

Learning with Digital Tools: The Impact of Integrating ICT on Students' Speaking Proficiency

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Abstract:

Information and Communication Technologies (ICT) have become common place entities in all aspects of life. Rapid evolution of communication technologies has changed language pedagogy and language use, enabling new ways of learning. Speaking is part of the language skills which is important for language learners to be developed. In foreign language education, improving the speaking skills of students has always been a challenge. The current study focuses on the role and impact of using new technologies in enhancing students' oral performance. The aim of the study is to highlight the effectiveness and the positive outcomes of integrating ICT on learners' oral communicative competencies. The research used a convenience sample of five (5) teachers experienced teaching oral expression and comprehension and twenty (20) second year English students who were invited to respond to questionnaires survey. The findings of this study indicated that the participants spent more time using ICT for private purposes rather than using them for learning how to develop their communicative skills. Most of the respondents expressed positive attitudes towards ICT use to study English and learn how to speak. The study recommends the integration of ICT in English classes in order to maximize communicative competencies attainment on the part of the learners.

Keywords: Information and Communication Technologies (ICT), Communicative competencies, Oral expression and comprehension, Oral performance, Speaking skills.

Résumé:

Les technologies de l'information et de la communication (TIC) sont devenues des entités communes dans tous les aspects de la vie. L'évolution rapide des technologies de la communication a modifié la pédagogie et l'utilisation des langues, permettant de nouvelles façons d'apprendre. Parler fait partie des compétences linguistiques qui sont importantes pour le développement des apprenants. Dans l'enseignement des langues étrangères, l'amélioration des compétences orales des élèves a toujours été un défi. La présente étude se concentre sur le rôle et l'impact de l'utilisation des nouvelles technologies dans l'amélioration des performances orales des élèves. L'objectif de l'étude est de mettre en évidence l'efficacité et les résultats positifs de l'intégration des TIC dans les compétences de communication orale des apprenants. La recherche a utilisé un échantillon de commodité de cinq (5) enseignants expérimentés dans l'enseignement de l'expression et de la compréhension orales et de vingt (20) étudiants d'anglais de deuxième année qui ont été invités à répondre au questionnaire. Les résultats de cette étude ont indiqué que les participants ont passé plus de temps à utiliser les TIC à des fins privées plutôt que de les utiliser pour apprendre à développer leurs compétences en communication. La plupart des répondants ont exprimé des attitudes positives envers l'utilisation des TIC pour étudier l'anglais et apprendre à parler. L'étude recommande l'intégration des TIC dans les cours d'anglais afin de maximiser les compétences en communication acquises par les apprenants.

Mots-clés: Technologies de l'information et de la communication (TIC), Compétences communicatives, Expression et compréhension orales, Performance orale, Compétences orales.

Introduction

Information and Communication Technologies (ICT) have become within a short time, one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering its basic skills and concepts as part of the core of education. It should be noted that some people think that ICT generally refers to computers and computer related activities. However, ICT is defined as a diverse set of technological tools and resources used to communicate and create, disseminate, store, and manage information. These may include computers, smartphones, tablets, the Internet, broadcasting technologies, etc. The rapid growing advancement of ICT has made potential contributions to English language education for the past few decades.

The field of education has been affected by ICT, that have undoubtedly affected teaching and learning foreign languages (Yusuf, 2005). Research in the field of education has revealed that ICT is beneficial to the quality of education (Al-Ansari, 2006). In education, ICT plays crucial roles in

facilitating teaching and learning. The use of technologies has the great potential to change the language teaching methods and techniques (Pourhossein, 2013). ICT can provide learners with unprecedented opportunities to practice English and involve themselves in authentic environments of language use (Kramsch and Throne, 2002 In Dang and Nhung, 2014). In this context, learners can use Skype Chat for oral interaction, or social networking sites as Facebook or Twitter for oral and writing practice. Additionally, ICT enhances learners motivation, learner independence, and facilitates the acquisition of different language skills (Dang and Nhung, 2014). Besides, the adoption of ICT in education can affect the delivery of education and enable wider access to knowledge. These positive aspects of integrating ICT in English classrooms can have a positive impact on students` performance and achievement. Similarly, this can foster better teaching and improve learners` academic achievement.

