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# **Investigating Teachers' Views towards Using Information Communication Technologies (ICTs) to Teach Oral Skills**

تقصي رؤية الاساتذة حول استخدام تكنولوجيا المعلومات والاتصالات لتدريس المهارات

اللفظية

**A thesis Submitted in Fulfillment of the Requirements for  
Degree of MA in English language (Linguistics)**

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**2019**

# **Dedication**

*To*  
My Family.

## **Acknowledgements**

All praise and great thanks are due to Allah the Almighty who bestowed me with patience, perseverance and the means to make this study. First of all, my sincere gratitude and appreciation are due to Dr. Nagla Taha Bashrie Alnour Supervisor for his tireless efforts, guidance, great support and encouragement throughout the stages of this study. Special of praise is reserved to my colleges and for all the great teachers who have helped me to reach where I'm now , they kept guiding me for the benefit of this academic work . Finally, I must express my very profound gratitude to my family for providing me with unfailing support and continuous encouragement throughout my years of study and through the process of researching. This accomplishment would not have been possible without them. Thank you.

## **ABSTRACT**

This study aimed at investigating teachers' views on the use of ICTs to teach verbal skills. The researcher adopted the descriptive analysis method, One instrument was used for collecting data relevant to the study, namely a questionnaire specifically designed for English teachers. The sample was drawn from (30) for the performance of the study. It was clear from the results of the study that the majority of Sudanese teachers are unable to apply ICTs effectively, and the reasons for this are many and varied. It should be noted that ICT has a very strong impact on education and provides tremendous tools for promoting teaching and learning. ICT also provides the ability to meet the learning needs of individual students, promote equal opportunities, provide learning materials and foster learning-learner linkages. To sum up, technology applications in education are not a modern story, but the application of technology in language learning is very new for language learners, teachers and scientists. The study made a number of important recommendations in this field.

## ABSTRACT

### (Arabic Version)

هدفت هذه الدراسة إلى تقصي رؤية الاساتذة حول استخدام تكنولوجيا المعلومات والاتصالات لتدريس المهارات اللفظية وقد اتبع الباحث منهج التحليل الوصفي ، وتم استخدام أداة واحدة لجمع البيانات المتعلقة بالدراسة ، المتمثلة في إستبانة صُممت خصيصاً لأساتذة اللغة الإنجليزية .و قد تم اختيار عينه مؤلفة من (30) بالنسبة لأداء الدراسة . واتضح جلياً من خلال نتائج الدراسة أن غالبية المدرسين السودانيين غير قادرين على تطبيق تكنولوجيا المعلومات والاتصالات بفعالية . ينبغي ملاحظة أن تكنولوجيا المعلومات والاتصالات لها تأثير قوي للغاية في التعليم . إن تطبيقات التكنولوجيا في التعليم ليست قصة حديثة ، ولكن تطبيق التكنولوجيا في تعلم اللغة جديد جداً لمتعلمي اللغة والمعلمين والعلماء وقدمت الدراسة عدداً من التوصيات في مجال التعليم.

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**CHAPTER ONE**  
**INTRODUCTION**

# CHAPTER ONE

## INTRODUCTION

### 1.0 Context of the study

Information and communication technology has evolved recently on a very quick scale and started to be part of our daily lives. People started paying attention to it in the last decade when they saw that it can be useful in almost every aspect in their lives, starting from the houses to the markets and from small institutions to bigger industries. What is most important is that ICT has infiltrated the majority of the world countries and people are no longer able to separate themselves from its tools such as audio-visual systems, internet, and others.

With the increasing significance attached to speaking as part of one's language competence within the Communicative Language Teaching paradigm, the teaching of speaking skill in second language learning has become a burgeoning area of research over the past two decades. Speaking is a vital, yet difficult skill to be acquired in a language class as it poses a great number of challenges to second language learners for a few reasons (Luoma, 2004; Bozatlı, 2003; Feng, 2007). First, it encompasses a complex cognitive processing task that is difficult for L2 learners to accomplish (Bygate, 2006, 2009; Saint-Leger, 2009). As such, it requires learners to employ linguistic, non-linguistic, and contextual parameters such as body language, mimics, and gestures in an effective way to construct meaning by producing utterances. Second, there are some psychological factors that come into play during L2 learners' oral performance such as anxiety and self-confidence (Aydın, 2001; Cheng, 2005; Wilson, 2006). As there is an inverse relationship between anxiety and self-confidence, it is of paramount importance for practitioners to employ speaking tasks that can reduce learners' anxiety levels and foster

a sense of achievement, which, in turn, increases their self confidence (Saint-Léger, 2009; Graham, 2004). In addition to the cognitive demand and other psychological factors, another challenge with speaking is that in the context where English is taught as a foreign language (EFL), learners have a limited number of opportunities to use the language outside of the class, if not any at all. Thus, language educators need to find ways to extend the speaking practice out of class to expose their learners to the target language more, rather than merely rely on in-class activities (O'Malley & Pierce, 1996).

Although several studies have explored the utilization of digital video recordings in foreign language speaking classes as a way of increasing learners' exposure to the target language, the majority of these studies either only focused on learners' perceptions of the incorporation of digital video recordings into speaking classes, or were conducted in an ESL context, where learners might have had many other opportunities to practice the target language. Besides, few attempts, if any at all, have been taken to research the relative contribution of digital video recordings to learners' oral performance, in particular fluency, in an EFL speaking class.

On the grounds of these reasons, the present study seeks to investigate the teachers' views towards ICTs to teach oral skills, in particular, on fluency. The study will offer insights into the implementation of ICTs applications in EFL speaking classes.

### **1.1 Statement of the Study problem**

This study investigates the teachers' views towards using ICTs to teach oral skills. ICTs application can be fruitful for all teachers and students who are eager to enhance their classroom abilities and knowledge. Majority of Sudanese English teachers do not use ICTs applications in their classroom. Therefore, it is a major provider with the largest amount

of educational videos. EFL students can learn from the exposure to educational digital video media to improve their oral communicative competence. However, our educational institutions are not paying attention to its benefit and are ignoring it in their process of teaching the English language. So the effectiveness of ICTs applications is highly recommended by teachers. It apparently to promote students in an active communication. The researcher has tackled this issue so as to address this problem.

## **1.2 Objectives of the Study**

This study sets out to achieve the following objectives:

1. It is an attempt to find out teachers' views regarding implementing ICTs in their classroom?
2. It is an attempt to high light whether ICTs applications can assist EFL students in developing their academic performance.
3. It is an attempt to investigate whether EFL teachers and students can interact through ICTs applications in their classroom setting.

## **1.3 Questions of the Study**

The study sets out to answer the following questions:

1. What are teachers' views regarding implementing ICTs applications in their classroom?
2. To what extent can ICTs applications assist EFL students in developing their academic performance?
3. How can EFL teachers and students interact through ICTs applications in their classroom setting?

## **1.4 Hypotheses of the Study**

The study sets out to test the following hypotheses:

1. There are teachers' views regarding implementing ICTs applications in their classroom.
2. ICTs applications can potentially assist EFL students in developing their academic performance.
- 3-EFL teachers and students can significantly interact through ICTs applications in their classroom setting.

## **1.5 Significance of the Study**

This study is very significant because it shows how the use of ICTs applications is very effective in the area of English language teaching and learning considering the wide spread of the internet and the easiness of its use. In addition to that, it displays to some extent EFL learners can develop their oral and aural skills through digital videos; furthermore, this study provides the proof to accept or deny the idea of using digital videos media as a means of helping the learners and teachers to enhance the comprehensive listening and speaking of the learners.

This study purposes to reveal what links listening comprehension with digital videos applications, and how it can be an effective tool to develop the oral skill.

So, it is hoped that the results arrive at the future will assist the curriculum developers to take the right decisions with regards to promoting the students in oral communication, which is badly needed in their studies so people need to act globally so as to keep space with the

rest of the world. Therefore, the significance of this study stems from its emphasis on addressing these problems.

### **1.6 Limits of the Study**

This study will be limited to investigate the teachers' views towards using ICTs applications to teach oral skills. It hoped that will tentatively cover the academic year (2018-2019). It will be conducted at Sudan University of Science and Technology, College of Languages, and study sample will be exclusively drawn from teachers of English at some Sudanese Universities.

### **1.7 Methodology of the Study**

The researcher will adopt the descriptive analytical methods. Questionnaire will use as primary tools for data collection. A questionnaire will be distributed to teachers of English language at some Sudanese Universities in checking their point of view to address this issue.



**CHAPTER TWO**  
**LITERATURE REVIEW AND PRVIOUS**  
**STUDIES**

# **CHAPTER TWO**

## **LITERATURE REVIEW AND PREVIOUS STUDIES**

### **2.0 Introduction**

This chapter will show the related literature review on investigating teachers' views towards Using Information Communication Technologies (ICTs) to teach oral skills. It will be divided into two parts; the first part is called theoretical background and the second part is called previous studies.

### **Part one: Theoretical Background**

#### **2.1 Definition of ICT**

Bonfadelli (2002) defines that the term ICT .However, we can simply say that ICT or ICTs stand for information and communication technology or technologies where the computer plays a central role.ICT is defined as a diverse set of tools and resources used to communicate and to create, disseminate, store and manage information.

These equipments include television, radio, cellular phones, satellite systems, and internet or computer and network hardware and software. In addition to different applications and services related to these materials like videoconferencing and distance learning. While according to UNESCO, the term ICTs refers to forms of technology that are used to transmit, process, store, create, display, share or exchange, information by electronic means.ICT can be used in various contexts such as ICT industry, ICT law, ICT education...etc.

In literature, while different definitions of ICT are put forward, it can be broadly defined as technologies that facilitate, by electronic means, the acquisition, storage, processing, transmission, and disseminating of information in all form including voice, text, data, graphics and video.

This definition mainly focuses on the importance of the intersection of information technology, information content and telecommunications in enabling new forms of knowledge production and interactivity. ICT allows many people to generate and disseminate information, thus playing an active role in the process of interaction between professionals, learners, policy makers, peers and etc. (Biddulph, 2003). In the definition of the ICT in education, four main elements can be taken into consideration; ICT as an object that refers to learning about ICT, an assisting tool, a medium for teaching and learning and finally a tool for organization and management in schools (Carr, M. (2001).

