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**Teachers' and Students' Attitudes towards the Role of Using
Technology beyond the Classroom in Enhancing the Speaking
Skill.**

**The Case Study of First Year Master Students of English at the
University of 8 Mai 1945, Guelma.**

**A Dissertation Submitted to the Department of Letters and English Language in
Partial Fulfilment of the Requirements for the Master Degree in Language and
Culture.**

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Dedication

Above all, thanks to **ALLAH** who guided me on the right path.

I dedicate this modest work which is the fruit of all my years of study:

To the source of tenderness “**my mother**”, who kept praying for me.

To the source of success “**my father**”, who supported me in all the stages of my life.

To my lovely sisters: **Faiza, Sara** and their husbands: **Faycel** and **Ishak**.

To my dear brothers: **Messoud, Dadou, Bassem** and their wives: **Warda, Amina** and
Khawla.

To my dear nephews: **Chaker, Iyad, Aness, Mohamed Jawad** and **Daya Addine**.

To my lovely niece: **Tasnim**.

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Abstract

This work highlights the important role of using technology outside the classroom in enhancing students' speaking skill. Firstly, the current study gives a general overview about the speaking skill. Secondly, it provides a theoretical background about the role of technology inside the classroom as a tool for teaching and learning a foreign language, and outside the classroom as a means to develop learners' speaking skill. It is hypothesized in this research that, Teachers and students may have positive attitudes towards the role of using technology beyond the classroom in enhancing the speaking skill. To check this hypothesis, two questionnaires are administered to both teachers and Master one students at Department of Letters and English Language, University of 8 Mai 1945, Guelma during the academic year (2017-2018), in order to see the extent to which they are interested in using technology inside the classroom to facilitate teaching and learning process, and their attitudes towards the role of using modern technologies beyond the classroom in improving the speaking skill. The findings indicate that students face many difficulties while speaking, mainly because of the limited opportunities to practice the language inside and outside the classroom. Both teachers and students see that modern technologies help in improving one's speaking skill. From these results, it is concluded that there is a positive relationship which exists between using technology outside the classroom and the speaking skill; as a result, teachers and students have a positive attitudes towards the role of using technology outside the classroom in enhancing the speaking skill. Finally, it is recommended that teachers should raise learners' awareness towards the use of technology beyond the classroom to ameliorate their oral communication, and students also should benefit from modern technologies outside the classroom in enhancing their speaking skill.

Key words: technology, beyond the classroom, speaking skill.

Abbreviations

EFL: English as Foreign Language.

ICTs: Information and Communication Technologies.

CALL: Computer Assisted Language Learning.

TELL: Technology Enhanced Language Learning.

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GENERAL INTRODUCTION

GENERAL INTRODUCTION

Today, English is the most important medium in linking the global communication. Learning a new language requires the involvement of the four skills which are; listening, speaking, reading and writing. However, speaking is considered as an important skill; because it is one of the effective ways to communicate. Many students think that the adequate place to learn a foreign language is the classroom and the only source of learning is the teacher; however, learning a new language can take place anywhere and anytime by using many sources. In the classroom, learners face many problems while speaking the target language; they think that it is too hard to be accurate and fluent. Among the many reasons behind the poor oral proficiency level; regardless of the psychological barriers (anxiety, low self-esteem and low self-confidence) are: clustering, redundancy, reduced forms, colloquial language. Moreover, the lack of practicing the language outside the classroom, in addition to the dependence on the teacher as the unique source of information. Thus, one way to overcome the encountered problems while speaking is to raise students' awareness towards the role that modern technologies play outside the classroom, in developing their speaking skill.

Modern technologies, such as: smartphone applications, internet, video conferencing, social networking, youtube and speech recognition software, could positively affect learners' pronunciation and comprehension. As a result, they would be more fluent and accurate in speaking English.

1. Statement of the problem

Many students believe that the classroom is the only place where they can communicate and learn a new language. However, they do not know that the more they use English language outside the classroom, the more their speaking skill will be enhanced. Students should improve their writing, reading, speaking and listening skills

through different ways. But, the major and the most important one which should be developed is the speaking skill. Using technology beyond the classroom, such as: watching English movies, listening to English songs, using internet, smartphone applications and social network; may help learners in ameliorate their speaking skill. Technology, also, gives learners the chance to be autonomous in their learning. Thus, the current study examines the role of using technology beyond the classroom as a tool for learning and improving learners' speaking skill.

1. Aims of the study

This study is carried out to investigate the role of using technology outside the classroom in developing students' oral proficiency. The intention of this topic is to raise teachers' and learners' awareness towards the role of technology outside the classroom in enhancing students' speaking skill. Moreover, this research attempts to discover the main kinds of technologies that contribute in improving students' oral performance.

This research addresses the following questions:

1. Do learners and teachers support the use of technology inside and outside the classroom?
2. Do learners use technology out of class aiming at developing their speaking skill?
3. What kind of technologies do learners prefer in enhancing their oral performance?

2. Research Hypotheses

Using technology outside the classroom helps and encourages learners to improve their level as well as their speaking skill, and engages them in different forms of learning beyond the classroom. Hence, it is hypothesized:

H1: Teachers and students may have positive attitudes towards the role of using technology beyond the classroom in enhancing the speaking skill.

H0: Teachers and students may have negative attitudes towards the role of using technology beyond the classroom in enhancing the speaking skill.

3. Research Methodology and Design

3.1. Research Method

This research uses a quantitative descriptive method, which is suitable to the research topic. The descriptive method is also useful in providing different facts which are helpful in checking the research hypothesis.

3.2. Population of the Study

This research is concerned with the role of technology as a tool for learning outside the classroom in improving students' speaking skill. So, the case study consists of 20 teachers and 56 Master one students, who are chosen randomly at the department of Letters and English Language, University of Guelma; in order to shed light on the role of technology both inside and outside the classroom, and to discover the extent to which learners use these technologies out-of-class to improve their speaking skill. First year Master students of English are chosen as a sampling population for this research because they are advanced learners and they are expected to have enough experience in using technology outside the classroom as a tool for learning and improving their speaking skill.

3.3. Data Gathering tools

The main tools used in gathering data in this research are two questionnaires which are administered for 20 teachers and 56 students at the Department of Letters and English Language, University of Guelma; in order to provide the needed information about the

role of technology outside the classroom in enhancing students' speaking skill, and answering the research questions as well as checking the hypotheses.

4. Structure of the dissertation

This dissertation is divided into three chapters, in addition to general introduction and general conclusion. The first chapter, entitled "The Speaking Skill", tackles the various definitions of speaking, its importance as a productive skill. Then, it deals with the relationship between speaking and listening and what makes the speaking skill different from the writing skill. Next, it states some types of speaking and the characteristics of oral performance such as: fluency, grammar, vocabulary and pronunciation. Moreover, it tackles some activities used to teach the speaking skill. This chapter ends with the discussion of some difficulties in speaking English and some suggestions for teachers to improve students' oral performance.

The second chapter tackles the issue of technology: its definitions from general to specific, brief history of technology in language teaching and learning, and some types of technologies commonly used in EFL classrooms such as: computer, multimedia projector and headphones. Next, it deals with the barriers of integrating technology inside the classroom and the importance of using it beyond classroom walls. Then, it states some forms of out of class learning such as: e-learning, online learning and distance and open learning, benefits of technology on learners' oral communication beyond the classroom, and the main modern technologies that contribute in enhancing the speaking skill out of class such as: the internet, social networking, youtube, video conferencing, speech recognition software and mobile applications.

The third chapter describes teachers' and learners' questionnaires and their administration. Then it analyses findings of the questionnaires. Later, it interprets the

results according to research hypotheses. Finally, it states some pedagogical implications and recommendations.

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Introduction

Proficiency in any foreign language needs the mastery of the four skills: reading, writing, speaking and listening. Majority of EFL students learn a new language mainly to speak and interact with other people. Teachers and learners of a foreign language should give much more importance to the speaking skill, since it is essential in building up learners' competence in becoming a good communicator.

This chapter focuses on the speaking skill. Starting with different definitions of speaking skill, its importance and relationship to listening. Then, it tackles the differences between speaking and writing, various types of speaking, in addition to the main characteristics of oral performance and it discusses different classroom activities to teach speaking skill. Then, difficulties in speaking EFL. Finally, it provides some suggestions for teachers in teaching speaking.

1.1. Definition of Speaking

Speaking is one of the basic language skills that should be mastered by EFL learners; in order to be good communicators. The term speaking is widely defined by many researchers. According to Oxford Dictionary, speaking is "the action of conveying information or expressing one's feelings in speech". Hence, Speaking is the articulation of sounds which are shaped into syllables, words and utterances utterances, in order to deliver information, ideas, and emotions to the interlocutor.

Bailey (2002) defines speaking as "...the productive aural/oral skill, consists of producing systematic verbal utterances to convey meaning" (p. 124). Another definition is provided by Chaney (1998) "language speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts" (as cited in Chang, 2010, p.1). In other words, speaking is an interactive process of how to construct, produce and exchange information orally in various situations.

Speaking a new language entails the knowledge of grammar, vocabulary and many other elements of language to communicate effectively. Bygate (1987) claims that "in order to be able to speak a foreign language it is necessary to know a certain amount of grammar and vocabulary" (p. 3). Brown and Yule (1983) states that "the speaker has available to him the full range of "voice quality" effects (as well as facial expression, postural and gestural systems)" (p. 4). Speaking requires also the use of body language, facial expressions, gestures and the eye contact which are aspects of the non-verbal communication.

1.2.The importance of speaking

Communication plays a vital role in our life; we devote our time in speaking and communicating with others. Thornbury (2005) argues that: "speaking is so much a part of daily life that we take it for granted" (p. 1). Many students study a foreign language in order to interact and communicate fluently. Connecting words and sentences together in a meaningful way makes students able to express their thoughts, opinions, and information.

Richards (2008) suggests that: "learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their language proficiency" (p. 19). So, the ability to speak skillfully in a foreign language reflects learners' success in mastering that language.

Goh (2007) claims that "speaking is important for language learners. Besides the role it plays in communication, speaking can also facilitate language acquisition and development" (p. 1). Through speaking, learners can acquire the target language easily and improve their level of communication. According to Bygate (1987) "speaking is a skill which deserves attention as much as the literary skills in both native and foreign

language"(p.VII). Learners should give much care for developing their speaking skill, because it contributes to their success in learning and later in their life.

1.3. The Relationship between Speaking and Listening

For most EFL students, improving the speaking skill is their main goal. However, the development of the listening skill is also needed; in order to be proficient in speaking. Anderson and Lynch (1988) argue that "effective speaking depends on successful listening" (p. 16). So, there is a strong relationship between listening and speaking in which the latter cannot be developed in isolation especially from the listening skill. Speaking and listening are related to each other, Brown (2004) claims that "listening and speaking are almost always closely interrelated" (p. 140). It is clear that speaking depends on listening and vice versa; we cannot interact with each other if we do not involve both speaking and listening processes. According to Sharma (2002) "the speaking-listening relationship is usually more intimate and face-to-face, with one function demanding the other" (p. 76). So, to be a good communicator you should master both listening and speaking.

Generally, speaking and listening are intimate and happen together. They play an important role in communication since we can not separate one from the other. Teachers should focus on integrating both skills through helping and giving students chances to develop their listening abilities.

1.4. Speaking vs writing

Brown (1994) provided a brief summary (as cited in Weigle, 2002, p. 15-16) about the differences between speaking and writing:

✓ Permanence

Oral language is considered as a short interaction which takes place face-to-face in real time. However, written language is enduring and every one can return back to read it.

✓ **Production**

Speakers in a conversation must think, plan and produce the speech in the moment they perform. While, written language is planned, drafted and revised in order to give a final piece of writing.

