information and Communication Technology in schools when compared with a list of alternative expenditures in education (Lemke, 1999).

However, there has always been debate among educators on how the technology should be used and what improvements in student learning could be expected.

Initially computers were used to teach computer programming but the development of the microprocessor in the early 1970s saw the introduction of affordable microcomputers into schools at a rapid rate (Akbiyik, 2006, p.65). Computers and applications of technology became more pervasive in society which led to a concern about the need for computing skills in everyday life. As public awareness grew, this need for computer literacy became extremely influential and many schools purchased computers based on this rationale.

The 1990s was the decade of computer communications and information access, particularly with the popularity and accessibility of internet-based services such as electronic mail and the World Wide Web (Scrimshaw, 2004, p.42). At the same time the CD-ROM became the standard for distributing packaged software (replacing the floppy disk). This allowed large information-based software packages such as encyclopedias to be cheaply and easily distributed. As a result educators became more focused on the use of the technology to improve student learning as a rationale for investment.

As a conclusion, today computers in schools are both a focus of study in them (technology education) and a support for learning and teaching (educational technology). Rationales can be presented for both computer literacy and using computers as part of educational technology.

2.7. Classroom Organization Design

The layout of the classroom can greatly influence managing effective learning in which teaching takes place. If teaching setting was in a computer room there is often nothing

can do about the layout of the room. Leask and Pachler (1999) proposed the classroom layout below:

Figure 2.4: Classroom organization design (Leask and Pachler, 1999).

It is obvious here in this layout that there are problems with it. From the front of the classroom the teacher cannot see all the pupils, nor can the teacher see what the pupils are doing. It would be difficult to move behind each row of pupils. If the teacher needed to spend time with pupil **A** then the actions of the majority of the class would be unknown at worst, or difficult to monitor at best **(**Using ICT to enhance learning, p.11).

It is important here for the teacher to use the regular movement around the classroom. The pupils need to know that he is confident in a teaching environment like this. He also needs to be confident that he can maintain a working atmosphere in a classroom that he may only use occasionally. It is also important to recognize that standing at the back of the classroom has an important psychological effect when focused on their work, pupils are less likely to know just where the teacher is, and are consequently less likely to misbehave (Leask and Pachler , 1999).

In fact, classroom organisation is not just about the layout of the room. The teacher will also have an impact as we mentioned earlier. Consider the implications of the following teaching roles which we discussed earlier:

- Learning facilitator;
- Information giver;
- Pupil manager (Ilomäki, 2008, p.31).

These roles can take place within the same lesson, or separately. As with any lesson the principles of classroom organisation involve the establishment and maintenance of familiar rules and routines. The teacher can, in lessons which do not involve computers, determine that there should be no movement around the classroom unless permission is given.

There should be no reason why that routine should change in a computer room. Printouts, for example, are often one reason why pupils attempt to move around the computer classroom, and when waiting for printouts are otherwise unoccupied. The teacher can deal with this either by distributing printouts by himself, allocating the responsibility to a pupil or setting specific collection and transition times during lesson activity. Transitions are another aspect to consider carefully (Using ICT to enhance learning", p12).

These occur at different points in the lesson: from starter activities to the main part of the lesson; from step to step within the lesson; and from main activity to the plenary. The main barrier between the teacher and the pupils when the pupils are using computers is the computer itself. The focus of attention will be the screen in front of the pupils. To gain attention he have to draw the pupils away from the main point in front of them and the work they are doing. This can be done during a starter activity, or during a demonstration, it is advisable that monitors are turned off. This makes any intervention the teacher wants to make much more focused, and removes the attraction to talk over the class. Teacher's instructions and demonstrations are much more likely to enable him to focus and direct work, and will enable him also to make an effective transition from classroom activity to a plenary session.

As a conclusion, it is obvious that computers introduce something new to learning and teaching foreign language and this requires new roles to each of the learner and the teacher and also for the computer as a teaching tool. So using computers leads to new pedagogical changes which create new pedagogical roles.

2.8. The impact of Computers on Learners

Even though the introduction of computers in Foreign Language Teaching (FLT) has been a controversial issue, it is nowadays largely agreed that it impacts positively on the learning process. The way in which computers were used has witnessed various changes through years in order to answer more specifically language learners' needs. Effective teachers use the power of computer applications and are confident that this technology will help to develop learners' speaking skill and increase their motivation to speak fluently. Furthermore, to ensure that it adds value to the learning and teaching process. Becker (2001, p.44) has observed about the positive impact that computers can have on pupils' learning, including:

- Increased motivation and engagement to stay on-task, behave better and produce higher quality output;
- Produce higher quality work;

- Learn more independently and at their own pace;
- Do things they cannot do using traditional methods and resources; and
- Do more work and work more quickly.

The question about the value of computers in education is too often reduced to the question whether teaching with technology is better than teaching without (OTA, 1995). This question, in turn, is often phrased as: Does teaching with technology lead to more learning achievement? These achievements are usually measured by tests focusing on facts (or declarative knowledge). Assessments typically consist of studies of an experimental group, using computers, and a control group, which is being taught in a 'traditional way'. Results from studies using this 'horserace model' are often inconclusive (Reeves, 1986, p102). According to Clark and Sugrue (1990), results which are in favor of the experimental treatments may often be attributed to uncontrolled effects of instructional method or content differences between the treatments or a novelty effect which tends to appear over time.

Some recent studies are in favor of computers based on other grounds than alleged learning achievement gains. For example, in the report from the Impact Study, a large scale study on computers in education in the United, the conclusion is drawn that computers enhance the learning environment in numerous ways (Watson, 1993). In this study, working with computers showed an increase in the pupils' speaking skill, as well as the interest in the subjects involved, and it aided concentration and participation by focusing pupils' attention on the work at hand. Apart from this, according to the Impact Report advantages of computes are that it provides new opportunities to work in an open-ended way, that pupils are often involved in working with computers over quite lengthy periods, and that they often show more fluency in their speech. Another conclusion from the study in question is that pupils' conceptual misunderstandings are often made more apparent through the interaction with a computing environment. In the study she conducted with regard to computers in primary education in various countries of the European Community.

Other studies stress the positive impact of computers on pupils'. Atkins and Blissett (1989), and the Cognition and Technology Group at Vanderbilt (1992) concluded that working with interactive videodiscs had a positive impact on pupils' speaking skill in schools. Smeets (1996a) concluded upon similar effects in a study of multimedia in secondary education, although significant differences between boys and girls arose at this point.

	Changes in student roles	
A shift from		to
passive recipient of information reproducing knowledge learning as a solitary activity		active participant in the learning process producing knowledge learning collaboratively with others

Table 2.1: The use of ICT brings about changes in student roles (Resta and Patru, 2010).

If the use of computers in schools is sustained and further developed, it should lead to transformed learning and teaching practices. The transformation of learning activities through the use of computers was evident in schools. This transformation included:

• More effective communication between and among learners and teaching staff;

• More effective team-working skills, including peer teaching; and

• Development of independence in learning;

• Exploration of topics through the Internet more widely and deeply than prescribed by their teacher;

• Development of more effective problem-solving skills (Resta and Patru, 2010).

2.08.01. Computers, Classroom Talk and Learners' Thinking

Computers can be used individually, in small or large groups or by the teacher with the whole class. Each approach has been shown to be effective, though there are some differences in approaches and as a result upon outcomes. The difference comes in the way in which the teacher uses the different opportunities to help learners talk and think about their work.

Individuals perform better than groups when carrying out drill and practice activities (Jackson and Kutnick, 1996). This may be because they complete more on their own or because it is difficult to set tasks with an appropriate level of challenge for more than one learner. However, there is also evidence that computers can be used effectively to support learners' talk and improve their discussion when they work in small groups on collaborative tasks (Wegrif and Scrimshaw, 1997).

Teachers may need to teach pupils how to interact with each other when using the computer collaboratively so that effective learning can take place. (Eraut, 1995; Dawes et al, 2000). When ICT is used to promote discussion in small groups and in a whole class setting

this can help to develop pupils' thinking and understanding across the curriculum in a variety of subjects and with a range of outcomes. Evidence for this comes from a number of studies involving different curriculum subjects. It includes learners' mathematical thinking (McClain and Cobb, 2001), their individual reasoning(Dawes et al , 2000); their higher-order thinking through computers as a subject (Kirwood,2000); conceptual change in science (Eidson and Simmons,1998) and creativity through LOGO programming (Subhi,1999).

As a conclusion, the impact of ICT on learners' development of wider skills is evident in a number of ways. They use a broad approach to communication, incorporating sound and images into their presentations. Furthermore, it enables learners to develop competences that enhance their life chances. "Educational systems around the world are under increasing pressure to use the new information and communication technologies (ICTs) to teach students the knowledge and skills they need in the 21st-century"(UNESCO, 2002, p.10).

2.08.02. Collaborative Learning

Many research studies which point to the role of computers in supporting collaborative learning. Crook in his review of research on collaborative learning in primary schools, concludes that there is evidence from experimental studies that peer based learning improves performance, but that effective collaboration between pupils is rare (Crook, 1998). Studies about pupils using computers also suggest that effective collaboration for learning is not easily achieved between pupils. For example, a case study was conducted by Kumpalainen and Mutanenen (1998) of nine pairs of primary school pupils working collaboratively in a multimedia CD-ROM environment in science. The pupils did not, however, produce effective collaboration. Rather than supporting scientific learning, the pupils focused on activities relating to the use of computers, such as organizing working processes and producing neat poster presentations. The actual collaboration was minimal. Jarvis et al. (1997) evaluates the effect of collaboration via email links on the quality of ten to eleven year-old pupils' scientific investigative skills in six rural primary schools. The teachers' lack of confidence resulted in them providing limited supervision and guidance, and there were considerable periods of unproductive activity in some of the schools.

Howe and Tolmie (1998) report that when teachers are present, the flow of communication is mainly from teacher to student (in this case, in a university tutorial group) and vice versa rather than between students, thereby limiting collaborative learning. It may be difficult for teachers to support collaborative learning because it requires new behaviors. To sum up, researchers have found that the use of computers leads to improving learner'

speaking skill. Consequently, more cooperation among learners within and beyond schools, besides that a more interactive relationship between students and teachers (Réginald Grégoire inc. et al, 1996).

2.08.02.01. Online Collaboration Tools

With Web 2.0, the opportunity for users to collaborate expands considerably. Web tools like Flickr enable members of a group to work together on images while applications like Facebook and Twitter allow users to form networks and interact socially. Lomas et al, (2008) suggest that other web tools such as Skype provide the opportunity for enhanced voice communication between users. These authors state that a further online activity that Web 2.0 makes possible is for users to construct documents collaboratively. We turn here to focus on one such collaboration tool – Google Docs.

The Google Docs application exemplifies cloud computing. The three in- one application (word processor, spreadsheet and presentation tool) resides, not on a user's computer, but on a remote Google server, and the document that is constructed may also be stored securely on this same server. Users simply require an internet connection to access Google Docs together with a freely obtained Google account.

As a conclusion, Google Docs is a free service and one of several online collaboration tools (http://docs.google.com/support/bin/topic.py?hl=en&topic=15114). It is useful because it enables users to work on documents and share these with colleagues or fellow students while online and in real time. Users can choose who may read and even who may edit documents. After documents are created, they may then be stored online, which means that users are able to edit them at any time wherever they happen to be located.

2.08.03. Producing Learner Higher Quality Output

It is observed that the quality of pupils' work produced on computers is generally higher than if it is hand-written. Homework reports frequently are annotated with images and screen shots to explain what they have done and are embellished with fancy fonts and word-art titles. Even as this may not improve the substance of what is produced, it does demonstrate that pupils care about what they are producing and put considerable effort into its appearance (Moore, 2005, p.12). Ellis (2004,p.13) studied students working in multi-media and confirmed the motivating aspect of computers, in particular with reference to lower ability pupils: "the teachers also felt that some students frequently characterised as low-achieving boys has managed to work at a level and to produce outcomes that were of a higher quality than usual".

A good example of computers being used imaginatively to create high quality output is where pupils in a Geography lesson used PowerPoint to create animated presentations of the way that volcanoes erupt (*Ibid*). The pupils had to create a series of pictures of the stages of an eruption, scan them into the computer and then animate them using PowerPoint. It would have been possible to show pupils an animated sequence of a volcanic eruption, but by getting them to make one themselves, they learned a great deal about the way volcanoes behave, and also how to use PowerPoint to create animated sequences which is a positive way for learning (Moore, 2005, p.16).

2.09. The Importance of Computers in Education in the Future

Several studies argue that the use of new technologies in the classroom is essential for providing opportunities for students to learn and to operate in an information age. It is evident, as Yelland (2001) argues that traditional educational environments do not seem to be suitable for preparing learners to function or be productive in the workplaces of todays' society. She claims that organizations that do not incorporate the use of new technologies in schools cannot seriously claim to prepare their students for life in the twenty-first century.

This argument is supported by Grimus (2000, p.362) who points out that "by teaching ICT skills in schools the pupils' are prepared to face future developments based on proper understanding". Similarly, Bransford et al, Bransford et al, (2000,p.206) report that "What is now known about learning provides important guidelines for uses of technology that can help students and teachers develop the competencies needed for the twenty-first century".

ICT can play various roles in learning and teaching processes. Wong et al, (2006) point out that technology can play a part in supporting face to face teaching and learning in the classroom. Many researchers and theorists assert that the use of computers can help students to become knowledgeable, reduce the amount of direct instruction given to them, and give teachers an opportunity to help those students with particular needs. while new technologies can help teachers enhance their pedagogical practice, they can also assist students in their learning. According to Grabe and Grabe (2007), technologies can play a role in students skills, motivation, and knowledge. They claim that ICT can be used to present information to students and help them complete learning tasks. As a conclusion, we can say that BECTA (2003,p.10) indicates that the success of the integration of new technology into education varies from curriculum to curriculum, place to place, and class to class, depending on the ways in which it is applied.

2.10. Consequences for Teachers

Media has changed teaching and learning in schools, not only changes the places and the quality of learning, but influences learning processes from a didactic and methodological point of view, requiring special competencies of teachers. It is a fact that changes in society at large (globalization, networked environments, working across time, place and cultures) demand new types of working styles and language competencies. At the same time, much language acquisition often takes place in out of school contexts, often in online environments, and becomes a strong socialization factor for learners. A report commissioned by the Directorate General of Education and Culture (p.10) confirmed this fact by suggesting teachers to:

- "improve their didactic competencies linked to media;
- provide less information and instruction, but offer more consultation in learning processes;
- monitor learning processes rather than direct them;
- offer and organize group work to a greater extent"

This means that teachers need to spotlight the design of situations, sequences and activities which are beneficial to learning languages by encouraging learners to participate in collaborative efforts. Indeed, the management of learning scenarios must form the basis of the education of language teachers of tomorrow, where learners and teachers harmonize one another's skills, proficiency and knowledge in collaborative efforts (The Impact of ICT on the Teaching of FL and on the Role of Teachers of FL, p.10).

2.10.1. The Teachers' Role

In using computers in teaching English as a foreign language, teachers have different roles. Those roles have been changed from traditional to more active and helpful ones. Teachers will, then, have to master a wide range of skills and competencies. Many studies suggest the teachers' roles as followed:

2.10.1.1. Facilitators and Guiders

The first role of teachers who teach with computers is facilitators. As facilitators, teachers must know in many ways more than they would as directive givers of information. Also, facilitators must be aware of a variety of resources available for improving students' language skill, not just one or two texts.

Multimedia programs become tools that offer sound and vision, showing how native speakers interact; electronic dictionaries and encyclopedias are available for instant reference; online newspapers provide up-to-date information on current affairs in the countries of the target language; (official) websites offer background information on policy, tourism, political views because the language textbook is no longer the only source of information. Teachers need to know how to teach learners to use all these equipment effectively. In addition, teachers have to be flexible, responding to the needs that students have, not just what has been set up ahead of time based on a curriculum developer's idea of who will be in the classroom. To success in this more flexible language classroom, teachers must be trained, so that they can use multimedia and other resources effectively (Kennewell et al, 2007, p.17, 18).

2.10.1.2. Integrators of Media

Robertson, Webb and Fluck (2007) state that to make teachers integrate computers in their teaching, they must not only know and understand the functions of different media available in a media rich environment, they should also know when best to organize them. In the shared creation of projects with their learners, they need to direct learners in the use of word-processing, graphics and presentation programs. In addition, integration of audio-visual elements will bring home to learners the fact that the foreign language environment of the target language is as exciting and many-sided as the society in which they live (p. 26).