Additionally, the acronym ICT is taken to stand for Information and Communication Technology or alternatively Information and Communications Technology. The differing number of the word (Communication) is significant in that the singular form is concerned with human interaction while the plural is generally taken to refer to the whole field of data communications infrastructure. At its simplest, the former or singular form is the process or outcome while the latter or plural is about the technology itself. The acronym ICT can also take a plural form (Technologies) where it is understood to entail the specific devices or processes which collectively make up the (Technology). This pluralized form (particularly in Queensland) is sometimes written as ICTs. The term ICT must be seen as an evolution from the antecedent and more narrowly defined term IT (Information Technology) which maintains its usage in government, business, and industry in relation tertiary and other academic courses dealing with such areas as programming, database design and expert systems. In the United States, synonymous terms such as (Technology) and (Educational Technology) are used. A useful definition of ICT is that:

*Generally relates to those technologies that are used for accessing, gathering, manipulating and presenting or communicating information. The technologies could include hardware (e.g. computers and other devices); software applications; and connectivity (e.g. access to the Internet, local networking infrastructure, and video conferencing). The most significant about ICT is the increasing convergence of computer-based, multimedia and communications technologies and the rapid rate of change that characterizes both the technologies and their use. (Bunz, 2009:23)*

Yet, it should be noticed that ICT has very strong effect in education and it provides enormous tools for enhancing teaching and learning. There have been many studies that highlighted the various ways that ICT may support teaching and learning processes in a range of disciplinary fields such as the construction of new opportunities for interaction between students and knowledge; accessing information and etc. ICT can have a useful effect on teaching and learning if it is used under right conditions including suitable sources, training and support. ICT also offers the potential to meet the learning needs of individual students, to promote equal opportunity, to offer learning material and also promote interdependence of learning among learners.

## **2.2 Components of ICT**

Agostini and Willington (2012) points out that ICT deals with the use of electronic computers and computer software to convert, store, protect, process, transmit and retrieve information. It involves transfer and use of all kinds of information. ICT is the foundation of economy and a driving force of social changes in the 21st century. Distance is no longer an issue when it comes to accessing information; for example, working-from-home, distance learning, e-banking, and e-government are now possible from any place with an Internet connection and a computing device.

### **2.2.1 Software**

The software is the set of instructions that cause a computer to perform one or more tasks. The set of instructions is often called a programme or,

if the set is particularly large and complex, a system. Computers cannot do any useful work without instructions from software; thus a combination of software and hardware (the computer) is necessary to do any computerized work. A programme must tell the computer each of a set of minuscule tasks to perform, in a framework of logic, such that the computer knows exactly what to do and when to do it. There are two major types of software: system software and application software. Each kind performs a different function.

**2.2.2 Software System:** System software is a set of generalized programmes that manage the computer's resources, such as the central processor, communications links, and peripheral devices.

**2.2.3 Software Application:** Application software describes programmes that are written for or by users to apply the computer to a specific task. Software for processing an order or generating a mailing list is application software.

#### **2.2.4 Hardware**

Hardware is the mechanical and electronic parts that constitute a computer system, as distinguished from the computer programmes (Software) that drive the system. The main hardware elements are the Computer Hardware, Connection devices and microphones.

#### **2.2.5 Computer Hardware**

A computer is a machine that can be programmed to accept data (input), process it into useful information (output), and store it away (in secondary storage devise) for safekeeping or later reuse. Equipment associated to that computer is called hardware and consist of the central processing unit, primary storage, secondary storage, input devices, output devices, and communications devices.

## **2.3 Devices of ICTS**

Partially because of the popularity of the Internet, more and more computers of all kinds have some means of connecting to other computers. For desktop computers in schools and businesses, a Network Interface Card (NIC) is frequently used. Portable computers and home desktop units typically use a modem as a connection device. Modems connect a personal or portable computer to dial-up networks through a regular telephone line. This connectivity has served as a boon to telecommuting and changed the way work is performed in organizations. Modems and NICs can serve as both input and output devices, depending on whether the computer is receiving or sending information (Castells,2000)

### **2.3.1 Microphones**

Microphones transform sounds into electric signals for storage or transmission. Different types of microphones and different ways to work with them are described below:

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

\*Speakers can hold a microphone in their hands. Information converted by a microphone into electrical signals can be transmitted via a wired or wireless channel to other devices.

## **2.4 Technological Evolution Use in Language**

According to Chen and Wellman (2003) state that shifting from pedagogical paradigm is not always necessarily successful. Language teaching and learning has the same position. With the wide spread and development of technology in our daily lives, it provides lots of opportunities for language teachers and learners to benefit or suffer from. Learning a foreign language, such as English, French, etc., has increased

in popularity, and also became a necessity in our communicative world, therefore, the need to combine both technology and language became a vital part of language scholars and researchers' jobs. Literate, communicative, and technology-based world has to accept the challenges of applying new movement in education either negative or positive. Several e-learning technologies are available for use in educational context. Although its forms are different in distinct context based on the economical situations of that context, almost all of the settings are trying to apply technologies in their education to meet the demands of learners and teachers.

Applications of technology in education are not a recent story, but applying technology in language learning is very new for language learners, teachers and scholars. The literature on the use of technology and, more specifically, computers in language learning, has centered largely on discussions and debates of pedagogical merits of technological devices (Stern, 1983). Approaches, typologies, and phases, methods: all have served as focal points for organizing the past 50 years (1950-2000) of technology use in language learning. Garrett's (1991) discussion of the computers' role in language teaching, she cautions against thinking of it in terms of a method. Instead she argues that it is a medium or an environment in which a wide variety of methods, approaches or pedagogical philosophies may be implemented. Grammar - translation activities, audio-lingual drills, or cognitive analysis of language, or a communicative syllabus: any of these, according to Garrett can comprise Computer- Assisted Language Learning (CALL).

Levy (1997) defined CALL as "the search for and study of applications of the computer in language teaching and learning" (Levy, 1997, p.1). Although the name includes computer, the term CALL embraces any applications of ICT to teaching and learning foreign languages. Two

different terms such as CALI (Computer-Assisted Language Instruction) and CAI (Computer-Assisted Instruction) was used instead of CALL before the early 1980s (Davies & Higgins, 1982). Around the early 1990s, alternative terms such as TELL (Technology-Enhanced Language Learning) also emerged. The development of CALL is a mere reflection of computer technological advances along with the evolution of linguistic approaches to language learning (Delcloque 2002, Warschauer: 2002 in Wang & Kaplan: 2004). The development in computer technologies and the pedagogical shifts in language learning have influenced to a great extent the evolution of CALL and it started to be implemented from the 1960's. Consequently, CALL arose from the combination of two separate factors: educational needs and technological means. One must not focus exclusively on the technology side of CALL and neglect the pedagogical issues that are extremely important for a successful language learning process. Technology integration in foreign language teaching demonstrates a shift in terms of learning theory from behavioral toward constructivist learning approach (Evans & Nation 2003).

## **2.5 ICT: Modern instrument for Education**

Correa (2010) points out that globalization and technological change processes that have accelerated in tandem over the past years have created a new led by information and global economy powered by technology, fueled by information knowledge. The emergence of this new global economy has serious implications for nature and purpose of educational institutions.

In this connection, ICT has been touted as potentially and powerful enabling tool for educational change and reform. When used appropriately, ICT is said to help expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality, among others, helping make teaching and learning



into an engaging, active process connected to real life. However, the effective integration of ICT into the educational system is a complex, multifaceted process that involves not just technology, indeed, given enough initial capital, getting the technology is the easiest part - but also curriculum and pedagogy, Institutional readiness, teacher competencies and long term financing, among others. ICT in education is any educational technology that is applied in the educational process. It encompasses Hardware approach like use of machines and materials, Software approach like use of methodologies and strategies of teaching learning and Systems approach that uses the management technology that deals with the systematic organization of the hardware and the software. Also, ICT in education is the processing of information and its communications facilities and features that variously support teaching, learning and a range of activities in education. Education Technology is defined as “the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources” (Richey, 2008). Educational Technology can be used by all educators who want to incorporate technology in their teaching as well as educational administrators. The emergence of different educational tools and software has motivated many learning organizations to integrate them into the curriculum as they can have a great impact on student learning (Hawkins et al., 1996). Recently, Educational Technologies have been considered as a crucial factor in improving the quality of education and enhancing the level of student educational learning performance. It has demonstrated a significant positive effect on student achievement and the teaching and learning processes as a whole (Bialo and Sivin-Kachala, 1995).

Today, technology of education is being developed with the aim not only of making education more widely available, but also of improving the

quality of education which is already available.i.e; Educational technology is concerned with providing appropriately designed learning situations, which hold in view the objectives of teaching. It modifies the learner's environment through the varied techniques of presentation, arrangement of learning activities and organization of social and physical surroundings. The purpose of educational technology is to improve the quality of language learning.

## **2.6 Media and Technology in Teaching and Learning Process**

There is a wide range of terminology when we deal with technology used for learning. Media, multimedia, ICT , IT , Interactive and Information Technologies (IIT), Advanced Learning Technologies (ALT) are all umbrella terms that cover all advanced technologies in manipulating and communicating information within the learning process.

Media is described by Bates (2005: 43) as “generic forms of communication associated with particular ways of representing knowledge. Texts, audio, face to face communication and video are all media” (Bates, 2005, p.43). So in education, according to Bates, there exist five main media: direct human contact, text, audio, video, and digital multimedia. Technology is used to deliver this knowledge or media like (satellite, cables, videoconferencing, telephone, and mobile, CD, computer, e-mail and so on.).These technologies are different in being either one-way or „broadcast“ like TV and print, and two ways or „communicative“ like videoconferencing and mobile.

## **2.7 Computers and Teaching**

Regarding the rapid development of technology, more and more language teachers and learners are eager to use technologies such as computer and the Internet for language learning and teaching. Undoubtedly, the use of technology in education has a positive effect on the achievements of

language learners, but it is a necessity to consider all aspects of this application. A great distinction between two philosophical approaches: teaching from computers and teaching with computers. Teaching from computers includes things like computer-based instruction, computer-assisted instruction, and integrated learning systems. It can be a tutorial, game or independent learning programme. It values transmission of information and is supplantive in nature. Its goals focus on more effective delivery of knowledge and increased skills. (Ringstaff & Kelley, 2002).

Also they argued that teaching from computers alone could only improve access or efficiency. In contrast teaching from computers, teaching with computers has a wide variety of impacts. Because the values embodied by teaching with computers are generative and transformative, the nature of the goals and the resulting impacts can be felt in many areas (Ringstaff & Kelley, 2002).