✓ **Distance**

Speakers and listeners in their face-to-face interaction are sharing the same context which facilitates the comprehension. However, the writers and the readers have different contexts which reduces the understanding.

✓ **Orthography**

Spoken language is characterized by stress, pitch, intonation, volume and pausing which enrich the speech, while written language includes a specific information which is reflected only by the written words.

✓ **Complexity**

The written language is more complicated than the spoken language. In writing we use longclauses and subordinators, however in speaking we tend to use short clauses and redundant forms.

✓ **Formality**

Written language is more formal compared to spoken language which is less formal.

✓ **Vocabulary**

Oral speeches tend to include limited and repeated words while written language is rich of different and new words which are less frequent.

1.5.Types of speaking

Brown (2004) suggests five types of speaking

1.5.1. Imitative Speaking

It is the ability to repeat words, phrases or sentences. It may include some particular elements of language such as grammar and lexis. This kind is carried out for the purpose of improving pronunciation, accuracy and to get familiar with difficult structures of the language.

1.5.2. Intensive Speaking

Unlike imitative speaking, intensive speaking is the ability to produce short stretches of oral language, through practicing grammatical, lexical or phonological aspects of language. Intensive assessment tasks are directed response tasks, reading aloud, sentence and dialogue completion.

1.5.3. Responsive Speaking

It refers to a limited interaction in which the speaker replies with short answers. It includes standard greetings and small talk, simple requests and comments. Speech production can be meaningful and authentic.

e.g; T: what is the most urgent environmental problem today ?

S: I would say massive deforestation (p. 141)

1.5.4. Interactive Speaking

According to Brown (2004) "the difference between responsive and interactive speaking is in the length and complexity of the interaction"(p. 142). Interaction involves two forms: Transactional language which is aimed at exchanging information and interpersonal language which is aimed at establishing and maintaining relationships through the use of colloquial language, ellipsis, slangs and humor.

1.5.5. Extensive Speaking

The final type of speaking that was stated by Brown (2004) is the extensive one. This kind of speaking includes oral speeches, story-telling and oral summaries, in which the language is more formal and planned before.

1.6.Characteristics of Oral Performance

Speaking a foreign language is not an easy task for many learners, because the mastery of the speaking skill is based upon the mastery of fluency and accuracy. There are some aspects of language that must be developed by learners, in order to achieve an effective and correct communication. Baker and Westrup (2003) claim that "Accurate speakers do not make mistakes in grammar, vocabulary or pronunciation. Fluent speakers can express themselves appropriately and without hesitation"(p 7). That is to say, competent learners are those who use what they know about the language system in their oral performance in order to express themselves with less hesitations. However, accuracy is to be accurate and correct with less errors in grammar, pronunciation and vocabulary. Fluency and accuracy are very important in developing learners' oral performance.

1.6.1. Fluency

Fluency is considered as a very important characteristic in oral performance. It is the ability to produce a fluent speech in any situation without hesitation. Newton (2009) argues that "fluency is typically measured by speed of access or production and by the number of hesitation"(p. 152). Many learners think that fluency is to produce a fast speech. However, Thornbury (2005, p.6-7) argues that both speed and pausing are essential in fluency because speakers need to take breath and help the listeners understand the message.

1.6.2. Accuracy

Learners often focus on being fluent in their speeches and ignore being accurate. Their main goal is to produce a quick speech, however, accuracy is as important as fluency. Learners should pay attention to the correctness and the completeness of sentences when they are speaking. Newton (2009) suggests that "Accuracy (is measured) by the amount of error" (p. 152).

1.6.2.1. Grammar

Grammar refers to the appropriate use of the grammatical structure. So, learners should know the grammatical structure such as: elements of sentences, grammar rules, tenses, and word order. Thornbury (2005, p. 21) lists some features of spoken grammar which are different from the written grammar :

- ✓ Clause is the basic unit of construction.
- ✓ Clauses are usually added (co-ordination).
- ✓ Head + body + tail construction.
- ✓ Direct speech favoured.
- ✓ Vagueness tolerated.
- ✓ A lot of ellipsis.
- ✓ Many question tags.
- ✓ Performance effects, including : hesitation, repeats, false starts, incompleteness, syntactic blends.

1.6.2.2. Vocabulary

Accuracy in terms of vocabulary means to select the appropriate word in the appropriate context. It is very important for learners to have sufficient vocabulary in order to communicate effectively and avoid the lack of appropriate words.

1.6.2.3.Pronunciation

To speak the English language accurately, learners should be aware about its phonological rules. According to Newton (2009) "pronunciation includes the articulation of individual sounds and the distinctive features of sounds like voicing, aspiration, stress and intonation" (p. 76). Thus, students should know about the different sounds and their articulation. They should also know about stress, intonation, pitch...etc.

1.7.Types of speaking situations

Speaking has many kinds which is determined by the situation or the context. According to Bentayeb (2008, p.28); there are three types of speaking situations:

1.7.1. Interactive speaking situation

In this type both speaker and hearer have a turn in the interaction process, it occurs in direct way either face-to-face or via medium, e.g. phone call. It includes various activities that may happen between any two or more persons such as: building dialogues, debates or discussing issues.

1.7.2. Non-interactive speaking situations

Non-interactive speaking occurs when the speech is delivered only from the speaker while the listener has not the right to interrupt him/her. E.g. in recording a speech, speeches in radio broadcasts and television.

1.7.3. Partially interactive situations

In this situation, speech is delivered directly to live audience, however the audience could not interfere or interrupt the live speech, they tend to listen and understand the speaker.

1.8. Activities to teach speaking skill

Engaging learners in various classroom activities helps them to improve their speaking abilities. Teachers should implement a wide range of activities inside the classroom to support learners interaction. Thornbury (2005, p. 41-104) suggests three different stages that are used to teach the speaking skill. The first stage is called awareness, in this phase students need to be aware of features of the target language. The second stage is appropriation which refers to the integration of those characteristics with the existing knowledge of learners. The third stage is autonomy, which refers to students' ability to use the target language features in their real life.

1.8.1. Awareness

Awareness activities focus on features of language : grammar, vocabulary, sociocultural rules, speech act, discourse markers, topic shift, communication strategies, lexical chunks, stress and intonation. Awareness includes three processes:

- **Attention** : students should be interested, motivated and curious in order to pay attention.
- **Noticing** : learners should be conscious about the entire classroom.
- **Understanding** : refers to learners' ability to recognize a rule.

1.8.1.1. Using recordings

Students are exposed to listen to some audio-recorded materials which can be scripted, semi-scripted or authentic such as : dialogues, monologues from TV or radio. This activity focuses more on grammar, vocabulary and intonation. There is no interaction between the speaker and the listener since it is recorded, so it represents a superficial real speech.

1.8.1.2. Using live listening

Learners should listen to the teacher or to a guest speaker to increase interactivity. Unlike using records activity, in live listening we expect an interaction between the speaker and the learner such as: giving comments, asking for clarifications or asking questions.

1.8.1.3. Using noticing the gap activity

In this activity students are asked to perform a speaking task next they listen and observe a competent speaker delivering the same task. Then learners identify language characteristics which are missed in their speeches. Finally, they are expected to produce the oral task as the competent speaker did.

1.8.2. Appropriation

Students should be aware about the appropriate use of language features.

1.8.2.1. Drilling and Chants

Drilling refers to the repetition of utterances, words, phrases and sentences by students. While chants are in a form of songs and games. They focus more on intonation and the articulation of the target language. In addition to Milling activity, in this activity learners ask their classmates specific questions about their view points in order to complete a survey. Those activities are very helpful for learners to memorize new words and idiomatic expression.

1.8.2.2. Writing tasks

Writing plays a vital role in learning the speaking skill. The following writing activities are helpful to improve students' oral performance :

- ✓ **Dictation:** teacher dictates expressions and learners write them down.
- ✓ **Paper conversation:** in group work, learners are asked to write a conversation.

- ✓ **Rewriting:** students are asked to modify a written dialogue using some new forms, such as: passive voice.

1.8.2.3. Reading aloud

In this activity, the teacher provides the learners by a text in order to read it, show where pauses fall and identify the stressed words. It focuses on pronunciation and it helps students to focus on talk only without feeling stressed of what to say next.

1.8.2.4. Dialogues

Dialogues are very useful in learning a new language. When students perform a dialogue, they will have the opportunity to practice grammatical and lexical structures.

1.8.3. Autonomy

Thornbury (2005) defines autonomy as "the capacity to self-regulate performance as a consequence of gaining control over skills that were formerly other-regulated" (p. 90). That is to say, automaticity is learners' ability to be spontaneous and self-regulating. There are many activities that foster students' automaticity:

1.8.3.1. Presentations and Talks

In this activity, the teacher engages his/her students in real life communication. It is a good experience for students to speak in front of their classmates especially if there is an interaction between them e.g : asking questions, clarifications... etc.

1.8.3.2. Role Play

Role play is a very useful technique which encourage students to practice the language and face their weaknesses such as : fear, anxiety, shyness and stress...etc.

1.8.3.3. Discussion and Debates

Discussion and debates are most used in EFL oral classes in which they start spontaneously. Students can express their opinions, ideas and thoughts freely. This activity helps them to be more autonomous and confident.

1.9. Difficulties in speaking EFL

Learning how to speak a foreign language is a very difficult task. Many students of English fail to communicate although they have great knowledge of the language. Luoma (2004) agrees that "speaking in a foreign language is very difficult and competence in speaking takes a long time to develop" (p. 1). Brown (2000, p. 270-271) identified eight difficulties that may face students in their learning process.

1.9.1. Clustering

Learners may face difficulties in clustering utterances and letters together or they may produce a word by word speech by making pauses. However, Brown believes that fluency in speech is phrasal and not word by word. (p. 270).

1.9.2. Redundancy

The spoken language is characterized by the redundant forms such as: I mean, well, you know, which enable learners to repeat and rephrase their ideas in order to make them clear and understood.

1.9.3. Reduced forms

The English language is full of reduced forms ; it might be phonological, morphological, syntactic or semantic. Since students are taught the full forms of the target language, it is hard for them to cope with these reductions.

1.9.4. Performance variables

Speech performance is characterized by hesitation, pauses and self-corrections. Students should be taught how to think and formulate ideas at the same time of their performance through the use of uh, um, well...etc.

1.9.5. Colloquial language

Teachers should make their students aware of words, idioms, slangs and cultural knowledge of the colloquial language in order to ensure that they are able to produce these forms.

1.9.6. Rate of delivery

Another problem that may face English learners is the inability to understand and produce a fast or a slow speech. So, students should be taught how to produce an acceptable and fluent speech.

1.9.7. Stress, Rhythm, Intonation

Another important characteristic of the English language is pronunciation. In pronunciation we find stress, rhythm and intonation which are very important in delivering any speech.

1.9.8. Interaction

Interaction with different interlocutors in various speech situations, helps students to learn new words and develop their language.

1.10. Suggestions for teachers to improve students' speaking skill

Kayi (2006) provides a list of suggestions teachers should use to foster learners' oral performance:

- ✓ Give maximum chances for students to speak the target language ; through providing relaxed atmosphere that includes collaborative work, authentic materials and tasks and shared knowledge.
- ✓ Involve all students in every speaking activity.
- ✓ Try to increase learners speaking time and teacher should be guider and observer.

- ✓ Provide positive comments on students' responses.
- ✓ Ask for clarifications using questions like : what do you mean ? in order to encourage students to speak more.
- ✓ Give written feedback.
- ✓ Do not interrupt learners' speech by correcting every pronunciation mistake. Correction will distract learners from speaking.
- ✓ Use different speaking activities inside classroom and encourage students to do activities outside the classroom, in order to practice the target language.
- ✓ Try to assess and control the whole classroom when they are working in groups or in pairs, to see if they are on the right path.
- ✓ Enrich students' vocabulary before every activity.
- ✓ Identify problems which may face students while expressing themselves and solve them.