2.10.1.3. Researchers

Teachers need to know how and where they can access information for their own and for their learners' use to keep in touch with the developments in the countries of the target language. It is essential to know how to use search engines and reliable information sources effectively to gain knowledge. The propriety and reliability of information sources must form as one of the main criteria for the selection of background material for those who concerned

with mainstream education. Familiarity with the use of electronic tools for language analysis (e.g. concordances) will enable teachers to further develop their own linguistic and professional competence and increase their confidence in the use of the language (Anderson, 2010, p.8).

2.10.1.4. Designers of Complex Learning Scenarios

It is claimed that in order to organize successful learning scenarios, teachers need to learn how to put together tasks and materials to guide their learners to successful implementation and conclusion of their projects. Unlike work with traditional teaching materials (textbook, workbook), the design of learning scenarios is more complex, it requires higher order skills involving researching and evaluating source materials, setting overall aims and objectives and breaking down tasks into meaningful and manageable sequences. For the teacher who deals with this for the first time, the task is very scary indeed. Encouragement, help and advice is needed in terms of examples of good practice (The Impact of ICT on the Teaching of FL and on the Role of Teachers of FL, p.11, 12).

2.10.1.5. Collaborators with Other Teachers

Ilomäki (2008) suggested another teachers' role. ICT has helped to create teachers collaboration. Collaboration with colleagues will lighten the burden and make the efforts more productive and rewarding. It is obvious that cooperation within a specific teaching institution will prove more efficient, producing perfect responses to the local situation, but the new media provide possibilities for exchange between institutions and beyond national borders. Teachers of the less widely taught and used languages could well profit from such internet exchanges, helping them to overcome the sense of isolation many experience in their teaching situation (p. 36).

1.10.1.6. Orchestrators (technology, learners, curriculum)

Changes in Teachers' Roles		
A shift from		**To**
knowledge transmitter; primary source of information teacher controlling and directing all aspects of learning		learning facilitator, collaborator, coach, knowledge navigator and co-learner teacher giving students more options and responsibilities for their own learning

Table 2.2: The use of ICT in instruction brings changes in teacher roles (Anderson, 2010, p.6).

Another important teachers' role is when they orchestrate the three elements of technology, learners and curriculum. Teachers will need to develop quite sophisticated management skills in order to be able to provide a strong balance between these different elements which make up the new learning environments. Teachers must master and be confident in using technology to the learning abilities of individual learners even as covering the arranged syllabus or curriculum which is often set by outside authorities (Albirini, 2004, p.376).

2.10.1.7. Learners

Many teachers try to open up the classroom to the outside world to present opportunities for their pupils. They claim that in the protected environment of the textbook they have recourse to the authority of the author(s) and publisher. However in the wild of the real world, they must always search for new patterns confirmed by reliable data from trusted sources. In addition, there is a further challenge that is often presented to them by learners who possess more advanced computer skills than they do. If they want to learn with their pupils, they will find it a worthwhile and fruitful experience with the condition of acting as the experienced guide for their learners and not as "*the all-knowing guru"* who controlled and dominated the classroom of the past (Burnett et al, 2007, p.5).

Resta and Patru (2010) describe how teachers' roles are changing as a result of implementing ICT in their classrooms (see Table 2).

2.11. The students' Role

Just like the teachers, the learners also have to adjust to a new role in the learning process. They must take on new responsibilities, often working without any supervision whatsoever. Classes will become much more learner-centered, with learners' time and effort

devoted to authentic reading and writing tasks related to authentic communication with native speaker partners (Tinio, 2002, p.9)**.**

Learners of a language can now communicate reasonably and quickly with other learners or speakers of the target language all over the world. They have access to an extraordinary amount of authentic target-language information, as well as possibilities to publish and distribute their own multimedia information for an international audience. Having and manipulating language data in multiple media provides learners with the raw material they can use to re-create the language for themselves, using their own organizing schemes. Activities will encourage students to explore and be creators of language rather than passive recipients of it furthering the idea of the learner as an active participant in learning.

According to Cabero (2000) students have to be able to know when there is a need for information, so that they can identify the necessity of information to solve a problem or investigation. The students also must adapt to an environment which is in continuous change with working in team as a collaborative form and using creativity to solve problems, learn new concepts and assimilate new ideas quickly. It makes them lead new initiatives and be independent in identifying problems and coming up with solutions, gathering and organizing facts and carrying out systematic comparisons (qtd.in Tinio, 2002, p.10).

Chee et al, (2011) state in the context of teaching English as a foreign language the advantages of learners are evident and various. The access to different media will favor that students can manipulate different language data and become aware of the different materials they can use to work with language. The fact that they can manage this language by themselves and the new active role that learners play in technology rich environments will also contribute to the fact that they will use their own organizational schemes (p.26).

Peterson and Facemyer (1996, p.55) state that the inclusion of ICT into the English classroom favors, above all, communication: “Learning on-line is different from learning off-line in another important way: there is much more learning and much less teaching at least there is much less teaching as it is typically done in off-line settings” .Warschauer (1996), on his part, adds that students become more participative and produce more oral registers. In the same way that teachers’ roles are changing as a result of the use of computers, so are the roles of students, as seen in Table 2.

Conclusion

The impact of computers in teaching and learning English as a Foreign Language has been assessed in various studies, with mixed results. For example, Information and Communication Technology may deliver significant benefits by providing tools for the teaching and learning process and by providing the skills needed in a society that is increasingly reliant especially on computers. Conversely, students who enter such a world without those skills may be unable to fully participate and suffer from a digital effect. Using computers with pupils in pairs, groups or with a whole class, for example, the use of an interactive whiteboard enables teachers to gather extensive feedback from pupils by listening to their explanations. From this, teachers are able to gain deeper insights into pupils' understanding and progress. Pupils collaborating in pairs or teams using subject-specific ICT resources are able to challenge each other's understanding and learn from such collaborations.

While teaching, there is much more space for class discussion with many students participating. Such discussions can start with a text or a hypermedia piece presented by teachers or students. The major points expressed by the participants can be recorded and presented on screen. Thus, the evolving discussion is visualized. Computers allow learners to know how they can understand and make themselves understood. Teachers' talking time must be reduced in classroom interactions as opposed to learners who should increase their talking time because their teachers need to take other roles.

CHAPTER THREE

Analysis of the Results

Chapter Three: Analysis of the Results

Introduction

Conclusion

Introduction

The current study aims at investigating the effects of using Information and Communication Technology tools on teaching EFL pupils. As we have mentioned before, we used three data gathering tools which are: two questionnaires: one for high school teachers and the other one for high school pupils, in addition to an interview with high school pupils. The results are presented with the discussion and the interpretation or the data collected from each one of these instruments.

3.1. Analysis of Questionnaire for High School Teachers

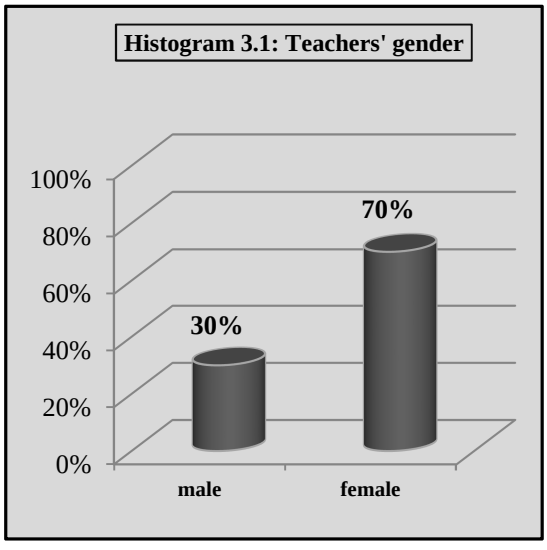
The questionnaire for high school teachers is a structured questionnaire which contains sixteen items. It is divided into four sections: teachers' background information, teachers' everyday use of ICT and teachers' use of ICT for English language teaching and the teaching of speaking**.** Its basic aim was to get high school teachers' views and opinions about the ICT tools in particular, how they would value their use of those tools and how they would react if ICT equipment is to be used as a teaching material in the English course. The questionnaire was given for five teachers at the beginning in order to pilot it. Then, it was administered to a sample of ten high school teachers, seven of them are females and three of them are males. Besides, they are from different high schools at Bordj Bou Arreridj city.

<u>Section1</u>: **Background Information**

Item 1: Gender

	N	%
a-male	3	30%
b-female	7	70%
Total	**10**	**100%**

Table 3.3: Teachers' gender



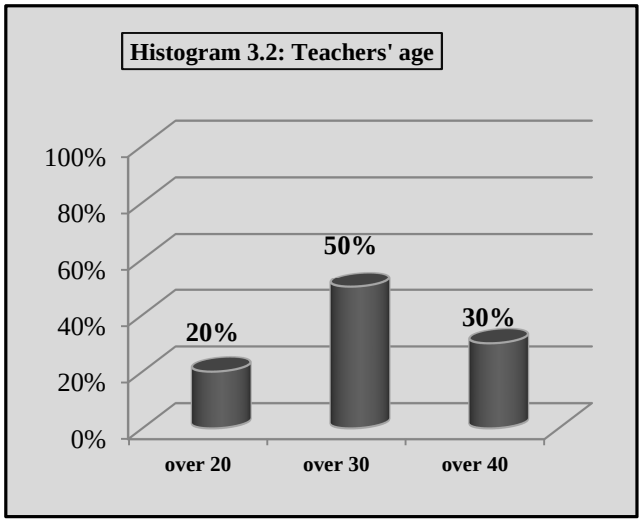
We asked this first question to know about the teachers' gender. The information displayed from the table above indicates that the teachers who participated in the study are males and females. This means that the population of the study varied and thus may provide different attitudes towards teaching English and more specifically speaking. We notice also

that the number of women 7 representing 70% is higher than that of men 3 representing 30%. This may be due to the fact that women are more interested in teaching languages than men who generally tend to specialize in scientific fields. Moreover, teaching is seen to be the most suitable job for women in Algeria.

Item 2: Age

Age	N	%
Over 20	2	20%
Over 30	5	50%
Over 40	3	30%
Total	10	100%

Table 3.4: Teachers' Age



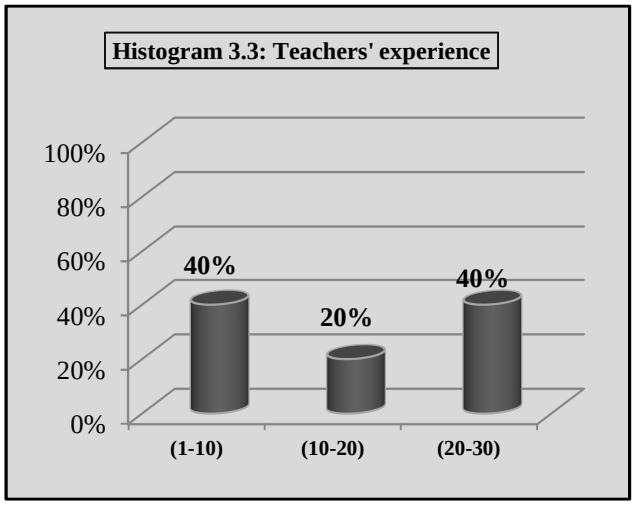
The table and the histogram above indicate that most teachers are over 30 years old. They are 5 representing 50%. This means that those teachers are experienced in teaching English and they are enthusiastic and pay more attention to the pupils' mistakes. Two 2 teachers representing 20% are over 20 years which means that they are not experienced enough and usually do not have a good command of their job. They also may be not able to come out with some effective techniques and strategies. However, the remaining teachers are 3 representing 30%. They are over 40 years which means that they may be tired, bored, fed up with teaching, and consequently , they may pay little attention to the pupils' mistakes and can be less enthusiastic about finding out effective strategies and techniques .

Item3: Including the current year, how long have you been teaching English in high school? Teaching is a profession where "experience" has a great importance. This question aims at checking the respondents' experience. This question is also very necessary in the sense that it differentiates the experienced teachers' attitudes from the less experienced ones.

Years	N	%

1 – 10	4	40%
10 – 20	2	20%
20 – 30	4	40%
Total	10	100%

Table 3.5: Teachers' Experience



The table and the histogram above show that 4 teachers 40% of the population of study have an experience of less than 10 years. Whereas, four teachers represent 40% of the respondents have an experience of more than 20 years up to 30 years. The longest experience is then, 22 years; here only 1 subject is concerned. The remaining is only 2 teacher 20% has been teaching for more than 10 years, but less than 20 years. This data implies that the majority of the participants are experienced teachers having an experience superior than 10 years.

Item4: The name of the high school and city?

Schools' name	**N**	**%**	**City**
Almokrani	2	20%	Bordj Bou Arreridj
Fares Houcine	3	30%	Bordj Bou Arreridj
Alhammadia	4	40%	Bordj Bou Arreridj
Zerouki Said	1	10%	Bordj Bou Arreridj
Total	**10**	**100%**	Bordj Bou Arreridj

Table 3.6: Teachers' high school name and city

The table above shows that 2 teachers 20% of the population of study work in Almokrani high school. Whereas, 3 teachers represent 30% of the respondents work at Fares Houcine high school. 4 teachers represent 40% of the respondents from Alhammadia high school. The remaining is only 1 teacher 10% is teaching at Zerouki Said high school. This data implies that the teachers of the population of study are from different high schools so different opinions.

Item5:

1. What type of teaching procedures do you use most or least often?

Techniques	N	%
i) Active discussion	1	10%
ii) Collaborative activities	2	20%
iii)Demonstration	4	40%
iv)Lecturing	0	00%
v) Role playing	2	20%
vi) Computer-assisted instruction	0	00%
vii) Other	1	10%
Total	10	100%

Table 3.7: Teachers' Different teaching methods

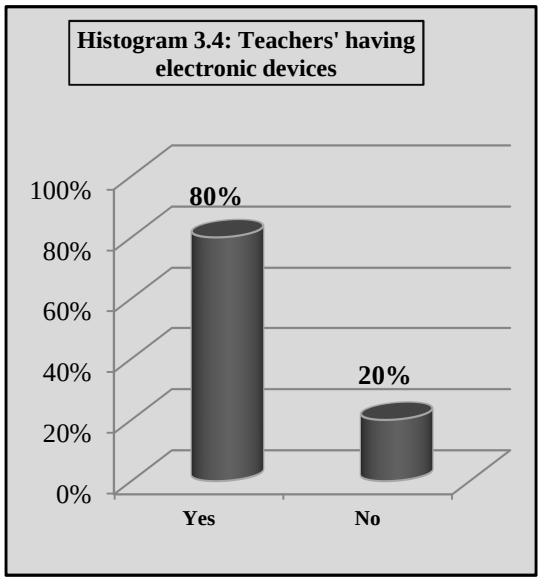
This question aims at finding out the different methods that the teachers use in teaching EFL learners. The majority of teachers, 4 of them represent 40% use demonstration as main teaching method. 3 teachers representing 30% assert that collaborative activities is the best method whereas, other 3 teachers representing (30%) prefer role playing. However, just 1 teacher, which represents 10%, prefers another method (visual aids). No one prefers Lecturing or Computer-assisted instruction methods 00%.

Section 2: Everyday Use of Computers (Patterns of use of ICT and new media in everyday life.)

Item1: Do you have your own electronic devices (computer)? Yes ☐ No ☐

	N	%
Yes	8	80%
No	2	20%
Total	**10**	**100%**

Table 3.8: teachers' having electronic devices

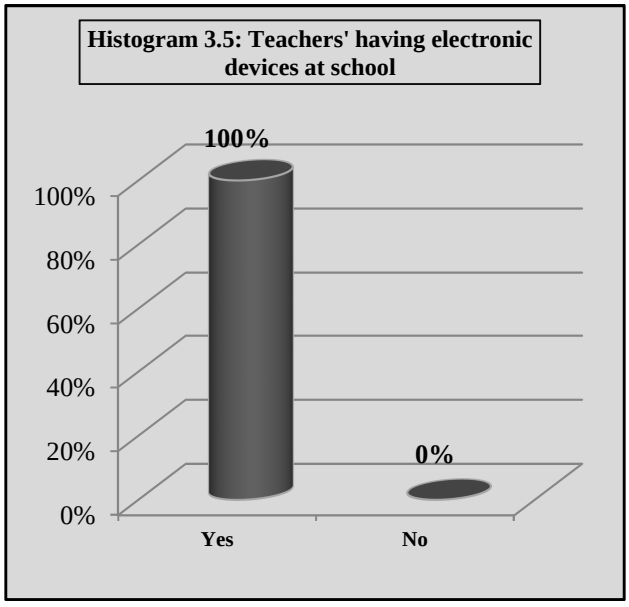


The above table and histogram demonstrate that the majority of teachers of the target respondents, 8 representing 80% have their own electronic devices computer. However, just 20% of the informants do not have any electronic device at least a computer. May be those two teachers hate technology or they do not know how to use computers.