## **2.8 Utilization of ICT in Education**

Correa and Jeong (2011) claim that the economic developments and social justice turned attention to expanding access to education. It is true that worldwide illiteracy rates have declined in the last decades. But it is also true that the emphasis on knowledge is now much higher than forty years ago. In the past societies could flourish economically even when more than half of the population was illiterate, but this is no longer possible in the Information societies. To remain economically competitive and prosper in this widespread knowledge-driven economy, countries cannot find large sectors of their population to be excluded from education, or at the lower level of the educational process. The development of education means integrating new ways of technology to allow and attract the population who have been excluded from education for cultural or social reasons. In cultures- such as Algeria- with strict

rules and traditions regarding interaction between genders, girls may be forced to leave school before puberty for a simple reason i.e. avoiding contact with male colleagues and teachers. For girls who remain in school, the rule regarding with whom they may or may not talk make it difficult to succeed and reach further degrees. One of the techniques regarding the fulfillment of this task i.e. expending access to education is the use of ICTs. Home schooling, the internet and cell phones have created a proper atmosphere to make then different genders familiar with the field of education that is to say, technology can promote alternatives for educating women that are more cost effective than all-female schools without disrupting cultural traditions. Communication owes a great and particular debt to technology as television and radio broadcasts or Internet-based technologies enable girls to continue their studies from home or small learning centers.

To conclude this part, one can say that technology functions as a neutral agent without gender or cultural allegiances, thereby facilitating communication and learning.

There is an obvious appeal to using video in the language classroom. Instead of the rather unnatural task of listening to a disembodied voice emanating from an audio player, learners are able to see the speaker and elements of the surrounding environment. Video is thus a “multi-sensory medium” (Wylie, 2001). Research suggests that these multiple clues help language learners to understand a particular discourse as well as to improve their long-term listening comprehension skills (Herron *et al.*, 1995). Video-based instruction also appears to improve aspects of learners’ oral production, particularly their “confidence in speech” (Weyers, 1999). A further benefit of video is that it can simply provide a welcome break from the rigors of more traditional study. Moreover, with digital video technology, it is now a relatively straightforward process for

teachers to produce their own videos which are specifically aimed at one group of learners, bearing in mind their language needs and interests. Such teacher-made videos can provide positive models of target language, graded to the learner's proficiency, and thus offer a rich source of comprehensible input. Less obviously, teacher-made videos can also provide negative models, which students can analyse and use to improve their awareness of common pitfalls and errors when communicating in a second language.

Video technology can also be used to document students' language production, both to enhance the validity and reliability of language assessment, and to provide motivating and rewarding tasks with a clear, meaningful purpose and a concrete finished product (Biegel, 1998). Furthermore, students can observe their own current English oral proficiency (Shinohara, 1997), and thus discover areas they need to improve.

## **2.9 Video-Based Methodologies**

Video-based methodologies are well-established in second language teaching. Perhaps most common is the use of video as an alternative to more traditional cassette tape and CD listening comprehension activities. Video allows learners to see the context of the discourse and the speaker's body language as well as other visual aids to comprehension. It is thus hard to question Wylie and Thompson (2003) assertion that video aids learners' comprehension of English. Another use of video is to record student projects, such as role plays, documentaries and TV commercials (Brooke, 2003). As video technology becomes more accessible and editing on computers simpler, such projects are becoming increasingly attractive for the language classroom. Video also offers several other possibilities for language learning. One interesting use of

video is to document and assess students' productive performance of a second language. Video naturally lends itself to the assessment of presentations and public speaking, but it can also be applied to pair work and group discussion tasks. Furthermore, to help students develop their speaking skills, teachers can make 'model videos' which visually demonstrate what students are expected to do in an oral task. Finally, digital video technology allows teachers to manipulate authentic video, which can be edited, subtitled and simplified to make it more suitable for language learners. With relatively inexpensive equipment, and easily acquired skills, teachers and learners can employ a wide range of effective and motivating video methodologies. This study will outline the practical aspects of choosing hardware, the basics of using video editing software and a range of methodological applications for the language classroom

## **2.10 Definition of Speaking Skill**

"Speaking" is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. Speaking is the second of the four, which are: 1-Listening 2-Speaking 3-Reading 4-skill that we learn. This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a "dialogue". Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation. Of course, some people talk to themselves! In fact, some English learners practice speaking standing alone in front of a mirror. Speaking can be formal or informal: i) Informal speaking is typically used with family and friends, or people you know well. ii) Formal speaking occurs in business or academic situations, or when meeting people for the first time. Speaking is probably the language

skill that most language learners wish to perfect as soon as possible. It used to be the only language skill that was difficult to practice online. This is no longer the case. English learners can practice speaking online using voice or video chat. They can also record and upload their voice for other people to listen to.

## **2.11 The Notion of Speaking**

Mastery of English language demands to master the entire skills productive and receptive one. Speaking skill occupied an important place in foreign language teaching and learning, as argued by Nunan (1991, p.39)

*To most people, mastering the art of speaking is the single most important factor of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language.*

Speaking is considered to be one of the active or productive skill deserves more attention in both first and foreign language because it reflects people's thought and personalities. In fact, we appreciate people according to their speaking skill. A hedge (2000) points out that speaking is "Skill by which they are judged while first impressions are being formed" (p. 261). Moreover, speaking is skill whereby others are recognized from what they are saying and how they are thinking, so it needs special care like other language skills

## **2.12 The Significance of Speaking**

For most people, the ability to speak English is very important. It has often been viewed as the most demanding of the other four skills. For that, we frequent ask the question "Do you speak English?" to foreign language learners rather than asking them "Do you write in English". The question displays the importance of speaking as skill because mastering this skill means mastering other skills, as Ur (2000, p.12) states

*“of all the four skills, speaking seems intuitively the most important: people who know a language are referred to as ‘speaker’ of the language, as if speaking included all other kind of knowing”.*

Speaking skill needs to be skilled in the other language skills. Therefore, with speaking, students can enhance their writing skill and develop their vocabulary and grammar.

In addition, good speaker needs good listener to improve his/her oral-aural skill. For instance, EFL learners can express themselves, argue, give opinions, ask, request and do other functions of language. So far, speaking is very important inside and outside classroom as well as speaking is a complex process whereby people sending and receiving messages verbally or none verbally.

### **2.13 Teaching of Speaking**

Speaking is the basic skill that EFL students have to improve in order to master the English language. The focus of teaching speaking is to improve the oral production of the students, and to make them communicate effectively in real life situation. Recently, a lot of attention has been paid to design a program that aims to teach the speaking skill. In the classroom situation, EFL students should learn the language naturally and teachers should provide them with plentiful opportunity to develop as well. Hayriye Kayi (2006) provides some suggestions for English language teachers while teaching oral language:

- Prepare maximum opportunity to students to speak the target language by giving a rich environment that includes collaborative work, authentic materials and tasks, and shared knowledge.
- Attempt to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- Decrease teacher speaking time in class while increasing student speaking time.



- Clarify positive signs when commenting on a student's response.
- Give oral feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- Involve speaking activities not only in class but also out of class.
- Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- Provide the vocabulary beforehand that students need in speaking activities.
- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

Therefore, students can improve their oral skill to express their ideas, opinions, and feelings, describe things, and to make social contact with people, and to make request and complaining.

### **2.14 Related to Speaking Activities**

The use of English as a second language (ESL) or foreign language (EFL) in oral communication is, without a doubt, one of the most common but highly complex activities necessary to be considered when teaching the English language especially because we —live at a time where the ability to speak English fluently has become a must, especially who want to advance in certain fields of human endeavor|(Al-Sibai,2004, p.3).

The focus of teaching speaking, of course, is to improve the oral production of the students. Therefore, language teaching activities in the classroom should aim at maximizing individual language use (Haozhang,

1997). In the past, oral communication instruction was neglected because of the misconception that oral communication competence develops naturally over time and that the cognitive skills involved in writing automatically transfer to analogous oral communication skills (Chaney,1998). However, Ur (1996) considered speaking as the most important skill among four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language. This indicates that using a language is more important than just knowing about it because —there is no point knowing a lot about language if you can't use it! (Scrivener, 2005, p.146).

## **2.15 Oral Language Acquisition**

Oral language acquisition is a natural process for children. It occurs almost without effort. The ability to speak grows with age, but it does not mean that such growth will automatically lead to perfection. To speak in more effective ways requires particular attention and constant practice (Zhang et al., 1995). Speaking fluency appears to develop with increased exposure to second language (L2) input (Al-Sibai, 2004). Input refers to the language data which the learner is exposed to (Zhang, 2009). Although it is widely recognized that input is very essential for language acquisition, it is not sufficient if not followed by interaction and output (the language a learner produces) because the processing of comprehension is different from the processing of production, and the ability to understand the meaning conveyed by sentences differs from the ability to use a linguistic system to express meaning. When input is negotiated and learners produce output in interaction, they selectively —take in! portions of comprehensible input and choose a correct linguistic form to express themselves. This process makes it possible for the learners to internalize what they have learned and experienced (Swain, 1985, as cited in Zhang, 2009).

## **2. 16 Oral Language Learning**

For language learning to take place, there are four conditions that should exist, and they are the exposure, opportunities to use the language, motivation, and instruction.—Learners need chances to say what they think or feel and to experiment in a supportive atmosphere using language they have heard or seen without feeling threatened (Willis, 1996, p.7). A fact that is highlighted by second language research is that progress does not occur when people make a conscious effort to learn. Progress occurs as a result of spontaneous, subconscious mechanisms, which are activated when learners are involved in communication with the second language. The subconscious element demands a new range of activities, where learners are focused not on the language itself but on the communication of meaning (Littlewood, 1984). Harmer (1982) also argued that in a communicative task, the students' attention should be focused on the content of what they are saying, rather than the form. They should use a wide variety of language. According to Ellis (2003), this can be done by involving learners in performing two types of communicative tasks: focused communicative tasks and unfocused communicative tasks. Both of these tasks seek to engage learners in using language pragmatically rather than displaying language. They seek to develop language proficiency through communication.—Through communication learners can integrate separate structures into a creative system for expressing meaning (Littlewood, 1984, p.91).

## **2.17 Factors that Cause Speaking difficulties to EFL Learners**

Zhang (2009) argues that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent

in communicating orally in English. According to Ur (1996), there are many factors that cause difficulty in speaking, and they are as follows: 1. Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy. 2. Nothing to say. Students have no motive to express themselves. 3. Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. 4. Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

In addition, Rababa'h (2005) points out that there are many factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going. Some learners also lack the motivation to speak English. They do not see a real need to learn or speak English. Actually —motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preserves it (Littlewood, 1984, p.53).

The development of communicative skills can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them (Littlewood, 1981). Teaching strategies also contribute to this problem as they are inadequate, and they do not put emphasis on speaking, which results in a meagre development of this skill. Besides, vocabulary items are taught in isolation, and listening materials are not used by the majority of schoolteachers because

of the large number of teachers compared with the number of cassettes available. Teacher-training programs were found to be not very successful in changing the teachers' methodology (Rababa'ah,2005).

