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Students' Attitudes of Using New Technologies as

“Duolingo” to Develop Speaking Skill

*Case Study of first Year Students of English at the
University of Abbas LAGHROUR-Khenchela*

*A dissertation Submitted in Partial Fulfillment of the Requirement for
the Master Degree in Didactics of Languages and foreign Cultures.*

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Dedication

“No one walks alone, and when you are walking on the journey of life...you have start to think those that joined you, walked beside you, and helped you along the way”

David H. Hooker

I dedicate this work to:

My dear husband Newwar, my inspiration, my support, my first and last refuge. May Allah protect him.

To my mother and father, source of happiness and success in life. May Allah bless theme.

To my dear brothers, Karim, Cherif, and Aniss, I wish you all the best.

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Abstract

The current study aimed at investigating students' attitudes of using new technologies to develop speaking skill. In order to achieve the study's goal, the given information was collected through the use of questionnaire for both teachers and the first year students of English. Besides that, the data were descriptively analyzed. The gathered results showed that the use of new technologies especially Duolingo may be revealed to be a suitable solution to increasing students' motivation in speaking skill. Likewise, the results of the analysis of both teachers' and students' questionnaires indicated that both of them had positive views towards the integration of new technologies (Duolingo) in the teaching learning process, as it would be enjoyable, motivating and effective learning method. Consequently, EFL learners should be pushed up by motivational and effective techniques and tools to develop their speaking performance as well as to motivate them and create an enjoyable learning atmosphere where they can use the target language freely. In order to that, students will learn better as well as speak English spontaneously and fluently.

List of Abbreviations:

AECT: AssociationforEducational Communications and Technology

ECML: European Center for Modern Languages

EFL: English Foreign Language

FL: Foreign language

ICT: Information and Communication Technology

IT: Information Technology

IWB: Interactive White Board

NCLRC: The National Capital Language Resource Center

URL:Uniform Resource Locator

VIP:VeryImportant Person

List of Figures:

Figure 1: Duolingo Slogan.....	19
Figure 2: Duolingo skills or lessons	20
Figure 3: Duolingo Golden Owl.....	21
Figure 4: Duolingo Setting up an account, Duolingo website.....	23
Figure 5: Learning a Language, Duolino website	23
Figure 6: Translating Sentences. Duolingo Website.....	24
Figure 7: Other Helps .Duolingo Website.....	24

List of Tables:

Table 1: Students' Baccalaureate stream.....	29
Table 2: Students' choice of English branch.....	30
Table 3: Students' level in English.....	31
Table 4: Students Favorite module	32
Table 5: Students' views towards the atmosphere of their classroom.....	33
Table 6: Students' speaking difficulties.....	34
Table 7: The Students' Opportunities of speaking.....	35
Table 8: Teachers' responsibility	36
Table 9: Students' opinion towards teacher techniques and strategy	37
Table 10: Students' opinion towards new technologies.....	38
Table 11: The use of educative tools to learn.....	39
Table12: Time of the use of educative web tools.....	40
Table13: The importance of new technologies.....	41
Table14: Duolingo and the students English skill.....	42
Table 15: Students views to wads using Duolingo.....	43

Table16: the Importance of Duolingo in leaning speaking skill	44
Table 17: the effects of integrating duolingo in learning the speaking skill.....	46
Table 18: Using Duolingo to increase time productivity.....	47
Table 19: English teaching experience.....	48
Table 20: The use of new technologies in the teaching process.....	48
Table 21: Teachers qualification.....	49
Table 22: Sufficiency of oral expression session	50
Table 23: The oral expression teacher main role.....	50
Table 24: The students' motivation.....	51
Table 25: Students' Speaking Performance	52
Table 26: Teaching by using new technologies.....	53
Table 27: New technologies increases time productivity.....	54
Table 28: The effect of using new technologies on teachers	54
Table 29: The effect of using new technologies on students' performance.....	55
Table30: Effectiveness of Duolingo in Motivating Students to Speak.....	56
Table 31: The Involvement of Shy Students Using Duolingo.....	57

List of Graphs

Graph 1: Students' Bacculaureate stream.....	29
Graph 2: Students' choice of English branch.....	30
Graph 3: Students Level in English.....	31
Graph 4: Students' favorite module.....	32
Graph 5: Students views towards the atmosphere of classroom.....	33
Graph 6: Students' speaking difficulties.....	34
Graph 7: The Students' opportunities of speaking.....	35
Graph 8: Teachers' responsibility.....	36
Graph 9: Students' opinion towards teaching techniques and strategies.....	37
Graph 10: Studentss opinion towards using new technologie.....	38
Graph 11: The use of educative tools to learn.....	39
Graph 12: Times of the use of educative web tools.....	40
Graph 13: The Importance of new Technologies.....	41
Graph 14: Duolingo and Students' English Skills.....	42
Graph 15: students views towards using Duoling.....	42

Graph 16: The Importance of Duolingo in Learning Speaking Skill.....	43
Graph 17: The effects of integrating Duolingo to learning speaking skill.....	44
Graph 18: using Duolingo to increase time productivity in classroom.....	46
Graph 19: English teaching experience.....	48
Graph 20: The use of new technologies in the teaching process.....	49
Graph 21: Teachers qualification.....	49
Graph 22: Sufficiency of oral expression session.....	50
Graph 23: The Oral expression teacher main role.....	51
Graph 24: The students 'motivation.....	51
Graph 25: Students' Speaking Performance.....	52
Graph 26: Teaching by using new technologies.....	53
Graph27: New technologies increases time productivity.....	54
Graph 28: The effect of using new technologies on teachers.....	55
Graph 29: The effect of using new technologies on students' performance.....	56
Graph30: Effectiveness of Duolingo in Motivating Students to Speak.....	57
Graph 31: The Involvement of Shy Students Using Duolingo.....	57

Table of Contents

Dedication.....	I
Acknowledgements.....	III
Abstract.....	IV
List of Abbreviations.....	V
List of Figures.....	VI
List of Tables.....	VII
List of Graphs.....	IX
List of Contents.....	XI

General Introduction

1.Statement of the Problem.....2

2. Research Questions.....2

3. Significance of the Study.....2

4. Definition of Terms.....3

5. Limitation of the Study.....2

6 .Basic Assumption.....3

7. Background of the Study.....3

8. Research Methodology and Design.....4.

8.2.Choice of the Method.....4

8.3 Population and Sampling.....4

9 .Data Gathering Tools.....5

10. Content of the Dissertation.....5

1. Chapter One: Speaking Skill and Motivation

Introduction.....	2
-------------------	---

2. Section One: Speaking Skill

1. Definition of the speaking skill	4
2. Elements of Speaking.....	5
3. Mental/ social processing.....	6
4 Characteristics of speaking.....	7
1.4 Characteristics of successful speaking activity.....	7
2.4 The importance of speaking skill.....	9
5. Speaking techniques and activities.....	10
5.1 Techniques.....	10
5.1.1. Dialogue.....	10
5.1.2Conversation.....	10
5.1.3.Role Play.....	11
5.1.4 Pair work.....	11
5.2 Activities.....	11
5.2.1 Brainstorming.....	11
5.2.2Problem-solving activities.....	11
5.2.3 Simulation.....	11
5.2.4 Communication games.....	11
5.2.5 Finding the deference.....	12

Section Two: Motivation

1-Definition of Motivation.....	12
3 2-Types of Motivation.....	13
2.1. Intrinsic Motivation.....	13
2.2. Extrinsic Motivation.....	13
3. The role of motivation in second language learning	14
Conclusion.....	15

Chapter Two

New technologies(Duolingo)

Introduction.....	17
1. The use of new technologies in teaching and learning.....	18
2. The advantages of using new technologies in classroom.....	19
3.1 What is Duolingo.....	20
3.2 Duolingo Educational website.....	20
3.3 How to use Duolingo.....	23
4. Interrelationship between using Duolingo and students' speaking skill and motivation...	26
5. Conclusion	

Chapter Three: Field of Work

Introduction.....	29
1. The Students' Questionnaire.....	30
2. The Teacher's Questionnaire.....	50
3. Findings and Discussion.....	66
Conclusion.....	68
Suggestions	69
General Conclusion.....	70
Bibliography.....	71
Appendices	
Résumé	

General Introduction

The present research study investigates the teachers' and students' attitudes towards the use of new technologies as Duolingo on developing students' speaking skill. Teachers use the best possible ways to improve their students' speaking skill; the effective techniques and tools should be integrated appropriately where the students feel more comfortable, motivated and confident when dealing with speaking tasks. Thus, educational technologies and tools have a great impact on students' language development particularly in the improvement of the oral proficiency. Since speaking considered as the most important skill, it requires effective, helpful and motivational resources to be appropriately taught. Using new technologies as Duolingo in the teaching-learning process would be one of the appropriate ways that provide students with more opportunities to be motivated in practicing speaking skill. Duolingo is a dynamic way for practicing speaking skill where students are working independently or in small groups; through translating words, and exchange ideas, thoughts, and have more opportunities to practice language tasks. Also, it aims at raising students' motivation and get them more involved in the learning process.

1. Statement of the Problem

A good mastery of English as a foreign language requires mostly speaking it fluently and appropriately. The effectiveness of teaching the speaking skill in foreign language classes relies mostly on "what is being taught and the way it is taught" (Widdowson, 1990), such ways are conducted by the teacher to stimulate the students' interest and to defeat their speaking problems. As Einstein said "It is the supreme art of the teacher to awaken joy in creative expression and knowledge" (1996.2014). So that, effective teachers should provide their students with interesting and motivational technologies. Moreover, students speaking skill performance will be improved when the teaching learning process involves technological tools like Duolingo. moreover, the current situation falls short to the goal since first year students of English at Khenchela University, Department of Literature and Foreign Languages are not getting motivated to master the speaking skill as a result of the teachers' ignorance of implementing educational technologies. Consequently, students speaking level is low; using new technologies as Duolingo might be a suitable solution that teachers should consider to develop their students' speaking skill.