Item2: Do you have electronic devices (computer) at school? Yes ☐ No ☐

	N	%
a-Yes	10	100%
b-No	00	00%
Total	**10**	**100%**

Table 3.9: teachers' having electronic devices at school



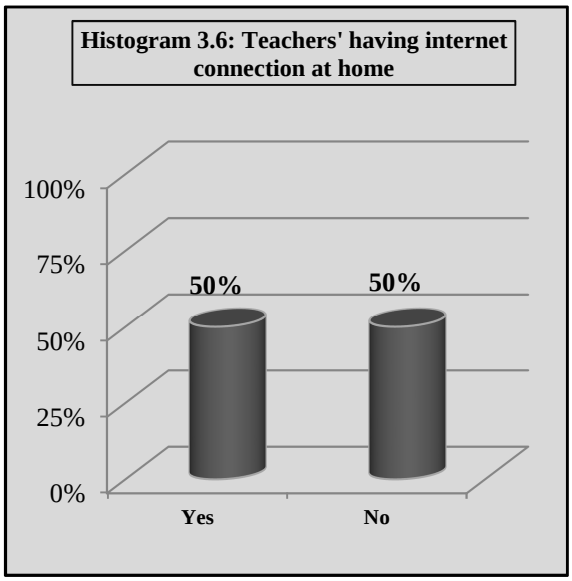
The above table and histogram reveal that all the participants, 10 representing 100% have electronic devices, computers, at their high schools, which means that Algerian high

schools are equipped with computers and other electronic devices (data projectors, etc). Those tools are available for teachers to use at any time they need.

Item3: Do you have Internet connection at home? Yes ☐ No ☐

	N	%
a-Yes	5	50%
b-No	5	50%
Total	**10**	**100%**

Table 3.10: teachers' having Internet connection at home

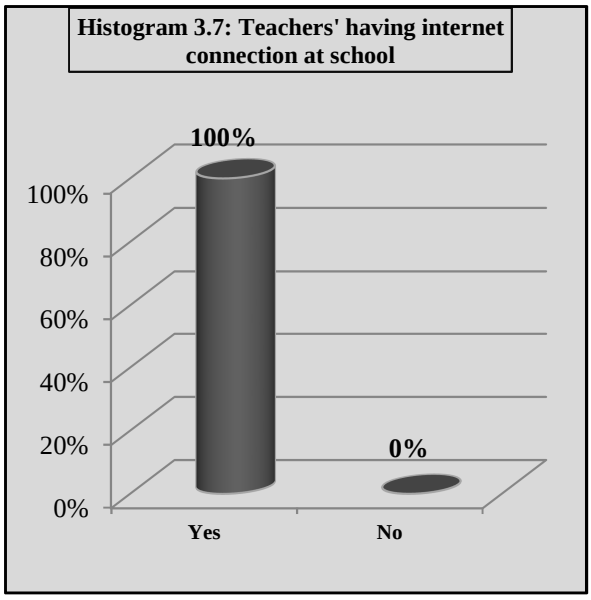


From the above table and the histogram, it is demonstrated that some of the informants representing 50% have internet connection at home, and others representing 50% do not have internet connection at home.

Item4: Do you have the Internet at school? Yes ☐ No ☐

	N	%
a-Yes	10	100%
b-No	00	00%
Total	**10**	**100%**

Table 3.11: teachers' having Internet connection at school



From the above table and the histogram, the results seem to confirm the results obtained in a previous question in that the whole teachers of the target sample, 10 representing 100% have electronic devices, internet connection at their high schools, which

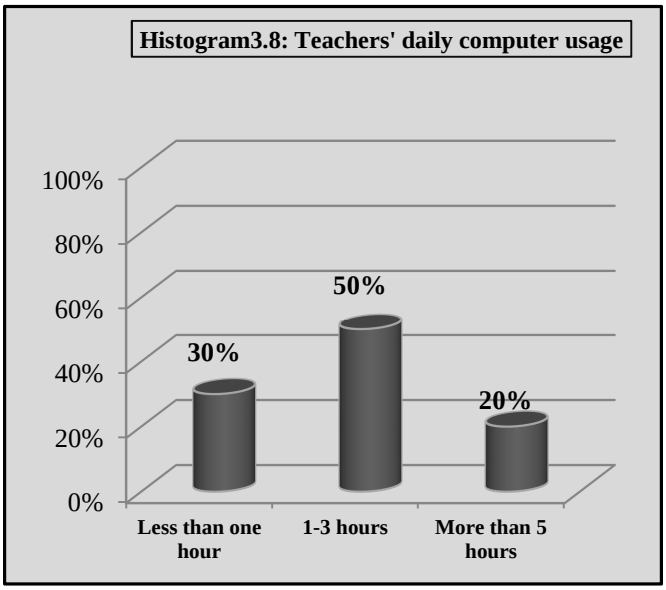
means that Algerian high schools are occupied with Internet connection which is available for teachers to use any time they need.

Item5:

Daily an electronic device (Computer Usage)

Computer usage	N	%
Less than one hour	3	30%
1-3 hours	5	50%
More than 5 hours	2	20%
Total	10	100%

Table 3.12: Teachers' daily computer usage



The table and the histogram above show that 3 teachers 30% of the participants use electronic devices for less than one hour a day. Whereas, 5 teachers represent 50% of the respondents use those devices from one to three hours a day. The remaining are only 2 teachers 20% who use electronic devices for more than 5 hours. This data implies that the majority of teachers of the population of study use electronic devices from one to three hour which we can concern as a good enough period to do a lot of things on computer or on net.

Item6: In which of the following activities do you spend much time using electronic devices (computer, Palm device, etc.

Activities	N	%
Creating spreadsheets or charts (Excel, etc.)	3	30%
Creating presentations (PowerPoint, etc.)	5	50%
Creating graphics (Photoshop, Flash, etc.)	1	10%
Creating video/audio (Premiere, Windows Movie Maker, etc.)	1	10%
Total	**10**	**100%**

Table 3.13: teachers practicing activities using ICT

The table above shows that 3 teachers 30% of the population of study use electronic devices in Creating spreadsheets or charts (Excel, etc.). However, 1 teacher 10% uses electronic devices in creating graphics (Photoshop, Flash, etc.). Another 10% of the informants is using electronic device in creating video/audio (Premiere, Windows Movie Maker, etc.). Whereas, 5 teachers represent 50% of the respondents, which is the majority, are using electronic device creating presentations (PowerPoint, etc.). This data implies that all teachers are aware of the computer technologies and applications and the majority of them are good in creating presentations (PowerPoint, etc.) which is an appropriate way to present courses in the classroom.

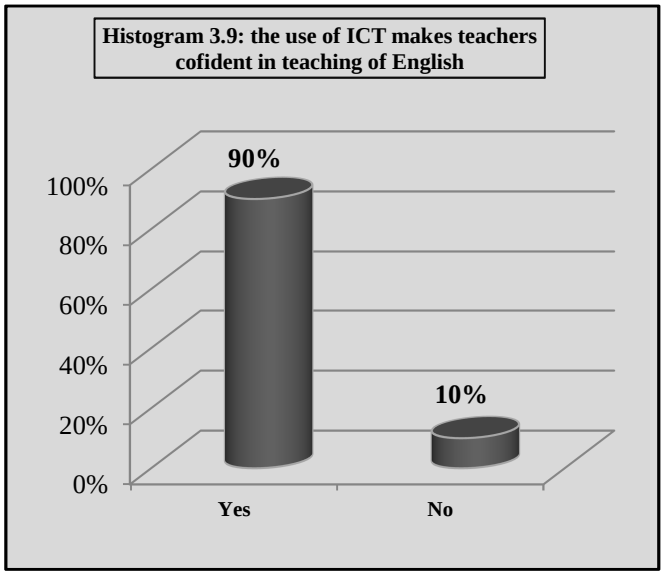
<u>Section03:</u> Using Computers for English Language Teaching

Item1: As teachers do you feel confident in using tools or electronic devices such as (computer, word, power point, excel, graphic programs such as paint, photo shop, access to the internet from your school, e-mail addresses , and your own web pages, etc.) in teaching English as a foreign language?

Yes ☐ No ☐

	N	%
a-Yes	9	90%
b-No	1	10%
Total	**10**	**100%**

Table 3.14: the use of ICT makes teachers confident in teaching English



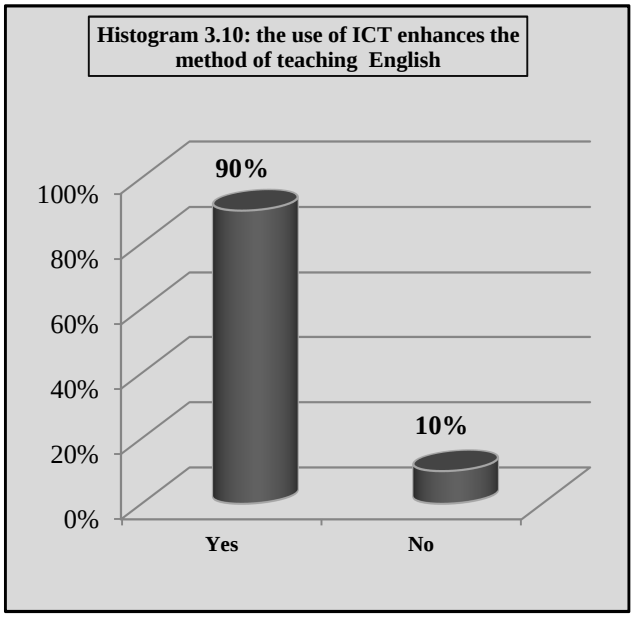
From the above table and histogram, it is demonstrated that the majority of teachers of the target population, 9 representing 90% assert the fact that the use of ICT makes them feel

confident in teaching English as a foreign language. However, just 1 teacher representing 10% states that the use of ICT does not make him feel confident in teaching English. This teacher may think that the use of ICT tools scares him because he does not know how to use them.

Item2: Do you think that the use of Information and Communication Technology enhances your method of teaching English? Yes ☐ No ☐

	N	%
a-Yes	9	90%
b-No	1	10%
Total	**10**	**100%**

Table 3.15: the use of ICT enhances the method of teaching English



From the above table and histogram, it is demonstrated that the majority of teachers of the target population, 9 representing 90% assert the fact that the use of ICT enhances their method of teaching of English. However, just 1 teacher representing 10% states that the use of ICT does not enhance his method of teaching of English. This teacher may think that the use of ICT is a motivational tool for other subject matters.

Item3: Which of the following activities do you use as an electronic device (computer, Palm device, etc)?

Activities	N	%
Classroom activities and preparing coursework	2	20%
Surfing the Internet for information to support your	5	50%
Creating, reading, sending e-mail, instant messages	2	20%
Surfing the Internet for pleasure	1	10%
Total	**10**	**100%**

Table 3.16: teachers' activities using an electronic device

The table above shows that 2 teachers 20% use electronic devices in doing activities and preparing coursework. Two teachers 20% use electronic devices in reading, sending e-mail, instant messages. Whereas, 5 teachers represent 50% of the respondents, which is the majority, use electronic device surfing the Internet for information to support their coursework. The remaining is only 1 teacher 10% who surfs the Internet only for pleasure. This data implies that the majority of the respondents try to support their coursework (teaching) with electronic devices (ICT).

Item4: What are the different techniques you use to motivate your learners in teaching English?

The majority of the teachers use visuals as a technique to motivate their learners in teaching English. The rest of teachers use different techniques such as gestures, mimes, facial expression to motivate their learners in teaching English. This data implies that English teachers are using different techniques to motivate their learners but in fact using technology is the best technique to motivate learners because it is different.

Item5: Please indicate your reaction to each of the following statements by ticking the one that represents your level of agreement or disagreement with it. Make sure to respond to every statement:

Scale		**SD**	**D**	**N**	**A**	**SA**	**Total**
Affect	**N°**	0	2	8	13	7	**30**
	%	00	06,67	26,67	43,33	23,33	**100%**
Cognitive	**N°**	1	5	15	29	10	**60**
	%	01,67	08,33	25,00	48,33	16,67	**100%**
Behavior	**N°**	0	5	15	15	5	**40**
	%	00	12,50	37,50	37,50	12,50	**100%**
Advantages	**N°**	0	3	9	18	10	**40**
	%	00	07,50	22,50	45,00	25,00	**100%**

Compatibility	**N°**	0	13	4	9	4	**30**
	%	00	43,34	13,33	30	13,33	**100%**

(SD: strongly disagree; D: disagree; N: neutral; A: agree)

Table 3.17: Teachers' attitude toward using ICT in teaching English

The above table indicates that teachers overall attitudes toward ICT were positive. The majority of the respondents had positive 43, 33% or highly positive 23, 33% affect toward computers (statement1-3). These respondents reported that they consider using electronic devices enjoyable, felt comfortable about them, and they like to use them in teaching. Within the cognitive domain, (statement 4-9), most of the respondents agreed 48, 33% and strongly agreed 16, 67% that electronic devices save time and effort, motivate students to do more study and enhance students learning. Also, they are fast and efficient means of getting information are worth the time spent on learning through them. They are needed in the classroom, and generally do more good than harm. In the behavioral domain, (statement 10-13), half of the respondents expressed positive 37, 5% or highly positive 12, 5% behavioral intentions in terms of learning about them, and using them in the near future. Whereas, the remaining of the respondents represent 12, 5% disagree or neutral 37, 5%. In addition, participants were asked to respond statements dealing with their perceptions about the relative advantage of electronic devices (statement 14–17), their compatibility with teachers current practices (statement 18–20). Teachers' responses were most positive about the relative advantage of electronic devices as an educational tool. Less positive were teachers' perceptions of the compatibility of electronic devices with their current practices (Percentage=15%). While the majority of respondents indicated that the use of electronic devices is appropriate for many language learning activities, most of them were uncertain about class time is too limited for electronic devices use.

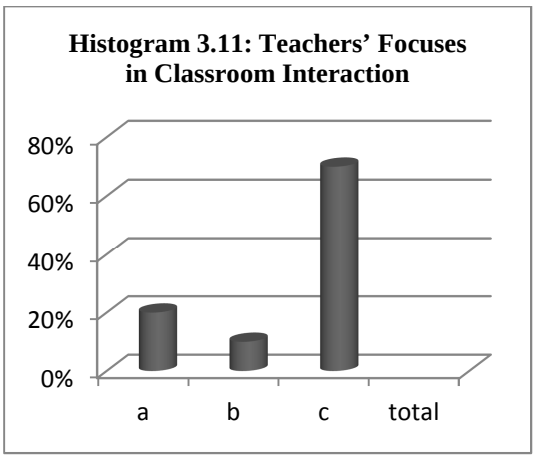
Section Four: Teaching Speaking

Item 1: Which of these aspects do you focus on in classroom interaction?

A-Fluency ☐

b- Accuracy ☐

c- Both ☐



Option	N	%
a	**2**	**20%**
b	**1**	**10%**
c	**7**	**70%**
Total	**10**	**100%**

Table 3.18: Teachers' Focuses in Classroom Interaction

Here we can notice the highest percentage of teachers 70% claims that they focus on both accuracy and fluency, whereas 20% of the teachers focus on fluency and only 10% of them choose accuracy.