Furthermore, all the other subjects are in Arabic, and English is seen as an academic subject only, which means exposure to the English language is insufficient. The lack of a target language environment can be considered another problem, which of course results in a lack of involvement in real-life situations. Not allowing learners to participate in discourse can be another reason for speaking difficulties. —Children need both to participate in discourse and to build up knowledge and skills for participation in order to learn discourse skills (Cameron, 2001, p.36). Furthermore, —language is best learned when the learners' attention is focused on understanding, saying and doing something with language, and not when their attention is focused explicitly on linguistic features (Kumaravadivelu,2003,p.27).

It is worthy to mention that researchers recognize that learners can improve their speaking ability by developing learning strategies that enable them to become independent learners (Nakatani,2010). Littlewoods (1981) argued that some teachers use L1 for class management. Nevertheless, this can be another factor that contributes to the problem of speaking difficulties. This is because using L1 means sacrificing valuable opportunities for well-motivated foreign use. In addition, it tends to devalue the foreign language as a vehicle for communication. Learners see it as allocated to communicatively nonessential domains such as drills or dialogue practice, while the mother tongue remains the appropriate medium for discussing matters of immediate importance. Another main reason for other teachers to use L1 is vocabulary and grammar. Although their attitudes are of disagreement with L1, this is not reflected in their practice (Al-Busaidi, 1998).

## **2.18 The Nature of Speaking Skill**

It is mentioned in the literature that, naturally, to speak means to produce some words representing one's ideas. It is a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998 in Kayi, 2006).

In line with this issue, there have been some relevant researches conducted. Burns and Joyce in Nunan(1999); Schwartz (2005); and Thornbury (2005) argue that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors commonly that hinder students from speaking.

Another study conducted by Koichi Sato (2003) finds that students of English are not highly competent in speaking because of their fear of making mistakes. The same finding is also shared by another research conducted by Ballard (1996, in JIN Yan-hua, 2007) who finds that students fail to join in the English discussion because of their vocabulary problems and fear of making mistakes resulting in their inability to speak English well. In addition, she says that students find speaking English a stressful activity especially if they have to perform something using English. The finding above confirms the results of this study as will be explained in part of the result findings.

## **2.19 The Level of Speaking Proficiency**

According to Charles (1992) points out that grade speaking proficiency is divided into four levels. Four main levels of speaking proficiency namely: novice, intermediate, advance, and superior. The characteristics of each level for speaking are as follows:

1. Novice. The novice level is characterized by the ability to communicate minimally in highly predictable common daily situations

with previously learned words and phrases. The novice level speaker has difficulty communicating with even those accustomed to interacting with nonnative speaker.

2. Intermediate. It is characterized by the ability to combine learned elements of language creatively, through primarily in a reactive mode. The intermediate level speaker can initiate, minimally sustain, and close basic community task. The speaker can ask and answer the questions and can speak in discrete sentences and strings of sentences on topic that either autobiographical or related primarily to his or her immediate environment.

3. Advanced. The advanced level is characterized by the ability to converse fluently and in a clearly participatory fashion. The speaker can accomplish a wide variety of communicative tasks and can describe and narrate events in the present, past, and future, organizing thought, when appropriate, into paragraph -like discourse. At this level, the speaker can discuss concrete and factual topics of personal and public interest in most unaccustomed to nonnative speaker.

4. Superior. The superior level is characterized by the ability to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Using extended discourse, the speaker can explain detail, hypothesize, on concrete and abstract topics, and support or defend opinions on controversial matters. Speaking is the skill by which they are most frequently judged, and through which they make or lose friends. It is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. (Bygate 1997: vii)

By giving learner's speaking practice and oral exam the writer recognize that there is a difference between knowledge about language and skill in using it.

Bygate (1997:4) states that there is a fundamental difference between knowledge and skill. Both can be understood and memorized, but only skill can be imitated and practice. He clarifies that skill can be seen from two basic ways. The first is motor receptive skill that involves perceiving, recalling and articulating in the correct order sounds and structures of the language. The second is interaction skill involving making decision about communication, such as what to say, how to say it, and whether to develop it, it accordance with one's intention while maintaining the desired relation with other.

Furthermore, Briendley (1995:19) makes specification about oral. Here oral can be defined as speaking. He believes that oral is to:

1. Express oneself intelligibility
2. Convey intended meaning accurately with sufficient command of vocabulary
3. Use language appropriate to context
4. Interact with other speaker fluently.

He also rates oral into four areas that are interactive communication for fluently effect on listener, intelligibility for pronunciation or prosodic features, appropriacy for pragmatic competence or register, and accuracy for structures and vocabulary resources. It mans speaking demand fluency, intelligibility, appropriateness, and accuracy.

Based on the definitions above, it can be concluded that speaking is a complex cognitive skill which demands fluency, intelligibility, appropriateness, and accuracy in its process. According to Lingual links Library(1999), there are three kinds of speaking situations:

### **1. Interactive Speaking**

Interactive speaking situations conclude face to face conversations and telephone calls, in which we are alternately listening and speaking and we



have a chance to ask clarification, repetition from our conversation partner.

### **2. Partially Speaking**

It is kinds of speaking situations when giving a speech to a live audience, where the convention is that the audience doesn't interrupt the speech.

### **3. Non-interactive Speaking**

It happens when recording a speech for radio broadcast.

## **2.20 Speaking Accuracy and Speaking Fluency**

Speaking has many different aspects, said Gower, Philips, and Walters (1995: 99).

### **1. Accuracy**

Accuracy comprises the correct of vocabulary, grammar, and pronunciation. It can say that accuracy is the ability to produce sentence using correct grammar and vocabulary. Teacher who concentrate on accuracy help their students to produce grammatically correct written and spoken English.

### **2. Fluency**

Fluency can be thought of the ability to keep going when speaking spontaneously. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of the grammatical and other mistakes.

Brown (1994: 254) identifies distinction between accuracy and fluency. Accurate means clear, articulate, grammatically and phonologically correct. While, fluent means flowing naturally. He also says that fluency may be an initial goal in language teaching but accuracy is gained to some extent by allowing learners to focus on the elements of phonology, grammar, and discourse in their spoken output.

## **2.21 The Concept of teaching Speaking**

Harmer (1998:94) demonstrates that speaking seems one of the most important in language learning: people who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak. Teaching speaking is not an easy job. Some teachers get very involved with their students during a speaking activity and want to join in too. There is nothing wrong with teacher getting involved of course provided they don't start to dominate. Although it is probably better to stand back so that the teacher can watch and listen to what is going on, students can also appreciate teacher participation at the appropriate level – in other words, not too much.

## **2.22 Teacher Roles**

According to Byrne (1997:2) states that teachers need to know their roles in teaching speaking. They have specific roles at different stages, as follows:

- 1) The presenting stage (when the teachers introduce something new to be learned), the teachers play a role as informant.
- 2) The practice stage (when the teachers allow the learners to work under their direction), the teachers have a role as conductor and monitor.
- 3) The production stage (when the teachers give the learners opportunity to work on their own).

Besides these three roles of each stage, there is another key role that cuts across them: namely, the teachers as motivator. The teachers must be able to motivate their students in order to arouse their interest and involve them in what they are doing. There are some factors which determine their ability to motivate their students, namely: their performance (the

mastery of teaching skills, the selection and presentation of topics and activities, the teacher's personality).

### **2.23 Characteristics of Successful speaking activity**

The goal of teaching speaking is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They also should observe the social and cultural rules that apply in each communication situations. According to Ur (1999: 120), there are some characteristics of a successful speaking activity:

1. Learners talk a lot.

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

2. Participation is even.

Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

3. Motivation is high.

Learners are eager to speak: because they are interested in topic and have something new to say about it, or just because they want to contribute to achieving a task objective.

4. Language is of an acceptable level.

Learners express themselves in utterance that is relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

### **2.24 Problems with Speaking Activities**

According to Ur (1996:121), there are some problems faced by the learners in speaking activities. The problems include inhibition, the lack

of theme to be spoken, the low of participation, and the use of mother tongue. Those problems can be explained as follows:

#### 1) Inhibition

Unlike reading, writing and listening activities, speaking requires some real time exposures to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, such as worried about mistakes, fearful of criticism, or shy of the attention that their speech attracts.

#### 2).The lack of theme to be spoken

Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

#### 3). The low participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only very little time to talk. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

#### 4). The use of mother tongue

In a number of classes, the learners share the same mother tongue. They may tend to use it because of some reasons. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. The last, they feel less “exposed” if they are speaking their mother tongue. If they are talking in small groups, it can be quite difficult to keep using the target language.

### **2.25 Solutions for the Problems of Speaking Activities**

There are some solutions which can be selected to overcome the problems in speaking activity (Ur, 1996:121-122). These are:

1). Use group work

This increases the sheer amount of student talk going on in a limited period of time and also lowers the inhibitions of students who are unwilling to speak in front of the full class. It is true that group work means the teacher cannot supervise all students speech, so that not all utterances will be correct, and students may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full-class-set up.

2). Base the activity on easy language

In general, the level of the language needed for a discussion should be lower than used in intensive language learning activities in the same class. It should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.

3). Make a careful choice of topic and task to stimulate interest.

On the whole, the clearer the purpose of the discussion the more motivated participants will be. A good topic is one which students can relate using ideas from their own experience and knowledge. It should also represent a genuine controversy. Some questions or suggested lines of thought can help to stimulate discussion. A task is essentially goal-oriented. It requires the group, or pair, to achieve an objective that is usually expressed by an observable result such as brief notes or lists, a rearrangement of jumbled items, a drawing, and a spoken summary.

4). Give some instruction or training in discussion skills

If the task is based on group discussion then include instructions about participation when introducing it. For example, tell students to make sure

that everyone the group contributes to the discussion appoints a chairperson to each group who will regulate participation.

5). Keep students speaking the target language

Teachers might appoint one of the groups as monitor, whose job is to remind participants to use the target language, and perhaps report later to teacher how well the group managed to keep it. Even if there is no actual penalty attached, the very awareness that someone is monitoring such lapses helps participants to be more careful

## **2.26 Part Two: Previous Studies**

According to Farooqui (2007) postulates that the extreme demand for good and native-like English-speaking skills especially in the job market, Bangladesh puts a great emphasis on the teaching of English speaking skills. The evidence shows that private universities focus on improving English skills. However, students of public and private universities have an equal level of proficiency when they begin. When they graduate, the students of private universities have

achieved a higher level of proficiency in English. Affiliated study examines how these private universities assist the students to improve English language skills through observation, document analysis and a series of interviews with teachers who are teaching English language in these private universities. He investigated teacher's understanding of the students' difficulties during speaking English and the factors that help these students to improve their speaking skills.