Kayi (2006) focuses more on increasing learners' motivation to speak the target language, through creating relaxed environment and giving them opportunities to participate in different activities which help them developing their speaking abilities.

Conclusion

To conclude, the process of learning and teaching a foreign language relies on the four skills (reading, writing, speaking and listening), which are very important in enhancing students' language proficiency. So, this chapter is devoted to discuss speaking skill from various angles. It provided different definitions of speaking skill, its importance. Then, it stated the differences between speaking and writing, and listening speaking relationship. After that, it provided criteria of speaking performance, in addition to the main classroom speaking activities used by teachers and some

difficulties which may face EFL students. Finally, it ended by stating some guidelines for teachers to improve learners' oral performance.

CHAPTER TWO
USING TECHNOLOGY BEYOND THE CLASSROOM TO
IMPROVE THE SPEAKING SKILL.

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Introduction

No one can ignore the role of technology in our life generally and in the process of teaching-learning specifically. Technology stands for promoting the basic skills: listening, speaking, reading and writing; which are the most important elements in learning any language. Besides the role of technology inside the classroom, which increases students' understanding and achievement, it could be also a tool to continue learning beyond classroom. Through technology they can strengthen their weaknesses and improve their levels.

This chapter focuses on using technology beyond classroom to enhance the speaking skill. First, it starts with defining the key concepts: technology, ICTs and educational technology. Second, it provides a brief history about technology in language teaching and learning, types of technologies that are commonly used in EFL classes and some barriers and obstacles in using technology inside the classroom. Next, it deals with the importance of using technology beyond the classroom for learning, types of out-of-class learning, benefits of technology in improving the oral communication, modern technologies contribute in enhancing the speaking skill. Finally, it states some drawbacks of technology.

2.1. Definition of key concepts

2.1.1. Definition of Technology

Technology is a broad and multifaceted term which has appeared recently. It emerges rapidly in all domains and fields of life. Ginés (2003) claims that "Technology is a multifaceted and only recently coined term. A precise definition of 'technology' is not only difficult, but elusive since its scope and meaning continue to evolve"(p. 9). So, it is difficult to have a specific definition of technology because of its large scope.

Tuchel (1967) gives a concrete and inclusive definition (as cited in Rapp, 1981, p. 35). He claims that:

Technology is the general term for all objects, procedures, and systems, which, on the basis of creative construction are produced for the fulfillment of individual and social needs, which through defined functions, serve certain purposes, and in their totality change the world.

Technology refers to any created tools, materials, systems and applications that are needed to complete a task efficiently. Generally speaking, technology is the body of knowledge to use tools, systems, methods, techniques and applications in order to accomplish different tasks in our daily lives. It is applied and wide spread in all domains; we use technology at work, business, for communication, in transportation and for learning.

2.1.2. Definition of ICTs

ICTs stand for Information and Communication Technologies. It is a set of tools and resources used to communicate, create, store and manage information. According to Hamelink (1997, p. 3) ICTs are "[...] encompassing all technologies that enable the handling of information and facilitate different forms of communication among human actors, between human beings and electronic systems" (as cited in Gigler, 2015, p. 70). In other words, ICTs are technologies which facilitate the acquisition, storage, processing, sending and receiving of information; it is used also as a medium for communication. Another definition is provided by Misuraca (2007) in which he describes ICT as the use of information technologies and telecommunication such as: radio, television broadcasting, online publishing, postal services, cellular phones, internet, computer and multimedia in order to gather and store information.

2.1.3. Definition of Educational Technology

Educational technology or 'EdTech' is a wide field. It refers to the use of any kind of technologies to facilitate teaching and learning process. Molenda and Januszewski (2008) argue that "Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources"(p. 1), that is to say, educational technology is a field of practices and activities that need the use of technological devices for the purpose of promoting and enhancing teaching-learning process. Selwyn (2011) provides another definition for educational technology in which he claims that: "Educational technology does not simply refer to the material technologies and tools that are used in educational settings. It should now be clear that it makes sense to see digital technologies as simply part of the furniture of educational settings" (p. 17). So, educational technology is not only about tools and technological devices that are used in learning but rather it refers to the necessity of offering those tools and materials as part of furniture in which every classroom must possess different digital technologies, in addition to systems and applications which lead to the desired goal or outcome.

2.2. Brief History of Technology in Language Teaching and Learning

The integration of technology in language teaching and learning is not a recent story. It began around decades, if we consider pen, chalk and the blackboard as a form of technology. Language laboratories, Tape recorders and video are introduced in language teaching in the 1960's and 1970's, and they are still adopted in classrooms. In the early 1980's, Computer Assisted Language Learning (CALL) is introduced as a useful tool to do activities related to language learning such as: Filling in gapped texts, matching sentence halves...etc. CALL plays a vital role in teaching and learning during

this period, in which it provides learners with feedback and shows them why they are wrong. In the 1990's, the connected digital technologies emerged, so the use of computer programs of CALL were replaced by the use of the Internet and Web-based tools. The term TELL (Technology Enhanced Language Learning) appeared as a response to the widespread use of Internet and communication technologies for language learning, and the use of ICTs in classrooms become very important as a means of teaching and learning (Dudeny and Hockly, 2007). By 2000, the internet becomes available, which means that individuals can interact and communicate online with people around the world. Thus, the easy access to the internet facilitates the learning and teaching process inside and outside the classrooms, through using educational websites, searching in google, Wiki sites...etc. it leads also to the growth of social networking, video conferencing, geo-tagging and mapping. These technologies are not created specifically for the purpose of learning, but they are adopted and integrated rapidly in the learning context (Howard & Mozejiko, 2015).

2.3. Types of Technologies Commonly Used in EFL Classrooms

In EFL classes there are many electronic devices and tools, which are beneficial for both teacher and students, such as: computer, mobile phone, multimedia projector and language laboratories. These tools are very useful with crowded classes where the teacher can face his/her students while explaining the lesson. These devices save time, the teacher will not spend his/her time writing on the board or dictating. They are also helpful for students because such means catch their attention, bring them to the real context and give them concrete examples about the target language.

2.3.1. Computer

Computers are considered as the most common tool in the classroom. Tayata (2009) suggests that: "The term COMPUTER stands for ' Commonly Operated

Machine Particularly Used for Trade Education and Research [...] it is an electronic device that can store, transmit and manipulate information or data such as numerical, character, sound or voice data...etc." (p.1). Computer is an electronic device which is always present in all domains such as: marketing, learning and teaching, research and even for entertainment. It is a useful means for the teacher to prepare and present his/her lessons and lectures. It becomes a necessity to have at least one computer in a classroom.

2.3.2. Multimedia projector

It is a device that projects images, presentations, videos from computer onto the board or the wall, it is considered as the gateway for all technologies not only the computer. It helps learners to give PowerPoint presentations in a way that interacts all students, and it provides them with the opportunity to view the information clearly. It helps also the teacher in delivering the lesson without writing on the whiteboard which saves time.

2.3.3. Headphones

According to Oxford Dictionary headphones are: "a pair of earphones joined by a band placed over the head, for listening to audio signals such as music or speech.". Headphones refer to earphones used by individuals to listen to songs, speech and any other forms of audio; they are located over one's head. They are beneficial for teaching. Harris and Goldberg (2012) claim that " Headphones can be an effective tool to help block out surrounding noise in the classroom"(p.34). So, it is useful in keeping the noise level at a minimum inside the classroom and band the outside noise from distracting them. It gives clear sounds of the target language that help learners to improve their pronunciation.

2.4. Barriers of using Technology inside the Classroom

Implementing technology inside classrooms becomes a necessity; however, both teachers, students and the institution as a whole may face many difficulties in the implementation process. Adrian and Linda (2014) state that:

Using technology can be costly, not only in terms of the financial investment made by institutions for infrastructure, equipment and technical support staff, but also in relation to the personal investment made by staff and students in using the technology for teaching and learning.

The following points are the main and the common barriers in using ICTs according to Adrian and Linda (2014):

- **The cost of technological tools:** many educational institutions do not have the ability to pay for technological materials because of financial reasons. So, the full equipment of classrooms with modern technologies is very difficult and very expensive.
- **The lack of ICTs:** many schools and universities do not possess any kind of technology or they are insufficient because they neglect their role in education.
- **Lack of familiarity with technologies:** many teachers and learners may find it difficult to use ICTs because they are unfamiliar or unable to use them. It is also because of the lack of training.
- **Resistance to adopt new technologies:** many teachers do not support the use of ICTs inside classroom, and they adhere to the old methods of teaching where they feel comfortable.
- **Time consuming:** many teachers think that building an ICT classroom consumes time. They assume that they will lose a lot of time looking for and

constructing the materials, that is why they prefer the traditional ways of teaching.

- **Lack of interest:** some teachers do not use ICTs simply because they are not interested in using them, even if they know how to use them. They see technologies inside classroom as something additional which can distract students.

2.5. The Importance of using Technology beyond Classroom

The advent of technology changes the way we learn inside classroom, it creates a motivated atmosphere and makes the process of teaching and learning more vivid. However, we cannot deny the fact that technologies in class are not always available, we may use them but with limitations and barriers. That is why, it is better to learn by technologies beyond the formal settings. Technology makes it possible to learn outside the classroom, since it becomes a part of our daily life. It offers the opportunity for learners to engage more in learning, to share ideas, to do extra tasks, to search and to exchange information with experts anytime and anywhere. According to Walker and Herrman (2005) using technology inside and outside the classroom are similar. However, some technologies are used effectively beyond the classroom because they need more time. Jiyou (2014) argues that "In fact the usage of technology outside the classroom can also contribute much to the language learning. The power of technology for language learning may best be realized and maximized outside the language classroom" (p.303). So, using technology outside classroom is beneficial, where the exposure to the target language can be maximized.

Al-Kadi (2017, p.9) suggests that:

By using ICTs beyond classrooms, students can find themselves immersed in different types of English learning that Universities generally fail to supply; the emergence of English as a global contact language has underlain the omnipresence of English learning, making it boundless to classroom teaching.

ICTs outside classrooms give learners the chance to explore the various kinds and characteristics of the English language. They can use it in their daily life communication since it becomes the first language in the world. As a result learning the English language is not restricted to the classroom level, but rather it goes beyond its walls through the use of technologies.

2.6. Forms of Out-of-Class Learning

Technology makes it possible for learning to take place anywhere and without time limitation. The following kinds can provide both teachers and students with a variety of chances to enhance their level of the foreign language:

2.6.1. E-Learning

E-learning stands for learning through the use of electronic means. It is a kind of learning in which ICT tools such as internet, portable devices like laptops and mobile phones are used as a means for learning. Fog and Kwan (2005) claim that "the characteristics of e-learning include shar-ability of learning-related resources, anytime, anywhere, and anything learning [...] e-learning can be defined as learning behaviour by aid of internet and Information Technology" (p.38). In other words, e-learning is not face-to-face learning but rather through using ICTs as a medium between learner and teacher or between group of learners. It is a form of sharing information, resources and having e-courses (they are any lessons delivered by the internet) anywhere and anytime, it is not limited to a formal setting such as school or classroom; it can be at home.

According to Naidu (2003), e-learning includes different educational activities which are done by individuals or groups working online or offline, synchronously (at the same time) or asynchronously (not in the same time) via electronic devices.