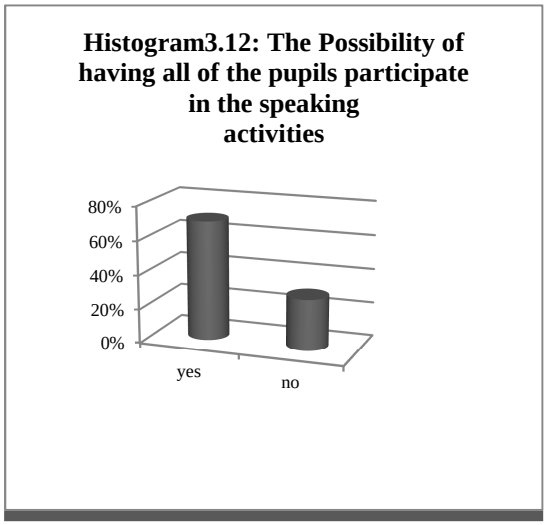
10 Teachers justified their answers saying:

- Learners need to speak continually and correctly at the same time to achieve a high level of interaction (6 teachers).

- Fluency is important in order to get the communicative message, and it is primary in all learning stages, however, accuracy is secondary and would be more important in higher level 3 teachers.

- Accuracy has to come first because once pupils are able to speak correctly in English, they start working on fluency. This latter could be developed anywhere, however, accuracy needs much more of teachers‟ attention in the classroom 1 teacher.

Item 2: Is it possible to make all the pupils participate in the speaking activities?



Option	N	%
yes	**7**	**70%**
no	**3**	**30%**
Total	**10**	**100%**

Table 3.19: The possibility of having all of the pupils participate in the speaking activities

70% of the teachers consider that it is possible to make all the pupils participate in the speaking activities. However, 30% of the teachers state that it is impossible to do that.

5 Teachers among those who say "yes" explain that it is possible to make all the pupils participate in the classroom as follows:

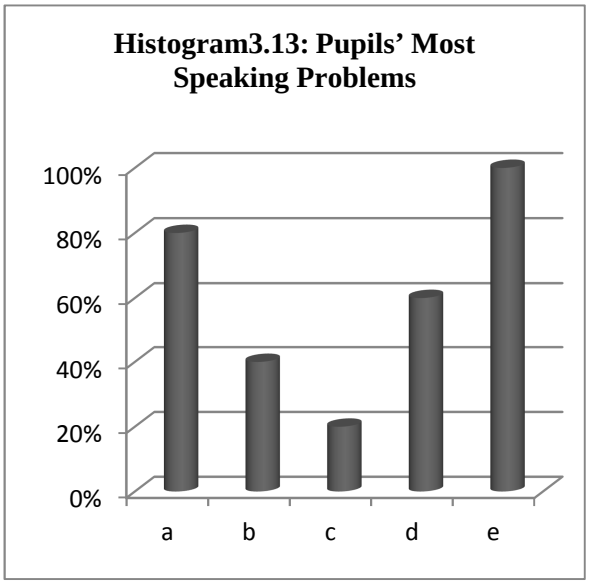
- It depends on the type of the activity (2 teachers).
- "I oblige pupils to perform tasks individually" (1 teacher).
- "This happens through the appropriate design of tasks" (1 teacher).
- When the topics are interesting all of the pupils engage in the activity by themselves (1 teacher).

The four (4) teachers who state "no" agree that:

-The time and the number of the pupils in the classroom prevent them from involving all of the pupils in the interactive activities. In addition to the attitudes of some learners who are not talkative at all.

Item 3: What is the speaking problems pupils most face in speaking activities?

a- Inhibition because of shyness, anxiety and stress
b- Nothing to say about the chosen topic.
c- Low participation.
d- Mother tongue use.
e- Other problems (please justify)



Option	N	%
a	**8**	**80%**
b	**4**	**40%**
c	**2**	**20%**
d	**6**	**60%**
e	**1**	**10%**
Total	**10**	**100%**

Table3.20: Pupils' Most Speaking Problems

The common shared idea between the majorities of teachers 80% is that pupils have the problems of inhibition because of shyness, anxiety and stress. On the other hand 60% of them confirm that students still use their mother tongue in second language classroom and especially in the speaking activities. Other teachers 40% state that some students have nothing to say about the chosen topic. Some other teachers 20% choose the option "c", that is to say low participation problem. The remaining 10% state other problems. Only one teacher who mentioned a further problem is authoritative teachers.

Item 4: If your pupils say anything wrong while speaking, do you

a- Interrupt them to correct them ☐

b- Correct them later ☐

c- Ask pupils to correct each other ☐

d- Do not correct at all ☐

Option	N	%
A	**3**	**30%**
B	**8**	**80%**
C	**7**	**70%**
D	**1**	**10%**
Total	**10**	**100%**

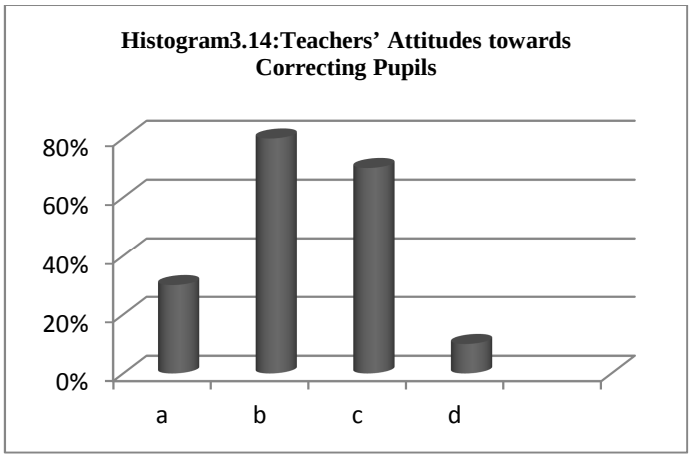


Table3.21: Teachers' Attitudes towards Correcting Pupils

It is obvious from the table above that most of the teachers 80% prefer to correct their pupils later. Some others 70% ask other pupils to correct each other. However, 30% of teachers state that they interrupt their pupils to correct them. The remaining of the teachers 10% do not correct at all their pupils.

Item 5: When you give corrective feedback to your pupils, do you

a- Tell them about the form of their mistakes (explicit feedback). ☐

b- Reformulate what they said correctly (implicit feedback). ☐

Option	N	%
a	**8**	**80%**
b	**2**	**20%**
Total	**10**	**100%**

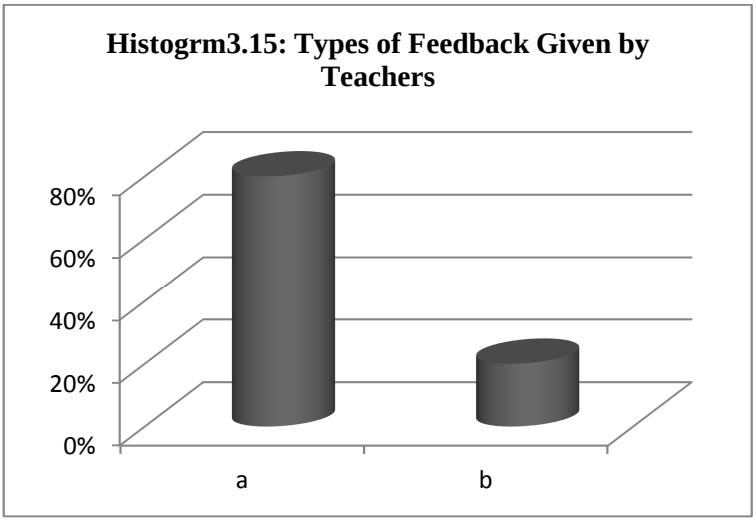


Table3.22: Types of Feedback Given by Teachers

While 8 teachers prefer to give their pupils explicit feedback, i.e. telling the learners about the form of mistakes they have done. Only 2 teachers state that they give implicit feedback, that is to say that, the teachers here reformulate what learners said correctly instead of mentioning the linguistic form of the mistakes and errors.

Item 6: In classroom interaction, do speaking problems and mistakes

a- Last ☐

b- Reduce progressively ☐

c- Disappear completely ☐

Option	N	%
a	0	0%
b	9	90%
c	1	10%
Total	10	100%

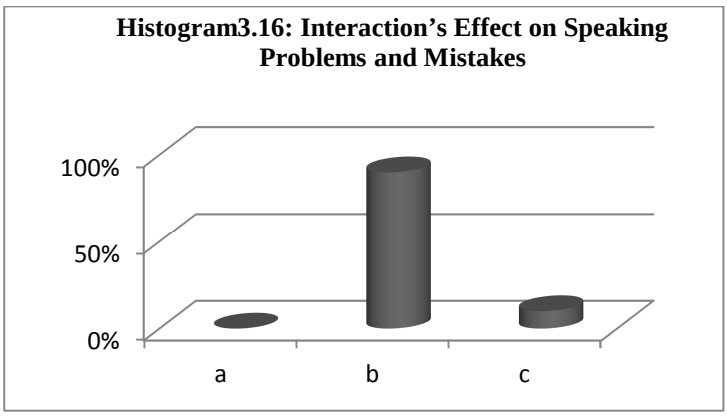


Table3.23: Interaction's Effect on Speaking Problems and Mistakes

The vast majority of teachers 9 claim that speaking problems and mistakes may be reduced progressively in classroom interaction. And 1 teacher chose option "c", i.e. these speaking problems and mistakes can disappear completely.

Item 7: what do you suggest to encourage the use of computers to teach English in classrooms?

The last section of the questionnaire required teachers to give suggestions on what can be done to encourage them to use computer to teach English in the classroom. Almost all the teachers except two suggested having a special computer room or a resource center where all the computers, LCD projectors, CDs as well as all other computer peripherals could be stored and available at all times. Other suggestions are listed below.

Teacher A: It would be good to have a special resource room with a full-time teacher operating the computers.

Teacher B: It would be useful and convenient if there were technical support at hand.

Teacher C: There should be permanent personnel at the resource room at all times.

Teacher D: would like to be sent for practical computer courses.

The teachers' comments suggest that if access to ICT resources was difficult, it will form a barrier for the teachers to use them in the classroom. Besides, the majority of the teachers welcomed a permanent maintenance personnel or teacher who would be able to render any assistance needed by teachers who wished to use the room including the setting up of the computers. The majority of teachers welcomed special practical courses whereby teachers would be taught how to incorporate the use of computers in their teaching.

Summary of the findings

In background information, the teachers' responses reveal that

- There is a woman's' overpopulation.
- Teachers are not homogenous in their ages.
- Teachers of the population of study are experienced teachers (having an experience superior than 10 years).
- The teachers of the population of study are from different high schools so different opinions.
- There are different methods the teachers use in teaching EFL learners.

In the second section information obtained from it demonstrated that

- English teachers have their own electronic devices computer for example and internet connection. They use it often.
- All schools obtain electronic devices and internet connection.
- English teachers are trying to support their coursework (teaching) with electronic devices (ICT).
- All teachers are aware of the computer technologies and applications and the majority of them are good in creating presentations (PowerPoint, etc.) which is an appropriate way to present courses in the classroom.

In the third section the majority of teachers assert the fact that the use of ICT makes them feel confident in teaching of English.

- Teachers believe in the great usefulness of ICT as a vehicle in language acquisition.
- Teachers have positive affect toward computers. They considered using electronic devices enjoyable, felt comfortable about them, and liked to use them in teaching.
- The electronic devices (ICT) save time, effort, motivate students to do more study, and enhance students' learning. They are fast and efficient means of getting information; they are needed in the classroom, and generally do more good than harm.
- Teachers are positive about the relative advantage of electronic devices as an educational tool, the use of electronic devices is appropriate for many language learning activities.
- Teachers are uncertain about class time that is too limited for electronic devices use.

Concerning the speaking activities which create a successful interaction in the last section, all the teachers state that they focus on debates and discussions; this may be due to the fact that the learners in such activities speak more freely through giving or receiving others' opinions, here learners also can learn some of the speaking techniques of how to initiate, take turn, interrupt and close the topic by watching and listening to native speakers.

Most second language learners have some problems in speaking activities. 80% of teachers claim that pupils have the problem of inhibition because of shyness, anxiety and stress, and this may be due to the ill development of communicative skills and the feeling of linguistic inferiority. Other 60% of teachers complain that their pupils use their mother tongue when they interact in L2. This happens because learners do not still achieve automaticity in L2. Nothing to say about the chosen topic is another problem that learners most face; this may be because of the poor practice of the language and the limited knowledge of the learners. Few teachers say that learners do not participate too much in the classroom, and only one teacher who adds a further problem which is the authoritative teacher –according to him- this latter may affect the classroom interaction through his behavior.

80% of teachers insist on correcting pupils speaking mistakes later on, i.e. delaying the correction at the end of the activity. This shows that teachers are aware of the time of correction. Giving explicit corrective feedback is supported by 8 teachers; this may be because learners should know the form of their linguistic errors or mistakes, rather than implicit feedback where teachers reformulate correctly what students said incorrectly without calling pupils' attention to the form of errors.

Almost all of the teachers 89% agree that classroom interaction could reduce progressively the speaking problems and mistakes, 10% of teachers consider that they could be disappeared completely. This means that, a regular interaction with the teacher or other learners lead to achieve speaking automaticity that is free of mistakes, since the interlocutors whom the learners interact with will contribute in giving feedback. So, learners will have the opportunity to notice the gap between the language they are using and the correct or target-like, and through interactions they seek to use the appropriate language that make them be understood by others.

3.2. Learners' Questionnaire

Introduction

The present research is about eliciting pupils' opinion about the effect of computers on developing the speaking skill, since learners are the main variables of this study. Their views and opinions are very crucial to test the stated hypothesis, and the most appropriate tool to investigate that is through addressing a questionnaire for them.

Learners' questionnaire aims at finding out whether the learners give importance and a value to Information and Communication Technology inside the classroom or not. This is

hypothesized that it activates their speaking skill through listening to a real source, then participating with their classmates or teachers.

The questionnaire was given for fifteen pupils at the beginning to pilot it. Then, it was administered to a sample of forty secondary school pupils, twenty eight of them are females and twelve of them are males.

3.2.1. The Participants

The forty (40) pupils who responded to the questionnaire were taken among an existing group from the total number of the first year at ALHAMMADIA high school at Bordj Bou Arreridj city. Twenty eight of them are females and twelve of them are males. The selection was based on the consideration that these pupils have already experienced the use of computers with their teachers. Also, their teachers focus more on pupils' talk at this level since they are still considered as beginners. Therefore, if those learners happen to teach in the future, they will accordingly know about the importance of Information and Communication Technology in building knowledge and developing the skills.

3.2.2. Description of the Questionnaire

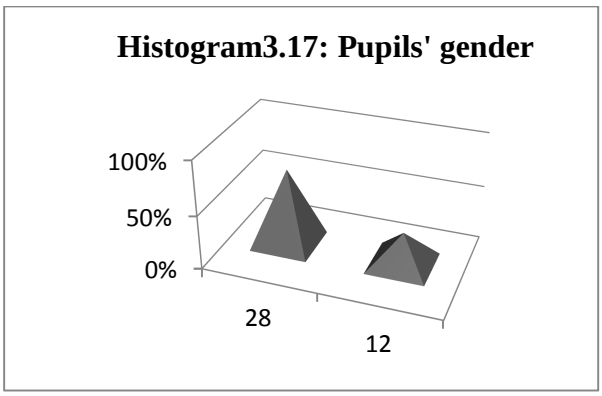
This questionnaire is a semi structured questionnaire consists of thirteen 13 questions which are arranged in a logical way. They are either closed questions requiring from the pupils' to choose „yes" or „no" answers, or to pick up the appropriate answer from a number of choices or open questions requiring from them to give their own answers and justify them. Section one is devoted to students" background information; these latter are asked to specify their gender, age, school, year and evaluate their level in English. In section two questions are asked to know about learners' attitudes toward learning using computers.

3.2.3. Analysis of the learners' Questionnaire:

<u>Section (1):</u> Background Information.

Item 1: gender: a- Female ☐ b- Male ☐

Option	Female	Male
a	28	70%

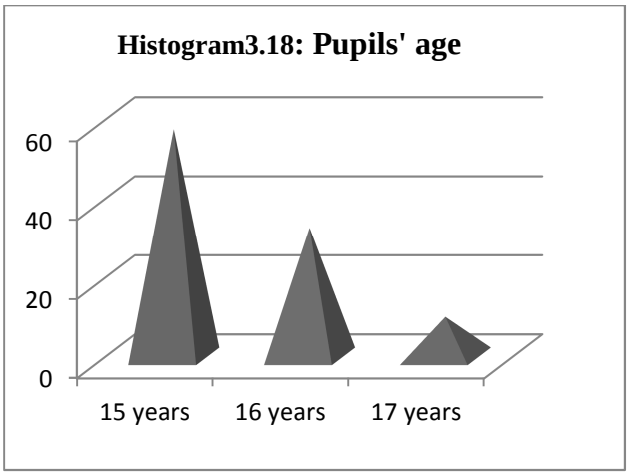


b	12	30%
total	40	100%

Table 3.24: Pupils' Gender

As shown in the table eighteen, females 28 are about three times the number of males 12.