Similarly, Razmjoo & Ghasemi Ardekani (2011) tried to propose a model of speaking proficiency on the use of strategies. Therefore, their study was designed to have two main breakdowns such as qualitative and quantitative. Regarding this, 30 EFL learners' perspectives were analyzed, and then according to the received replies, a 21-item speaking

strategy questionnaire was developed and given to 210 EFL learners. To choose a subset of common replies and put off the spare ones, factor analysis was used, and then 7 elements were elicited. These elements, divided according to the offline/online concepts or the time of speaking, included a model representing speaking strategies. Consequently, their study manifested that EFL learners' gender and level of proficiency do not influence their speaking strategy use.

Alternatively, Nazara (2011) explores that student's perceptions on EFL speaking skill development of the English Teaching Study program of FKIPUKI Jakarta. The results revealed that all students considered speaking significant, and they were amenable to evaluate the requirements to boost it. However, they provided wonderful materials, promoting activities, and suitable situation to practice speaking, they asserted to have longer time to practice. Moreover, some students were reluctant to speak because of their stress of lecturers, basting, and classmates' mocking. The paper concludes by proposing the need to make a friendly and facilitative climate in the classroom.

Relatedly, Khan & Arshad (2012) have highlighted the need for knowing English as a subject and a language. They believe that learners require to listen to English with correct pronunciation and do kind of exercises and take part in debate races. They analyzed 20 male students and 20 female students. They concluded that it is necessary to teach English as a subject. English as a language is not given chance to learners to improve their speaking ability. Teachers should be more responsible by having expert knowledge and abilities to develop second language ability, more emphasize on the quality of books, more given time to speaking and more phonetic exercise of learners. Teachers should also provide friendly

environment for students and improve boldness and self-assurance in learners for asking questions.

Relevantly, Kavaliauskienė (2013) finds out that student's perspectives to improve speaking ability in English classes for special purposes. He mentioned speaking is a productive ability because it is hard to master. Therefore, he reported the questionnaires on learners' attitude to find speaking activities in the classroom. Showed the learners' responses acquired in three academic years of 2010, 2011, and 2012. It was found that learners' attitudes were different and learners were more reluctant to short talks and discussions. The short talks are obligatory and graded in ESP classes. Learners' discussion and spontaneous speakers have not been graded because, self-assured learners take part in activities but passive learners fail to contribute.

According to Askari & Langroudi (2014) illustrated the effectiveness of Ur's model in developing Iranian EFL learners' fluency and accuracy in speaking was investigated. To do so, 60 Iranian EFL learners were chosen according to their performance on Oxford Placement Test (OPT). The participants were randomly set aside to two unbiased groups of Ur model and control. The groups received speaking instruction according to the Ur's 5-component model and standard tactics of speaking instruction. Statistical results of t-test manifested that Ur's model had an effective role in achieving both fluency and accuracy of EFL learners. The outcomes of the present study supported a model of empirical evidence that is found by Ur (2009). Ur's model directed attention to both mechanical and communicative practices to guide learners from accuracy to fluency.

Wang (2014) investigates that Chinese EFL learners who may have some problems in speaking English fluently and accurately, because their speaking competence maybe affected by cognitive, linguistic and



emotional factors. With respect to this, the research was conducted by Development of Education of Sichuan province. The purpose of the research was to achieve learners' oral proficiency first through evaluating three vital models of teaching English speaking, and then suggesting a four-step educational method through four stages: pre-speaking, while-speaking, post-speaking and extension activity. Before speaking, students need to be empowered enough in knowledge, vocabulary and strategies to decrease their fear and stress. While speaking, learners should have sufficient time and space to promote their fluency, with overall attention to delineate their meanings. After speaking, learners need to be given opportunities to figure out the appropriate use of language to develop their speaking accuracy. Finally, extension practice is eloquent to boost learners' language use because task repetition assists learners to improve fluent and accurate spoken English.

**CHAPTER THREE**  
**RESEARCH METHODOLOGY**

# **CHAPTER THREE**

## **RESEARCH METHODOLOGY**

### **3.0 Introduction**

This chapter discusses the following methods of the study, description of sample and the instruments, validity, reliability and data analysis procedures. The study adopted experimental and descriptive methods. One instrument is used as primary tools for data collecting methods in this study (questionnaire to teachers of English).

### **3.1 Method of the Study**

The researcher will follow experimental and descriptive method. One instrument has been used to collect the information of this study. Namely, questionnaire has given to teachers of English language at some Sudanese Universities.

### **3.2 Population and Sample of the Study**

The population of this study is teachers of English languages at some Sudanese Universities. A questionnaire was distributed to the teachers from both sexes. This questionnaire includes a covering page which introduces the topic of research identifies the researcher. It uses likert 5-point scale (strongly agree, agree, neutral, disagree and strongly disagree). A questionnaire is design based on the questions of the study. The questions of the study were turn to statements that provide suggested answers from the teachers at university level were supposed to select the options which correspond to their responses. A questionnaire was contained twelve statements. It corresponds directly to the hypotheses of

the study. It was given to teachers of English. The answers of responses are treated statistically for the purpose of findings.

### **3.3 Tools of Data Collection**

The tool of study was questionnaire. It was given to (40) teachers of English language at Some Sudanese Universities.

### **3.4 Procedures of the Study**

The researcher follows the following procedures in order to conduct this study. Initially, teachers from some of the Sudanese educational institutes were asked to respond to the questionnaire so as to glean their positive ideas about the ICT learning strategy. The obtained data from the questionnaire is analyzed using the SPSS and Alpha Cronbach's program specifically with percentile.

### **3.5 Validity and Reliability of the Study**

The questionnaire was judged by three Ph.D. holding referees who were specialists in the study field of English. Some of the referees made some amendments, and others was recommended that the questionnaire is reasonable in terms of items . In this case , the researcher revised all amendments, and some of typing mistakes on his questionnaire is corrected.

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement will use more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures.

## Reliability Statistics

	Cronbach's Alpha	Number of Items
	80	12

### 3.7 Summary

This chapter discusses the research methodology and the research tools adopted for data collection. The chapter has provided a detailed description of all the steps and procedures followed in each tools, including population, sample, validity and reliability of each instruments.

**CHAPTER FOUR**  
**DATA ANALYSIS, RESULTS AND**  
**DISCUSSION**

## **CHAPTER FOUR**

### **DATA ANALYSIS, RESULTS AND DISCUSSION**

#### **4.0 Introduction**

This chapter is devoted to data analysis, evaluation and discussion collected through the study tools including the questionnaire which is given to 30 participants who represent the teachers' community at some of the Sudanese universities.

#### **4.1 The Responses to the Questionnaire**

The responses to the questionnaire of the 30 teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

#### **4.1 Analysis of the Questionnaire**

The researcher distributed the questionnaire on determined study sample (30), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly agree, agree, neutral, disagree, and strongly disagree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

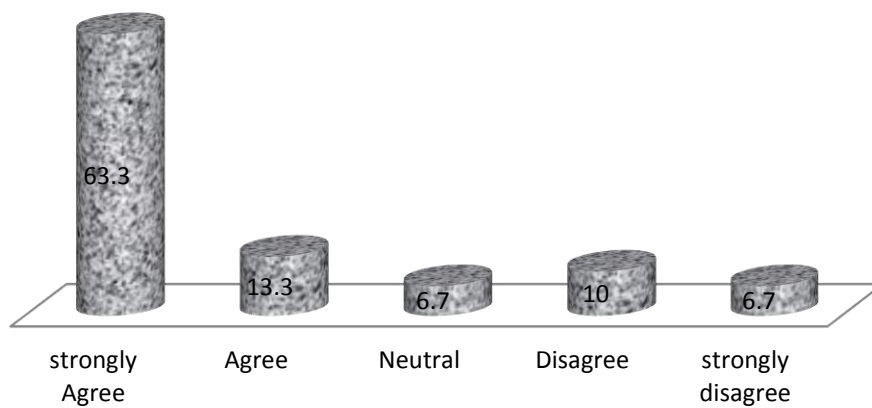
**Hypothesis (1): There are teachers' views regarding implementing ICT applications in their classroom.**

**Statement No ( 1):** ICT applications can help me to teach English orally.

**Table No (4.1)**

Valid	Frequency	Percent	Valid Percent
Strongly agree	19	63.3	63.3
Agree	4	13.3	13.3
Neutral	2	6.7	6.7
Disagree	3	10.0	10.0
strongly disagree	2	6.7	6.7
Total	30	100.0	100.0

**Statement No ( 1):** ICT applications can help me to teach English orally



**Fig (4.1)**

With reference to table (4.1) and figure (4.1) regarding the statement " ICT applications can help me to teach English orally". It's clear that participants' responses to strongly agree is 63.3%, agree turned out to be 13.3% neutral is 6.7%, disagree is 10%, whereas strongly disagree is only 6.7%. This indicates that teachers should be well-trained in using ICT to develop students verbally.