4. Definition of Terms

new technologies (DUOLINGO):

"is a free language learning platform that includes a website and app as well as a digital language proficiency assessment exam; that allows students to develop their speaking skill and motivate them to enhance their level. (Educational technology and mobile learning.2010.2016)

Speaking Skill: "is the action of conveying information or expressing ones thoughts and feelings in spoken language " (Oxford pocket dictionary of current English.2009)

5. Limitation of the Study

The current study is limited to first year students of English from the Department of Literature and Foreign Languages at Khenchela University; the academic year of 2016-2017, the results cannot be generalized to all universities/degrees because of different conditions.

6. Basic Assumption

We assume that the teachers' ignorance of using new technologies is one reason that demotivates students to speak English .if we integrate new technologies as DUOLINGO speaking becomes more improved as well as students get more involved into learning .Thus; their speaking skill performance would be better and well developed.

7. Background of the Study

It is important to highlight that tomorrow's future is in the hands of today's students' (Norman Jessy). There have been some background studies that have confirmed the positive effects of using new technologies on students speaking skill .Studies as the one that of (Jose Picardo, Libert Pals Svendson, Ahmed Zaki Faizi, Margrethe Mondahl, et al) according to them, educational tools as Duolingo can be considered as an oral presentation tool as it enables the students to present their oral production to the teacher and the rest of the class (2014).

moreover, it has been pointed out by Larry Ferlazzo (a high school teacher in Sacramento) that Duolingo is one of the best sites to practice speaking; in addition to the study that carried out (Duolingo effectiveness study) by Roumen Vesslinov, The findings of this study indicated that the application of Duolingo might be an appropriate method for improving EFL learners' speaking skills, also, in the same study, the results obtained from the analysis of the questionnaire and the interview confirmed that learners had a positive attitude towards the program as it provided a learning environment that was fun, stress free and effective for improving their speaking skills. Another study has been conducted by Siska Yona and Leni Marlina on using Duolingo in teaching speaking; the results obtained indicated that Duolingo

helps the students in speaking well without feeling nervous and anxiety anymore because the students of the enjoyable plays and the attractive way of teaching using in this app.

8. Research Methodology and Design

8.1. Choice of the Method

In order to fit the objectives of our investigation we opted for the descriptive method which will permit us to explore first year students' views of English and teachers' views towards the use of new technologies as Duolingo on increasing motivation in speaking skill.

8.2. Population and Sampling

To obtain information regarding the situation of speaking skill, our population of interest is first year students of English and teachers; because we could not work with the whole population, we selected randomly a sample of sixty (60) student from a total population of (205) student, as well five (5) Teachers of English language.

8.3. Data Gathering Tools To achieve the main objectives of the research and explore the students' attitudes towards the use of new technologies as Duolingo on developing students' speaking skill, questionnaires are used as a data gathering tools with both first year students of English and teachers of English language.

2/ Significance of the Study :

A good teacher is a good manager; a teacher of English must use many techniques of teaching in order to make his teaching interesting. Furthermore, the main goal of study is to know how to enhance students' performance in the classroom, by preparing the appropriate activities which allow them to speak as much as possible. The focus of the study is the use of new technologies to develop students' speaking skills during the courses and how it can facilitate the learning process. The use of new technologies can help students' of English languages to be able to speak it, because in our schools and even universities we rarely use the appropriate techniques that develop our speaking and enrich our minds; using new technologies to

develop speaking skill in EFL classes helps students to enhancing their proficiency and give them a confidence to speak in publique, moreover, this study is important for both teachers and students to show them that using new technologies in the classroom can be an enjoyable activity that gives a break away from the text books.

1. Aims of the Study :

This study has been designed to investigate the use of new technologies in English classes for the first –year students at Abbess Laghrour University generally, it has three purposes. Firstly, this study will show us that using new technologies in teaching English as foreign languages is not a passive action. It is a vital process and a very important part that play sensitive role in developing students speaking skill. Secondly it aims to investigate the impacts of using new technologies in English lessons on the students' performance. Finally, it is to provide teachers with some solutions and suggestions to better use of new technologies in their teaching to enhance their students speaking skills. Moreover in this study we will highlight the most characteristics and difficulties in speaking skill.

3. Research Questions :

technologies an effective teaching method of speaking skill?" and if the teachers use it in classroom that raised another question which is "to what extent does the use of new technologies enhance students speaking skill?"

4 .Hypothesis :

In this conducted study we based on two hypothesis that shall be tested and verified through the following hypothesis :

If teachers use new technologies as Duolingo, their students' speaking skill would be developed and their motivation would be increasing

3. Mythodology :

in order to constrain on the use of new technologies to develop EFL students speaking skill, we choose “ descriptive method” because it would be more appropriate for the conducted study.

Chapter One :

Speaking Skill and

Motivation

Introduction:

Speaking and the art of communication is a productive skill; good speaking skill is the act of generating words that can be understood by listeners; a good speaker is clear and informative. However, speaking is not an easy task for the majority of students; at a certain level, EFL students try to express their ideas through speaking instead of writing to communicate with their colleagues and their teachers. It has long been recognized that speaking is a crucial passage way that involves effective and interesting ways and resources to master it. In learning languages, we try to speak before any other skill; that is why the speaking skill takes prevalence over the other learning language skills.

Teachers have to provide students with techniques and methods to reinforce and increase this skill to enlarging opportunities of language use. They are the responsible to create an enjoyable atmosphere in the classroom that gives students more confidence and extra opportunities to motivate and encourage them to communicate spontaneously. According to the linguist Saidna Zulfiqar, teachers should “be more creative to choose the best way for communicative activities that urge to motivate students to express their speaking skill” (2013, p.2) Student’s motivation to speak in EFL is an important part of any teachers’ function. Effective teachers will make sure that students are involved and motivated to get engaged into some communicative activities in order to make improvements on the target language.

In this chapter, we will spot-light on the link between speaking and motivation in two parts; the first part deals with general issues about the speaking skill: its definition, characteristics, and importance, in addition to the characteristic of successful speaking activity. However, the second part discusses the role of motivation, starting with its definition, then we will shed the light on the existing contradiction between Intrinsic and Extrinsic

motivation. Also, we will explain the main factors that affect motivation in second language learning. Finally, we will talk about the interrelationship between using new technologies and motivating to improve the second language students' speaking skill.

Section One: Speaking Skill

✓ **Definition of the Speaking Skill**

Speaking skill has considered as an important part for teaching EFL. Improving students speaking skill is fundamental to their progress in acquiring the language. According to the linguists Cora li and Knight (2000, p.261), “speaking is act performing and producing the oral language to convey the message in different situation and in appropriate context”. Speaking skill is an interactive process of constricting meaning that involves producing and processing information. Speaking is a basic skill that language learners should master with the other language skills.

Oxford Advance Dictionary (2001) states that speaking is to express or communicate opinions, feelings, ideas, etc., by or as talking and it involves the activities in the part of the speaker as psychological (articulator) and physical (acoustic). Speaking skill is an important part of the curriculum in language teaching, and this makes them important object of assessment as well (Littlewoods, 1981, p.1)

According to NCLRC, “speaking is an activity which involves three areas of knowledge; those areas are referring to: first, the mechanisms which are pronunciation, grammar, and vocabulary. It is the appropriate use of words in the right order with the right pronunciation. Secondly, language functions (transaction and interaction) and finally, social and cultural rules and norms (turn-talking, rate of speech ... etc.) (2004).” Hence speaking is not only about producing words and sentences, it is the productive process that requires producing and receiving messages as well as producing logical and appropriate responses.

✓ **Elements of Speaking**

In order to be able to speak more advantageously, learners must take in consideration some elements of second language, Harmer (2001) mentions the elements of speaking which refer to language features that learners should have knowledge about.

.1. Language Features :

In order to speak effectively there are some features which are important to both learners and teachers to speak fluently; these language features enable the students to connect with other speech by recognizing phonemes in addition to understand the following features which are necessary for an affective speaking (kouicem,K, 2010,p. 27-28)

✓ **Connected Speech :**

It is when learners of English have the objective to produce and to use the connected speech, be modified (assimilation), omitted (elision), added (linking) or weakened (through connection and stress patterning).For all of this, the teacher should give the students activities to develop their connected speech to be able to speak effectively (harmer 2001; p.269)

✓ **Expressive devices:**

Native speakers in English use the phonological rules which refer to the stress, speed, pitch, volume with the use of non-verbal means. These affections allow them to conduct their intended meaning; this ability is necessary for the students to employ such devices in the purpose of becoming effective communicators.

✓ **Negotiation Language :**

The use of negotiation language provides learners with a lot of benefits; when they are listening to others' talk, they are often ask for interpretation, so, teachers have to deliver them with the essential expressions they need when they ask for clarifications from other speakers. Learners should form their utterances in well performance if they look to be clear and

understandable specifically when they notice that the interlocutors cannot understand them well.

✓ **Lexis and Grammar :**

Learners often use the same lexical structure when they produce some language functions, while teachers have to feed them with multiple and appropriate phrases and expressions which carry different applications; so that they can use them successfully in all stages of communication with interlocutors.

.2. Mental/Social Processing:

The knowledge of language features absolutely has a great importance in the speaking skill process, but also the information process is not less important than, in the purpose of getting success in speakers' productive ability.

✓ **Language Processing :**

It is the ability of the learners to process second language in their minds and to make it in coherent order so that the interlocutors can understand it and get the intended meaning. Language processing should be well spoken and accessible to the meaning that speakers want to transmit. According to Harmer (2001, p 271) “effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out forms that are only comprehensible, but also convey the meaning that intended.”

✓ **Interacting with Others :**

An effective speaker needs to be able to listen and absorb others' talk then responds through taken turns or keeping the interlocutors to do so. According to Harmer (p 271) “It is the learners' ability and knowledge of how they interact with others”. In addition to get effective speaking, learners should listen and understand the other participants' speech; moreover, they should know when they take turns or the others do that.

✓ **Information Processing:**

This relates to the learners' ability and the knowledge of processing the information in the mind rapidly and effectively in the same time when they get it. It means that in the same time speakers get information; they should be prepared to reply to others' talk.