Item 2: Age**.....**



Age	**Subjects**	**%**
15 years	13	57,5
16 years	23	32,5
17 years	4	10
total	40	100

Table 3.25: Pupils' Age

The results show that the majority of the pupils, i.e.: 23 are 16 years old. In addition, 13 of them are 15 years old, they are adolescents. May be those pupils entered school before the age of 6 .On the other hand , 4 students have repeated one or two years . Therefore, we may deduce that most of them are mature enough, and therefore conscious about their learning needs and their interests.

Item 3: School ……

This questionnaire was distributed to pupils at ALHAMMADIA high school because it could provide a variety of data from a wide range of respondents.

Item 4: year ……

This questionnaire was for first year pupils at ALHAMMADIA high school.

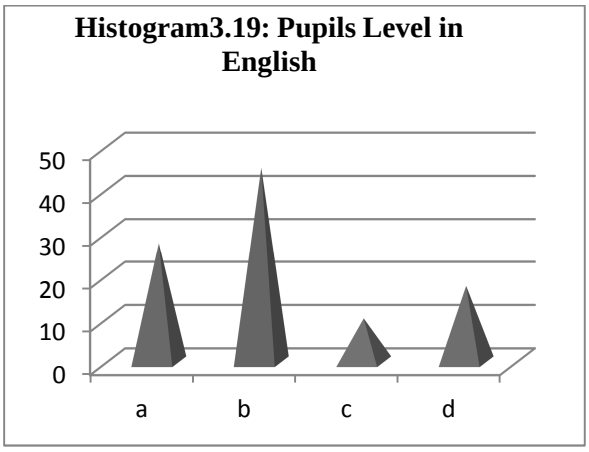
Item 5: Is your level in English

a- Good ☐

b- Average ☐

c- Less than average ☐

d-I do not know ☐



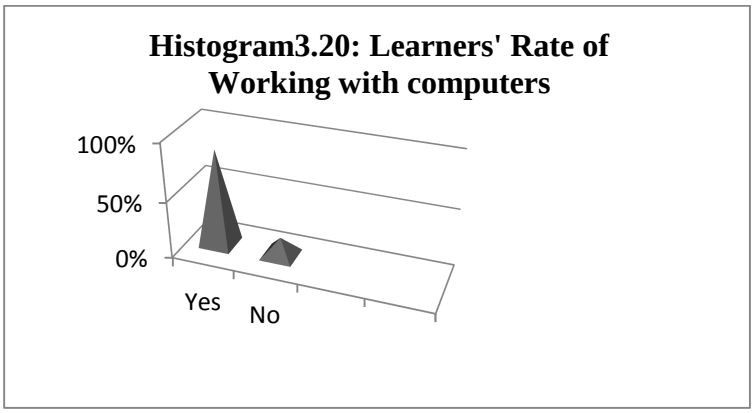
Option	N	%
a	11	27,5
b	18	45
c	4	10
d	7	17,5
Total	40	100%

Table 3.26: Pupils' Level in English

We can notice that the highest percentage of pupils 45% claims that their level in English is average. Others 27.5% show that they are good in English. Some others 17.5% say that they do not know their level at all. The least percentage 10% of students shows that their level is less than average.

<u>Section (2)</u>: Learners' Attitudes toward Learning Using Computers.

Item 1: Have you already worked in classroom with computers? a- Yes ☐ b- No ☐

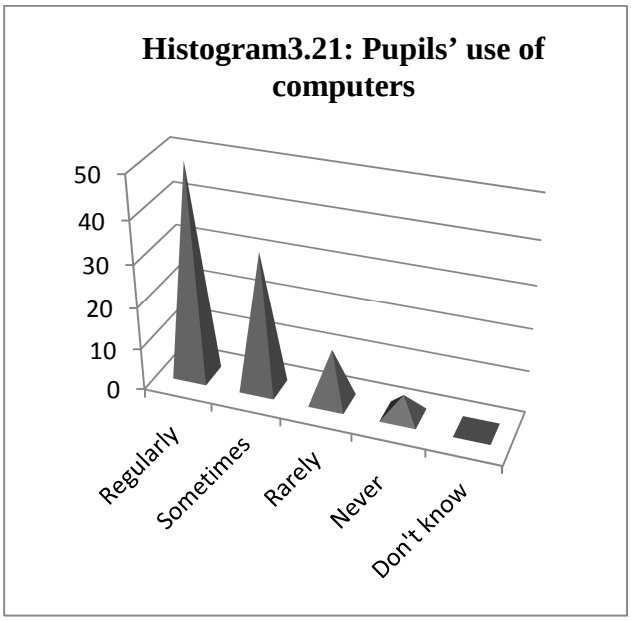


Options	Subjects	%
Yes	32	80
No	08	20
Total	40	100

Table 3.27: Learners' Rate of Working with computers

The table above shows that 32 pupils 84% have already worked in the classroom with computers while only 8 of them 20% have not experienced it. This data indicates that most of the teachers use Information and Communication Technology inside their classrooms.

Item 2: How often, if at all, do you use (Social networking, instant messaging, watch videos/live TV on websites, upload video/photo content to internet, use wikis/blogs/online networks) ?



Options	Subjects	%
Regularly	20	50%
Sometimes	13	32,5
Rarely	5	12,5
Never	2	5
Don't know	00	0
Total	40	100%

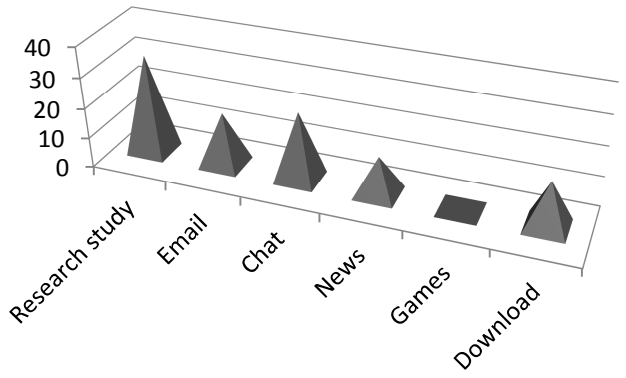
Table 3.28: Pupils' use of computers

*****-What do you use much more?

Options	Subjects	%
Research study	13	32,5
Email	7	17,5
Chat	9	22,5
News	5	12,5
Games	0	0
Download	6	15
Total	40	100

Table 3.29: Pupils' internet browsing activities

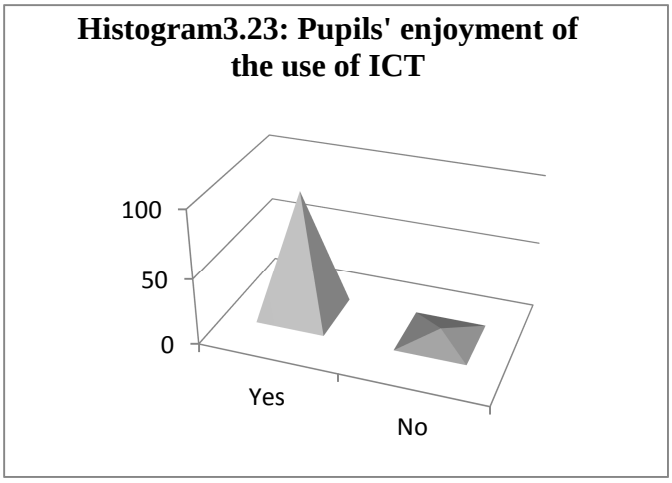
Histogram3.22: Pupils' internet browsing activities



The results show that pupils are familiar with technology and are usually able to judge its potential. Also, it shows that these pupils are likely to spend more time using ICT and use a wider range of techniques, hardware and software. Besides, the analysis of this question shows that females use the internet for research/study and e-mail faintly more than males. In addition, 17, 5% of them have e-mail accounts because they like to communicate with their teachers using the e-mail. Furthermore, while collecting their answers they mentioned that they use a lot Facebook and instant messaging frequently and are a natural, interesting part of

their life. Students mostly use instant messaging services, such as MSN, as an easy way of keeping in contact with friends. Facebook is used for keeping in contact as well as organising group clubs / society events, putting up photos and sharing stories of the night before.

Item 3: Do you enjoy teaching using Information and Communication Technology inside the classroom? a- Yes b- No



Options	Subjects	%
Yes	37	92,5
No	3	7,5
Total	40	100

Table 3.30: Pupils' enjoyment of the use of ICT

The table above indicates that most of pupils 37 representing 92, 5% enjoy working with Information and Communication Technology, while 3 pupils representing 7, 5% do not enjoy it. These results imply that working with Information and Communication Technology is really an important way to raise pupils' motivation to develop their speaking skill. This is may be because technology provides them with the opportunity to learn new vocabularies with their right pronunciation, discuss ideas, exchange opinions, and helps them feel at ease to do the activities by helping each other. However, 3 pupils representing 7, 5% do not enjoy it, probably; because they cannot express themselves freely, i.e. some teachers ask their pupils to listen and repeat the dialogue they are listening to and some shy pupils cannot speak in front of their classmates.

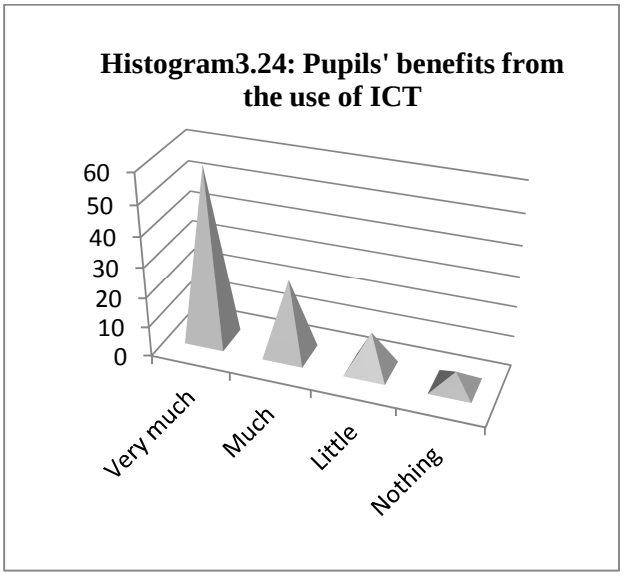
Item 4: How much do you think you have learned from using technology in the classroom?

a- Very much ☐

b- Much ☐

c- Little ☐

d- Nothing ☐



Options	Subjects	%
Very much	23	57,5
Much	10	25
Little	5	12,5
Nothing	2	05
Total	40	100

Table 3.31: Pupils' benefits from the use of ICT

This question aims at revealing the pupils' opinions about the amount of knowledge that they may acquire while using ICT. The table above shows that the majority of pupils 23 representing 57,5% of population claims that ICT is useful because probably it provides them with the chance to learn more from it and motivates them to get much information about the subject matter. This also may reveal that most of the pupils like working with computers. 10 pupils representing 25% of the population have a positive attitude toward the use of ICT because they may have learned much from it. However, 5 pupils representing 12, 5% claim that they have learned little. The 2 pupils who say that they learned nothing from the use of ICT possibly have a negative attitude towards it or they do not like it. This may also indicate that the atmosphere of the use of computers does not suit them.

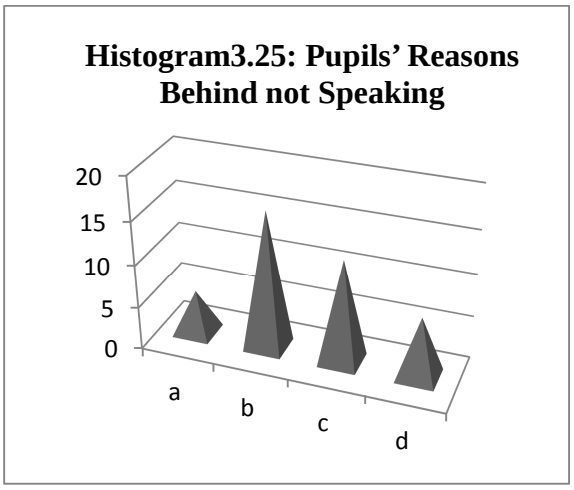
Item 5: If you do not speak, is it because?

a. You are not talkative ☐

b. The topic is not interesting ☐

c. The teacher does not motivate you ☐

d. You fear to make mistakes ☐



Option	N	%
a	5	12.5
b	16	40
c	7	17,5
d	12	30
Total	**40**	**100**

Table3.32: Pupils' Reasons Behind not Speaking

One can notice from the results shown that 40% of the pupils do not interact because the topic is not interesting. Others 17, 5% state also that the teacher does not motivate his pupils to speak, however, 30% of the pupils fear to make mistakes. The remaining percentage 12.5% of the students says that they are not talkative in the classroom that is why they do not participate.

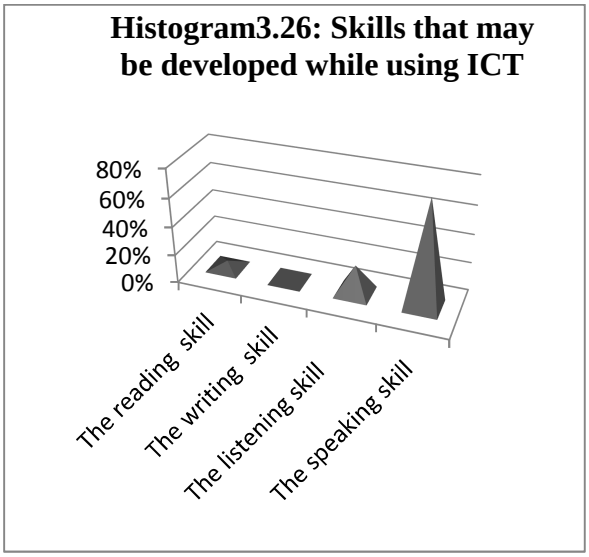
Item 6: Which skill do you develop more when your teacher uses Information and Communication Technology?

a- The speaking skill ☐

b- The listening skill ☐

c- The reading skill ☐

d- The writing skill ☐



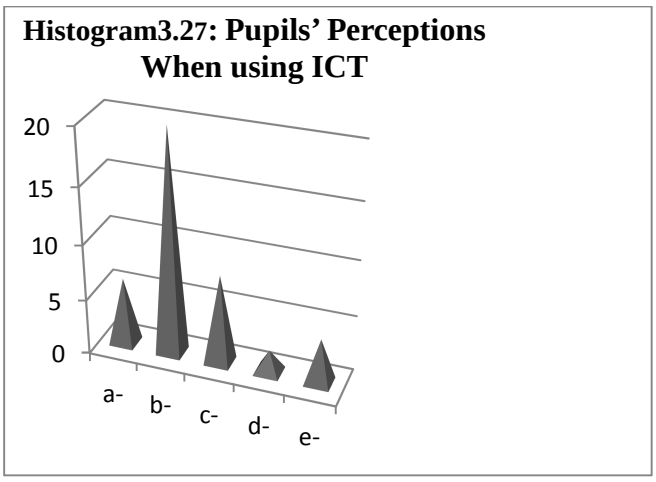
Options	Subjects	%
a-	30	75
b-	8	20
c-	02	5
d-	00	00
Total	40	100

Table03.33: Skills that may be developed while using ICT

This question aims to know which language skill will be developed more when working with ICT. Concerning the table above, just 2 pupils 5% of the respondents answer that their reading skill will be developed when using ICT. Those pupils probably are interested in this skill. However, only 8 of the pupils' answers confirm that the listening skill which is developed representing 20% of them. On the other hand, 30 pupils representing 75% state that their speaking skill develops more while using ICT. This indicates that ICT helps them to communicate in English while discussing topics with native speakers. These results go with the purpose of our dissertation. Since we hypothesized that computers can be a motivating technique that would help learners develops their speaking skill. These results confirm and reinforce our hypothesis. In other words, computer assisted language learning has a positive effect on motivating learners to develop the speaking skill.