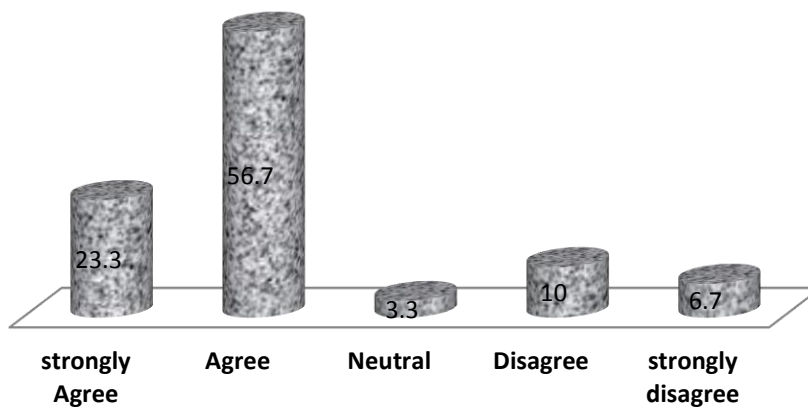


**Statement No (2 ):** ICT applications allow me to generate and disseminate information

**Table No (4.2)**

Valid	Frequency	Percent	Valid Percent
Strongly agree	7	23.3	23.3
agree	17	56.7	56.7
Neutral	1	3.3	3.3
disagree	3	10.0	10.0
strongly disagree	2	6.7	6.7
Total	30	100.0	100.0

**Statement No (2 ):** ICT applications allow me to generate and disseminate information



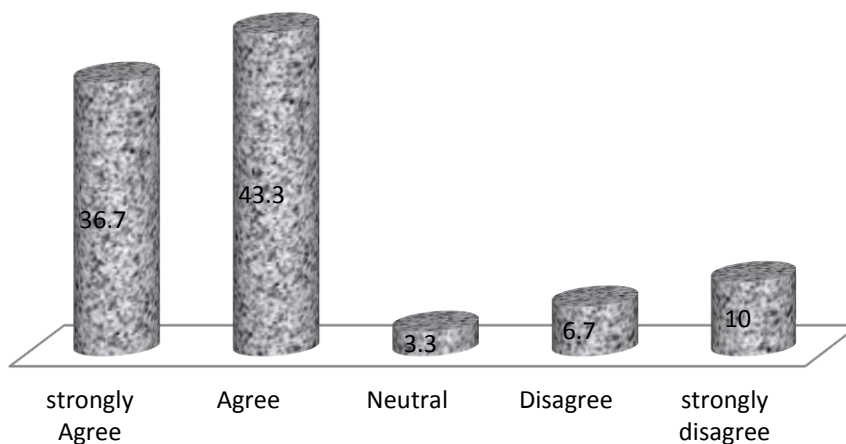
**Fig**

**Statement No (3):** This demonstrates that teachers should use ICT so as to create interaction among students

**Table No (4.3)**

Valid	Frequency	Percent	Valid Percent
Strongly agree	11	36.7	36.7
agree	13	43.3	43.3
Neutral	1	3.3	3.3
disagree	2	6.7	6.7
strongly disagree	3	10.0	10.0
Total	30	100.0	100.0

**Statement No (3):** This demonstrates that teachers should use ICT so as to create interaction among students



**Fig (4.3)**

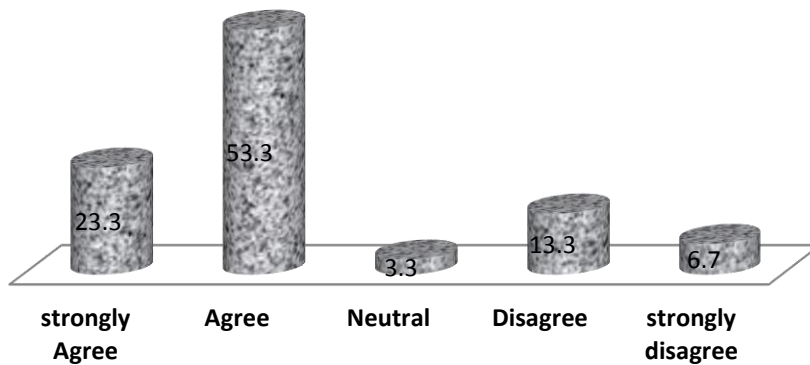
With regard to table (4.3) and figure (4.3) concerning the statement " This demonstrates that teachers should use ICT so as to create interaction among students " It's observed that participants' responses to strongly agree is 36.7%, agree turned out to be 43.3%, neutral is 3.3%, disagree is 6.7%, while strongly disagree is only 10%. This demonstrates that teachers should use ICT so as to create interaction among students.

**Statement No (4):** ICT can have a useful effect on teaching and learning practices if it is used under right conditions including suitable sources, training and support.

**Table No (4.4)**

Valid	Frequency	Percent	Valid Percent
Strongly agree	7	23.3	23.3
agree	16	53.3	53.3
Neutral	1	3.3	3.3
disagree	4	13.3	13.3
strongly disagree	2	6.7	6.7
Total	30	100.0	100.0

**Statement No (4):** ICT can have a useful effect on teaching and learning practices if it is used under right conditions including suitable sources, training and support.



**Fig (4.4)**

With regard to table (4.4) and figure (4.4) focusing on the statement " ICT can have a useful effect on teaching and learning practices if it is used under right conditions including suitable sources, training and support". It's noticed that participants' responses to strongly agree is 23.3%, agree turned out to be 53.3%, neutral is 3.3%, disagree is 13.3%, whereas strongly disagree is only 6.7%. This strengthens the view of that; teachers should be well-trained in developing their teaching process via ICT.

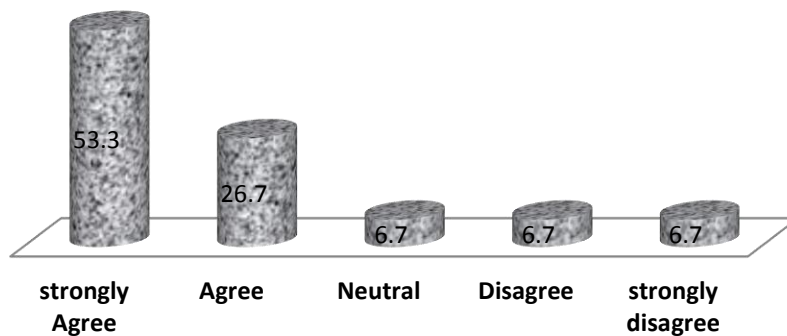
**Hypothesis Two: ICTs applications can potentially assist EFL students in developing their academic performance.**

**Statement No (5):** ICT applications offer the potential to meet the learning needs of individual students.

**Table No (4.5)**

Valid	Frequency	Percent	Valid Percent
Strongly agree	16	53.3	53.3
agree	8	26.7	26.7
Neutral	2	6.7	6.7
disagree	2	6.7	6.7
strongly disagree	2	6.7	6.7
Total	30	100.0	100.0

**Statement No (5):** ICT applications offer the potential to meet the learning needs of individual students.



**Fig (4.5)**

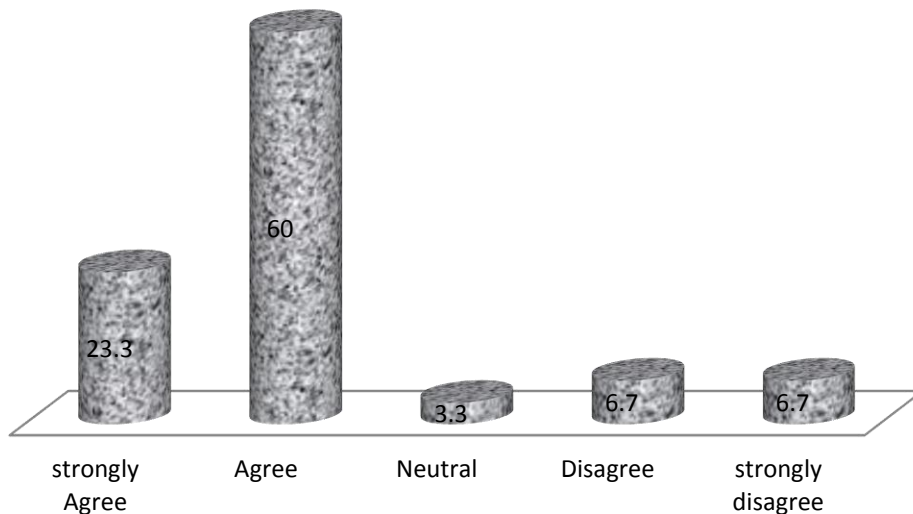
With reference to table (4.5) and figure (4.5) concentrating on the statement "ICT applications offer the potential to meet the learning needs of individual students". It's clear that participants' responses to strongly agree is 53.3%, agree turned out to be 26.7%, neutral is 6.7%, disagree is 6.7%, whereas strongly disagree is only 6.7%. This indicates that EFL students should be able to deal with non-verbal communication so as to guess the intended meaning.

**Statement No (6) :** ICT helps in promoting interdependence of learning among students.

**Table No (4.6 )**

Valid	Frequency	Percent	Valid Percent
Strongly agree	7	23.3	23.3
agree	18	60.0	60.0
Neutral	1	3.3	3.3
disagree	2	6.7	6.7
strongly disagree	2	6.7	6.7
Total	30	100.0	100.0

**Statement No (6) :** ICT helps in promoting interdependence of learning among students.



**Fig (4.6)**

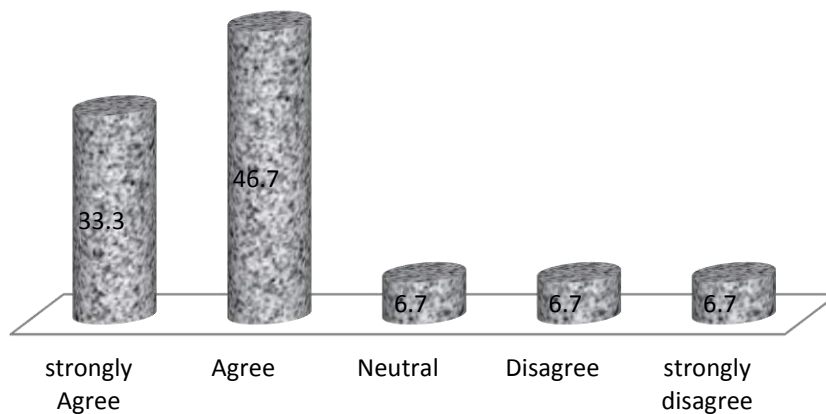
Concerning the table (4.6) and figure (4.6) referring to the statement "ICT helps in promoting interdependence of learning among students". It's illustrated that participants' responses to strongly agree is 23.3%, agree turned out to be 60%, neutral is 3.3%, disagree is 6.7%, whereas strongly disagree is only 6.7%. This demonstrates that EFL students should be able in inferring the meaning scanning strategy.

**Statement No ( 7):** ICT has been invented as potentially and powerfully enabling tool for educational change and reform.

**Table No (4.7 )**

Valid	Frequency	Percent	Valid Percent
Strongly agree	10	33.3	33.3
agree	14	46.7	46.7
Neutral	2	6.7	6.7
disagree	2	6.7	6.7
strongly disagree	2	6.7	6.7
Total	30	100.0	100.0

**Statement No ( 7):** ICT has been invented as potentially and powerfully enabling tool for educational change and reform.