3- Characteristics of Speaking:

The linguist Martine Bygate quotes from Levelt (2001, p16) "that speech production involves four major processes: conceptualization, formulation, articulation, and self-monitoring". These processes turn up quickly and less or more automatic in mother tongue speakers. He also indicates that the speaking skills are affected by the context. Speaking is reciprocal; people can react to each other immediately. Also this linguist denoted that people can participate in the same oral interaction except the varieties of equal speaking rights

3.1 Characteristic of Successful Speaking Activity:

In order to succeed in the advancement of the speaking skill in the teaching learning process, teachers should take notes over the general features of each one of their students besides to the characteristics of successful speaking activity; this will make it easier to pass information to students. According to Nic. Underhill (1987, p 120) and as it is mentioned in the academic report "Enjoy with English" of the writer Ciendta Siee Kecill, there are some characteristics of successful speaking activity which can be illustrated in the undertaken points :

A- Students talk a lot :

As much as possible period of time allotted to the activity occupied by learners talk, this may be clear, but often most time is taken up with teachers' talks or intermissions. Since students seldom spent their time to talk with their teachers, they must be active to speak with their friends as much as they can.

B- Participation is even :

Classroom discussion is not dominated by a minority of talkative participants. It means that all students should participate and have a part in that discussion. The teacher should not base his/her lesson on a small a group of students who used to talk but he/she has to give chance to all students to speak. .

C- Motivation is high :

Teachers should have high motivation in the classroom. This can be achieved through proposing different, new, and interesting topics; therefore, students will be motivated to speak because they will have new information to say about such topics. i.e., students will be excited and they will have confidence to speak.

D- Language Is of an Acceptable Level :

Students express themselves in utterances that are relevant, of an acceptable level of language accuracy, and easily comprehensible to each other. It means that if the learners do not have speaking skill, do not understand the English words that are said by the speaker, do not acknowledge the language; they cannot grasp meaning of what the speaker says. In this case, they cannot be successful in learning English because they do not have a meaningful interaction of English conversation. Due to that, students who want to speak English well need to learn and practice it as much as possible. As the proverb says “practice makes perfect”. Therefore students must practice to speak English as often as possible so that they are able to speak English fluently and accurately.

4- The Importance of Speaking Skill:

According to Bygate (1987, cited in Inurria and vegacely, 2006, p.15), “speaking is a skill which deserves attention as much as the literary skills in both native and foreign language”. The aim of learning a second language is to be able to communicate. In order to produce correct utterances, learners of second language should have confidence in their

abilities. In addition, learners can use the second language in communicating with real daily life situations only if they were not afraid of using this language and if they break down all the shyness barriers. According to Urrutia and vegacely (2006, p.15) “speaking fluently, of course involves speaking easily and appropriate”. Moreover, in any given language, communicative competence can be gained easily with the mastery of the speaking skill. Consequently, speaking helps students to express their ideas. So, speaking has been used as a tool to influence the interlocutors and reach their goals.

According to Numan (1991, p.39) “to most people, mastering the art of speaking is the single most important factors of learning a second foreign language and success is measure items of the ability to carry out a conversation in the language”. We use language in variety of situations and any gap in communication results in misunderstandings and problems. In order to become an advanced communicator, one needs to be proficient in each of the four language skills, but the ability to speak skillfully provides the speaker with several distinct advantages. When we communicate with others and certainly with native speakers, we come to have a better understanding of our own selves, as the American poet Robert Frost once said : “I am a writer of books in retrospect, I talk in order to understand, teach in order to learn”. Unarguably, the transparency in speech mirrors clear thinking. Speaking skills are important for career success but certainly not limited to one’s professional aspiration. Ur (2000, p.12) declares also that: “of all the four skill (listening, speaking, reading, and writing); speaking seems intuitively the most important: “people who know a language are referred to as, speakers of the language, as if speaking included all of other kinds of knowing”.

Furthermore, the main question often given to foreign language learners is “do you speak English?” or “do you speak French?” but not “do you write English?”. We can deduce that the majority of people take knowing a language and speaking as synonyms. According to Celce-Murcia (2001, p.103), for most people “the ability to speak a language is synonymous

with knowing that language since speech is the most basic means of human communication”. Hence through speaking, we can display the different functions of language. Also, it can help students to develop their vocabulary and grammar and then improving their writing skill. In addition, speaking is very important outside the classroom as well. In sum, learners in EFL classes expect to do the speaking skill more than to do the other skills because speaking is language in use.

5- Speaking Techniques and Activities:

According to the American writer Jane Willis (1996, p7), “learners need chances to say what they think or feel and to experiment in supportive atmosphere using language they have heard or seen without feeling threatened”. Multiple speaking techniques and activities are so much necessary to be added in the teaching-learning process to obtain the intended target.

5.1. Techniques :

5.1.1. Dialogue: is a communication or a conversation between two or more interlocutors; participants may in each case have a good deal collaborative knowledge. Communication is the basic of any dialogues, exposing students to a few model of dialogue makes them interacting with each other.

5.1.2. Conversation : it is an informal friendly spoken dealing of a familiar thoughts or talk through the whole class; the conversations ‘ topics here should be enjoyable, attractive and of course should be appropriate to students interests, and they can share pleasant jokes and plays too.

5.1.3. Role Play :it is a technique that offered enjoyment and mental escape from the classroom atmosphere, helps students to developing their speaking skills; motivating students to speak in pubic and using their newly knowledge and skills is the main function of this technique.

5.1.4. Pair work: it is a technique that allows students to interact in a friendly way and freely, it may enhance the chances of interacting between the colleagues too.

5.2. Activities :

5.2.1. Brainstorming: is a process for generating many ideas on a given topic; while brainstorming is a commonplace activity for generating new ideas, a lot of students have not guided practice. This activity will enable them to brainstorm more effectively during the lesson.

5.2.2. Problem-Solving Activities: refer to the mental abilities that students trust to solve abstract problems; critical thinking, reasoning, and decision making are related to problem solving activities in which oral conversation can be developed.

5.2.3. Simulation: can be acquired by using items in order to create practical atmosphere; it is correspondent to certain extent to role plays.

5.2.4. Communication Games: is an effective and useful way for giving students chances to test their speaking skills; they are considered as useful and interesting practices that can increase students motivation.

5.2.5. Find the Difference :an enjoyable activity in which students works in combined groups or individually in order to find the existing differences in the given pictures.

Section Two: Motivation

1. Definition of Motivation :

The term “motivation” has long been discussed by specialists of different fields such as pedagogy, psychology, sociology, etc... and thus scholars approach the concept of motivation with differing interpretations. According to Webster’s Dictionary, the word ‘motive’ is

defined as something that causes a person act. Also, as reported by scholars such as Nevid (2013, p. 288), “motives are the ways of behavior, the needs or wants that drive behavior and explain what we do, we do not actually observe a motive; rather, we infer that one exists based on the behavior we observe.” Furthermore, motivation is one of the top variables that settle on the development and success of English as second language learning. Also it is considered as one of the most important factors which influence language learners’ failure or success in learning the language.

According to Dornyei (2001) “motivation refers to the efforts learners make to learn a foreign language, it is one of the keys that influence the rate and success of language learning. Specifically, for language learning motivation can be understood as learners’ orientation with regard to the goal of learning a second language. As Wilkins (1972) points out, “motivation is a term which occurs in discussion of the second rather than the first language learning”. Besides that, the Canadian scholar Robert Gardner (1985) indicated that “motivation is perceived to be composed of three elements. these are effort, desire and affect ; effort refers to the time spent studying the language and the drive of the students; desire indicates how much the students wants to become proficient in the language; and affect means the student’s emotional reactions related to language study.”

2. Types of Motivation :

There are two different types of motivation, Intrinsic an Extrinsic motivation. It is important to understand that we are not all the same; thus effectively motivating your employees requires that you gain an understanding of motivation types.

a. Intrinsic Motivation :

It is a personal decision to do something for enjoyable and pleasurable targets, the natural curiosity and desire to learn; all the human beings are learners and the intrinsic motivation is something innate born with us. This type of motivation is based off internal

basis; it developed when we work hard to master a skill or when we seek answers to a question in order to increase our knowledge. Intrinsic motivation involves performing an action because you enjoy it, not because you are seeking a reward. According to (Brown, 2007) “Intrinsic motivation refers to the reason why we perform certain activities for inherent satisfaction or pleasure; you might say performing one of these activities is reinforcing in-and-of itself.”

b. Extrinsic Motivation :

Generally it is based on the external factors as reward and punishment. These rewards provide pleasure and satisfaction that the task itself may not provide. This motivation affects students negatively and positively; negatively, it may cause students to hate some modules, and find them boring; in addition, they will not be interested in their subjects. Positively, to have a chance to be good learners and to avoid the teachers’ punishment will be enough to motivate the students to do the activities to get good marks. According to Brown (Psychology of Motivation, 2007), “extrinsic motivation refers to our tendency to perform activities for known external rewards, whether they be tangible or psychological in nature.” This means that what motivates students to learn and do well in the tasks is to gain rewards and generally they are marks. The disposition of extrinsic motivation to interfere with intrinsic motivation is known as ‘the over justification effect’.

3. The Role of Motivation in Second Language Learning :

Motivation plays a significant role in the process of learning a language. It is considered as an internal process that gives behavior strength, direction, target, and sustainability; All of the conditions that we know afford to successful second language learning are lacking in the majority of EFL context, it increases the persistence and initiation of activities, also it growth students’ time on task as it considered as an important element affecting their background and effort. Motivation leads to improved performance, and develop cognitive processing; usually

motivated students are more probably to pay attention and try to understand the lesson rather of simply going through the motions of learning in a superficial way.

Conclusion:

In this chapter, the two parts speaking skill and motivation were presented; the study started with a literature definitions of the speaking skill which were exposed in section one, in addition to the element, and characteristics of speaking, then characteristic of successful speaking activity. Besides that, there has been a discussion of the importance of speaking skill, and finally the speaking techniques and activities. In section two, an overall definition of motivation, the types of motivation that distinguish the second language motivation under the sub-title of Intrinsic vs. Extrinsic motivation, and finally the role of motivation in second language learning are discussed.. In the second chapter we will deal with the new technologies with a special study to the Duolingo program and their influence in the development of the speaking skill.

Chapter two:



Introduction :

The use of new technologies in language learning and teaching is not new; in fact technological improvement has gone hand-in-hand with the development and advancement of languages and change the method of learning and communication. the integration of new technological tools in the education dimension may enhance the effectiveness of teaching and learning; there are various programs, tools, and smart techniques that come along with using new technological aids outside and inside of the classroom, which positively affect students motivation for learning. According to Crystal (2002, p 127) “ a new technology always has a major impact upon language”.