Item 7: When using Information and Communication Technology:

a- You learn more ☐
b- You speak more freely than you used to speak ☐
c- You listen more to what is said ☐
d- You feel less shy to make mistakes ☐
e- You make new friends ☐



Options	Subjects	%
a-	6	15
b-	20	50
c-	08	20
d-	02	05
e-	04	10
Total	40	100

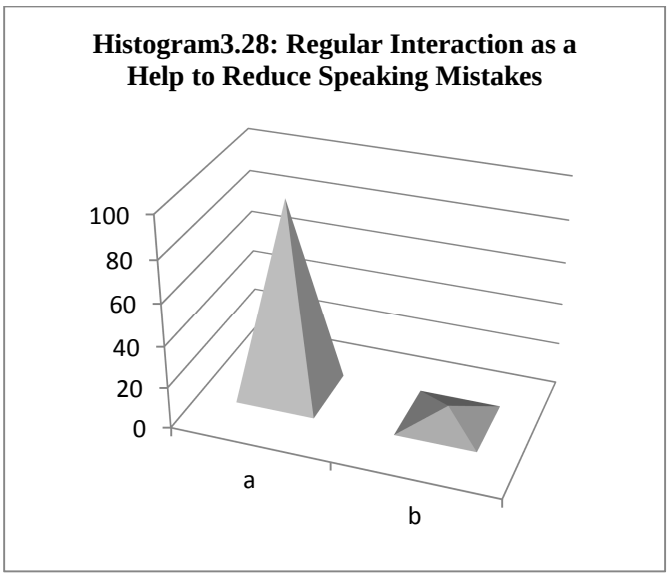
Table3.34: Pupils' Perceptions When using ICT

This question aims at finding out the student's perceptions towards working with ICT. In other words, what is the impact of working using ICT while performing their speaking tasks? The table shows that 6 respondents representing 15% learn more when working with ICT. This implies that ICT is a good technique to acquire more information. 20 pupils representing 50% answer that ICT allows them to speak more freely than they used to speak. This implies that those pupils are shy and ICT helps them to overcome this problem. However, 8 pupils representing 20% claim that they listen more to what is said while using ICT. Those pupils are probably do not like to speak by nature. Moreover, those pupils may have not the ability to express their ideas freely. Only 2 pupils representing 5% considers that ICT is a way that makes them feel less shy to commit mistakes. A small group of pupils; 4 representing 10% consider ICT as a path to make new friends.

<u>Section (3)</u>: Learners' Attitudes toward Speaking Skill
Please indicate your response to the following questions by checking the appropriate boxes:

Item01: Does regular speaking/interaction in the classroom help you to reduce your speaking mistakes?

a- Yes ☐
b- No ☐



Option	N	%
A	37	92,5
B	03	7,5
Total	40	100%

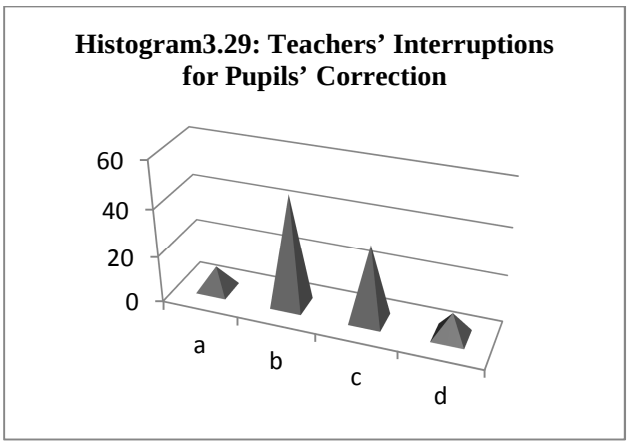
Table3.35: Regular Interaction as a Help to Reduce Speaking Mistakes

As table (30) shows, 92.5% of the respondents find that regular interaction in the classroom may lead them to reduce their speaking mistakes, however, 7.5% of pupils say „no" 28. Pupils explained that their speaking mistakes are reduced when they regularly interact because:

- The teacher calls them to these mistakes, so, they avoid them in the future participation 23 pupils
- They develop their passive vocabularies and sentence structures 3 pupils.
- They achieve automaticity in speaking 2 pupils.

Item02: How often your teacher interrupts you to correct your speaking mistakes?

a- Very often ☐
b- Sometimes ☐
c- Rarely ☐
d- Never ☐



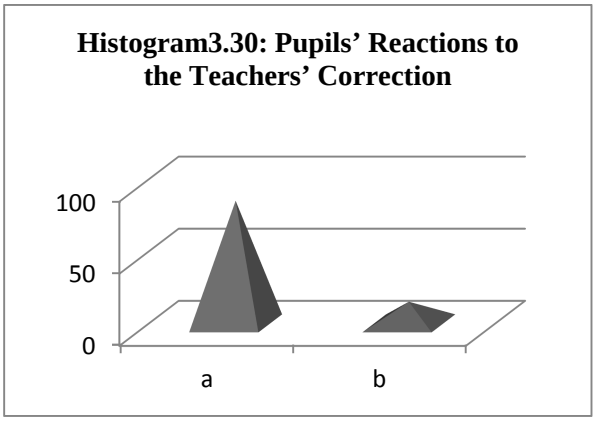
Option	N	%
A	4	10
B	19	47
C	13	32
D	4	10
Total	40	100%

Table3.36: Teachers' Interruptions for Pupils' Correction

Item03: How do you react?

a- You like it ☐

b- You do not like it ☐



Option	N	%
A	34	85
B	6	15
Total	40	100

Table 3.37: Pupils' Reactions to the Teachers' Correction

The common shared reaction between the majorities of pupils 85% is that they like to be corrected by the teacher sometimes or rarely. Whereas 15% of the students state that they do not like to be corrected.

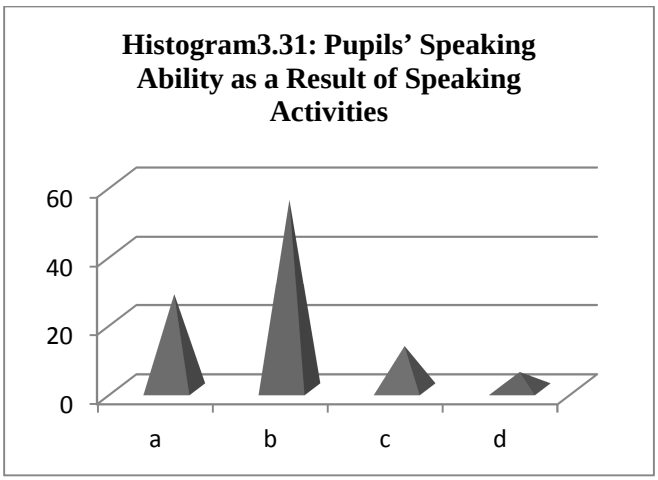
Item 04: How do you judge your speaking ability as a result of speaking activities?

a- Very well ☐

b- Well ☐

c- Not so well ☐

d- Bad ☐



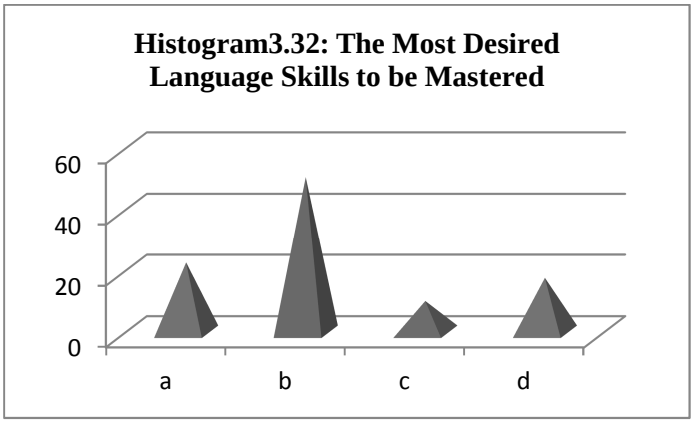
Option	N	%
A	11	27,5
B	22	55
C	5	12,5
D	2	5
Total	40	100%

Table 3.38: Pupils' Speaking Ability as a Result of Speaking Activities

The answer tabulated above reveals that 05% of the pupils evaluate their speaking ability as being bad as a result of speaking activities. More than half 55% state that their speaking level is well, 27% of pupils say very well. The remaining 12.5% of the participants evaluate their speaking ability as not so well as a result of speaking activities.

Item 05: Which of the four language skills do you wish to master most?

a- Listening ☐
b- Speaking ☐
c- Reading ☐
e- Writing ☐



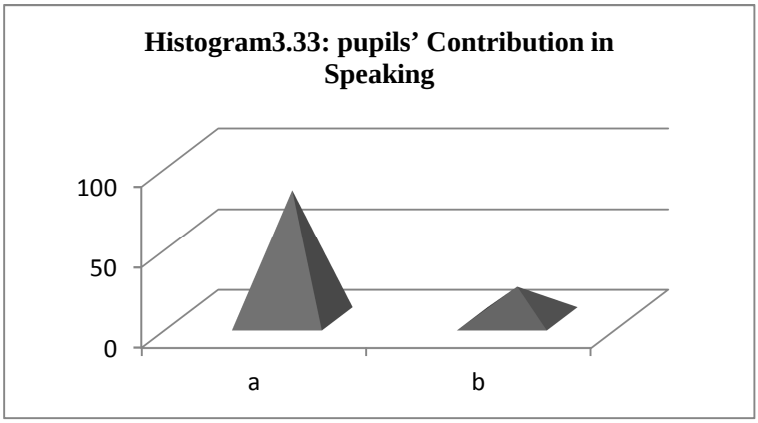
Option	N	%
a	9	22,5
b	20	50,5
c	4	10
d	7	17,5
Total	40	100

Table3.39: The Most Desired Language Skills to be Mastered

The table indicates that (20) respondents 50.5% prefer the speaking skill to master most, other 9 respondents 22.5% state that they wish to master the listening skill; while some others 7 of the respondents 17.5% wish to master the writing skill. The remaining 4 respondents 10% like to master the skill of reading.

Item 06: When do you speak in the classroom,

a- You who want to do it ☐
b-The teacher asks you ☐



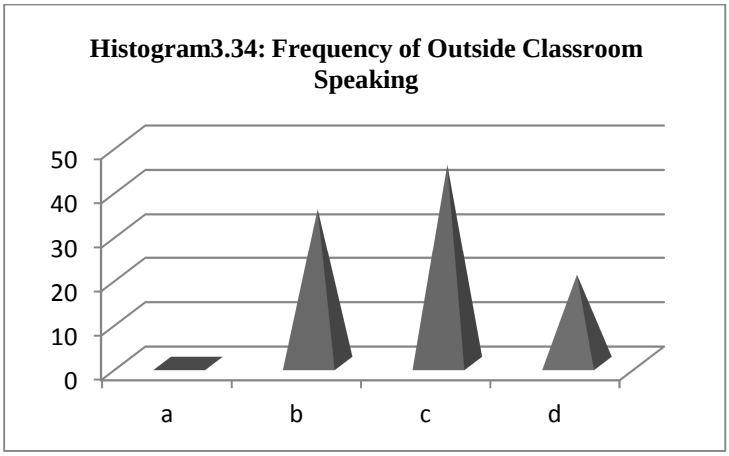
Option	N	%
a	32	80
b	8	20
Total	40	100

Table 3.40: Pupils' Contribution in Speaking

As shown in the table above, 80% of the respondents want to interact by themselves to improve their English language, while 20% of them are pushed by the teacher to do so.

Item 07: Do you speak in English with your classmates outside the classroom?

a- Always ☐
b- Sometimes ☐
c- Rarely ☐
D-Never ☐
Why? .....



Option	**N**	**%**
a	**0**	**0**
b	**14**	**35**
c	**18**	**45**
d	**8**	**20**
Total	**40**	**100**

Table3.41: Frequency of Outside Classroom Speaking

Regarding pupils answers, 18 say that they rarely speak in English outside the classroom, while 14 pupils state that they sometimes do so. The remaining 8 pupils respond

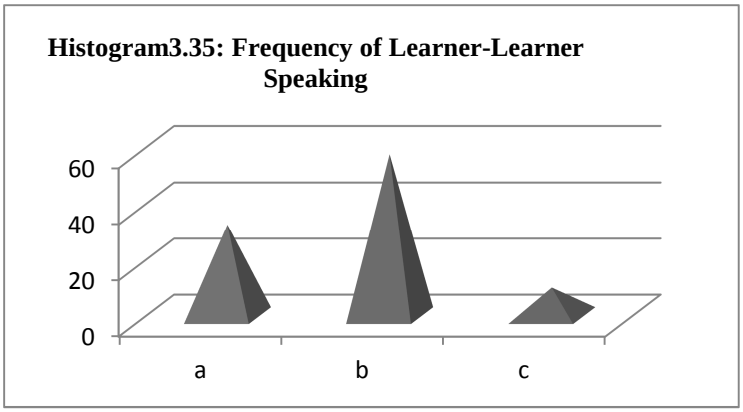
that they never interact outside the classroom. However, none of them interact in English outside the classroom.

31 Students explained that they sometimes, rarely or never interact in English outside the classroom because:

- English is not spoken outside; it is considered as a second foreign language 11 pupils.
- To improve the speaking skill 7 pupils.
- Some other pupils do not know how to create meaningful everyday utterances 5 pupils.
- Some pupils find it difficult to express themselves in the presence of their teachers; however they can do so outside the classroom 3 pupils.
- The teacher does not give pupils many opportunities to interact inside the classroom 3 pupils.
- Some pupils want to imitate English native speakers 2 pupils.

Item 08: How often do you speak with your classmates inside the classroom?

a- Always ☐
b- Sometimes ☐
c- Never ☐



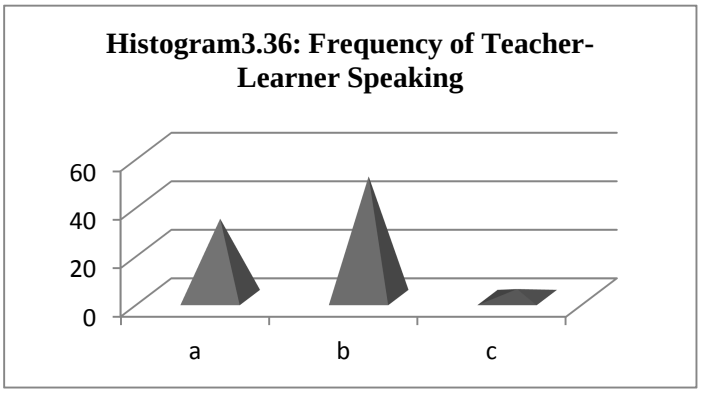
Option	N	%
a	13	32,5
b	23	57,5
c	4	10
Total	40	100

Table 3.42: Frequency of Learner-Learner Speaking

The table above shows that 23 pupils sometimes speak with other learners in the classroom, other 13 pupils state that they always do that. However, those who say never are 4 pupils.

Item 09: How often does the teacher give you the opportunity to speak (give and take) with him?

a- Always ☐
b- Sometimes ☐
c- Never ☐

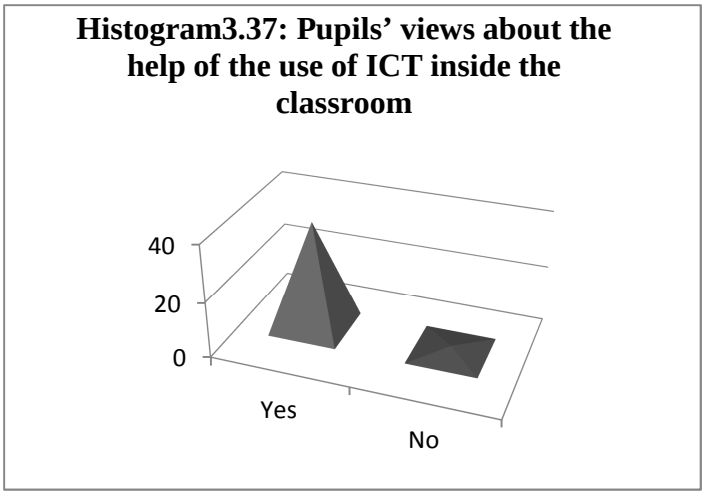


Option	N	%
a	13	32,5
b	20	50
c	4	10
Total	40	100

Table 3.43: Frequency of Teacher-Learner Speaking

Half of the pupils 20 state that they are sometimes given the opportunity to interact with their teachers, and those who say always are 13 pupils. Other 4 pupils state that teachers never give them the opportunity to interact with him.