As far as developing learners` speaking skills is concerned, ICT provides great amount of resources that aid teachers and students to get access to authentic materials for teaching and learning speaking skills. The authenticity of ICT educational resources can be a potential support for teachers in facilitating teaching speaking skills and preparing students to cope with different speaking situation in real life contexts. For this reason, English language teachers have opted for incorporating these emerging technologies into their everyday teaching as such technologies can empower them as teachers and improve their teaching as well (Gumawang, 2012). The current study seeks to investigate the impact of integrating ICT on English students speaking proficiency. Two questionnaires targeting English teachers and second year English students are used as data gathering tools for that purpose. The general aim of this study is to identify teachers and learners perceptions towards the use of new technologies in teaching and learning oral expression and to provide English teachers and students with a strong theoretical and practical methodological framework for teaching and learning speaking skills. The study attempts to answer the following key questions:

- How do students perceive ICT use developing oral expression competencies ?
- How do teachers perceive the integration of new technologies in teaching oral expression ?
- What is the impact of new technologies usage on learners` oral communicative competencies ?

1. Literature Review

The section of reviewing literature is dedicated to provide a strong theoretical basis associated with the study's topic and scope. This section essentially cover two sub themes: ICT use in English teaching and learning and the integration of new technologies in EFL classes and their influence on students speaking skills.

1.1. ICT Use in English Language Teaching and Learning

The use of ICT in English classrooms is becoming a primordial step as the benefits would be very productive. In this vein, Padurean and Morgan (2009: 98) claims:

The application of ICT gives more opportunities for communication between peer learners: they can exchange information in real time, they can participate in blog discussions, work in teams in different projects, exchange emails, search for information, etc. by using the authentic material provided by the Internet, we will have a better insight into the culture of the country and people whose language we study.

Some researchers in the field of education maintain that new technologies have the power to change the ways students learn and instructors teach. Using different technologies in the classroom allow professors to diversify their lectures, display more information, and enhance students` learning. ICT also help teachers save time and energy and allow for more attention to be paid to the course content. In this context, (Madhavaiah et al, 2013: 148)

states, *"technology has become a powerful catalyst in promoting learning, communications, and life skills for economic survival in today`s world"*.

From what is stated above, it should be assured that effective integration of ICT can result in meaningful learning. Meaningful learning creates the opportunity to interact with other learners in sharing, discussing, constructing and negotiating meaning leads to knowledge construction. In this new era of revolution in technology, teachers have the opportunity to use technology in different ways: drill and practice, tutorials, simulations, problem-solving and productivity tools.

ICT can enhance the quality of education in several ways by increasing learners' motivation and engagement, facilitating the acquisition of basic skills, and enhancing teachers' training. It also promotes

the shift to learner-centered environment. ICT enables new ways of teaching and learning rather than improving the old traditions of teaching and learning. ICTs, such as videos, television and multimedia computer software that combine text, sound, and colorful moving images can be used to provide challenging and authentic content that will engage learners in the learning process. Likewise, interactive radio make use of sound effects, songs, dramatizations, comic skits and other performance conventions to compel the learners to follow and become more involved in the lessons being delivered. ICT has affected the field of education which has undoubtedly affected teaching and learning (Yusuf, 2005). The Internet, as the main tool of ICT, has the potential to provide a new learning environment that has rich digital textual, graphic, audio, video, and other interactive features for the language learning approach as well as for culture (Muehleisen, 1997 In Young, 2003: 448). The Internet is considered a key factor in enhancing the learners' motivation for both language learning and language proficiency (Lee, 2000 In Young 2003: 448).

Learning approaches, methods and techniques using new technologies provide many opportunities for constructivist learning through their provision and support resource-based, student-centered settings and by enabling learning to be related to context and practice (Berge, 1998).

Recently, language teachers have been exploiting ways in which ICT can be employed to make language learning more effective and motivating for students. English language teachers have to consider how to teach language literacy and technological skills so that learners can make effective use of ICT.

1.2 The Integration of ICT to Enhance Speaking Proficiency

Before tackling how to integrate ICT to enhance learners' speaking proficiency or what impact ICT has on students' oral communicative competencies, one should determine what is teaching speaking skills. Teaching speaking is to teach learners to:

- (1) Produce the English speech sounds and sound patterns.
- (2) Use word and sentence stress, intonation patterns, and the rhythm of the target language.
- (3) Select appropriate words and sentences according to the appropriate social setting audience, situation and subject-matter.
- (4) Organize their thoughts in a meaningful and logical sequence.
- (5) Use language as a means of expressing values and judgments.
- (6) Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

(Nunan, 2003)

For many years, teaching speaking did not take much importance on the part of teachers as they continued to teach this fundamental skill as memorization of dialogues and/or repetition of drills. But, things have been changed and the goal of teaching speaking skills targeted improving students' communicative competencies as a way to aid learners express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Speaking is a part of the language skills that is important for language learners to develop and acquire. Speaking is a crucial part in foreign language teaching and learning. However, this skill represents a challenge for most students. That is, speaking remains the most difficult skill to master for the majority of English learners (Naciri, 2014).