2.6.2. Online Learning

Online learning is another facet of e-learning. Means, Bakia and Murphy (2014) claim that: "online learning refers to a learner's interaction with content and/or people via the internet for the purpose of learning. The learning may be part of a formal course or program or simply something learners pursue for their own interest" (p .6). Hence, online learning is a way of learning which occurs anywhere and anytime through the use of internet, it can be both formal and non-formal.

2.6.3. Distance and open learning

Rumble (1997) defines distance learning as a form of learning where learners are geographically separated from teachers. This type of learning entails the use of technologies such as: internet, laptops and phones. while open learning refers to the extent to which students can make decisions about their learning. Rumble (1997) claims that: "open learning is an imprecise phrase describing any form of educational provision in which the restrictions placed on students are minimized, and in which decisions about learning are taken by the learners themselves" (p.4).

2.7. Technology beyond the Classroom and the Speaking Skill

Many innovations are introduced in the 21st century, and rapidly they have become a necessity. These innovations facilitate the way of study in which we can learn without attending classes. Technology also changes our beliefs about learning, we realize that the teacher is not the only source of information. Students can investigate and explore countless websites, they become more autonomous in their learning. They can identify their weaknesses and try to ameliorate their level through using technology

in their free time. Technology is considered as an effective tool to develop the speaking skill, since almost technologies are based on the oral communication. Arora (2016) estimates that "Technological tools can provide comprehensive oral communication practice and minimize the errors in pronunciation" (p.120).

2.8. Modern Technologies that Contribute in Enhancing the Speaking Skill Out of Class

The following modern technologies are considered as the best tools to enhance the speaking skill:

2.8.1. The Internet

The internet is the abbreviation of Inter-network system. According to Shuman (2001) the internet is a means of connecting different and separate computers to each other for the purpose of exchanging information. The internet is established by the U.S government in 1960's in order to connect colleges and universities with government agencies.

SamPATH, Panneerselvan and Santhanam (2007) define the internet as:

A global pool of information and services, accessible by means of locally executed interface software. The internet connects many smaller networks together and allows all computers to exchange information with each other. To accomplish this, all the computers have to use a common set of rules for communication. These rules are protocols and the internet uses a set of protocols called Transmission Control Protocol (TCP) and Internet Protocol (IP). (p.310)

The internet is a network of the globe. It allows thousands of people to access data and services through the use of different types of technological tools. The internet uses a set of protocols which are called TCP (Transmission Control Protocol) and IP

(Internet Protocol) in order to operate the transmission of information to different parts of the world.

Klotz (2004) views the internet as a personal and mass medium of communication. Which means that the internet can be private and personal, where learners can communicate one-to-one, or public where they can communicate with many others at the same time through the use of different format that can be text, audio or video.

The internet is widely used by learners across the world, it is a tool through which they can access, store, send and receive needed information. It is a useful means for learners to improve the four skills, especially the speaking skill, since it is based almost on audio or audio-visual materials, in which they can browse the different platforms such as: YouTube, Messenger and Skype. It allows them also to study through different learning applications which can be in a form of text or recordings. It gives learners the opportunity to communicate with native speakers of the target language.

2.8.2. Social Networking

Xu, Tjoa and Chaudhry (2007) provide definition to the social network where they consider it as "a social structure made of nodes, which are usually individuals or organizations tied by one or more specific types of relations, such as financial exchange, friendship, passion, trade, weblinks, airline routes, hobbies...etc."(p.847). So, the social network is a web-based space, where anyone can build relationships in the field of his/her interest. According to Lewis (2009) social networks are constructed for the purpose of sharing data, experiences, views and opinions. So, it is the umbrella term for all the social websites; Facebook, YouTube, Twitter, LinkedIn, MySpace, Academia.com, Google+...etc, which are used to communicate.

2.8.3. YouTube

YouTube is a website where users can watch, upload and share videos. According to Burk, et al. (2009, p.2) YouTube is "a public-access Web-based platform allowing people to easily upload, view and share video clips across the internet through www.youtube.com"(as cited in Riswandi, 2016, p. 299). It is a wide spread technology which enables learners to use it in their daily life as a means to enhance their speaking skill. Kumar (2016) identifies some strengths of YouTube when it is used by students for the purpose of learning: it enables them to use effective and appropriate word choice, in addition to the right intonation and stress. It makes them aware of the grammatical structure. Moreover, it increases fluency and reduces hesitations, inappropriate pauses or words' repetition. Finally, YouTube affects positively learners' ideas, which become more organized and clear when communicating with others.

Kurylo and Dumova (2016) argue that "YouTube and Facebook were used as platforms to enhance students' public speaking skills, build their confidence in speaking English..." (p.81). In addition to YouTube, there is also Facebook, both of them are considered as means to develop learners' oral communication, and they are helpful in building students' self confidence while speaking.

2.8.4. Video Conferencing

Video conferencing is a live relay programme where learners can access the speech of others especially teachers and experts across the world. According to Retik and Langford (2001) "Video conferencing can be defined as telecommunications and video technology allowing individuals and/or groups in remote locations to participate in meetings in the form of a live video as well as share data and applications"(p.29). That is to say, video conferencing is a kind of technology which helps learners to exchange and transfer data in different locations via the internet. Another definition is

provided by Adeoye and Tomei (2014) "video conferencing is a collaborative tool that can visually connect students to their outside world. This tool provides verbal and visual communication in real time through the use of internet and webcam" (p.222). In other words, video conferencing is a tool to communicate and interact with others without the constraint of place and time, through live video and live speech in order to transmit and receive information. This kind of technology encourages learners to practice the language in real time and gives them the opportunity to develop their speaking skill, since it focuses on the oral communication. Kear (2011) claims that "Using an audio- or video-conferencing system for discussions or presentations, students can develop skills in oral communication" (p.6).

2.8.5. Speech Recognition Software

Speech recognition software is a program that identifies spoken words and phrases and converts them to a machine-readable input. Peinado and Segura (2006) claim that "speech recognition system can be defined as a mechanism capable of decoding the signal produced in the vocal and nasal tracts of a human speaker into the sequence of linguistic units contained in the message that the speaker wants to communicate"(p.1). This system helps learners to ameliorate their oral performance. Parveen (2016) argues that this software has the ability to realize learners' accuracy, gives them feedback and reinforces them to practice the language till they get proficiency. This programme can evaluate learners' grammar, pronunciation and comprehension; it can also give the correct forms of the mispronounced words.

2.8.6. Mobile Applications

Mobile Application is software that is designed for Smartphones and Tablets, as a small and wireless device. Mobile application gives users services which are similar to those of the computer. Luna and Taillefer (2017) suggest that " Smartphone can be used

to help with speaking skills in and out of the classroom, providing opportunities for oral work and pronunciation practice" (p.34). The wide spread of smartphones and tablets which become available almost for everyone, provide learners with the chance to use them for the purpose of studying both inside and outside classroom, it is a useful means for them to ameliorate their pronunciation and practice the target language. Luna and Taillefer (2017) argue that new applications, which are available in smartphones, have the ability to transcribe speeches and allocate an earmark on the suprasegmentals (intonation, rhythm and pauses) in which learners should focus in their pronunciation. Or the viseversa, scripts can be changed to voices with different dialects; which makes learners more aware of other English varieties and how they differ.

2.9. Drawbacks of Technology

Despite the fundamental role that technology plays, we can not neglect its drawbacks and risks on the individuals; if it is used in a wrong way. The following points are some disadvantages of technology as stated by Madan (2015):

- ✓ **Technology fosters cheating:** every day, new technologies are introduced but for specific purposes. However, many learners use them for cheating instead of learning. They will have also the opportunity to search for the answers online during exams.
- ✓ **Inconvenient content:** many websites are inappropriate. When exploring using the internet, one may accidentally or even on purpose see or enter to something which is inconvenient and this may happen because there is no controller.
- ✓ **It is a source of distraction:** technology can easily distract learners through offering entertaining websites, games, advertisement, social media... etc.
- ✓ **It causes the loss of concentration:** using technology in an abnormal way, would lead to stress and anxiety. Entering to many websites and using many

devices will affect learner's brain then they will lose their concentration, since they are depending on technology all the time.

- ✓ **It leads to addiction:** many people are addicted to technology. They use it a lot as a result they can not leave it even for a moment.
- ✓ **It isolates the individual from the society:** when the individuals become technologically addicted, they may prefer to live in isolation, which means there is no face-to-face interaction with people and they like to communicate in virtual spaces.
- ✓ **It causes depression:** the lack of face-to-face communication and the desire of loneliness may cause depression.
- ✓ **It increases violence:** many websites encourage people to violence. Watching too much violent movies and actions, would unconsciously affect the individual who becomes harsh and violent.
- ✓ **Hearing and Eyesight loss:** using headphones with loud voice may damage the sense of hearing. In addition to straining the eyes looking at computers and device screens may lead to visual impairment.
- ✓ **It causes Insomnia:** spending long hours using technology at night may lead to Insomnia and poor sleeping habits.

Conclusion

To sum up, technology plays a significant role in supporting learning in class and more effectively outside the classroom, where learners feel free in taking decisions about their learning. It is considered as an effective tool used by students to ameliorate their speaking skill out of the formal setting which is the classroom. So, this chapter tackled the issue of using technology beyond classroom to improve student's speaking skill. It gave various definitions of technology, short history about technology in

language teaching and learning, types of technologies which are commonly used in EFL classes. It stated some barriers in using technology inside classroom. Then it dealt with the importance of using technology beyond classroom for learning, types of out-of-class learning, benefits of technology in improving the oral communication, modern technologies that contribute in enhancing the speaking skill. Finally, it stated some drawbacks of technology.

CHAPTER THREE

FIELD INVESTIGATION

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Introduction

The previous two chapters presented a brief review of related literature to the speaking skill, the use of technology inside and outside the classroom and how could modern technologies help learners to improve their oral communication beyond classroom walls. This chapter is designed to analyze and interpret the data obtained from the questionnaires administered to both teachers and learners at 8 Mai 1945 University of Guelma. The main objective behind using the questionnaire is to investigate teachers' and learners' opinions about teaching and learning the speaking skill and their attitudes towards the role of using technology beyond the classroom in enhancing the speaking skill. Thus, this chapter starts with a brief description of the population upon which the research was conducted and the main tools. Then, the analysis and the interpretation of students' and teachers' questionnaire are provided. Finally, it discusses the results, and proposes some pedagogical implications.

3.1. Students' Questionnaire

3.1.1. Sampling Population of the Study

The sampling population of this research is Master one students at the Department of Letters and English Languages, University of Guelma. 56 students are chosen randomly, out of the total population which is about 64 students. The reason behind choosing first year Master students is that, they are serious in their learning, and they are familiar with the use of technology both inside and outside the classroom since they have presentations in all modules. So, the study attempts to discover whether Master one students are aware of the role of technology out-of-class in improving their weaknesses and their speaking skill in particular.

3.1.2. Description of Students' Questionnaire

This questionnaire includes 21 questions, which vary between open/closed-ended and multiple choice questions. These questions are answered through ticking the corresponding boxes, justifying or explaining where it is necessary. The questionnaire is divided into three sections. The first section (Q1-Q3) is mainly about students' profile and their gender. The second section (Q4-Q8) attempts to know learners' impressions and opinions towards the speaking skill. Finally, the third section (Q9-Q21) is about the use of technology inside the classroom, the technologies frequently used in EFL classes, the use of technology outside the classroom in order to enhance one's oral communication, and to know the extent students use technology beyond classroom walls to improve their speaking skill.

3.1.3. Administration of Students' Questionnaire

In order to answer the research questions, a questionnaire was administered for Master one students (66 individuals) from the Department of Letters and English Language, at 8 Mai 1945 University of Guelma. The questionnaire was handed to 56 students, who were randomly selected to express their attitudes and experiences in using technology beyond the classroom to improve the speaking skill.