One of the most popular and useful technological tools of language learning is DUOLINGO application, this program considered as a potential tool to motivate, activate, encourage, and involve students in the learning tasks. Duolingo is a language learning platform that includes a digital language proficiency assessment exam, that permit students to enhance their speaking, writing, reading, listening skills and motivate them to develop their level. Furthermore, consider the personal barriers (like shyness, sarcasm of colleagues, and fear of error and failure) that obstruct students to achieve their goals and increase their advancement, new technologies such as Duolingo can be the appropriate solution to solve their problems.

As well, this chapter survey the concept of using new technologies in language teaching and learning, and the effective use of this tools in the classroom, starting with a general definition of Duolingo, next, we are going to underlines on the Duolingo educational web site. Then we will discusses how to use Duolingo; finally we will shed the light on the interrelationship between using new technologies especially Duolingo and students speaking skill and motivation.

1.The use of new technologies in language learning and teaching :

It is irrefutable fact that the use of new technologies can improve education in general and language learning in special to a great extent, Educational Technology is defined by the association of AECT as “the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources”. In the classroom, technology can include all kinds of tools from the simple paper and tech pencil, to the high-tech tablets and smart-learning-programs, The advantages of using technology in language learning are obvious, according to the linguist Russell Stannard, “language development is around four skills –reading, writing, speaking and listening- and all of those are facilitated by technology”. The use of educational applications reduces the achievement gap between the good and the weak students; For example not so far of our environment, we can deduce that the students that uses the smartphones and spent much time on their computers or lap-tops, are more likely to develop their educational level more than the other ones, and show much higher rates of language performance than the non-users. likewise we find also in some technological classrooms a great improvement of group work by allowing students to draw feedback on answers and increase participation in solving problems. In other hand, the use of new technologies have also led to an innovation in the method of teaching English language, which can reflect with a satisfying results and give a lot of benefits in the teaching process. Undoubtedly the best education technologies qualify teachers to do more with fewer resources; which can easier the teaching process and make it more flexible to practice in order to save time and effort; in addition of increasing students ‘ motivation and collaboration, which is the main objective.

2. The Advantages of Using New Technologies in Classroom :

- 1- Support differentiated and multiple instructions.
- 2- Open educational limitations.
- 3- Facilitate access to the learning resources.
- 4-Increase students motivation.
- 5- Simplifies learning and make subjects easy to understand.
- 6- Upgrade students writing and learning performance.
- 7- Improve and evolve individual learning.
- 8- Enhance students and teachers collaboration.
- 9- Increases students invention and imagination.
- 10- Prepare student for future technological jobs.
- 11- Professional development of teachers.

3.What is Duolingo?

3.1.Definition:

Is the world's largest online platform that contains a language-learning website and application, Duolingo's adaptive experience has gamified elements in order to make language teaching and learning more enjoyable, successful, and effective. "This free app and website is among the most effective language-learning method's I've tried, lessons come in the form of brief challenges, speaking, translating, answering multiple, choice questions, practice your speaking, reading, listening and writing skills while playing a game! You'll improve your vocabulary and grammar skills by answering questions and completing lessons; Start with

basic verbs, phrases, and sentences, and learn new words daily; that keep me coming back for more.” New York Times. (Stephanie Rosenbloom).

The word “Duolingo” probably has two parts “Duo”, which means usually “two” and “lingo”, means a foreign language or local dialect. So, if we gathered those two meanings could it mean “second language” or “two languages”; or in other way maybe it means “Bilingual”, since we could probably become bilingual if we used Duolingo.

Duolingo, is really easy to use, create a profile, select your target language, choose your weekly targets, and you go; each lesson is consist of modules in form of circles which are grouped to form learning skills.

This educational tool is created by Luis von Ahn, launched in 30 November 2011, by Online education, Professional certification, Translation, Crowdsourcing, headquarter in Pittsburgh, US. With 150 million users across the world, Duolingo teaches 68 different languages as second language, while English is number one.



Figure 1 : Duolingo Slogan. Duolingo Website

3.2. Duolingo Educational Website:

The Duolingo Educational Web Site consists of a course’s skill tree or language tree is the organization of the course’s skills into rows symbolizing the order of course series. There is a

variety content of courses, as such some courses might include more skills, grammar, vocabulary, and pronunciation more than the other ones; among this courses there is five major ones : Skills, Bonus skill slots, Lessons, Tree progress, Tree updates.

❖ Skills (Basics) :

A skill is a section in the language tree contains one or more lessons; before moving to the next row, Duolingo asks the user to complete all the skills in each row.

Figure 1. *Left: A Duolingo skill tree with strength meters. Right: A skill detail screen, showing words that most need to be practiced.*



Figure 2: Skills, Doulingo Website.

❖ Bonus Skill Slots :

The language tree includes such slots which can be packed with bonus skills; in condition of, the learner has reached a certain level in the tree, the Bonus skill slots can be offered for him. Once this bonus skill has been sold to any user it leftover in the tree constantly.

❖ Lessons :

Duolingo lessons contains a large number of exercises that help enrich the essential aspects of a skill. The content of lessons' exercises varies.

❖ **Tree Progress (A Golden Owl) :**

In order to go ahead to the next row of skills, learners usually must complete the skills in the current row; the advancement through the course may also increase their volubility. A golden Owl awarded to the learners those finished all the skills -finished the language tree-.



Figure 3: Golden Owl (Hall of Fame), Duolingo Website.

❖ **Tree Updates :**

The users of Duolingo continually squeeze and update their skill tree; but a lot of changes happened during that, concerning the appearance of the old (previous) tree, and the lessons content, which may be added or removed new skills to improve the learning experience.

3.3. How to Use Duolingo :

The application is intended as a game that display short lessons that must be solved when the learner proceeds; as well consists variety of speaking, writing, and listening exercises. The learner advances and acquired new words through a ‘language tree’ by completing lessons and skills; as a kind of motivation and a reward, learners awarded by ‘skill point, currency and lingots’ after they do a practice well or complete lessons. The better you do, the more experience points you gain to increase your level, maximize your learning, to even further

your knowledge. Duolingo develops a team of contributors including native speakers or students for each language course; the lessons are moderated by these collaborations, while they are monitored by the company presidents.

Creating and publishing a Duolingo account needs to complete a simple procedure, which can be illustrated as follows :

Part One : Setting up an Account or Profile

- 1- Visit the Duolingo website www.Duolingo.com
- 2- Log in via Facebook or email
- 3- Choose a language
- 4- Enter your account information
- 5- set up reminders

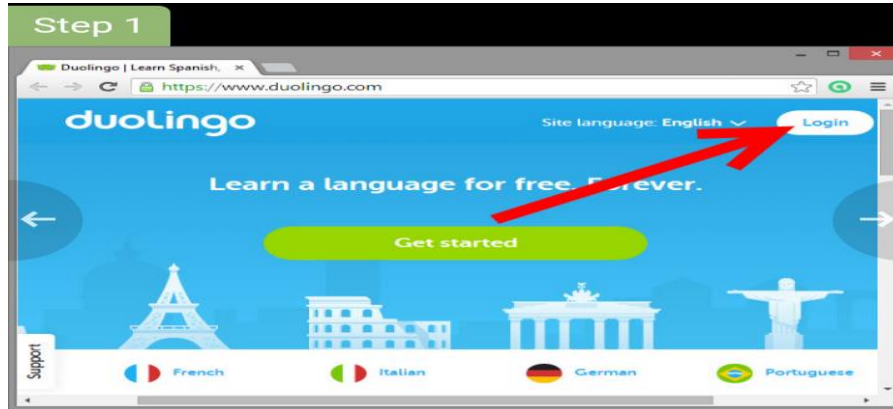


Figure 4 : Setting up an account, Duolingo website.

Part two : Learning a Language

- 1- Click on the button (Home) to access your skill tree
- 2- Test out of what you already know (optional choice)
- 3- Click on first skill or basics unit

4- Choose a lesson

5- Wave over words for help

6- Practice

7- Keep up in your advancement

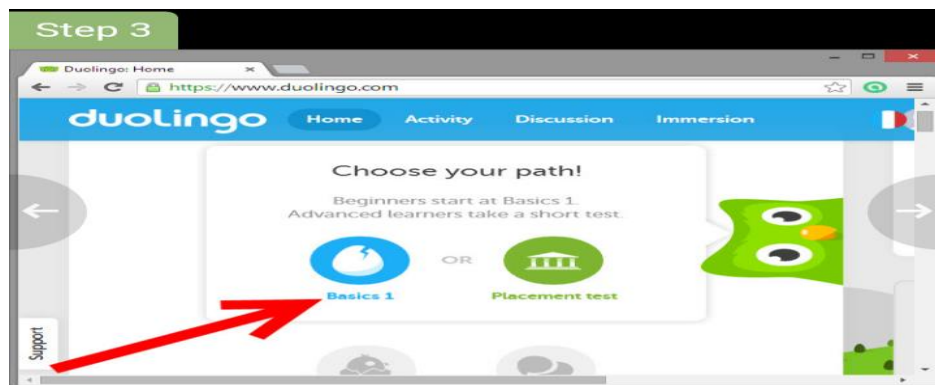


Figure 5: Learning a language, Duolingo website

Part three : Translating Sentences

1- Click on (Immersion) on the above bar

2- Upload a document

3- Click a sentence to rate

4- Click a sentence to translate

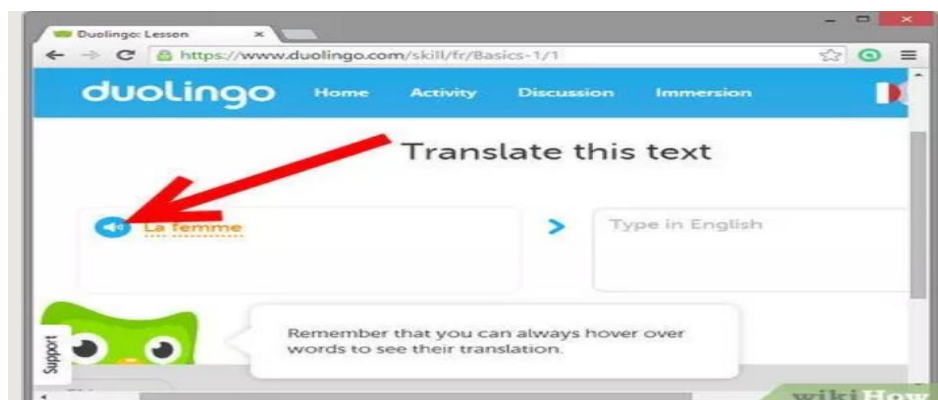


Figure 6: Translating sentences, Duolingo website

Part Four : Other Help

- 1- Use the 'Discussion' tools
- 2- connecting with friends through using the button 'Follow'
- 3- Post status updates