**Fig (4.7)**

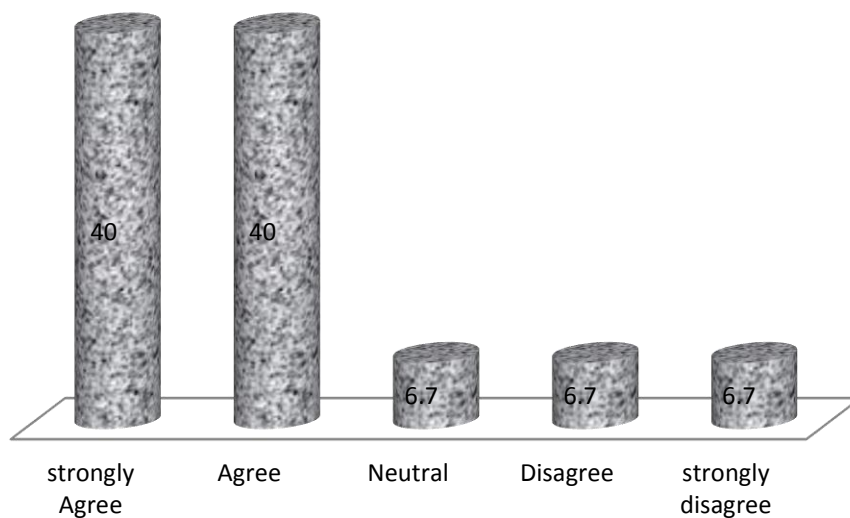
With regard to the table (4.7) and figure (4.7) referring to the statement "ICT has been invented as potentially and powerfully enabling tool for educational change and reform". It's showed that participants' responses to strongly agree is 33.3%, agree turned out to be 40.0%, neutral is 2.5%, disagree is 22.5%, whereas strongly disagree is only 2.5%. This proves that should pay attention to the general information contained in speech.

**Statement (8):** Active integration of ICT into the educational system is a crucial.

**Table No (4.8)**

Valid	Frequency	Percent	Valid Percent
Strongly agree	12	40.0	40.0
agree	12	40.0	40.0
Neutral	2	6.7	6.7
disagree	2	6.7	6.7
strongly disagree	2	6.7	6.7
Total	30	100.0	100.0

**Statement (8):** Active integration of ICT into the educational system is a crucial.



**Fig (4.8)**

Regarding to the table (4.8) and figure (4.8) relating to the statement "Active integration of ICT into the educational system is a crucial ". It is clear that participants' responses to strongly agree is 40%, agree turned out to be 40%, neutral is 6.7%, disagree is 6.7%, while strongly disagree is only 6.7%. This illustrates that the integration of ICT should be involved education.

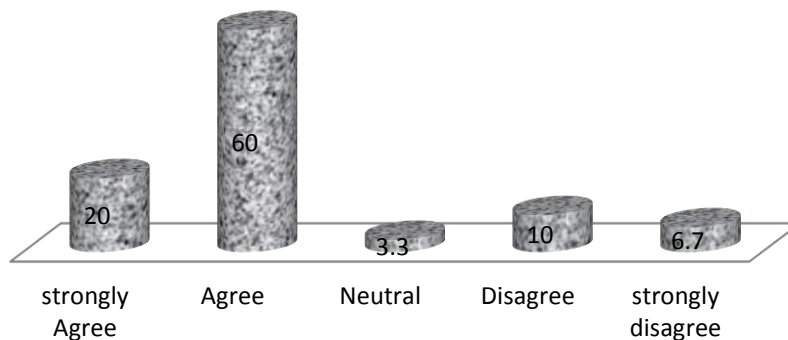
**Hypothesis Three:** EFL teachers and students can significantly interact through ICTs applications in their classroom setting.

**Statement No (9):** In education, ICT can be applied by teachers to motivate students in achieving learning process.

**Table No (4.9 )**

Valid	Frequency	Percent	Valid Percent
Strongly agree	6	20.0	20.0
agree	18	60.0	60.0
Neutral	1	3.3	3.3
disagree	3	10.0	10.0
strongly disagree	2	6.7	6.7
Total	30	100.0	100.0

**Statement No (9):** In education, ICT can be applied by teachers to motivate students in achieving learning process.



**Fig (4.9)**

With regard to the table (4.9) and figure (4.9) relating to the statement "In education, ICT can be applied by teachers to motivate students in achieving learning process ". It is obvious that participants' responses to strongly agree is 20%, agree turned out to be 60%, neutral 3.3%, disagree is 10%, while strongly



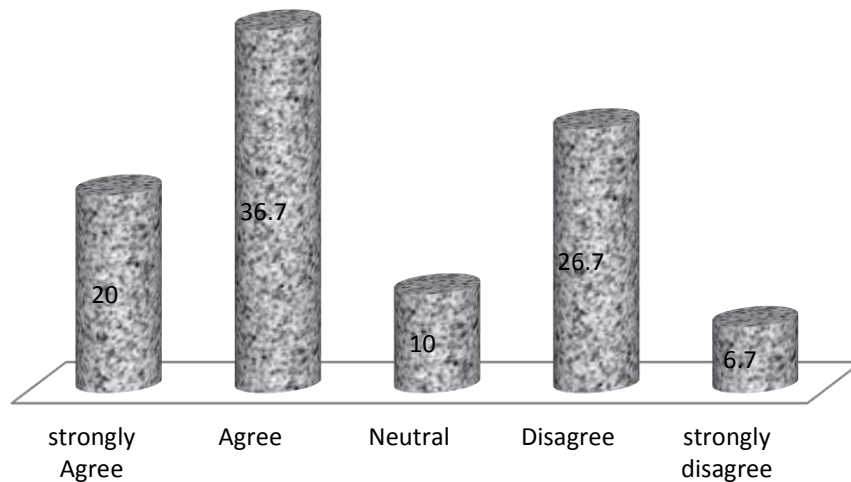
disagree is only 6.7%. This emphasizes that EFL students should be well-trained in dealing with ICT.

**Statement No (10):** Educational Technology can be used by all educators who want to incorporate technology in their teaching.

**Table No (4.10 )**

Valid	Frequency	Percent	Valid Percent
Strongly agree	6	20.0	20.0
agree	11	36.7	36.7
Neutral	3	10.0	10.0
disagree	8	26.7	26.7
strongly disagree	2	6.7	6.7
Total	30	100.0	100.0

**Statement No (10):** Educational Technology can be used by all educators who want to incorporate technology in their teaching.



**Fig (4.10)**

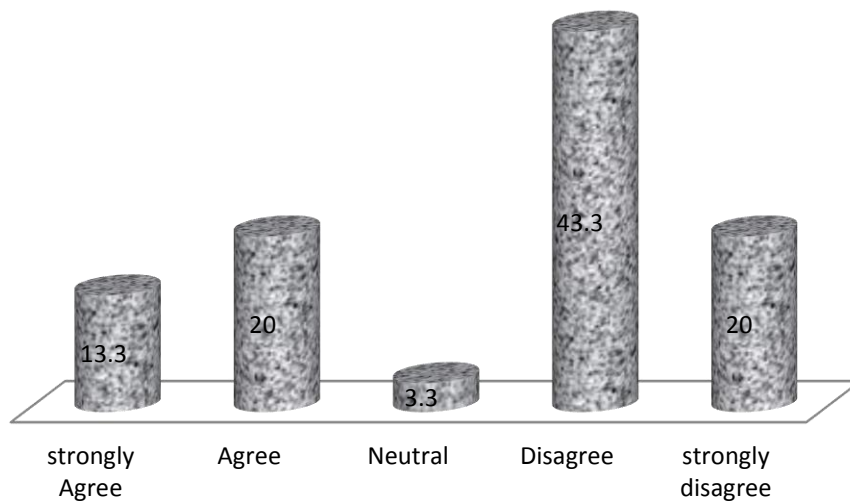
With regard to the table (4.10) and figure (4.10) relating to the statement "Educational Technology can be used by all educators who want to incorporate technology in their teaching." It is obvious that participants' responses to strongly agree are 20%, agree turned out to be 36.7%, neutral is 10%, disagree is 26.7%, while strongly disagree is only 6.7%. This emphasizes that teachers should apply ICT in EFL classes .

**Statement No (11 ):** Language teachers and learners are eager to use technologies such as computer and the internet for language learning and teaching.

**Table No (4.11 )**

valid	Frequency	Percent	Valid Percent
Strongly agree	4	13.3	13.3
agree	6	20.0	20.0
Neutral	1	3.3	3.3
disagree	13	43.3	43.3
strongly disagree	6	20.0	20.0
Total	30	100.0	100.0

**Statement No (11 ):** Language teachers and learners are eager to use technologies such as computer and the internet for language learning and teaching.



**Fig (4.11)**

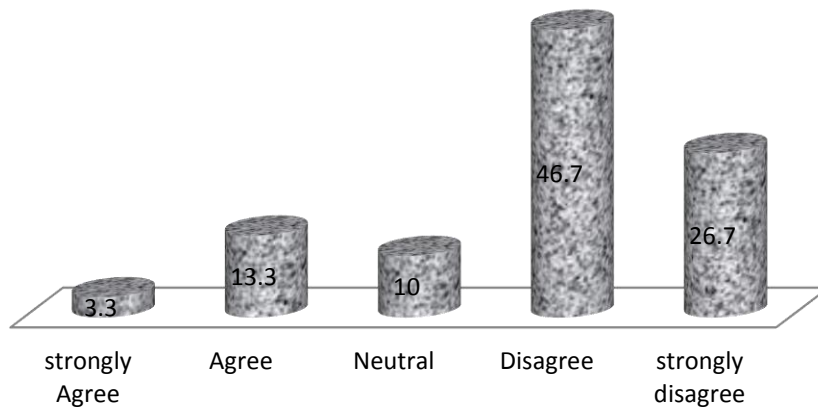
With referring to the table (4.11) and figure (4.11) relating to the statement "Language teachers and learners are eager to use technologies such as computer and the internet for language learning and teaching". It is obvious that participants' responses to strongly agree is 13.3%, agree turned out to be 20%, neutral is 3.3%, disagree is 45.3%, meanwhile strongly disagree is only 20%. This shows that teachers should be aware of using ICT.

**Statement No ( 12):** The use of technology (ICT) in education has a positive effect on the academic achievements of language learners.

**Table No (4.12)**

Valid	Frequency	Percent	Valid Percent
Strongly agree	1	3.3	3.3
Agree	4	13.3	13.3
Neutral	3	10.0	10.0
Disagree	14	46.7	46.7
strongly disagree	8	26.7	26.7
Total	30	100.0	100.0

**Statement No ( 12 ):** The use of technology (ICT) in education has a positive effect on the academic achievements of language learners.



**Fig (4.12)**

With referring to the table (4.12) and figure (4.12) relating to the statement "The use of technology (ICT) in education has a positive effect on the academic achievements of language learners." It is obvious that participants' responses to strongly agree is 3.3%, agree turned out to be 13.3%%, neutral is 10%, disagree is 46.7%, meanwhile strongly disagree is only 26.7%. This indicates that ICTs have advantage in teaching .