3.1.4. Data Analysis and Interpretation

Section One: Background Information

Q1: Students' sex.

Tabele 1

Students' gender distribution.

	Numbers	Percentages
Male	1	1.80%
Female	55	98.20%
Total	56	100%

The findings above reveal that out of 55 participants are females, representing (98.20%) of the whole population. However, only 1 male is recorded, making up a percentage of (1.80 %). Which indicates that females have more tendency towards studying foreign languages and English in particular, however males prefer the scientific branches. In fact, this adds nothing except that males are expected to be more interested in using technological tools.

Q2: How long have you been studying English?

Table 2

Students' duration of learning English.

	Numbers	Percentages
11 years	54	96.40%
12 years	2	3.60%
Total	56	100%

It is shown that out of 54 students have studied English for 11 years, making up a percentage of (96.40%), which is the normal years to reach out their academic year (Master one). while, only 2 students have learned English for 12 years, representing (3.60%) of the whole population, which means that they repeat the academic year or

because of other reasons. So, the majority of students are good and serious in their study.

Q3: Do you like studying English ?

Table 3

Learners' attitudes towards studying English.

	Numbers	Percentages
Yes	51	91.10%
No	5	8.90%
Total	56	100%

The table above shows that, the majority of students (91.10%) claimed that they like studying the English language which, means that they are motivated and interested in learning English. Whereas, (8.90%) declared that they do not like studying it, may be because it is not their choice and they were obliged to study it.

Section Two: General information about the speaking skill

Q4: what is/are your favourite skill(s)? Why?

Table 4

Students' favourite skill(s).

	Numbers	Percentages
Speaking skill	8	14.30 %
Listening skill	5	8.90 %
Reading skill	5	8.90 %
Writing skill	6	10.70 %
Speaking + Listening	3	5.30 %
Reading + Speaking	5	8.90 %
Speaking + Writing	7	12.50 %
Listening + Writing	3	5.30 %
Reading + writing	3	5.30 %
Speaking + Listening + Writing	1	1.80 %
Speaking + Listening + Reading	2	3.60 %
All of them	8	14.30 %
Total	56	100 %

The results provide a variety of choices with different justifications. The majority of students (14.30%) selected speaking as their preferable skill, they consider it the most important skill, since it is the medium through which people communicate and exchange ideas. About 10.70% of participants ticked the box of the writing skill because they feel free and comfortable in expressing their thoughts. 8.90% of students chose the listening skill; simply because they enjoy it. The same percentage of (8.90%) is also devoted to the reading skill; they argued that reading is the most effective way to enrich their vocabulary and improve their understanding. The other learners selected

more than one skill. 5.30% of the participants chose speaking and listening skills; because they consider it as a way of developing their pronunciation and become more fluent and accurate; speaking and reading with (8.90%), while writing and speaking is about (12.50%) since they are the productive skills which need more attention. The low proportion with (1.80%) is for listening and reading, writing and listening is about (5.30%). 5.30% of students selected reading and writing, while 1.80% of them chose speaking, listening and writing; simply because they are the most interesting and enjoyable skills. 3.60% students choose speaking, listening and reading because they are very easy comparing to the writing skill. Finally, 14.30% of learners claim that they like all the skills; because they are the basic elements in learning English language. To conclude, almost all students' choices included the speaking skill; which means that it is very important to master this skill and give it more attention as Bygate (1987) claimed.

Q5: How do you evaluate your level in speaking English?

In this item, students are going to select one of the three options 'good', 'average', or 'bad' according to their level in speaking English.

Table 5

Students level in speaking English.

	Numbers	Percentages
Good	24	42.80%
Average	30	53.60%
Bad	2	3.60%
Total	56	100%

According to the findings above, 25 students, making up (42.80%) evaluated their level in speaking as “good”; which implies that they produce English language fluently and accurately. 30 informants representing (53.60%) claimed that they have an average level; while only 2 learners (3.60%) considered themselves as bad speakers. So, the majority of EFL learners have an average and bad level in speaking the English language, which means that they face many difficulties and problems while speaking such as: low self confidence, anxiety or shyness.

Q 6: Do you think that there is a relationship between speaking and listening skills? Explain how?

Table 6

The relationship between speaking and listening skills.

	Numbers	Percentages
Yes	56	100 %
No	0	0 %
Total	56	100%

The results show that the whole participants (100%) saw that speaking and listening are related, claiming that each one leads to the other, as Lynch (1988) stated that effective speaking entails a good listening. Thus, speaking and listening are interrelated, and being a good communicator depends on being a good listener.

Q 7: How do you find speaking the English Language? Explain why?

Table 7

Students' attitudes towards the speaking skill.

	Numbers	Percentages
Very easy	6	10.70%
Easy	15	26.90%
Difficult	30	53.60%
Very difficult	5	8.90%
Total	56	100%

According to the results, the percentage of (26.90%) represents learners who tick the option 'easy'. They declared that, they are familiar to English language; because they are studying it. 6 participants, making up (10.70%) saw speaking as a 'very easy' task, they claimed that practicing the language outside the classroom with friends through social media makes it very easy. However, 30 learners (53.60%) state that speaking is difficult; since it requires more attention in grammar and pronunciation. They considered the lack of practicing the language in and out of classroom as the main obstacle for them. Finally, 5 students (8.90%) claimed that speaking is very difficult; because speaking English entails fluency, accuracy with sufficient vocabulary, in order to express ideas correctly. So, all students' justifications focused upon the idea of practicing the language out of the formal setting, where they can remedy their weaknesses in grammar, vocabulary, pronunciation through different materials.

Q8: Which activity do you like more?

Table 8

Students' favourite activity in oral expression.

	Numbers	Percentages
Dialogues	6	10.70%
Discussion	17	30.40%
Role play	12	21.40%
Presentation	21	37.50%
Total	56	100%

The table reveals that 6 participants (10.50%) preferred dialogues. 17 students, representing the percentage of (30.40%) ticked the option of “discussion”. 21.40% of the informants preferred role play. Whereas, the highest rate (37.50%) represents students who preferred presentation. Discussion and presentation are the favourite activities for almost all students, and are also the most common techniques used in oral sessions, as a result students are motivated to speak and practice the English language through these techniques.

Section Three: Using Technology inside and outside the classroom.

Q9: Do you support the use of technology in the classroom? Why?

Table 9

Attitudes towards the use of technology inside the classroom

	Numbers	Percentages
Yes	53	94.60%
No	3	5.40%
Total	56	100%

The findings show that the majority of students (94.60%) supported the use of technology inside the classroom, which signifies that they want to change the traditional way of learning, and their justifications are as follow:

- ✓ Technology facilitates the process of learning.
- ✓ It is motivating.
- ✓ It saves time and raises learners' autonomy.
- ✓ It limits the role of the teacher.

Integrating technology makes the classroom atmosphere active, and motivates students to practice the language inside the classroom. However, 5.40% of the participants are against the use of technology inside the classroom, they assumed that technology is a kind of distraction and some students are not familiar with technology, which implies that they are radically against changing the traditional way of learning.

Q10: Do your teachers use technologies inside the classroom?

Table 10

Teachers' use of technologies in the classroom.

	Numbers	Percentages
Yes	50	89.30%
No	6	10.70%
Total	56	100%

The results above show that (89.30%) of the informants ticked 'yes', while only 6 participants, making up (10.70%) declared that teachers do not use technology in the classroom. Since the majority said yes, it is concluded that teachers are aware of the role of technology in facilitating the teaching- learning process.

Q11: What kind of technologies do they use?

In this question, students are asked to select which device(s) their teachers use in their sessions, in order to know the common technologies used in EFL classes.

Table 11

Technologies used in EFL classrooms.

	Numbers	Percentages
Computer	1	1.80%
Mobile phone	4	7.20%
Multimedia Projector	18	32.10%
Headphones	0	0%
Internet	0	0%
Computer+ Multimedia Projector	10	17.85%
Computer+ Multimedia Projector +Mobile phone	11	19.60%
Computer+ Multimedia Projector +Mobile phone+	6	10.70%
Headphones		
Total	56	100%

The main purpose behind this question is to discover the common technologies that are used in EFL classes. Based on the obtained data, it seems that 32.10% of teachers use multimedia projector, and about 17.85% participants claimed that teachers use both computer and Multimedia Projector as tools to facilitate the understanding. 7.20% of students select the option of ‘Mobile phone’, while headphones and internet are not chosen (0%). 11 informants making up (19.60%) of the whole population claimed that teachers use computers, mobile phones and multimedia projector. About

10.70% of learners state that teachers use computers, mobile phones, multimedia projector and headphones in the classroom. Thus, it is confirmed that the most common technologies used in EFL classes are: multimedia projector, computers, mobile phones and headphones. While, the internet is not available.

Q12: Do you face any difficulties in using technologies inside the classroom?

Table12

Difficulties in using technologies inside the classroom

	Numbers	Percentages
Yes	38	67.90%
No	18	32.10%
Total	56	100%

The aim behind this question is to discover whether learners face problems in using technology inside the classroom or not. According to the results, the majority of students (67.90%) declared that they face difficulties and problems while adopting technology, which means that it is not available for learners to benefit from it inside the classroom, and these problems are due to the university, the teacher or the students themselves. However 32.10% of the population stated that they do not face any difficulty in using technology inside the classroom.

Q13: If yes, which kind of difficulties do you face?

This question aims at discovering the problems which may face learners in using technologies inside the classroom. The majority of students claimed that they face problems which are as follow:

- Lack of materials and equipments in the classroom.
- Some teachers do not allow students to use technologies in the class.

- It is difficult to set the technological tools; because not all learners know to make them work e.g: setting the data projector.
- Technologies waste time.
- It is too difficult to understand and take notes from them.

From these justifications, it is concluded that adopting technologies inside the classroom face difficulties at three levels as Adrian and Linda (2014) argued. First, at the university level; because of its bad conditions and financial problems. Second, at the teachers level; because they are not interested in using them. Finally, at the students level; because they are not familiar with them.

Q14: Where do you prefer the use of technologies? Why?

In this item, students are asked to choose where they prefer to use technology “inside” or “outside” the classroom, and the findings are as follow:

Table 13

Students’ attitudes towards the use of technology inside or outside the classroom.

	Numbers	Percentages
Inside classroom	20	35.70%
Outside classroom	36	64.30%
Total	56	100%

According to the results, (35.70%) preferred using technology inside the classroom, claiming that technology makes the classroom atmosphere active, increases students’ motivation, reduces the boredom of some modules, such as: Literature and Civilization, and in the classroom, learners are controlled by the teacher, so they are obliged to use technology only for learning. Whereas, (64.30%) of the whole population

stated that they prefer using technology outside the classroom, because of some reasons, which are:

- ✓ Outside the classroom students are free to look for clarifications to understand more and to search for extra information to enrich their knowledge.
- ✓ Students have enough time outside classroom to repeat or look for the missing points of a particular task.
- ✓ Students become more autonomous and independent in their learning.
- ✓ Out of class, students have the chance to use more than one technological tool.
- ✓ Students are able to develop their weaknesses, e.g: improving writing and speaking skills.

Hence, the majority of learners prefer to use technology beyond the classroom for learning rather than inside the classroom because of its importance and benefits as Jiyou (2014) and Al-Kadi (2017) claimed. Thus, outside the classroom students can effectively use technologies to practice the English language through various devices, programs and applications without the constraints of time and place.

Q15: Do your teachers encourage you to use technology outside classroom for the purpose of learning?

Table 14

Teachers' encouragement to use technologies beyond the classroom.