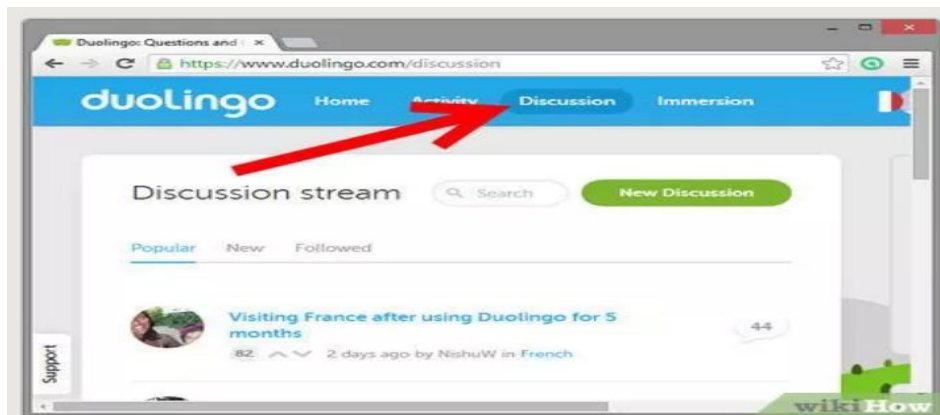


Figure 7: Other help, Duolingo website

4. Interrelationship between Using Duolingo and students speaking skill and motivation:

Duolingo is a free language-platform that can be used online and as a smartphone app; it is a great web tool for teaching languages; “A study published in 2012 found that 34 hours of Duolingo are equal to a semester of college” (Duolingo effectiveness study, roumen vesslinov and john grego). In addition, it helps to motivate and engage students and enhance their communicative skills.

In fact the majority of students have a positive attitudes towards the use of new technologies; so that the use of fun teaching tools allows students to get more involved into learning and enhance their basic skills. Duolingo seems to be a suitable tool to improve speaking skill and increase students motivation i.e. it can be very helpful to stimulate and encourage learners to speak spontaneously and actively by break down their speaking

obstacles and difficulties. It is capable to improve the students' speaking performance in order to increasing fluency, motivation and participation.

Duolingo is considered as a motivational tool that helps students to increase their motivation through using several different methods to keep the user hooked; A virtual coach called "Duo" reminds the user every day if he is on the track to reach his chosen goal or not. As a kind of a motivation and a reward, learners awarded by "skill point, currency, and lingots" after completing a lesson or do a practice well, as well as a "Golden Owl" or as it known by "Hall of Fam" awarded to the learners those finished all the course (finished the language tree).

In summary, we can say that students who use new technologies like Duolingo in learning are more motivated to learn, and developed more communicative skills in order to enhance their speaking performance.

Conclusion:

This chapter discusses the use of new technologies in teaching and learning a second language, focusing on Duolingo as an interactive, visual, and audible tool for language learning that motivate students to increase their level, upgrade their speaking, listening, reading and writing performance, In addition to the technical development of the teacher's teaching methodology,. The chapter started with a general vision around the use of new technologies in language teaching and learning, then discusses the effective use of this tools in the classroom, passes of Duolingo definition, after that it mentioned a description of Duolingo educational website, in addition to several pictured steps on how to use Duolingo; finally, we spot-light on the interrelationship between using new technologies especially Duolingo and students speaking skill and motivation. The next chapter will deal with the practical part.

Chapter Three :

Practical Part

Introduction

The present undertaken study is designed to discover student's attitudes of using new technologies (Duolingo program) to develop speaking skills. The appropriate research devices used to answer the declared research questions is a questionnaire which is addressed to both teachers and first year students of English at Department of foreign languages in Khenchela University. The questionnaire is designed to determine the participants' opinions about the use of new technologies especially Duolingo in learning foreign languages in general and its potential role on developing students speaking skill and increase their motivation. The respondents' views are valuable and of a great importance since they help us in terms of the validity of this investigation. So that, this chapter is based mainly on analyzing the data obtained from both teachers' and students' questionnaires.

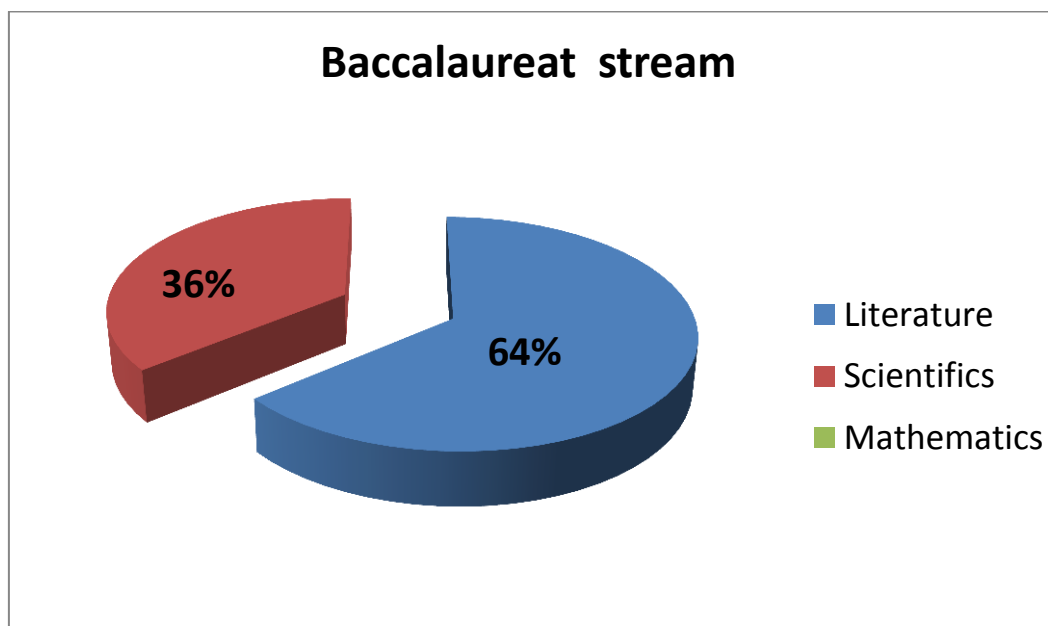
Students' Questionnaire :

Section One : Background Information

1- Baccalaureate Stream :

Option	Number	Percentage
Literature	32	64%
Scientifics	18	36%
Mathematics	00	00%
Total	50	100%

Table1 : Students' Baccalauréat Stream



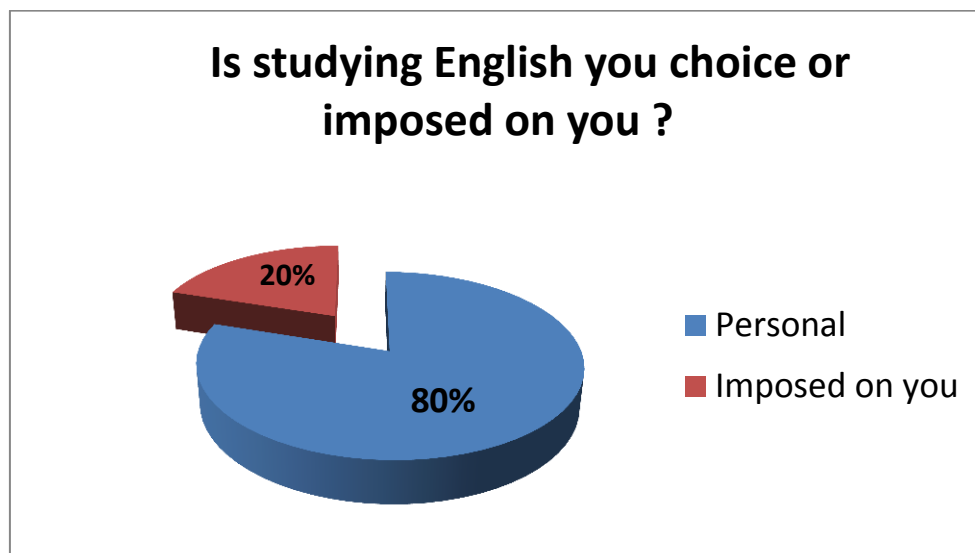
Graph 1 : Students' Baccalauréat Stream

In this question students were asked about their baccalaureate stream. The results showed that the majority of them , 64% are literature and 36% who are learn a scientific stream, while the percentage of students who studied mathematics is low 0%. Typically, it is obvious that the majority of first year students of English at Khenechela University are from literary branch, however there is a good percentage of scientific learners that choose to choose to change and learn foreign languages.

2-Is studying English you choice or imposed on you?