Speaking is of key significance for English language students to acquire. In this context, ICT, if appropriately used, could play a crucial role in rising students' speaking proficiency. It is essential to integrate ICT in teaching oral expression as it brings the real world into classrooms. The benefits of implementing ICT in oral expression sessions can be summarized in the following brief notes:

- (1) It offers both teachers and learners a wide range of authentic materials of the target language.
- (2) ICT motivates students to develop their speaking skills.
- (3) It bridges the target language culture with the teaching and learning process.

(Cited in Ghedeir and Nesba, 2019: 317)

There are some categories that can be used in developing speaking skills in English classrooms, these include:

- (1) Intensive: it goes one step beyond imitative learning to include any speaking performances that are designed to practice some phonological and grammatical aspects of language.
- (2) Responsive: it includes short replies to teacher or student-initiated questions or comments.
- (3) Transactional (dialogue): transactional language, carried out for the purposes of conveying or exchanging specific information, is an extended form of responsive language.
- (4) Interpersonal (dialogue): it carried out more the purpose of maintaining social relationships than the transmission of facts and information. These conversations are little trickier for learners because they

can involve some or all of the following factors – a casual register, colloquial language, emotionally charged language, slang and sarcasm.

- (5) Extensive: in this category, the register is more formal and deliberative. It can be planned or impromptu.

(Bahadorfar and Omidvar, 2014: 10 – 11)

The use of technology has great influence on EFL learners speaking ability inside as well as outside the classroom. Speaking is very important process, and it becomes very essential in enhancing learning, because it gives learners chance to communicate using the target language. As well as the use of the different activities that EFL teacher may use in oral classes are good motivator for learners.

2. Methodology

This section is the practical part of the research paper. It aims at providing a clear description of the steps and the method used in the research. The section is designed to analyze the data obtained from the questionnaire given to both teachers of oral expression and second year students of English at the University of El-Oued. The results obtained will be analyzed qualitatively. As for the objective behind the investigation is to find the usefulness of ICTs in developing speaking skills, and the attitudes of both teachers and learners in using ICTs. The study employed qualitative method aiming at interpreting and analyzing the data collected from students' and teachers' questionnaires.

2.1 Sampling : Sampling is a process of selecting samples from a group or population to become the foundation for estimating and predicting the outcome of the population as well as to detect the unknown piece of information.

The objectives of choosing a sample is to achieve maximum accuracy in the estimation within a given sample size and to avoid bias in the selection of the sample.

Sampling techniques often depend on research objectives of a research work. As the objective of this study is to investigate the impact of integrating ICT on EFL learners speaking proficiency, probability sampling is selected. This sampling technique includes sample selection that is based on random methods. Random sampling is used to increase the probability of the sample selected. By adopting this technique, each member of a population stands a chance to be selected (Galloway, 1997: 126).

In this context, five (05) teachers experienced the teaching of oral expression in addition to twenty (20) students of second year English have been chosen randomly. The study was conducted during the academic year 2018/2019 at the Department of English, the University of Hamma Lakhdar in El-Oued, Algeria.

The table below gives more details about the sample of the study from both sides, teachers and students.

Table 1: The sample of the study

Gender	Male	Female	Total
Teachers	3	2	5
Students	6	14	20

2.2 Data Gathering Tools

In order to achieve the study's aims and objectives, the researcher employed two data gathering tools seeking to gather reliable data from the population of the study. Structured questionnaire targeting second year students English and another structured questionnaire administered to the teachers of English as a foreign language at the University of El-Oued, Algeria.

Questionnaire is a list of questions related to one topic and is mostly used and abused of the data-gathering device because it is easy to prepare and administer. Questionnaire is prepared and distributed to secure responses to certain questions that are filled by the respondents. Questionnaires have been used to find different viewpoints about the topic via students and teachers in English Department concerning using Information and Communication Technology in EFL classes to develop their speaking proficiency.

Teachers' questionnaire was designed to investigate teachers' attitudes towards the integration of new technologies in teaching in general and in oral expression instruction in particular. The researcher also attempted to measure teachers' perceptions over the impact of integrating new technologies on the students oral communicative competencies.