It is obvious from the above table No.(4.12 ) and figure No ( 4.12) that there is one respondent in the study sample with percentage (3.3%) strongly agreed with " The use of technology (ICT) in education has a positive effect on the academic achievements of language learners". There are (4) respondents with percentage (13.3%) agreed with that, and (3) respondents with percentage (10.0%) were not sure about that, and (14) respondents with percentage (46.7%) disagreed, whereas (8) respondents with 26.7% are strongly disagreed.

**1- There are teachers' views regarding implementing ICT applications in their classroom.**

**Table No.(4.13 ) Chi-Square Test Results for Respondents' Answers of the Questions of the**

Nom.	Statement	Mean	SD	Chi square	p-value
1	ICT applications can help me to teach English orally.	2.4	1.9	12	0.00
2	ICT applications allow me to generate and disseminate information.	2.5	2.6	17	0.00
3	ICT plays an active role in the process of interaction between teacher and student	2.4	2.4	13	
4	ICT can have a useful effect on teaching and learning practices if it is used under right conditions including suitable sources, training and support.	3	0.8	25	0.03

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (12) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "ICT applications can help me to teach English orally..

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "ICT applications allow me to generate and disseminate information.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in question (3) was (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement " ICT plays an active role in the process of interaction between teacher and student.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "ICT can have a

useful effect on teaching and learning practices if it is used under right conditions including suitable sources, training and support.

According to the previous result we can say that the first hypothesis of our study is accepted.

**2- ICTs applications can potentially assist EFL students in developing their academic performance.**

**Table No.(4.14 ) Chi-Square Test Results for Respondents’ Answers of the Questions**

No.	Statement	mean	SD	Chi square	p-value
1	ICT applications offer the potential to meet the learning needs of individual students.	2.5	1.4	17	0.00
2	ICT helps in promoting interdependence of learning among students.	2.7	2.6	15	0.00
3	ICT has been invented as potentially and powerfully enabling tool for educational change and reform.	2.8	0.8	20	0.001
4	The effective integration of ICT into the educational system is a crucial.	2.5	0.7	21	0.008

- The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (1) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “ICT applications offer the potential to meet the learning needs of individual students.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "ICT helps in promoting interdependence of learning among students.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (3) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "ICT has been invented as potentially and powerfully enabling tool for educational change and reform.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "The effective integration of ICT into the educational system is a crucial.

According to the previous result we can say that the second hypothesis of our study is accepted.

**3- Hypothesis Three: EFL teachers and students can significantly interact through ICTs applications in their classroom setting.**

**Table No.( 4.15) Chi-Square Test Results for Respondents' Answers of the Questions of the.(3)**

No	Statement	mean	SD	Chi square	p-value
1	In education, ICT can be applied by teachers to motivate students in achieving learning process.	2.9	3.5	24	0.00
2	Educational Technology can be used by all educators who want to incorporate technology in their teaching.	2.5	2.7	33	0.00
3	Language teachers and learners are eager to use technologies such as computer and the internet for language learning and teaching	2.03	4.6	41	0.00
4	The use of technology (ICT) in education has a positive effect on the academic achievements of language learners.	2.8	1.4	22	0.00

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "In education, ICT can be applied by teachers to motivate students in achieving learning process.



- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement Educational Technology can be used by all educators who want to incorporate technology in their teaching.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (3) was (41) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Language teachers and learners are eager to use technologies such as computer and the internet for language learning and teaching.

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "The use of technology (ICT) in education has a positive effect on the academic achievements of language learners.

According to the previous results we can say that the third hypothesis of our study is accepted .

## Summary of the Chapter

This chapter has covered the data analysis of the study which is about investigating teachers' views towards using information communication technologies (ICTs) to teach oral skills. This is done through a questionnaire to the teachers of English at some Sudanese Universities. Moreover, it showed the data tabulated in figures and tables. Then, interpretations were made from the collected data. Finally, the researcher has discussed the results of the study.

## Discussion

This study has discussed the teachers' views towards Using Information Communication Technologies (ICTs) to teach oral skills. The first the statement "ICT applications can help me to teach English orally". It's clear that participants' responses to strongly agree is 63.3%, agree turned out to be 13.3% neutral is 6.7%, disagree is 10%, whereas strongly disagree is only 6.7%. This indicates that teachers should be well-trained in using ICT to develop students verbally. The second statement "ICT applications allow me to generate and disseminate information ". It's clear that participants' responses to strongly agree is 33.3%, agree turned out to be 56.7% neutral is 3.3%,, disagree is 10%, whereas strongly disagree is only 56.7%. This justifies that ICT is helpful for teaching process.. With regard to table (4.3) and figure (4.3) concerning the statement " This demonstrates that teachers should use ICT so as to create interaction among students " It's observed that participants' responses to strongly agree is 36.7%, agree turned out to be 43.3%, neutral is 3.3%, disagree is 6.7%, while strongly disagree is only 10%. This demonstrates that teachers should use ICT so as to create interaction among students. With regard to table (4.4) and figure (4.4) focusing on the statement " ICT can have a useful effect on teaching and learning practices if it is used under right conditions including suitable sources, training and support". It's noticed that participants' responses to

strongly agree is 23.3%, agree turned out to be 53.3%, neutral is 3.3%, disagree is 13.3%, whereas strongly disagree is only 6.7%. This strengthens the view of that; teachers should be well-trained in developing their teaching process via ICT. With reference to table (4.5) and figure (4.5) concentrating on the statement "ICT applications offer the potential to meet the learning needs of individual students". It's clear that participants' responses to strongly agree is 53.3%, agree turned out to be 26.7%, neutral is 6.7%, disagree is 6.7%, whereas strongly disagree is only 6.7%. This indicates that EFL students should be able to deal with non-verbal communication so as to guess the intended meaning.

## **Summary**

This chapter has covered the data analysis of the study which is about investigating teachers' views towards Using Information Communication Technologies (ICTs) to teach oral skills. This is done through a questionnaire to the teachers . Moreover, it showed the data tabulated in figures and tables. Then, interpretations were made from the collected data. Finally, the researcher has discussed the results of the study.

**CHAPTER FIVE**  
**MAIN FINDINGS, CONCLUSIONS,**  
**RECOMMENDATIONS AND**  
**SUGGESTIONS FOR FURTHER STUDIES**

# **CHAPTER FIVE**

## **MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGESSTIONS FOR FURTHER STUDIES**

### **5.0 Introduction**

This chapter presents the discussion of main findings gained when applying the tools and conclusions. Moreover, a brief recommendations and suggestions were given at the end of the chapter.

### **5.1 Main Findings**

The results of this study investigate teachers' views towards using information communication technologies (ICTs) to teach oral skills. Researcher has summarized following findings:

- 1- ICT applications can help teachers to teach English orally.
- 2- ICT applications allow me to generate and disseminate information.
- 3-ICT plays an active role in the process of interaction between teacher and student.
- 4- ICT can have a useful effect on teaching and learning practices if it is used under right conditions including suitable sources, training and support.
- 5- ICT applications can offer the potential to meet the learning needs of individual students.
- 6- ICT helps in promoting interdependence of learning among students.
- 7- ICT has been invented as potentially and powerfully enabling tool for educational change and reform.
- 8- The effective integration of ICT into the educational system is a crucial.

9- With regard to the table (4.11) and figure (4.11) prove that language teachers and learners are eager to use technologies such as computer and the internet for language learning and teaching.

## **5.2 Conclusion**

This study pointed out that, majority of the Sudanese teachers at tertiary level are unable to apply the ICTs effectively .And the reasons for that are many and varied. A useful definition of ICT is that: Generally relates to those technologies that are used for accessing, gathering, manipulating and presenting or communicating information. The technologies could include hardware (e.g. computers and other devices); software applications; and connectivity (e.g. access to the Internet, local networking infrastructure, and video conferencing). The most significant about ICT is the increasing convergence of computer-based, multimedia and communications technologies and the rapid rate of change that characterizes both the technologies and their use. (Toomey, 2001: 3).

Yet, it should be noticed that ICT has very strong effect in education and it provides enormous tools for enhancing teaching and learning. There have been many studies that highlighted the various ways that ICT may support teaching and learning processes in a range of disciplinary fields such as the construction of new opportunities for interaction between students and knowledge; accessing information and etc.ICT can have a useful effect on teaching and learning if it is used under right conditions including suitable sources, training and support. ICT also offers the potential to meet the learning needs of individual students, to promote equal opportunity, to offer learning material and also promote interdependence of learning among learners.

To sum up, applications of technology in education are not a recent story, but applying technology in language learning is very new for language learners, teachers and scholars, the use of technology and, more specifically, computers

in language learning, has centered largely on discussions and debates of pedagogical merits of technological devices.

### **5.3 Recommendations**

In the light of the results of the study, the followings are recommended:

- 1- In education, ICT should be applied by teachers to motivate students in achieving learning process.
- 2- Instructors should raise the students' awareness about the importance of Information Communication Technologies
- 3- Educational Technology should be used by all educators who want to incorporate technology in their teaching.
- 4- The use of technology (ICT) in education should have a positive effect on the academic achievements of language learners.

### **5.4 Suggestions for Further Studies**

Information Communication Technologies are still an inviting area in the field of learning. Thus, the researcher would like to digital applications in education one of the most effective media that learners can acquire and apply both inside and outside the classroom. Moreover, an approach that includes the use of technology in education can generate a full and flexible knowledge of English languages.

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# **APPENDIX**

## Teachers' Questionnaire

*Dear teachers,*

This questionnaire is a part of MA study, designed to elicit teachers' views about the investigating teachers' views towards using Information Communication Technologies (ICTs) to teach oral skills.

We would, greatly, appreciate your cooperation by filling in the questionnaire. Your individual responses will be kept, strictly, confidential.

Please, tick the appropriate opinion in the given spaces.

	<b>Items</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1	ICT applications can help me to teach English orally.					
2	ICT applications allow me to generate and disseminate information.					
3	ICT plays an active role in the process of interaction between teacher and student					
4	ICT can have a useful effect on teaching and learning practices if it is used under right conditions including suitable sources, training and support.					
5	ICT applications offer the potential to meet the learning needs of individual students.					
6	ICT helps in promoting interdependence of learning among students.					
7	ICT has been invented as potentially and powerfully enabling tool for educational change and reform.					
8	The effective integration of ICT into the educational system is a crucial.					
9	In education, ICT can be applied by teachers to motivate students in achieving learning process.					

10	Educational Technology can be used by all educators who want to incorporate technology in their teaching.					
11	Language teachers and learners are eager to use technologies such as computer and the internet for language learning and teaching					
12	The use of technology (ICT) in education has a positive effect on the academic achievements of language learners.					