Options	Subjects	Percentage
Personal	40	80%
Imposed on you	10	20%
Total	50	100%

Table 2: Students' choice of English branch



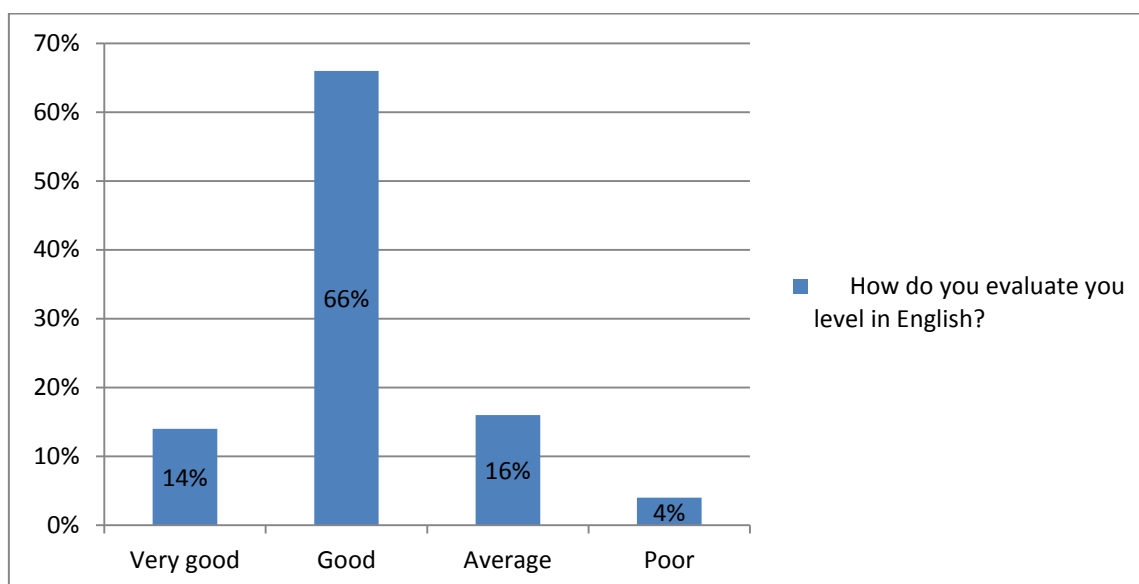
Graph 2 : Diagram representing choice of English language

We notice that the most of students 80% choose to study English language according to their desire, and only a few percentage among them 20% whom their choice of English wasn't in their desire, but imposed on them. The students whom select to learn English language justify their answers by saying that they love this language and feel exciting to learn it, besides that they can understand it easily, in other hand the students' whom their choices are imposed on them, justify by saying that their parents press them to select it or because of their baccalaureate average which does not qualified them to achieve their desire.

3- How do you evaluate you level in English?

Options	Subjects	Percentage
Very good	7	14%
Good	33	66%
Average	08	16%
Poor	02	4%
Total	50	100%

Table 3: Students' level in English



Graph 3: Students' level in English

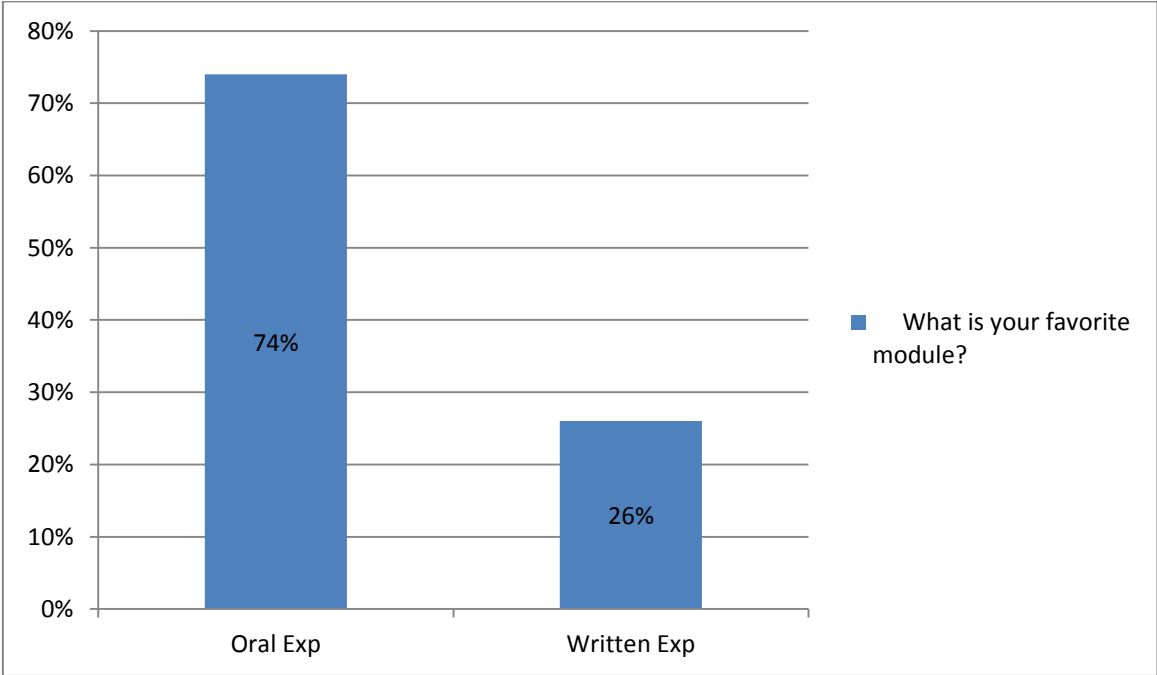
Students in this question were asked about how they evaluate their English levels, the gathered data shows that a high percentage of participants 66% considered their levels in English to be good, while 16% among them considered that they have an average level; and just 14% considered that they have a very good level, without neglected the other 4% which considered that their level is poor. Hence, we can observe that the most of students are in

good level in English, this may refer to the fact that the majority of them are interested to learn the English language and love it.

4- What is your favorite module?

Options	Subject	Percentage
Oral Expression	37	74%
Written Expression	13	26%
Total	50	100%

Table 4: Students' favorite module



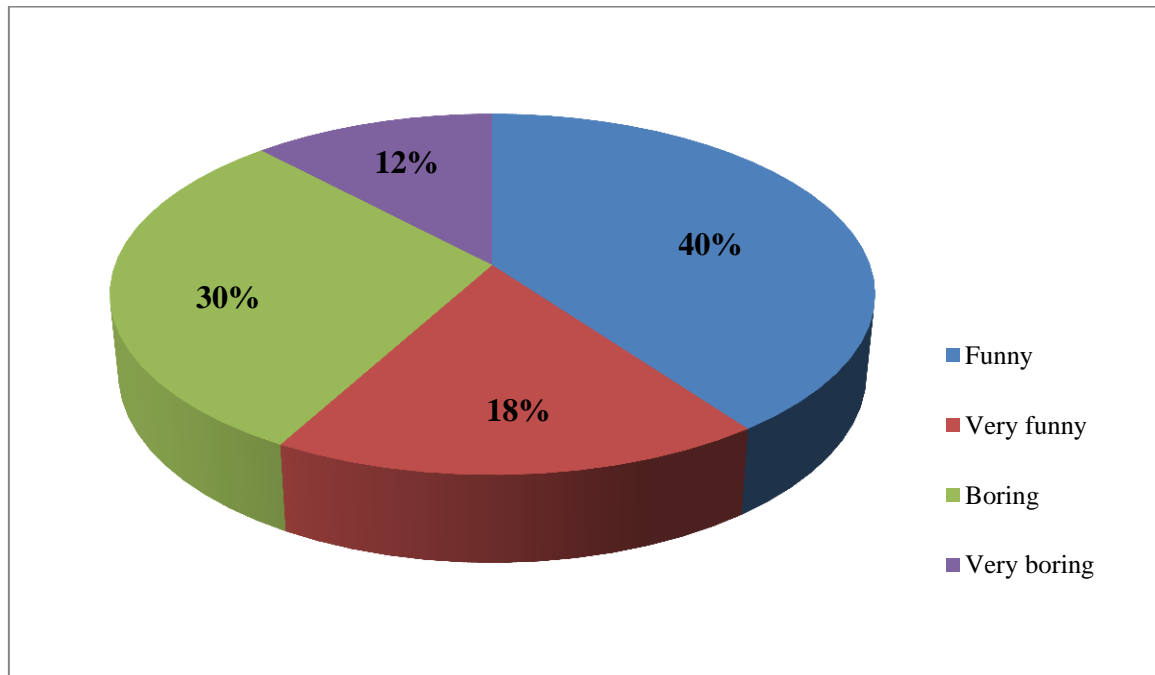
Graph 4 : Students' favorite module

From this graph, it can be seen that most of the respondents 74% prefer the oral expression module, whereas 26% choose the written expression module as their favorite one. From the gathered data we can deduce that the majority of students like the oral expression module since the most important skill to them is the speaking skill and they expressed their feelings and motivating freely during the lesson.

5- How do you describe the atmosphere of our classroom?

Options	Subjects	Percentage
Funny	20	40%
Very funny	09	18%
Boring	15	30%
Very boring	06	12%
Total	50	100%

Table 5 : Students opinions towards the atmosphere of their classroom



Graph 5 : Students' opinions towards the atmosphere of their classroom

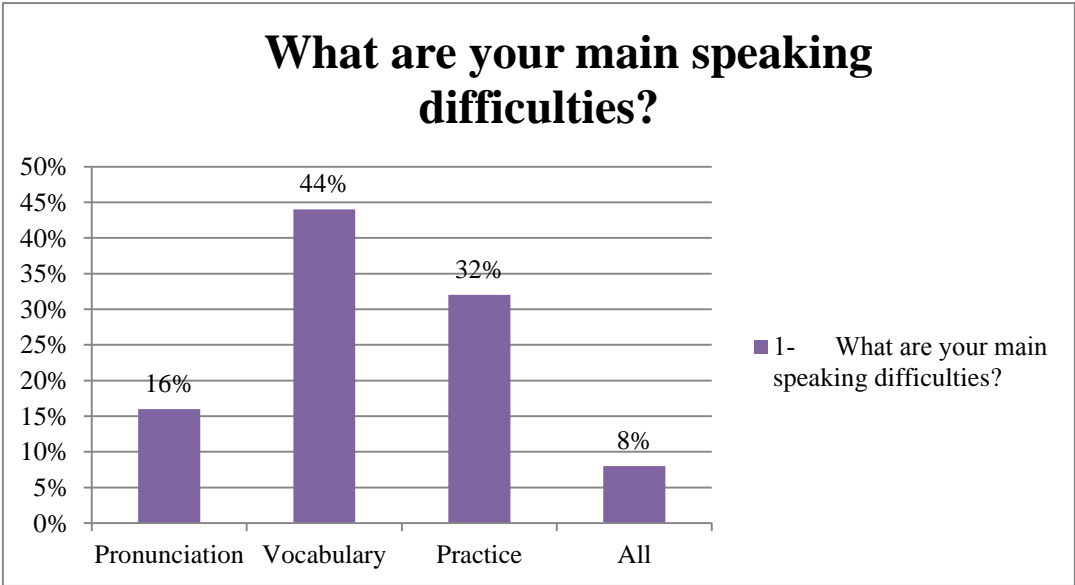
From the table above we notice that 40% of the students said that their classrooms atmosphere is funny; 18% of them declared that is very funny; while 30% among the participants indicated that their classrooms atmosphere is boring, and 12% stated that it is very boring. Since the majority of EFL students reflect a positive opinions towards the atmosphere of their

classrooms, it is necessary to available more motivational tools and enjoyable atmospheres in order to help students to upgrade.