	Numbers	Percentages
Yes	47	83.90%
No	9	16.10%
Total	56	100%

This question attempts to discover whether teachers encourage students to use technologies out of class to learn or not. The results indicate that 47 informants, representing the proportion of (83.90%) confirmed that teachers encourage them to benefit from the advantages of technology outside the classroom to learn and ameliorate their level. However, 9 students making up (16.10%) of the whole population claimed that teachers do not advise them to use technologies beyond the classroom. So, it can be concluded that the majority of teachers direct students' attention to benefit from technology out of class, since it is difficult to use them inside the classroom. Which means that they are aware of its contribution in developing students' level, which confirm what was said by Walker and Herrman (2005).

Q16: Which of the following devices do you possess?

In this question, students are asked to select the device(s) that they possess in order to know the extent to which students are familiar with technology and if it is available for all.

Table 15

Students' ownership of technological devices.

	Numbers	Percentages
Computer	5	8.90%
Smart phone	12	21.40%
Ipad	1	1.80%
Computer+Smart phone	29	51.80%
Computer+Smart phone+Ipad	9	16.10%
None	0	0%
Total	56	100%

The table shows that, 5 informants who represent (8.90%) possess computer; (21.40%) is the percentage of those who have smartphone; only one student (1.80%) selects the option of ipad. However, the other participants opted more than one device. The majority of learners (51.80%) declared that they have computer and smartphone, while the rest of learners (16.10%) claimed that they possess three devices which are: computer, smartphone and ipad. But no one selected the option of 'None'. Hence, the whole participants possess technological tools which facilitate for them the access for different applications and programs.

Q17: Is your device(s) connected to the internet?

This question is asked to know if learners have access the internet or not.

Table 16

Students' access to the internet.

	Numbers	Percentages
Yes	46	82.10%
No	10	17.90%
Total	56	100%

The aim behind this question is to know whether the internet, which is a powerful tool in learning is available for students or not. The majority of learners (46 students) representing (82.10%) of the whole sample stated that they do have an internet access in their devices. Whereas, few of participants (10 students) making up (17.90%) from the whole sample claim that they do not have internet access in their devices. It can be said that internet is an available tool for every one, so students should use it for the purpose of learning and ameliorating their level in speaking.

Q18: Do you use the internet as a tool to improve your speaking skill beyond the classroom?

In this question, students are asked to answer according to their experience in using the internet outside the classroom, whether for improving their speaking skill or not.

Table 17

The use of the internet to improve the speaking skill.

	Numbers	Percentages
Yes	31	55.40%
No	25	44.60%
Total	56	100%

The results indicate that, the majority of students (55.40%) are using the internet in order to improve their oral proficiency, which denotes that they are aware of the benefits of the internet in improving their speaking skill. While (44.60%) of the whole participants declared that they do not use the internet to develop their speaking skill; but rather for other reasons, it indicates that they are not interested in ameliorating their level in speaking.

Q19: If yes, explain how?

This question aims at explaining the way they use the internet to develop their speaking skill. Almost all students claim that they use the internet to do some activities which help them to enhance the speaking skill, they stated that watching videos, films, listening to English songs, practicing language with friends, social media; e-conferencing, Skype, Youtube, audio chats and interacting with natives are the most

effective activities, which are both enjoyable and beneficial for acquiring the English language and becoming a fluent speaker.

Q20: Do you think that modern technologies can develop the speaking skill? How?

This item seeks to know learners' attitudes towards developing the speaking skill through using modern technologies outside the classroom.

Table 18

Learners' attitudes towards the use of modern technologies to enhance the speaking skill.

	Numbers	Percentages
Yes	56	100%
No	0	0%
Total	56	100%

As provided above, the whole sample (100%) agreed upon the idea that modern technologies have the ability to improve learners' speaking skill, claiming that almost modern technologies focus on oral communication, which make it easy to interact with native speakers or even with partners. These technologies allow students to practice the language through recording themselves and trying to correct their mistakes and errors, and pronounce the words correctly. Finally modern technologies are rich of different programs, systems, websites and applications that allow learners to explore and attend online courses and debates.

Q21: Which of the following platforms do you use to enhance your speaking skill?

Students are asked to select one or more platforms that they use outside the classroom to improve their speaking skill. The results are recorded as follow:

Table 19

The use of modern technologies to improve the speaking skill.

	Numbers	Percentages
Video conferencing	3	5.40 %
Speech recognition software	0	0 %
Smart phone Applications	3	5.40 %
YouTube	4	7.10 %
Social network	0	0 %
Video conferencing+Social network.	3	5.40 %
YouTube+Smart phone Applications+ Social network.	23	41.10%
All the above	20	35.60 %
Total	56	100%

The results reveal that, (5.40%) of the participants use video conferencing, which implies that they like face to face communication. No one selected ‘Speech recognition software’. (5.40%) of the informants used Smartphone applications, which signifies that learners like to record themselves and make self-correction, YouTube is used by 4 students, making up (7.10%) which indicates that they learn better through audiovisual platforms. No one ticked ‘Social network’ as a single platform. The majority of learners claimed that they use more than one platform in order to enhance their speaking skill. Video conferencing and social network are used by 3 students, making up (5.40%), while

23 participants (41.10%) declared that they use youtube, smartphone application and social network. Finally, 20 learners who represent (35.60%) of the whole sample stated that they use all the mentioned platforms. So, it seems that all learners use at least one platform as a tool, to practice and acquire the English language effectively, because they are interested in improving their speaking skill, which means that these modern technologies have a great role in developing students' speaking skill.

3.1.4.1. Summary of Results and Findings from Students' Questionnaire

After the analysis of the questionnaire addressed to Master one students, the results show that (98.20%) of them are females, and the majority of them like studying English language. Concerning the second section, the majority of students prefer the speaking skill; since it is the medium through which people express themselves. According to the results obtained, it is recorded that most of the students have between average and good level in speaking English; but some of them see that speaking is difficult and needs more practice; because the academic hours are not enough for learning the foreign language.

The third section attempts to know more about the role of using technology outside the classroom to improve the speaking skill. As it is noticed, all learners support the use of technology for learning; however, the majority of them claimed that they face many difficulties in integrating it inside the classroom, and declare that it is preferable to use it out of class for the purpose of learning and developing their weaknesses. Moreover, all learners stated that they possess technological devices and that they are almost all connected to the internet which is the most effective means to develop one's oral communication. All students believed that modern technologies are very helpful in improving the speaking skill, and all rely on them to visit and investigate different platforms, such as: YouTube (movies and songs), Social Network, Video Conferencing

and Smartphone Applications, to enhance their speaking skill, to ameliorate their pronunciation, and to be fluent and accurate in communication using English language.

3.2. Teachers' Questionnaire

3.2.1. Sampling Population of the Study

As a sample for this research, 20 teachers were chosen randomly at the Department of Letters and English Language, University of 8 mai 1945, Guelma. This sampling population was chosen in order to know their perspectives and attitudes towards the role of technology beyond classroom walls. As university teachers, they can identify what helps students to enhance and strengthen their speaking skill. This study attempts to discover whether teachers are conscious about the role of technology out-of-class in enhancing the speaking skill or not.

3.2.2. Description of Teachers' Questionnaire

The teachers' questionnaire includes 20 items, which vary between open/closed-ended and multiple choice questions. These questions are answered through ticking the corresponding boxes, justifying or explaining where it is necessary. It is divided into three sections: The first section (Q1-Q5) deals with the background information of the teachers, their gender and their experience in teaching and more precisely in teaching oral expression. The second section (Q6-Q11) deals with teachers' opinion towards the speaking skill and on what techniques they focus on in teaching. Finally, the third section (Q12-Q20) attempts to investigate teachers' attitudes towards the use of modern technologies inside the classroom for teaching and outside the classroom in improving students' speaking skill.

3.2.3. Administration of Teachers' Questionnaire

The questionnaire was administered to 20 teachers at Department of Letters and English Language, University of Guelma in order to investigate the role of using

technologies outside the classroom in developing the speaking skill. Their attitudes, views and suggestions are of a paramount importance to conduct this research.

3.2.4. Data Analysis and Interpretation

Section one: Background information

Q1: Specify your gender.

Table 20

Teachers' gender.

	Numbers	Percentages
Male	6	30%
Female	14	70%
Total	20	100%

The results show that the largest majority of the respondents (70%) are females, while (30%) of the sample are males. It signifies that females are more interested in teaching languages than males. This question was asked mainly because, it is expected that males are more interested to use technologies than females.

Q2: Are you a full-time teacher or part-time teacher?

Table 21

Teachers' work.

	Numbers	Percentages
Full-time teacher	19	95 %
Part-time teacher	1	5 %
Total	20	100%

This question is asked mainly; because, it is assumed that teachers who work as a full-time teachers are expected to be more interested in using technology to ameliorate their students' level. The table indicates that, only 1 participant (5%) is a part-time teacher, whereas 95% of the whole population are full-time teachers. Hence, all teachers should be serious and interested in helping their students to develop their level through different techniques and methods.

Q3: How long have you been teaching English at university?

Table 22

Teachers' experience in teaching English at the university.

	Numbers	Percentges
1 to 5 years	5	25%
6-10 years	11	55%
More than 10 years	4	20%
Total	20	100%

As provided above, 25% of teachers have between 1 to 6 years of experience at the university. It is 55% of teachers who experienced teaching between 6 to 10 years. Finally, 20% of them claimed that, they have more than 10 years of experience at the university. This implies that teachers are qualified enough because they have sufficient experience in the domain, and they can identify what helps students to improve their level.

Q4: How long have you been teaching oral expression?

Table 23

Teachers' experience in teaching oral expression.

	Numbers	Percentages
Never	6	30%
Less than 10 years	12	60%
More than 10 years	2	10%
Total	20	100%

According to the results, the majority of teachers (60%) have been teaching oral expression less than 10 years, while 10% of them state that they taught oral expression more than 10 years, which signifies that they deal with different issues related to the speaking skill. Finally, 6 teachers making up (30%) claimed that they have never taught oral expression, but they are interested in developing students' speaking skill; because speaking is needed in all modules not only oral expression.

Q5: Do you urge your students to speak?

Table 24

Teachers' urging for speaking.

	Numbers	Percentages
Yes	20	100%
No	0	0%
Total	20	100%

As provided above, the majority of teachers (100%) claimed that they urge their students to speak, since speaking is a tool to communicate and express themselves. This

implies that speaking is a very important skill as Goh (2007) claimed. It also indicates that teachers try to motivate and engage their students in various speech situations.

Section Two: General Information about Speaking Skill.

Q6: In your opinion, speaking skill is: (why?)

In this question teachers are asked to state if the speaking skill is very important, important, or less important.

Table 25

Teachers' attitudes towards the importance of the speaking skill.

	Numbers	Percentages
Very important	20	100%
Important	0	0 %
Less important	0	0 %
Total	20	100%

The aim behind this question is to know if the speaking skill is of a paramount importance as Bygate (1987) and Richard (2008) stated. Hence, all teachers (100%) claimed that speaking skill is very important, because it is considered as the most effective way to interact and communicate with each other, and it reflects one's proficiency and level.

Q7: Do you think that there is a relationship between speaking and listening? How?

Table 26

Teachers' perspective towards the relationship between speaking and listening.

	Numbers	Percentages
Yes	20	100%
No	0	0%
Total	20	100%

According to the results, the whole sample (100%) declared that, there is a relationship between speaking and listening skill. They claimed that, there is a close interrelation between speaking and listening, and even inseparable one, because they are linked by dialogue or conversation. In addition, listening helps in acquiring new words, sounds and intonation which develop the speaking skill. Finally, they stated that, effective listening will lead to fluent speaking.

Q8: How do you evaluate your students' level in speaking? Why?

Table 27

Teachers' attitudes towards their students' level in speaking.