Item 10: In your view, do you learn better when your teachers use computers? And do they help you to develop your speaking skill or not? Justify?



Option	N	%
Yes	38	95
No	2	5
Total	40	100

Table3.44: Pupils' views about the help of the use of ICT inside the classroom

The table above shows that 95% of the respondents find that the use of computers inside the classroom may lead learners to learn better and to reduce their speaking mistakes, however, 5% of the respondents say „no". Besides, 38 Pupils explained that their speaking mistakes are reduced when they regularly work with computers and when they listen/ watch videos inside the classroom. This is because:

- The teacher calls them to these mistakes, so, they avoid them in the future participation 3 pupils.

- They develop their passive vocabulary and sentence structures 13 pupils.
- They achieve automaticity in speaking 24 pupils.

3.2.4. Conclusion

From the analysis of the pupils' questionnaire, we conclude that:

- Pupils are more motivated when their teacher uses ICT in teaching.
- Most of the pupils have emphasized the fact that the speaking skill is the language skill that they develop the most while working with computers.

In learning of the four language skills, half of the learners 50% master the speaking skill most, as it is shown in Table 28; this is due to the fact that speaking a language is considered as a synonymous with knowing this language. So, in the classroom interaction the pupils are supposed to speak and listen (aural skills) much more than write and read. As a result of classroom interaction, pupils judge their speaking ability as being well and very well. This judgment indicates that keeping silent all the time in classroom will limit the pupils‟ chance to learn or to speak the foreign language. Moreover, 92% of the pupils claim that a regular use of Information and Communication Technology and a regular participation in the classroom could help them to reduce their speaking mistakes, they explain that if the teacher calls their attention to particular mistakes, then the learners will avoid them in the future participation.

3.5. Conclusion of Both Questionnaires

These questionnaires aimed at investigating the impact of computers on pupils' speaking skill. Learners' questionnaire was conducted with two main purposes; Firstly, to investigate pupils' familiarity and attitude towards computers, and secondly, to examine the possible relationship between pupils' use of computers and study habits. The results revealed that pupils have a positive attitude towards computers as they use them to facilitate learning, although male pupils are more favorable toward computers usage and likely to find that they help them at their studies.

Throughout these two questionnaires, many questionable facts about the use, effectiveness and importance of computers in improving pupils' speaking skill have been revealed, as well as the significance of the teacher's role in increasing motivation and interest

in the teaching / learning process through implementing computer inside his / her class. As shown in the results of the two inquiries, both teachers and learners are in fact aware of the important role of computers as a technique in the way that it helps them to make the teaching/learning process more successful . Despite the fact that many teachers do not use computers frequently while teaching, because mainly they fear pupils' noise and discussion out of the subject of the activity. In this respect, these results have confirmed the hypothesis stated in the introduction in the way that if the lesson -or an activity in the lesson- requires from the teachers to use Information and Communication Technology, it will be more motivating, interesting and successful.

3.3. Analysis of Pupils' Interview

We collected data through a qualitative and a semi structured interview. We focused on a small group of six learners. We chose to interview these learners because we were interested in understanding their views about speaking activities through computers. The interview was conducted in Arabic to encourage the learners to speak in more details and without the pressure of using English. We did not audio record learners' answers because we felt that they might feel threatened by a tape recorder. So, we took notes while interviewing the participants.

We focused on three specific issues. Firstly, we asked them to agree or disagree with a number of statements about their opinions about learning English. Secondly, we wanted to know about their self-confidence and about Information and Communication Technology that is used in EFL classrooms that may help learners develop their speaking skill. This interview allowed us to collect in-depth information from each learner about their motivation in relation to speaking activities in learning English.

Our main research questions here were firstly, Does the use of ICT especially computers help pupils to develop their speaking skill or not? Secondly, how does the use of computers motivate pupils? We also examined these sub-questions: what are the learners' feelings about speaking activities? Can learners do the speaking activities in the course book or not?

3.3.1. Participants

We got in touch with first year pupils in ALHAMMADIA high school. Our interviewees had a mixture of abilities from weak to good abilities. We focused on six learners: two boys and four girls in a single group.

3.3.2 Analysis of the Findings

3.3.2.1. Opinions and Preferred Activities

They were asked, in the beginning, whether they enjoyed the English course using the textbooks only. Most of them replied that they prefer to keep silent and they feel bored. All pupils agree that they use technology in their daily life very often like laptops and the internet, etc. All of them spend most of their time using those electronic devices at home and at café nets.

One of the questions asked for learners is to rank the order of preference the following activities: listening, speaking, reading and writing. A closer look at learners' responses shows that listening and speaking activities were the most preferred while writing and reading activities were the least preferred. This is clear because we know that pupils naturally like to speak and it is not a natural impulse for young learners to remain silent during the learning process.

When they were asked about their opinion as far as the use of technology like computers, video tapes and data projectors in the English course to learn the language, they replied that it is very useful to use such tools and it is one of the best strategies that create an enjoyable learning environment. Moreover, pupils appreciate it since it breaks monotony, motivates them and provides a relaxing ambiance profitable for language learning.

3.3.2.2. Self-Confidence

All the six participants felt that they were not ready to speak English because they did not know enough English yet. We expected these responses because we think learners at this stage are not confident enough to speak English even when using the small amount of interlanguage they have. This was supported by their responses to the questions. Two-thirds of the learners reported that they liked to speak English in class but again some reported they did not have enough English to do so.

Two of the learners said they did not like to speak English, one because he did not know English and the second said that she only sometimes liked to speak English with her friends because they would help her if she got stuck in speaking activities. Halliwell (1992) says that

speaking is one of children's instincts, so although the learners liked to speak with each other they felt they did not have enough language to use in interactions.

Most of the learners felt unsuccessful in learning English because they could not use English language skills, especially speaking. Two of them agreed they felt only a little successful and another hesitated in agreeing but without making any comments, so we suspect that none of the learners felt confident about themselves as users of English. Most of the learners felt that speaking activities were difficult but we thought that was not true so we asked them about their reasons. Firstly, two of them said their teacher did not help or motivate them. Secondly, one of them said he could speak enough English. Finally, two of them did not comment, but only one learner said that speaking activities were difficult for him because he could not speak enough English.

Half of the learners felt that English lessons were fun; one learner was not sure about his answer so he replied that he did not know and two learners said that English lessons were not fun.

Half of the learners felt that the teacher listened to them during speaking and the other half felt she did not listen to them. All of them felt that the teacher would support them if they could not speak and most felt that Information and Communication Technology especially computers would help them if they got stuck during speaking activities.

Questions	**%**
1. I enjoy learning English.	100%
2. Which kind of activity do you prefer (Listening, Speaking, Reading, and Writing)?	83,33%
3. I feel successful in learning English.	66,66%
4. I feel that speaking activities are difficult for me.	83,33%
5. I feel that English lessons are a lot of fun.	100%
6. I feel that I am just copying the teacher's model of speaking.	50%
7. I feel that my teacher does not support me enough to be ready to speak.	33,33%
8. I feel that using Information and Communication Technology will support me and will help me if I get stuck in speaking activities as it helps me pay more attention.	66,66%
9. Work is more fun without ICT.	83,33%
10. ICT and especially computers help me to understand things better, because I can see examples in pictures, in video or other things that I can look at.	83,33%
11. Using ICT makes me keen to go to every lesson.	83,33%

12. I mess around more in class when I use ICT.	50%
13. Using ICT now will be better for my future career and needs.	33,33%
14. I work harder with ICT because it helps me speak better because I am listening to native speakers.	100%
15. I like working with ICT because it helps me work and learn better with other people.	100%
16. I can work longer without losing my concentration when using ICT.	83,33%
Total	100%

Table 3.45: Secondary Pupils' Interview Data

It is clear from table 45 that the average of answers is very positive. Computers are enjoyed and seen to make a valuable contribution to school work. As expected from the general literature on motivation in schools, secondary school pupils have somewhat more positive motivational profiles.

The findings indicate that pupils are generally positive in the view they take of ways in which computers helps them to work effectively with other people. In addition, pupils who are positive about the ways in which computers helps them work with others have higher learning goals. This extends to identified regulation, intrinsic motivation, performance and pupils' engagement with their colleagues. Furthermore, positive attitudes to the role that computers are expected to play in the pupils' futures can be noted. These positive attitudes are positively associated with learning goals. Pupils are not endorsing computers because it helps them to perform better than others. In a similar vein, the perception of a learning focus in classrooms is positively associated with the importance of computers in the future.

3.3. Discussion

This study highlights a number of issues relevant to understanding learners' motivation to participate in speaking activities in English lessons. First of all, the amount of English the learners know seems to be a problem for them. This seems to affect their motivation to speak in English. They do not seem to have reached the threshold and they feel they need to use English confidently. Most of the six case study learners here thought that they were not ready to speak English because they do not know enough English yet.

These views have an impact on their willingness to take part in spoken activities in the classroom. The learners also felt that they needed to listen from a natural source in order to be able to speak better before they could do speaking activities (perhaps because the speaking

activities they were asked to do required them to understand input in English first then, speak).

The dynamics of interactive oral activities also seemed to pose a challenge for these learners. The learners generally did not express positive views about speaking to other pupils during group activities; they liked to talk to their friends or to get help when they were stuck, but they did not see the group as an opportunity to practice and improve their spoken English. Gender issues were important here too; all the learners in this study preferred to speak with other learners of the same gender. This has implications for learners' willingness to take part in oral activities involving mixed groups of boys and girls. Finally, we can say that the results gathered from the interview supplement those from the questionnaires.

Conclusion

Throughout Algeria more emphasis is being placed on developing the learners' English speaking skills. This study suggests that teachers need to pay more attention to the best strategies that help learners do well in the speaking activities that teachers ask them to do. And above all we believe that the more we use Information and Communication Technology, the more we encourage, support, and help learners develop their speaking skill because they are taking it directly from a real source or native speakers. Besides, learners will believe in their own potential. So, teachers have a key role to play in enhancing learners' motivation and enabling them to develop not just their oral skills in English but their proficiency in the language generally.

Through the analysis of teachers' and learners' questionnaire, and pupils' interview, we found that both learners and teachers know about computers, they consider that computers can have a positive impact on learners' speaking capacities. It primarily gives the opportunity to receive comprehensible input and feedback. So, through a regular use of computers, learners can try new hypothesis about how English works and then increase the pace of their speaking skill.

GENERAL CONCLUSION AND REOMMENDATIONS

General Conclusion and Recommendations

This study was conducted to evaluate the use of computers to examine their impact on developing learners' speaking skill. The investigation was carried out at ALHAMMADIA high school Bordj Bou Arreridj. It aimed at whether confirming or rejecting the hypothesis that computers will have a significant impact on developing learners' speaking skill which helps pupils improve their English language. In this study we analyzed two questionnaires, one for teachers and another one for pupils in addition to an interview with six participants to supplement the results obtained from the first tools.

The findings revealed positive opinions of both teachers and learners about the usefulness of using a computer as a teaching tool, and how it is positive and advantageous to the teacher and to the progress of the pupils in learning English and developing their speaking abilities. This research has led us to conclude that teachers need to vary the tools used in teaching speaking. It also led us to assert the significance of computers in the language classroom and its positive impact on pupils' achievement in English. It offers a relaxing atmosphere, enhance language activities and develop learners' participation in the classroom. Finally, the main focus is that it develops learners' speaking skill. If we consider our self to be one of those who hold this opinion, this research work may be considered as a modest attempt

to prove it. Yet, in the field of education and scientific research the readers remain the best judges.

Recommendations

The major focus of this study was actually to analyze the impact of using computers in teaching and learning English as a foreign language. Based on this analysis, it is considered very important to make the following recommendations:

First of all, government should encourage schools and be motivated to invest on ICT related projects in schools. It should try to encourage the curriculum with a view to incorporating the use of computer and ICT- assisted instruction in teaching English language. Also, ICT equipment and facilities should be made available to all the schools. Besides, teachers of English that are not ICT compliance should be encouraged to study further in order to meet up with the new demand. In addition, Conferences, seminars, workshops and relevant programs should be organized by professionals of ICT to teach English teachers on modern technology and its uses. Furthermore, establishing electronic distance learning networks opportunities in our schools. Moreover, introduction of electronic computer system into classrooms in which the teacher can use to teach the students, how to operate computers, so that they can do it on their own. Creating ICT application, content, implementing and facilitating technology activities for learners. In addition to, research and identifying international models of best practice, it is better to distribute models and case studies of good practice on ICT integration in learning and teaching. Also, support successful school based ICT innovation and creativity. Furthermore, ministries of education in Algeria should also ensure that schools do not just have computers and ICT facilities rather they should ensure that they are effectively utilized in instructional programs in schools. Moreover, do not lock computers in the computer lab and restrict them to the teaching of computer science and programming to advanced learners.

Finally, create an information environment that incorporates libraries and laboratories and extends beyond their walls.

Using computers in education should not be understood as using it as a tool to transfer instructional material and practice but as a medium for learning, discovering, sharing and creating knowledge. As a consequence of integrating computers in education a change is expected to occur in the style of teaching and learning as noted by Harris et al (2002) "*...it is not necessarily the technology that has to be innovative, but the approach to teaching and learning must be*" (p. 35). We hope that projects could be developed by the Ministry of Education in order to use computers in education. We also expect that this research will serve as a reference for different studies in this field.

BIBLIOGRAPHY

Bibliography

1) Adeyemo, Sunday A. (December 2nd, 2010).*The impact of information and communication technology (ICT) on teaching and learning of physics*. International Journal of Educational Research and Technology.

2) Akbiyik, Cenk.(January 23rd, 2006). *Can affective computing lead to more effective use of ICT in education?*. Turkey: Faculty of Education Kayseri, Computer Education and Instructional Technology Department.

3) Albirini, Abdulkafi. (October 29th, 2004). *Teachers attitudes toward information and communication technologies: the case of Syrian EFL teachers*. ELSEVIER: USA.

4)Alina Padurean., & Manuela Margan. *Foreign language teaching via ICT*.» Universitatea "Aurel Vlaicu" :Arad.

5) Anderson, Jonathan. (2010). *ICT transforming education*. Bangkok Thailand: UNESCO.

6) Balanskat, A., Blamire, R., & Kefala, S. (2006). *The ICT impact report a review of studies of ICT impact on schools in Europe*. UK: European Schoolnet.

7) Barton, Roy. (2004). *Teaching secondary science with ICT*. Great Britain: Open University Press.

8) Barujel,Gewerc, A. (2004). *Teaching with ICT:What does it mean? "From e-mail to super web tools!"*. Spain: Institute for Educational Research.

9) Bavel, René van, Yves Punie et al. (2004). *ICTs and social capital in the knowledge society*. Spain: Institute for Prospective Technological.

10) Becker, H. J. (2001). "*How are teachers using computers in instruction?*" Washington D.C.

11) BECTA. (2003). What *are presentation technologies*? Coventry: BECTA.

12) Bonnett, M., McFarlane, A., & Williams, J. (1999). *ICT in subject teaching: an opportunity for curriculum renewal?* The Curriculum Journal.

13) Cartelli, Antonio et Marco Palma.(2009*).Encyclopedia of information communication technology*. United States of America: Information Science Reference.

14) Burnett, C., Merchant, G., & Myers, J. (2007). *English and ICT: moving towards transformation of the curriculum.* Handbook of primary English in initial teacher education.

15) Cavas, Bulent et al. (April, 2009). *A study on science teachers' attitudes toward information and communication technologies in education*. The Turkish online journal of educational technology.

16) *Changing the conversation about teaching learning and technology*. (1995). A report on 10 Years of ACOT research.

17) Chee, et al. (2011). *Self-directed learning with ICT: Theory, practice and assessment.* Singapore: Ministry of Education.

18) *Developing and using indicators of ICT use in education.* (2003). Thailand: UNESCO Asia and Pacific Regional Bureau for Education.

19) DfES. (2003). *The impact of Information and Communications Technology on pupil learning and attainment*. Nottingham: DfES.

20) Ellis, Dianah, & Colligan, F, et al. (2006). *The Becta review 2006 evidence on the progress of ICT in education. Uk: British Educational Communications and Technology Agency (Becta*).

21) Esteras, Santiago, & Fabré, E. *Cambridge professional English in use ICT*. London, s.d.