Students' questionnaire was designed to collect data from twenty second year students. Its purpose is to investigate the relationship between students and ICT tools in terms of frequencies of use, opinions about them, and their impact on students speaking skills. It also aims at measuring whether these new technologies enhance their learning process and speaking abilities. Students' questionnaire consists of eight items. These statements covered the axis of learners' attitudes towards the integration of ICT in oral expression sessions and the impact of these new technology tools on their communicative competencies.

3. Data Analysis and Interpretation

The results in table (2) clearly demonstrated that approximately all teachers have positive attitudes towards the integration of ICT in teaching speaking skills. Besides, 100 % of the respondents agreed that the integration of new technologies have positive impact on students' communicative competencies. Additionally, all of them asserted that ICT usage in EFL classes raises learners motivation to develop their speaking skills. Furthermore, 80 % of them believed that students' speaking proficiency will be enhanced provided that instructors integrate new technology tools in teaching oral expression. Further information about teachers' responses and perceptions on the impact of ICT on students' speaking proficiency are clearly stated in table (2) below.

Table. 2: Teachers' Perceptions on the Impact of ICT on Learners' Speaking Skills.

Item	Disagree	Agree
1. ICT facilitates teaching speaking skill and sub-skills to EFL learners.	20 %	80 %
2. The integration of new technologies have positive impact on learners' communicative skills.	00 %	100 %
3. ICT motivates students to learn oral language skills outside the classroom.	00 %	100 %
4. Teachers should acquire technology usage skills via professional development programs.	40 %	60 %
5. Technology use inside classrooms may include negative effects on learners' learning in general and in developing speaking proficiency in particular.	60 %	40 %
6. Teachers should encourage learners to use new technologies outside the classroom to practice oral language.	00 %	100 %
7. Teachers should integrate ICT tools in teaching oral expression.	20 %	80 %
8. Learners speaking proficiency will be enhanced via integrating ICT in teaching oral expression.	20 %	80 %

On the other hand, the findings in table (3) below showed that the majority of the students agreed that the integration of ICT has positive impact on their oral communicative competencies as it improved and developed their speaking skills. Also, 80 % of the targeted students believed that using new technologies in EFL classes motivate them to practice speaking inside and outside English classes and about 75 % of them asserted that ICTs usage has positive impact on their speaking proficiency. Above all, 75 % of the respondents agreed that the integration of ICTs in teaching oral expression developed their communicative competencies. Detailed statistical information about learners' perceptions on the usefulness of ICT in developing oral communicative skills are demonstrated in table (3) below.

Table.3:Students' Perceptions on the usefulness of ICT in Acquiring Oral Communicative Competencies.

Item	Disagree	Agree
1. Using ICT in English classes would help me to improve my speaking skills.	20 %	80 %
2. New technologies are useful in learning how to develop our speaking skills.	25 %	75 %
3. ICTs provide us with useful activities to improve speaking skills.	30 %	70 %
4. I feel highly motivated to speak when teachers use ICTS in oral expression sessions.	20 %	80 %
5. ICTs have positive impact on our speaking proficiency.	25 %	75 %
6. The integration of ICTs in EFL classes developed our communicative competencies.	25 %	75 %
8. New technologies allow us to practice speaking inside and outside classrooms.	05 %	95 %

4. Recommendations and Pedagogical Implications

The results of the study showed that both teachers and learners have positive attitudes towards the integration of ICT in teaching and learning. A great proportion of the sample of the study from both sides agreed that using new technologies have positive effects on acquiring and developing oral communicative competencies on the part of the learners as they motivate learners to practice speaking inside and outside classrooms.

The research ends up with recommendations to direct both teachers and students towards the best ways of implementing ICT in the teaching and learning of speaking skills. It is agreed upon that the incorporation of ICT in EFL classes is the trend nowadays, however universities and schools should not jump on the ICT wagon. Rather it is highly suggested that the policies concerning curriculum and syllabus design, pedagogy, and the whole university supporting systems in the peer-teacher community and logistic services should be updated and reinforced (Young 2003: 459-460).