6- What are your main speaking difficulties?

Options	Subjects	Percentage
Pronunciation	8	16%
Vocabulary	22	44%
Practice	16	32%
All	4	8%
Total	50	100%

Table 6 : Students speaking difficulties



Graph 6 : Students’ speaking difficulties

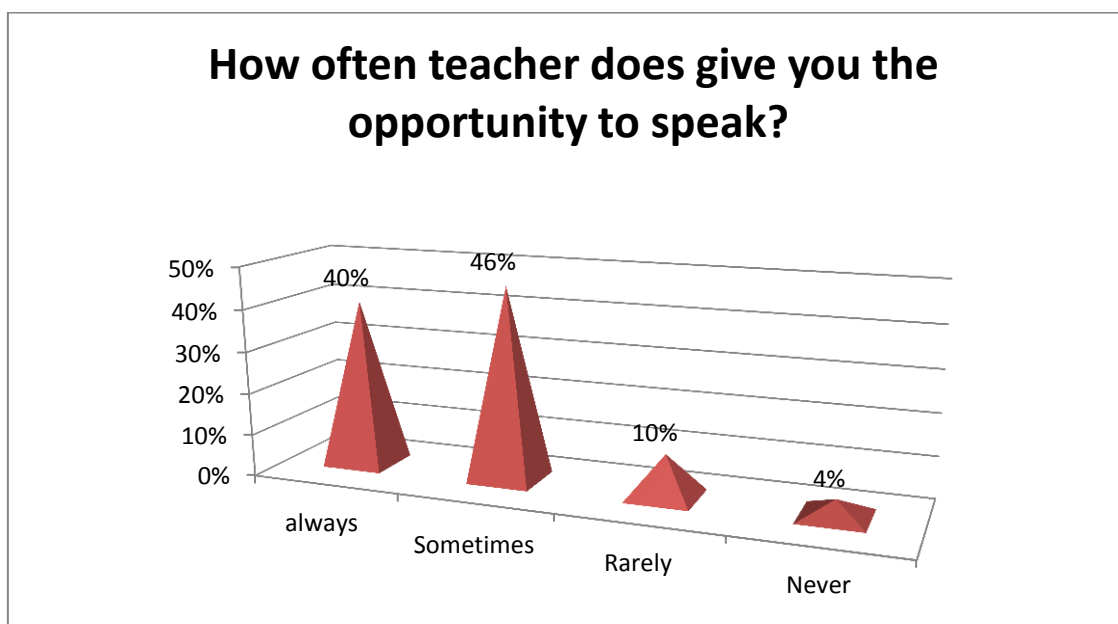
We notice that the most of students 44% reported that vocabulary is one the problems that faces them in speaking skill, whereas the other 32% argued that their main barriers of speaking is the lack of practice, likewise 16% of the participants indicated that pronunciation is their

main problems in oral skill, only 8% whom said that they suffer from all this problems. So through the determined results it can be clear that the most of students have a variety of problems and difficulties in speaking skill, which means that they do not feel comfortable when trying to speak the target language because of many factors including learners educational background where the pronunciation was almost absent; the lack of knowledge of language features; and the lack of self-confidence and fear of sarcasm.

7- How often teacher does give you the opportunity to speak?

Options	Subject	Percentage
always	20	40%
Sometimes	23	46%
Rarely	5	10%
Never	2	4%
Total	50	100%

Table 7 : Students’ opportunities of speaking



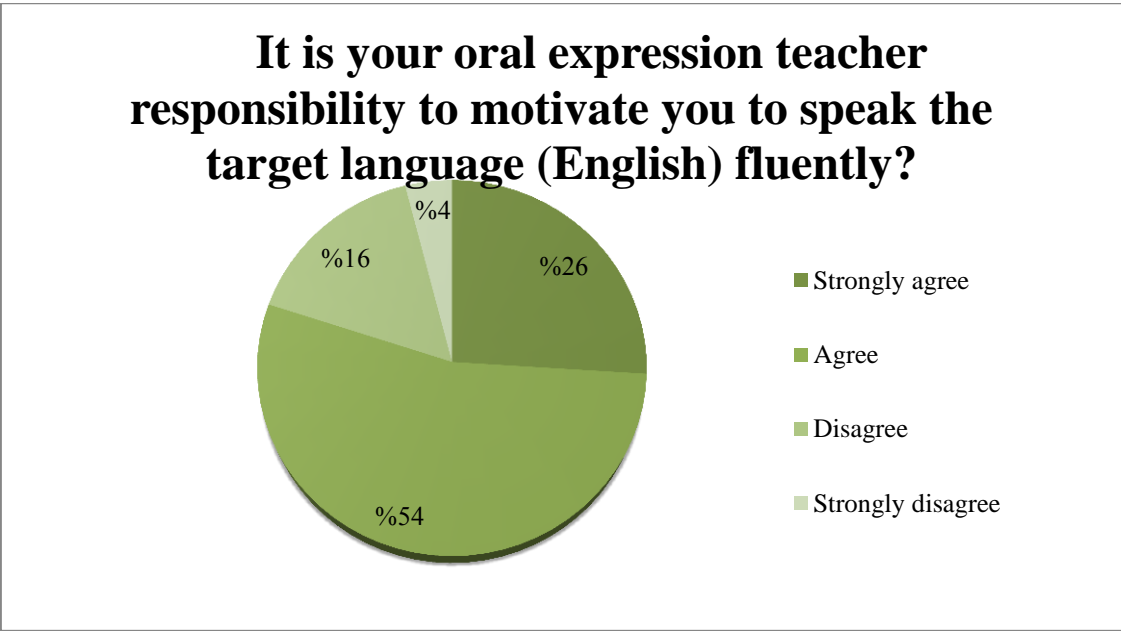
Graph 7 : Students’ opportunities of speaking

As we observed from the graph above, 46% is the highest percentage achieved by students who determine that teachers sometimes give them the opportunity to speak; likewise 40% among them stated that are always invited to speak by their teacher; 10% opted for rarely; and 4% confessed that they never get the opportunity to speak. In order of that teacher should be aware and pay attention to all the students and ask them to speak in equal and regular way.

8- It is your oral expression teacher responsibility to motivate you to speak the target language (English) fluently?

Options	Subjects	Percentage
Strongly agree	13	26%
Agree	27	54%
Disagree	8	16%
Strongly disagree	2	4%
Total	50	100%

Table 8: Teachers' responsibility



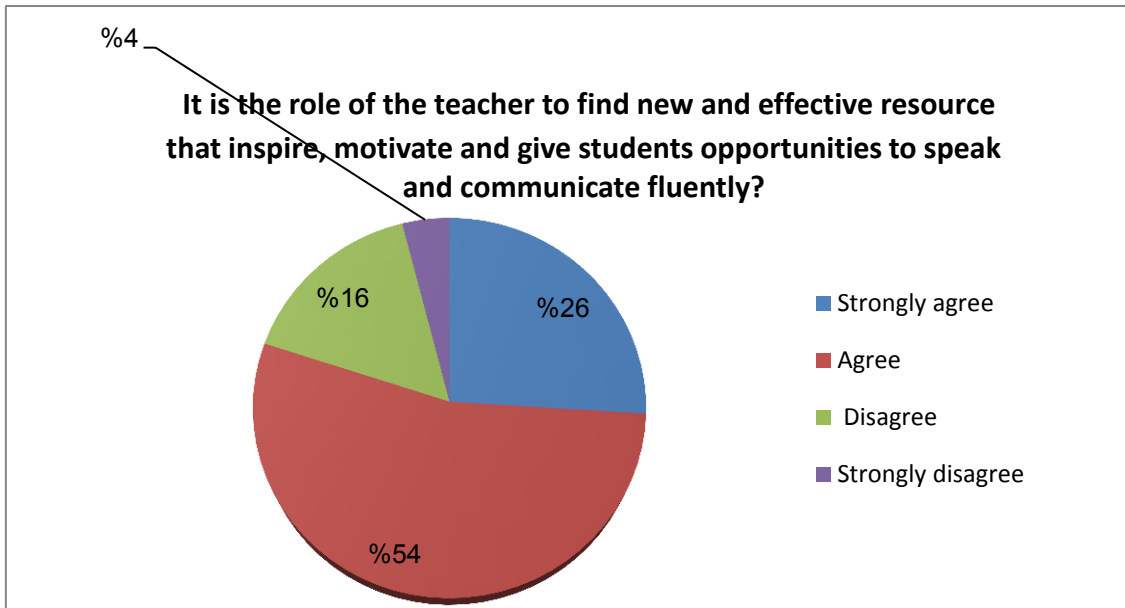
Graph 8: Teachers' responsibility

This question discusses the teachers responsibility as a motivator; more than the half of participants 54% confirmed that they are agree, in addition to 26% of them were strongly agree; while 16% indicated that they are disagree; only 4% were strongly disagree. According to the given data, teachers should be more creative to motivate the students to increase their speaking performance. Hence oral expression teachers should play a decisive role in terms of motivation by using and integrating new technologies.

9- It is the role of the teacher to find new and effective resource that inspire, motivate and give students opportunities to speak and communicate fluently?