22) Giltinan, Elizabeth. (2006). *Changing times,changing roles:how primary schools have remodelled for the leadership and management of ICT. Research associate report*. England: National College for School Leadership.

23) Gulbahar, Y., & Guven, I. (2008). *A survey on ICT usage and the perceptions of social studies teachers in Turkey*. Turkey: Educational Technology and Society.

24) Haggins, Steve. (2000). *Does ICT improve learning and teaching in schools?* . UK: Newcastle University.

25) Harris, Stephen. (2005).ICT *innovation transforms the heart of the classroom.* Sydney. Centre for Innovation in Learning.

26) *ICT across the curriculum ICT in English*. (2004). UK: Department for Education and Skills. DfES Publications.

27) Ilomäki, Liisa. (2008). *The effects of ICT on school: teachers' and students' perspectives*. Finland: The Department of Teacher Education.

28) *Improving Scottish education ICT in learning and teaching*. (2007). London: HM Inspectorate of Education.

29) *Integrating ICT into education a collective case study of six Asian countries*. (2004). Thailand: UNESCO Asia and Pacific Regional Bureau for Education.

30) Jager, A.K., Lokman, A.H. (1999).*Impacts of ICT in education. The role of the teacher and teacher training*. Lahti, Finland: European Conference on Educational Research.

31) Jung, Sei-Hwa. (2006). *The use of ICT in learning English as an international language.*

32) Kennewell, Stephen et al. (2007). *The use of ICT to improve learning and attainment through interactive teaching.* Full Research Report.

33) Kenning, M.J. (2000). *Computers and language learning*. New York: Ellis Horwood.

34) Kumar, Raju. (July 2008). *Convergence of ICT and education.* Proceedings of World Academy of Science, Engineering and Technology.

35) Law, Nancy et al. (2008). *Pedagogy and ICT use*. Hong Kong, China: Comparative Education Research Centre The University of Hong Kong,.

36) *Learning to Change:ICT in Schools*.(2001). France: OECD Publications.

37) Martí, Maria del Mar Camacho. (July 2006). *Teacher training in ICT based learning settings:design and implementation of an on-line instructional model for English language teachers.* (Unpublished doctoal thesis). Tarragona: Universitat Rovira I Virgili.

38) Michiels, S.I. & Van Crowder, L. (2001). *Discovering the magic box: Local appropriation of information and communication technologies (ICTs).* Sustainable development Department.

39) Moore, Christopher D.(2005). *Is ICT being used to its potential to improve teaching and learning across the curriculum*?. London.

40) Moursund, David. (2005). *Introduction to information and communication technology in education*. University of Oregon: Teacher Education.

41) Moyle, Kathryn. (2006). *Leadership and learning with ICT voices from the profession.* Australia: Australian Institute for Teaching and School Leadership.

42) Newhouse, Dr. C. Paul. (2002). *Literature review the impact of ICT on learning and teaching*. Australia: Western Australian Department of Education.

43) Newhouse, Paul.S., & Barney Clarkson. (2002). *Quality pedagogy and effective learning with information and communications technologies (ICT):a review of the literature*. Australia: Western Australian Department of Education.

44) Oliver, R. (2002). *The role of ICT in higher education for the 21st century: ICT as a change agent for education*. Western Australia: Edith Cowan University.

45) Passey, Don., Caldwell, B., Cuban, L (2004). *The motivational effect of ICT on pupils*. London: DfES Publications.

46) Passi, B.K , & Bernadette, R. (2003). *The workshop on the development of guideline on teacher training in ICT integration and standards for competency in ICT. Final report*. Beijing, China: Asia and Pacific Regional Bureau for Education.

47) Pedersen,*E. E-learning Nordic*. (2006). Denmark: Ramboll Management.

48) Resta, P. (2002). *Information and communication technologies in teacher education*. Russia: UNESCO.

49) Robertson.A., Margaret.C., Ivan.W., & Andrew Fluck. (2007). *Seven Steps to ICT Integration*. Australia: ACER Press.

50) Scrimshaw, Peter. (June 2004). *Enabling teachers to make successful use of ICT*. London: the British Educational Communications and Technology Agency.

51) Semenov, Alexey. (2005). *Information and communication technologies in schools: A handbook for teachers*. France: UNESCO.

52) Skouby,P., Reza, T., & Knud Erik. (2006). *Major trends in ICT trends and their impacts on today's regulatory framework*. Danish Technical University.

53) Stevens, A. (2007). *Study on the impact of information and communications technology (ICT) and new media on language learning. FinalL Report*. UK: the Education and Culture Executive Agency.

54) *The impact of information and communications technologies on the teaching of foreign languages and on the role of teachers of foreign languages.* A report commissioned by the Directorate General of Education and Culture. s.d.

55) Tinio, V. L. (2002). *ICT in education*. New York.

56) Trimmel, M. & Bachman, J. (2004). *Cognitive, social, motivational and health aspects of students in laptop classrooms.* Journal of Computer Assisted.

57) Underwood, J. Oliver, R,. Pederson,E.(2006). *ICT Test bed evaluation-evaluation of the ICT test bed project*. UK: Nottingham Trent University.

58) *Using ICT to enhance learning. Pedagogy and practice: teaching and learning in secondary schools*. (2004). London: Department for Education and Skills.

Web sites

1) Wikipedia. ICT components. 2006. <http://en.wikipedia.org/wiki/ICT Components>.

2) http://www.becta.org.uk/

3) http://www.scotland.gov.uk/library/ict/

APPENDICES

APPENDICES

Appendix 1

Learners' Questionnaire

Dear learners,

We are preparing a research on the use of computers as an educational strategy to enhance learners' speaking skill. We would be grateful if you could answer these questions to help us in our research. This questionnaire consists of three sections. Each section begins with some directions pertaining to that part only. As you begin each section, please use a cross (×) to indicate your chosen option, and specify your answer when needed.

Section (1): Background Information

Please indicate your response to the following questions by checking the appropriate boxes:

Item 01: gender: Male ☐ Female ☐

Item 2: Age: .....
Item 3: School name: ……
Item 4: year: ……
Item 5: Is your level in English
a- Good ☐
b- Average ☐
c- Less than average ☐
d- I do not know ☐

Section (2): Learners' Attitudes toward Learning Using Computers.
Please indicate your response to the following questions by checking the appropriate boxes:

Item 1: Have you worked in classroom with computers yet? a- Yes ☐ No ☐
Item 2: How often, if at all, do you use (Social networking, instant messaging, watch videos/live TV on websites, upload video/photo content to internet, use wikis/blogs/online networks) ?
Regularly ☐
Sometimes ☐
Rarely ☐
Never ☐
Don't know ☐
What do you use much more: ……..
Item 3: Do you enjoy teaching using Information and Communication Technology inside the classroom? a- Yes ☐ b- No ☐

Item 4: How much do you think you have learned from using technology in the classroom?
e- Very much ☐

f- Much ☐
g- Little ☐
h- Nothing ☐

Item 5: If you do not speak, is it because?

a. You are not talkative ☐
b. The topic is not interesting ☐
c. The teacher does not motivate you ☐
d. You fear to make mistakes ☐

Item 6: Which skill do you develop more when your teacher uses Information and Communication Technology?

a- The speaking skill ☐
b- The listening skill ☐
c- The reading skill ☐
d- The writing skill ☐

Item 7: When using Information and Communication Technology:

f- You learn more ☐
g- You speak more freely than you used to speak ☐
h- You listen more to what is said ☐
i- You feel less shy to make mistakes ☐
j- You make new friends ☐

<u>Section (3)</u>: Learners' Attitudes toward Speaking Skill

Please indicate your response to the following questions by checking the appropriate boxes:

Item01: Does regular speaking/interaction in the classroom help you to reduce your speaking mistakes?

a- Yes ☐
b- No ☐

Item02: How often your teacher interrupts you to correct your speaking mistakes?

a- Very often ☐
b- Sometimes ☐
c- Rarely ☐
d-Never ☐

Item03: How do you react?

a- You like it ☐
b- You do not like it ☐
c- You are indifferent ☐

Item 04: How do you judge your speaking ability as a result of classroom interaction?

a- Very well ☐
b- Well ☐
c- Not so well ☐
d- Bad ☐

Item 05: Which of the four language skills you wish to master most?

a- Listening ☐
b- Speaking ☐
c- Reading ☐
d- Writing ☐

Item 06: When you speak in the classroom, it is

a- You who want ☐
b- The teacher who asks you ☐

Item 07: Do you speak in English with your classmates outside the classroom?

a- Always ☐
b- Sometimes ☐
c- Rarely ☐
d- Never ☐

Why…..
.....

Item 08: How often you speak with your classmates inside the classroom?

a- Always ☐
b- Sometimes ☐
c- Never ☐

Item 09: How often does the teacher give you the opportunity to speak (give and take) with him?

a- Always ☐
b- Sometimes ☐
c- Never ☐

Item 10: In your view, do you learn better when your teachers use computers? And do they help you to develop your speaking skill or not? Justify?

……
……
……....
……

Thank you for your collaboration

Laggoun Ibtissem (laggounibtissem@yahoo.com)

Appendix 2

Questionnaire for Teachers

Dear teachers,

You are kindly invited to answer the following questions. The purpose of this questionnaire is to examine your attitudes towards the introduction of the information and communication technologies (ICTs) into the Algerian education and your level of preparation to integrate these tools into your EFL classroom. The questionnaire consists of three sections. Each section begins with some directions pertaining to that part only. As you begin each section, please read the directions carefully and provide your responses candidly in the format provided.

Section (1): Background Information

Please indicate your response to the following questions by checking the appropriate boxes:

Item 01: what is your gender? Male ☐ Female ☐

Item 02: How old are you? Over 20 ☐

Over 30 ☐

Over 40 ☐

Item 03: Including the current year, how long have you been teaching? ……Years

Item 04: what is the name of your school? …… ……

Item 05: What type of teaching procedures do you use?

a) Active discussions ☐

b) Collaborative activities ☐

c) Role playing ☐

d) Computer-assisted instruction ☐

e) Demonstration ☐

f) Lecturing ☐

g) Others (please specify): ……...

Section (02): Everyday use of Computers (Patterns of use of computers and new media in everyday life).

Please indicate your response to the following questions by checking the appropriate boxes:

Item 01: Do you have your own electronic devices (computer)? Yes ☐ No ☐

Item 02: Do you have electronic devices (computer) at school? Yes ☐ No ☐

Item 03: Do you have Internet connection at home? Yes ☐ No ☐

Item 04: Do you have Internet connection at school? Yes ☐ No ☐

Item 05: Daily an electronic device (Computer Usage)

a) Less than one hour ☐

b) 1-3 hours ☐

c) More than 5 hours ☐

Item 06: In which of the following activities do you spend much time using electronic devices (computer, Palm device, etc.)

a) Creating spreadsheets or charts (Excel, etc.)	☐
b) Creating presentations (PowerPoint, etc.)	☐
c) Creating graphics (Photoshop, Flash, etc.)	☐
d) Creating video/audio (Premiere, Windows Movie Maker, etc.)	☐

Section (03): Using Computers for English language teaching

Please indicate your response to the following questions by checking the appropriate boxes:

Item 01: As teachers do you feel confident in using tools or electronic devices such as (computer, word, power point, excel, graphic programs such as paint, photo shop, access to the internet from your school, e-mail addresses , and your own web pages, etc.) in teaching English as a foreign language? Yes ☐ No ☐

Item 02: Do you think that the use of Information and Communication Technology enhances your method of teaching English? Yes ☐ No ☐

Item 03: In which of the following activities do you spend your time on using an electronic device (computer, Palm device, etc.)

Classroom activities and preparing coursework using an electronic device	
Surfing the Internet for information to support your coursework	
Creating, reading, sending e-mail, instant messages	
Surfing the Internet for pleasure	

Item 05: What are the different techniques that you use to motivate your learners in teaching English?

……

……..

Item 06: Please indicate your reaction to each of the following statements by ticking the one that represents your level of agreement or disagreement with it. Make sure to respond to every statement:

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
AFFECT	1. The electronic devices (computer, data projector, etc.) make me feel comfortable					
	2. Using The electronic devices (computer, data projector, etc.) in teaching English is enjoyable					
	3. I like using The electronic devices (computer, data projector, etc.) in teaching English					
COGNITIVE	4. The electronic devices (computer, data projector, etc.) save time and effort					
	5. The electronic devices (computer, data projector, etc.) would motivate students to do more study English					
	6. The electronic devices (computer data projector, etc.) are a fast and efficient means of getting information					
	7. I think I need The electronic devices (computer, data projector, etc.) in my classroom					
	8. The electronic devices (computer, data projector, etc.) can enhance students_ learning English					
	9. The electronic devices do more good than harm					
BEHAVIOUR	10. I would rather do things with an electronic device than by hand in teaching English					
	11. I would use The electronic devices as much as possible in teaching					
	12. I would like to learn more about The electronic devices (computer, data projector, etc.)					

	13. I have intention to use The electronic devices (computer, data projector, etc.)in teaching English in the near future					
ADVANTAGE	14. Teaching with The electronic devices (computer, data projector, etc.) offers real advantages over traditional methods of instruction					
	15.Technology can improve the quality of students learning English					
	16. Using technology in the English classroom would make the subject matter more interesting					
	17. The electronic devices (computer, data projector, etc.) are useful for language learning					
Compatibility	18. I don't think that English Class time is too limited for The electronic devices use					
	19. The electronic devices (computer, data projector, etc.) use suits my students_ learning preferences of English and their level of computer knowledge					
	20. The electronic devices (computer, data projector, etc.) use is appropriate for many language learning activities					

Section Four: Teaching Speaking

Please indicate your response to the following questions by checking the appropriate boxes:

Item 1: Which of these aspects do you focus on in classroom interaction?

A-Fluency ☐

b- Accuracy ☐

c- Both ☐

Item 2: Is it possible to make all the pupils participate in the speaking activities?

a- Yes ☐

b- No ☐

Item 3: What is the speaking problems pupils most face in speaking activities?

a- Inhibition because of shyness, anxiety and stress ☐

b- Nothing to say about the chosen topic. ☐

c- Low participation. ☐

d- Mother tongue use. ☐

e- Other problems (please justify). ☐

Item 4: If your pupils say anything wrong while speaking, do you

a- Interrupt them to correct them ☐

b- Correct them later ☐

c- Ask pupils to correct each other ☐

d- Do not correct at all ☐

Item 5: When you give corrective feedback to your pupils, do you

a- Tell them about the form of their mistakes (explicit feedback). ☐

b- Reformulate what they said correctly (implicit feedback). ☐

Item 6: In classroom interaction, do speaking problems and mistakes

a- Last ☐

b- Reduce progressively ☐

c- Disappear completely ☐

Item 7: what do you suggest to encourage the use of computers to teach English in classrooms?

……

……

……

……

……

……..

Thank you for your cooperation

Laggoun Ibtissem(laggounibtissem@yahoo.com)

Appendix 3

THE INTERVIEW

1) Opinions and Preferred Activities

Pupils were asked to agree or disagree with the following statements:

1. I enjoy learning English.
2. Which kind of activity do you prefer (Listening, Speaking, Reading, and Writing)?

2) Self confidence

Pupils were asked to agree or disagree with the following statements:

1. I feel successful in speaking English.
2. I feel that speaking activities are difficult for me.
3. I feel that English lessons are a lot of fun.
4. I feel that I am just copying the teacher's model of speaking.
5. I feel that my teacher does not support me enough to be ready to speak.
6. I feel that using a computer will support me and will help me if I get stuck in speaking activities as it helps me pay more attention.
7. Work is more fun without a computer.
8. I pay more attention when lessons involve the use of computers.
9. I find all my school work interesting.
10. Computer helps me to speak whenever I want to.
11. Work without ICT grasps my attention better.
12. I get more involved with my work when I don't have to think about new ICT skills.
13. Using computers helps me to get better marks in my work.
14. I like being able to show other people how to do things when I am using ICT.
15. I like to work with other pupils when using ICT because it helps me to learn better.
16. Computer helps me to understand things better, because I can see examples in pictures, in video or other things that I can look at.
17. Using computer makes me keen to go to every lesson.
18. I mess around more in class when I use a computer.
19. Using computer now will be better for my future career and needs.
20. I work harder with ICT because it helps me speak better because I am listening to native speakers and watching them.
21. I like working with computers because it helps me work and learn better with other people.

22. I can work longer without losing my concentration when using a computer.