Thus, teachers as well as learners are recommended to use ICT in their teaching and learning process. These recommendations include:

- Teachers should provide a suitable atmosphere and should be freindly in order to motivate learners to participate and communicate orally.
- The time devoted to oral expression sessions should be extended to at least four or five hours per week as the current timing dedicated to the subject will never fulfill students communicative needs and will not develop their speaking competencies.
- Oral expression as a fundamental subject for EFL learners should be taught in language laboratories as well as classes in small groups to give the learners the opportunity to practice the language in more authentic atmosphere.
- Teachers should be creative in terms of inventing and designing effective activities and tasks that should be highly linked to appropriate ICT tools to foster learning how to develop oral communicative skills.
- English language teachers should motivate learners to use English outside the classroom using different ICT mediums.
- Teachers should ensure that all the students have to talk and participate in oral expression sessions.
- Students should be proficient surfers in the web in order to explore other cultures and communicate with English native speakers.
- Teachers should motivate students to read authentic materials in English, watch English series and movies to improve their speaking production and comprehension skills.
- Teachers should put students in interaction sessions in language laboratories to help them communicate in English and become proficient speakers of the target language.

The technology provides different techniques of presenting data. Among the useful and effective techniques to enhance communicative competencies of the learners is video conferencing. Video conferencing seems to be an alternative for common classroom communication. Therefore, the use of video conferencing in oral expression sessions enables better teacher-student and interaction and has a positive impact on students communicative proficiency in the target language.

Video conferencing, if it is used to teach oral expression, guarantees real oral and visual interaction among teachers and students, and among students themselves. In English classrooms, video conferencing motivates learners to prepare projects and presentations for a real out of the classroom audience. Additionally, it gives learners the opportunity to interact and practice their speaking skills with the native speakers of the target language. It also enables them to gain to gain cultural insights and awareness. It also provides English students the chance to participate in genuine conversations with native speakers.

The current study also recommends using social networks to develop learners speaking skills. For instance, Skype which is an online tool can be used by English language students to develop their speaking skills proficiency via audio and video calls with their friends, classmates, and teachers. Skype is one of the most important digital tools of communication that facilitate to English students the operation of creating a suitable safe environment to debate different types of topics including home works and assignments that may aid them to feel at ease to speak.

The study findings also revealed that Facebook as a digital tool facilitates, supports and motivates students English language learning. Teachers can use Facebook to improve students' performance of English language, increase motivation and trigger authentic language interaction. Accordingly, in teaching speaking skills, Facebook can be used as a platform to enhance students' speaking skills and

raise their self-confidence to speak English. Generally speaking, Facebook enables students to use English for real life purposes, exposes students to authentic materials, and allows them to communicate with native speakers.

Side by side to Skype and Facebook, the study recommends the use of You tube to augment students speaking proficiency. Using You tube inside and outside English classrooms can enhance conversation, listening, and pronunciation. Generally, You tube provides wealth of authentic and reliable video materials that may aid learners to develop their communicative skills, offers real-life situations and visual demonstrations of the topics covered in real classrooms, and provides strong platform to promote discussion and critical thinking.

In order to remove the obstacles facing both teachers and students in incorporating ICT in English language teaching and learning, the following suggestions are highly recommended:

- (1) Organizing training sessions for English language teachers centered around the technical use of ICTs in corporation with computing teachers.
- (2) Organizing study days on implementing mobile learning in English language teaching and learning targeting English language teachers and students.
- (3) In collaboration with the central library of the university, a training sessions should be provided to English language teachers on how to upload content courses on the university digital platform.
- (4) The University administration should provide the necessary logistic support to the teachers. It should guarantee providing technical support in addition to putting all university facilities and professionals in the service of both teachers and students.

Conclusion

ICT has been used in educational settings since its inception, but recent empirical research has affirmed that it plays a vital role in high-quality learning and teaching. Such research insights have shown that advances in technology have opened up new possibilities for the way in which teachers educate their classes, giving potential for innovative ways to encourage students to become more engaged in their schooling. To enable the best possible outcomes for their students it is vital that schools are able to keep up with this progress.

Although developing communicative skills is at the heart of foreign language learning, the most fundamental cornerstone of EFL learning is speaking skills. In this context, English teachers should adopt appropriate pedagogical strategies and activities to meet the desired educational objectives. They should adapt strategies to combine ICT usage with English language teaching to improve learners' speaking abilities.

This study was carried out at the University Echahid Hamma Lakhdar of El-Oued, English Department. The findings of the study proved that ICT has a significant impact on teaching oral production and comprehension that affects in improving students' oral language proficiency. The data gathered revealed the positive opinions of both English language teachers and students about the usefulness of using ICT as a teaching tool. Results have demonstrated how helpful and effective were those digital equipments to the teacher and to the progress of the students in learning English and developing their oral performance.

To sum up, teachers should teach through the use of ICTs inside the classroom. The integration of ICT in EFL classrooms is a necessity and English language teachers of oral expression are supposed to be aware of the use of these digital tools to aid learners develop their speaking performance.

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