	Numbers	Percentages
Good	6	30%
Average	13	65%
Bad	1	5%
Total	20	100%

According to the findings, 6 teachers representing (30%) stated that, their learners are good in speaking, because of the influence of American movies and English

speaking media, which signifies that out of class activities have a great influence on students' oral communication. 13 teachers, making up (65%) claimed that their learners' level in speaking is average, mainly because they find it difficult to communicate in the foreign language, in addition to the lack of fluency and accuracy, and the limited opportunities to practice the language in the classroom. Finally, only one teacher (5%) declared that the level of students in speaking is bad because they are not interested and no efforts are made either inside or outside the classroom. So, it implies that almost all students face many difficulties while speaking mainly because they do not practice the target language and no extra efforts are made beyond the classroom.

Q9: During the oral expression lesson, do you focus more on?

Table 28

Teachers' focus during oral expression lesson.

	Numbers	Percentages
Fluency	1	5%
vocabulary	0	0%
Grammar	0	0%
Pronunciation	0	0%
Fluency+vocabulary+pronunciation	5	25%
All the above	14	70%
Total	20	100%

The results reveal that, one teacher (5%) selected fluency which indicates that he/she encourages his/her students to speak without hesitations. while, 5 teachers making up (25%) ticked three characteristics which are: fluency, vocabulary and pronunciation and they ignored the grammatical structure, which implies that they

emphasize making the students speak as much as possible, without fear of making mistakes in grammar. Finally, the largest majority of teachers (70%) declared that they focus on all the stated characteristics, which signifies that it is necessary to produce correct and complete sentences with appropriate words and good pronunciation. So, fluency and accuracy are very important in speaking any foreign language as Baker and Westrup (2003) claimed.

Q10: Which of the following techniques do you use in your class ?

Table 29

Teachers' techniques in teaching oral expression.

	Numbers	Percentages
Dialogues	0	0%
Discussion	0	0%
Role play	0	0%
Presentation	0	0%
Discussion+presentation	6	30%
All of them	14	70%
Total	20	100%

According to the results, the majority of teachers (70%) use all the techniques in their sessions, whereas, the percentage of (30%) represents the teachers who use both discussion and presentation in their oral class. So, teachers are aware of using different techniques in order to motivate their students and give them more opportunities to practice the language.

Q11: What do you suggest as solutions to encourage your students to improve their speaking skill?

Teachers give a very useful advice which can help students to be good communicators. All teachers' suggestions are summarized in the following points:

- To listen as much as possible to the target language in order to acquire the pronunciation, e.g: listen to English channels, English music etc.
- To read English books, novels and short stories to enrich the vocabulary.
- To engage more in classroom discussion, and to benefit from every speaking opportunity.
- To practice the English language in their daily life, e.g: chatting with natives via social networks.

These suggestions imply that students should practice the target language beyond the classroom through different activities using various materials and devices.

Section Three: The Role of Technology inside and outside Classroom

Q12: Do you support the use of technology inside the classroom ?

Table 30

Teachers' support of technology in the classroom.

	Numbers	Percentages
Yes	20	100%
No	0	0%
Total	20	100%

The results indicate that, all teachers (100%) are for the use of technology inside the classroom, they realize that technology facilitates teaching-learning process and

makes the students more active and interested in the lesson. Hence, it is necessary to provide and offer technological devices in each classroom.

Q13: How often do you use technological tools inside the classroom?

Table 31

Teachers' use of technology inside the classroom.

	Numbers	Percentages
Always	7	35%
Often	6	30%
Sometimes	7	35%
Never	0	0%
Total	20	100%

The obtained data shows that, no one selected the option of 'never' which means that all teachers integrate technology in their courses. 35% of teachers claimed that, they always use technology, which signifies that they are interested and aware of the important role of technology inside the classroom, 30% of them stated that, they often adopt it in teaching. Finally, 35% of teachers declared that, they sometimes implement technology in the classroom to facilitate the teaching process, may be because of the nature of the lessons which do not need to be delivered via any kind of technology, or unavailability of devices.

Q14: What kind of technology do you use?

Table 32

Types of technologies teachers use in the classroom.

	Numbers	Percentages
Computer	2	10%
Mobile phone	0	0%
Multimedia Projector	0	0%
Headphones	0	0%
Computer+ Multimedia Projector	9	45%
All of them	9	45%
Total	20	100%

The main objective behind this question is to know the common technologies used in teaching. According to the results, 2 teachers who represent (10%) of the sampling population claimed that they use computer in teaching, while the rest of the teachers declare that they use a combination of many devices in the teaching process, which depends on the nature of the lessons. Computer and Multimedia Projector are used by 9 teachers, making up (45%) which implies that they focus on delivering the lesson visually, auditory, or both of them. Whereas 45% of them stated that they use all the mentioned technologies which indicate that teachers use a variety of devices in order to ensure that the lesson is well understood, because each lesson needs a particular technique and specific device to be effectively delivered.

Q15: Do you face any difficulties in teaching with technologies in calss?

Table 33

Problems in using technology in the classroom.

	Numbers	Percentages
Yes	14	70%
No	6	30%
Total	20	100%

The table shows that, a significant percentage of teachers (70%) face many difficulties in implementing such technologies in their sessions, which means that they try to adopt and offer the needed devices to make the lesson run smoothly, but the inappropriate conditions of the classrooms and the university in general favor their use. While 6 teachers state that they do not face any problem in using technology inside the classroom, maybe because they bring their personal devices in order to avoid any unexpected problems. So, it can be said that the encountred problems are at the university level.

Q16: If yes, what kind of difficulties do you face?

Almost all teachers stated that they face many difficulties in implementing technologies inside the classroom because of many reasons. First, lack of materials and bad classroom conditions. Second, lack of equipped laboratories, headphones are broken and unstable internet. Finally, it is too hard to bring personal devices and time consuming to install them in each session. So, all these difficulties imply that it is too hard to benefit from modern technologies inside the classroom, which incites for teachers to raise the students' attention to use technology outside the classroom, where they can have an access to all devices without constraints.

Q17: Do you think that using technology out-of-class can improve students' speaking skill?

Table 34

Teachers' attitudes towards the use of technology beyond the classroom to improve the speaking skill.

	Numbers	Percentages
Yes	20	100%
No	0	0%
Total	20	100%

This question aims at knowing teachers' perspective about the role of technology outside the classroom in developing students' speaking skill. The whole sample (100%) saw that technology has a great role in enhancing students' oral communication beyond the classroom, if it is used for the purpose of learning and ameliorating their level in speaking.

Q18: Do you encourage your students to use technology beyond the classroom to improve their oral proficiency?

Table 35

Teachers' encouragement to use technology outside the classroom in improving learners' speaking skill.

	Numbers	Percentages
Yes	20	100%
No	0	0%
Total	20	100%

According to the results, all teachers (100%) declared that they encourage their students to benefit from technology outside the classroom in order to reduce their weaknesses in speaking English. So, teachers are aware of the role technology plays outside the classroom to improve the oral proficiency.

Q19: If yes, which kind of technology do you recommend?

Teachers recommend students to use their computers and smartphones to surf internet, in order to review videos, audios, debates and educational applications. Moreover, they advise learners to record themselves while speaking English via recording tools. Finally, to benefit from the audio visual aids, social media and smartphone applications.

Q20: In your opinion, which of the following platforms can improve students' speaking skill?

In this question, teachers are asked to select the platform(s) which they consider as a helpful tool to improve students' oral communication.

Table 36

Teachers' perspective towards the use of different platforms in improving students' speaking skill.

	Numbers	Percentages
Video conferencing	0	0%
Social networks	0	0%
Youtube (movies and songs)	0	0%
Speech recognition software	0	0%
Youtube+Social networks	4	20%
Video conferencing+Social networks+Youtube	6	30%
All the above	10	50%
Total	20	100%

The results show that, teachers selected many options, 20% of teachers selected both youtube and social networks, 6 teachers representing (30%) of the participants chose video conferencing, social networks and youtube which signifies that students learn best through audio-visual platforms. Finally, 50% of teachers declared that all the stated platforms can develop students' speaking skill, which implies that modern technologies help students to work on their language, ameliorate their pronunciation, increase their fluency and become more autonomous in learning.

3.2.4.1. Summary of Results and Findings from Teachers' Questionnaire

The analysis of teachers' questionnaire shows that, the research sample is varying between males and females. The majority of teachers work as full-time teachers with more than 5 years of experience in teaching English at the university, which indicates that they are qualified to deal with different issues related to all the skills, particularly the speaking skill; which they consider as a very important skill, since it is the most effective way to interact and communicate with others. Moreover, all teachers argued that there is a close relationship between listening and speaking. Also, the majority of them claimed that their students are of an average level in speaking English, because of the limited opportunities in the classroom to use the language and lack of practice outside the classroom. Almost all teachers tend to focus on all the characteristics of speaking (fluency, vocabulary, grammar and pronunciation) in their oral classes. In addition, they adopt more than one technique in oral expression session in order to motivate their students and urge them to speak and express themselves. They suggested various activities for learners to ameliorate their level in speaking such as: listening to English music, reading English books in order to enrich their vocabulary and then to practice the language in every occasion, either inside or outside the classroom. The analysis revealed that all teachers support the adoption of technologies in the teaching-learning process, and use different devices such as: computer, mobile phone, data show and headphones. However, the majority of teachers find it difficult to implement technology inside the classroom, because of the inappropriate conditions of the classrooms and lack of materials, that is why all teachers encourage their students to benefit from the advanced technologies that they possess outside the classroom, where they have enough time to practice language and develop their speaking skill. All teachers asserted that modern technologies can positively affect the speaking skill,

recommending learners to use computer, smartphone applications and recording devices, in addition to investigating via the internet in order to review videos, English movies, Educational applications, and communicating through facebook. Finally, the whole participants claimed that video conferencing, social networks, youtube and speech recognition software are the platforms which can be used by learners out of class, in order to improve their pronunciation, enrich their vocabulary and become fluent and accurate in speaking English.

Conclusion

To conclude, this chapter confirmed the hypothesis and reached answers for the questions through both teachers' and students' questionnaire, which attempted to reveal their perspectives towards the role of using technology outside the classroom in enhancing the speaking skill. The statistical analysis of the two questionnaires showed that Master one students and English teachers at the university of Guelma are aware about the fundamental role of technology beyond the classroom in improving the speaking skill, and they see modern technologies (internet, smartphone applications, youtube, video conferencing and speech recognition software) as a very effective tools which have the ability to ameliorate one's speaking skill.

Pedagogical Implications

The major objective behind this research is to direct students' and teachers' attention to the great role that technology plays in daily life and how can learners benefit from it to improve their speaking skill. Based on the results of the research, it is possible to propose some suggestions and recommendations which would be helpful in improving students' speaking skill, such as:

- The university should offer enough technological devices, and equip the classrooms and laboratories with advanced technologies in order to facilitate teaching-learning process.
- Teachers should receive enough training on how to use ICTs in order to integrate them easily without any difficulties.
- Teachers also are recommended to motivate their students to speak and express themselves and provide them with sufficient opportunities to speak
- Teachers should encourage their students to use the modern technologies outside the classroom for learning and particularly to improve their speaking skill not only for entertaining.
- Students also are recommended to speak as much as possible in order to practice the language and overcome the obstacles.
- Students should practice the language more and more outside the classroom, either with their partners or with themselves, e.g: speaking with themselves in front of the mirror will increase their self confidence and self esteem.
- Students should benefit from the technologies which they possess out-of-class to enhance their oral performance, and should not rely only on the teacher and the classroom for learning, so they should become autonomous in their learning through the use of modern technologies and applications.

GENERAL CONCLUSION

This study is conducted to investigate the attitudes of teachers and learners towards the role of using technology outside the classroom in enhancing the speaking skill. The main objective of the study is to know to what extent technology becomes a necessity for learning inside and outside the classroom, and whether modern technologies have a positive impact on students' speaking skill or not.

The first chapter is devoted to review some related literature about the speaking skill which is one of the most important skills in learning any foreign language, its various definitions, its relationship with the other skills, mainly writing and listening skills. Then, the characteristics of an effective oral communication, and activities in teaching this skill, to end with some suggestions for teachers to enhance students' speaking skill.

The widespread of technology around the world has changed the ways of teaching and learning the foreign languages. As a result, the second chapter attempts to give a theoretical background about the role of implementing technology inside the classroom, and how it positively affects the classroom atmosphere, referring to the common technological tools used in teaching. However, the process of adopting such tools inside the classroom faces many problems and difficulties, which raise students' and teachers' awareness to benefit from technology beyond the classroom, where they have access to many types of technological devices in order to strengthen their weaknesses in speaking English. This chapter also proposes for learners to use some modern technologies (internet, youtube, mobile application, video conferencing and speech recognition software), which are helpful in improving their oral performance and to become good communicators.

The third chapter is devoted to the analysis of the collected data gathered from teachers' and Master one students' questionnaires, at the university of Guelma. All the teachers and the students agree on the idea of using technology outside the classroom in ameliorating the speaking skill, which has confirmed the hypothesis, 'if students use technology outside the classroom, their speaking skill would increase', and answers the research questions. So, the possibility of accessing technology offers the chance for students to learn beyond the classroom and to gain more proficiency in speaking the English language. It becomes easy for them to communicate with native speakers, watching English videos and movies and practicing the language through the internet and social networking. Finally, all these out-of-class activities and modern technologies can effectively develop students' speaking skill.

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Appendix 1

Students' Questionnaire

Dear students,

You are kindly requested to fill in this questionnaire, which is a tool for exploring “Teachers’ and students’ attitudes towards the role of using technology beyond the classroom in enhancing the speaking skill ”. I would be grateful if you could answer sincerely the following questions. So, please put a tick (√) in the corresponding box and give full and precise statements whenever necessary. Thank you for your cooperation.

Yasmine HEZILI

Master 2 student

Department of Letters and English Language

Faculty of Letters and Languages

University of 8 Mai 1945, Guelma

Section One: Background Information.

1. Specify your gender:
 - a. Male
 - b. Female
2. How long have you been studying English?
.....
3. Do you like studying English?
 - a. Yes
 - b. No

Section Two: General Information about the Speaking Skill

4. What is/ are your favorite skill(s)?
 - a. Speaking skill
 - b. Listening skill
 - c. Reading skill
 - d. Writing skill
 - e. All of them

Please state why ?

.....
.....

5. How do you evaluate your level in speaking English ?
 - a. Good
 - b. Average
 - c. Bad
6. Do you think that there is a relationship between speaking and listening skills ?
 - a. Yes
 - b. No

Whatever your answer is, please explain how?

.....
.....

7. How do you find speaking in English ?

- a. Very easy
- b. Easy
- c. Difficult
- d. Very difficult

Explain why ?

.....

.....

8. Which activity do you like more?

- a. Dialogues
- b. Discussion
- c. Role play
- d. Presentations

Section Three: Using Technology inside and outside the Classroom

9. Do you support the use of technology in the classroom?

- a. Yes
- b. No

Please state why ?

.....

.....

10. Do your teachers use technology inside classroom?

- a. Yes
- b. No

11. What kind of technologies do they use?

- a. Computer
- b. Mobile phone
- c. Multimedia Projector
- d. Headphones
- e. Internet

If there are others, please specify

.....

12. Do you face any difficulties in using technology inside the classroom?

a. Yes

b. No

13. If yes, which kind of difficulties do you face?

.....

.....

.....

14. Where do you prefer the use of technologies?

a. Inside classroom

b. Outside classroom

Whatever your answer is, please explain why?.....

.....

.....

15. Do your teachers encourage you to use technology outside classroom for the purpose of learning?

a. Yes

b. No

16. Which of the following devices do you possess? (you can tick more than one)

a. Computer

b. Smart phone

c. Ipad

d. none

If there are others, please specify.....

.....

17. Is your device(s) connected to internet?

a. Yes

b. No

18. Do you use internet as a tool to improve your speaking skill beyond the classroom?

a. Yes

b. No

19. If yes, please explain how?.....

.....
.....

20. Do you think that modern technologies can develop the speaking skill?

a. Yes

b. No

Whatever your answer is, Please explain how?.....

.....
.....

21. If yes, which of the following platforms do you use to enhance your speaking skill ? (you can tick more than one)

a. Video conferencing

b. Speech recognition software

c. YouTube (movies and songs in English)

d. Smartphone applications

e. Social networks

If there are others, please specify.....

.....

Thank you for your cooperation.

Appendix 2

Teachers' Questionnaire

Dear teacher,

You are kindly requested to fill in this questionnaire which is a tool for investigating “Teachers’ and students’ attitudes towards the role of using technology beyond the classroom in enhancing the speaking skill”. Your answers are very important for this research. I would be grateful if you provide a full answers or a tick (√) in the corresponding box. Thank you in advance.

Yasmine HEZILI

Master 2 student

Department of Letters and English Language

Faculty of Letters and Languages

University of 8 Mai 1945, Guelma.

Section One: Background Information

1. Specify your gender :
 - a. Male
 - b. Female
2. You work at the department of English as :
 - a. Full-time teacher
 - b. Part-time teacher
3. How long have you been teaching English at university?
.....
4. How long have you been teaching oral expression?
.....
5. Do you urge your students to speak ?
 - a. Yes
 - b. No

Section Two: General Information about Speaking Skill

6. In your opinion, speaking skill is :
 - a. Very important
 - b. Important
 - c. Less important

Please state why ?.....

.....

7. Do you think that there is a relationship between speaking and listening?
 - a. Yes
 - b. No

Whatever your answer is, please state how?

.....

.....

8. How do you evaluate your students' level in speaking?

- a. Good
- b. Average
- c. Bad

Explain why?.....

.....

9. During your lesson, do you focus more on?

- a. Fluency
- b. Vocabulary
- c. Grammar
- d. Pronunciation
- e. All the above

10. Which of the following techniques do you use in your class? (you can tick more than one)

- a. Dialogues
- b. Discussion
- c. Role play
- d. Presentation

11. What do you suggest as solutions to encourage your students to improve their speaking ?

.....

.....

Section Three: The Role of Technology inside and outside Classroom

12. Do you support the use of technology inside the classroom?

- a. Yes
- b. No

13. How often do you use technological tools inside the classroom?

- a. Always
- b. Often
- c. Sometimes
- d. Never

14. What kind of technology do you use?

a. Computer

b. Mobile phone

c. Multimedia Projector

d. Headphones

If there are others, please specify.....

.....

15. Do you face any difficulties in teaching with technologies in class?

a. Yes

b. No

16. If yes, what kind of difficulties do you face?

.....

.....

.....

17. Do you think that using technology out-of-class can improve students' speaking skill?

a. Yes

b. No

18. Do you encourage your students to use technology beyond classroom to improve their oral proficiency?

a. Yes

b. No

19. If yes, which kind of technology do you recommend?

.....

.....

.....

20. In your opinion, which of the following platforms can improve students' speaking skill ?

- a. Video conferencing
- b. Social networks
- c. Youtube (movies and songs)
- d. Speech recognition software
- e. All the above

Thank you for your cooperation.

Résumé

Ce travail met en phase l'importance de l'utilisation de la technologie hors classe pour les étudiants anglophones pour bien parler. Premièrement, il donne une idée générale sur la compétence de parler. Deuxièmement, ce travail est une étude théorique sur le rôle de la technologie dans et hors classe comme moyen pour développer la compétence de s'exprimer chez les étudiants. Dans ce travail, une hypothèse est mise en place: professeurs et étudiants peuvent avoir des attitudes positives envers l'utilisation de la technologie hors classe. Pour affirmer cette hypothèse, deux questionnaires ont été administrés : l'un est pour les professeurs et l'autre pour les étudiants Master1 Université 8 mai 1945 Guelma, année universitaire (2017 /2018), pour savoir s'ils s'intéressent à l'utilisation de la technologie dans la classe comme moyens pour faciliter l'opération enseignement/apprentissage, et aussi pour savoir leurs avis sur l'emploi des moyens modernes hors classe pour développer leur compétence orale. Les résultats ont montré que les étudiants ont des lacunes en parlant l'anglais et cela parce qu'ils ne parlent anglais ailleurs. En conclusion, on comprend qu'il y a une relation positive entre utiliser la technologie hors classe et bien parler. Enfin, on fait un message aux professeurs pour sensibiliser leurs étudiants sur l'importance d'utiliser la technologie hors classe pour maîtriser cette langue étrangère et la communication orale avec les autres et les étudiants doivent aussi profiter de ces moyens pour apprendre et améliorer leur compétence de parler.

Les mots clés: technologie, hors classe, compétence orale.

ملخص

سلط الضوء في هذا البحث على أهمية استعمال التكنولوجيا خارج أقسام الدراسة، حيث يعزز مهارة التحدث لدى طلاب الجامعة. وعليه فإن الشق الأول من هذا البحث يقدم نظرة شاملة عن مهارة التعبير الشفوي. أما الشق الثاني، فيتضمن دراسة نظرية عن دور التكنولوجيا داخل القسم و خارجه، حيث أن هذا الأخير يعتبر وسيلة مثالية لتطوير التحدث لدى الطلاب، فاستعمال التكنولوجيا خارج نطاق القسم يؤدي إلى تلفظ اللغة الإنجليزية بفصاحة وطلاقة و خلق عنصر التواصل بجدارة. قد تم الافتراض انه قد يكون للأساتذة و الطلاب موقف ايجابي اتجاه استعمال التكنولوجيا خارج القسم في تحسين مهارة التحدث. و لتأكيد الفرضية ارتأينا إلى إعداد استبيان مخصص لأساتذة اللغة الإنجليزية وإلى طلبة الأولى ماستر بجامعة 8 ماي 1945، السنة الدراسية 2017/2018. و ذلك للاستطلاع على مدى اهتمامهم باستعمال التكنولوجيا داخل القسم من أجل تسهيل عملية التعليم و التعلم، وأيضا الوصول إلى آرائهم حول الدور الفعال للتكنولوجيا خارج الأقسام في تحسين مهاراتهم الكلامية. و النتائج المتوصل إليها من خلال هذا العمل هي أن طلبة الجامعة يواجهون صعوبات و مشاكل في التواصل مع الآخرين أي عند التحدث، و هذا بسبب الفرص المحدودة لممارسة اللغة الإنجليزية داخل و خارج القسم. و عليه نستنتج أن العلاقة بين استعمال التكنولوجيا خارج صفوف الدراسة و مهارة التعبير الشفوي علاقة إيجابية هدفها التعلم. و منه فإن للطلاب و الأساتذة موقف ايجابي اتجاه استعمال التكنولوجيا خارج القسم في تعزيز مهارة التحدث. نظرا للنتائج المتوصل إليها، فإننا نوصي أساتذتنا الأفاضل بتوعية الطلبة نحو أهمية التكنولوجيا خارج القسم في تعزيز تواصلهم الشفوي، و ننصح الطلبة باستغلال هذه العصرية في تحسين مهارة الحديث.

الكلمات المفتاحية : التكنولوجيا، خارج القسم، مهارة التحدث.

Appendixes

Appendix 1: Students' Questionnaire.

Appendix 2: Teachers' Questionnaire.

French Summary.

Arabic Summary.