Options	Subject	Percentage
Strongly agree	13	26%
Agree	27	54%
Disagree	8	16%
Strongly disagree	2	4%
Total	50	100%

Table 9: Students opinions towards the teacher techniques and strategies



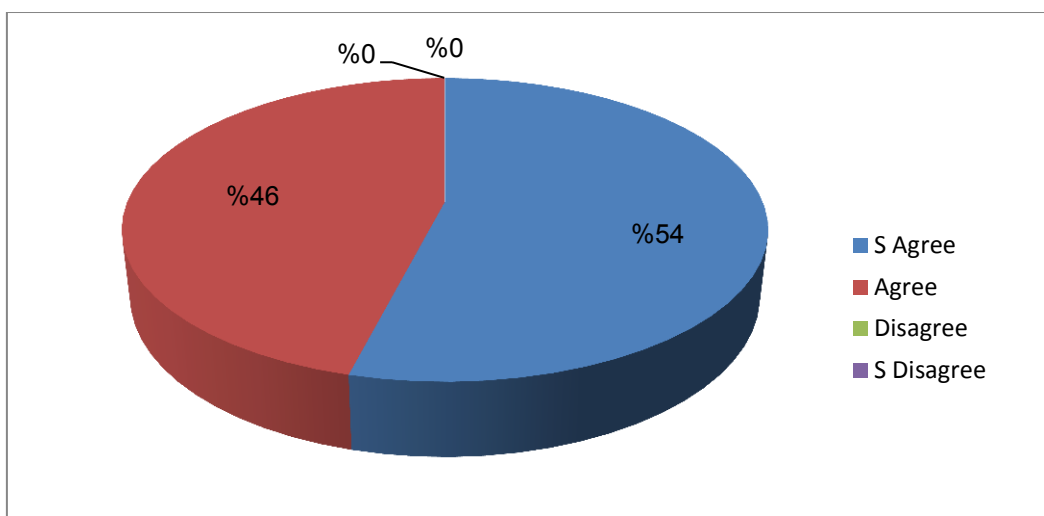
Graph 9: Students opinions towards the teacher techniques and strategies

This question focuses on the teacher role to find new and effective resources that inspire and motivate students, we notice that 54% of the students says that are agree, besides to 26% of them also were strongly agree, in other hand 16% among them who were disagree, and just 4% of the majority who refuse the idea in all and answered by strongly disagree. Therefore, depending on the students opinions, teachers must integrate new and effective resources that can be seems to new technological tools as they are great motivators for students in order to attract them during the courses.

10- Using new technologies in learning languages is necessary and can improve your speaking skill

Options	Subject	Percentage
Strongly agree	27	54%
Agree	23	46%
Disagree	0	0%
Strongly disagree	0	0%
Total	50	100%

Table 10 : Students' opinions towards using new technologies



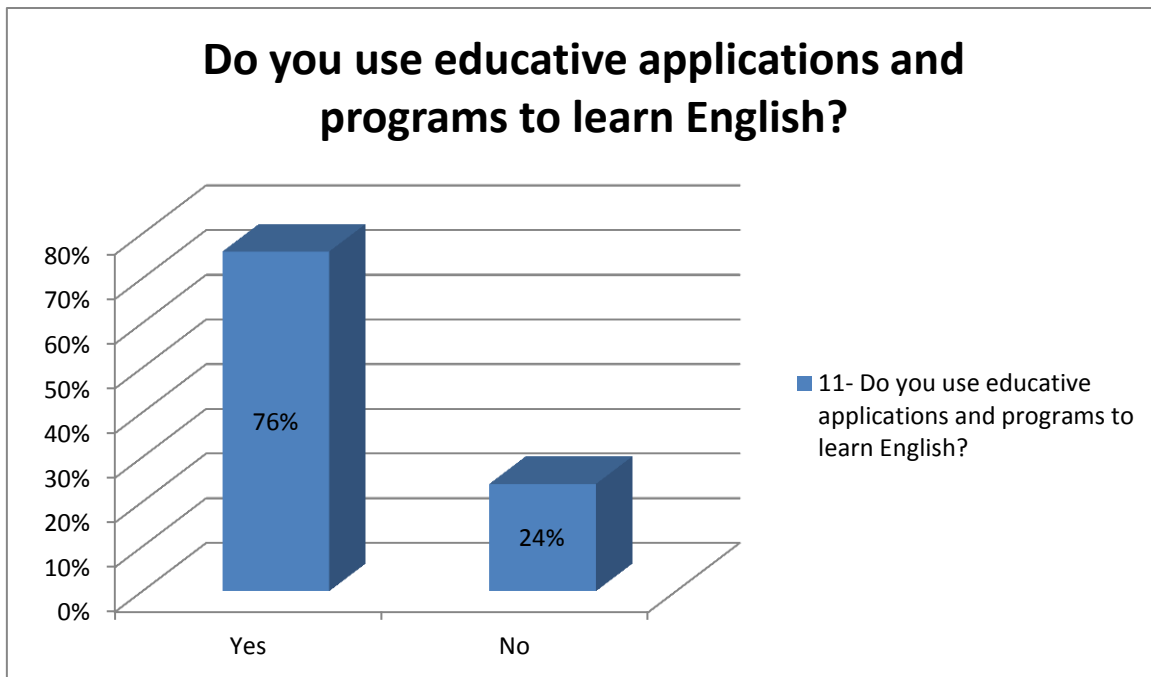
Graph 10 : Students’ opinions toward using new technologies

This graph revealed that 54% of the students were agree that the use of new technologies in learning languages is necessary and can improve your speaking skill; whereas 46% were indicated that they are disagree. So, since the majority of participates supported the raised idea we can notice that the use of new technological tools really attract student attention and keep them motivating and enjoyable.

11- Do you use educative applications and programs to learn English?

Options	Subjects	Percentage
Yes	38	76%
No	12	24%
Total	50	100%

Table11: The use of educative tools to learn



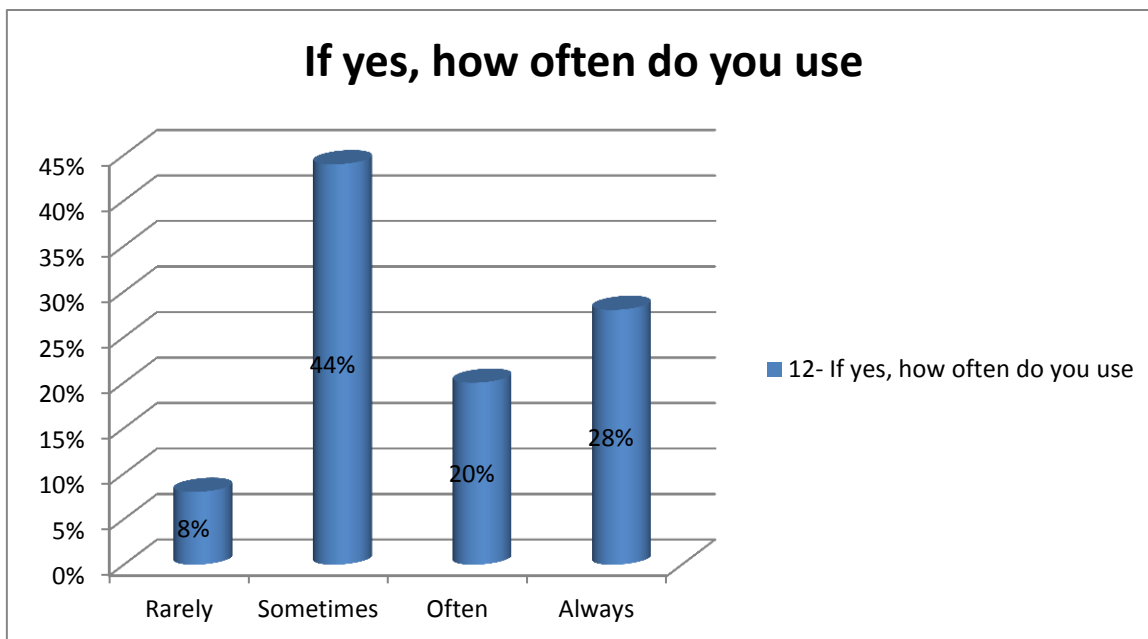
Graphic 11 : The use of educative tools to learn

The representative table and graph shows that the majority of students 76% stated that they use educative programs to learn English, while 24% of them opted for no. according to this counting results we can say that is obvious that students feel more comfortable and excitement when learning by this educational tools.

12- If yes, how often do you use

Options	Subjects	Percentage
Rarely	4	8%
Sometimes	22	44%
Often	10	20%
Always	14	28%
Total	50	100%

Table 12: Times of the use of educative web tools



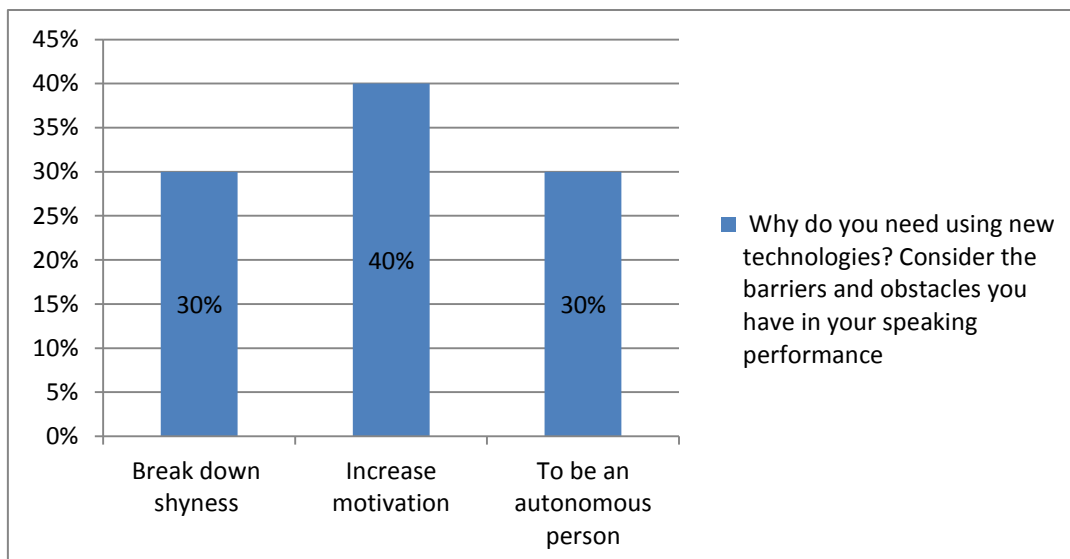
Graph 12: Times of the use of educative web tools

The gathering information for this question appeared that 44% of population are answered by sometimes, 28% voted by always, whereas 20% select often, and just 8% for the rarely option. Thus, the study suggest that the majority of students prefer to use new technologies to learn English and since they already use it they will have no problems when integrate it in the learning process.

13- Why do you need using new technologies? Consider the barriers and obstacles you have in your speaking performance

Options	Subjects	Percentage
Break down shyness	15	30%
Increase motivation	20	40%
To be an autonomous person	15	30%
Total	50	100%

Table 13: The importance of new technologies



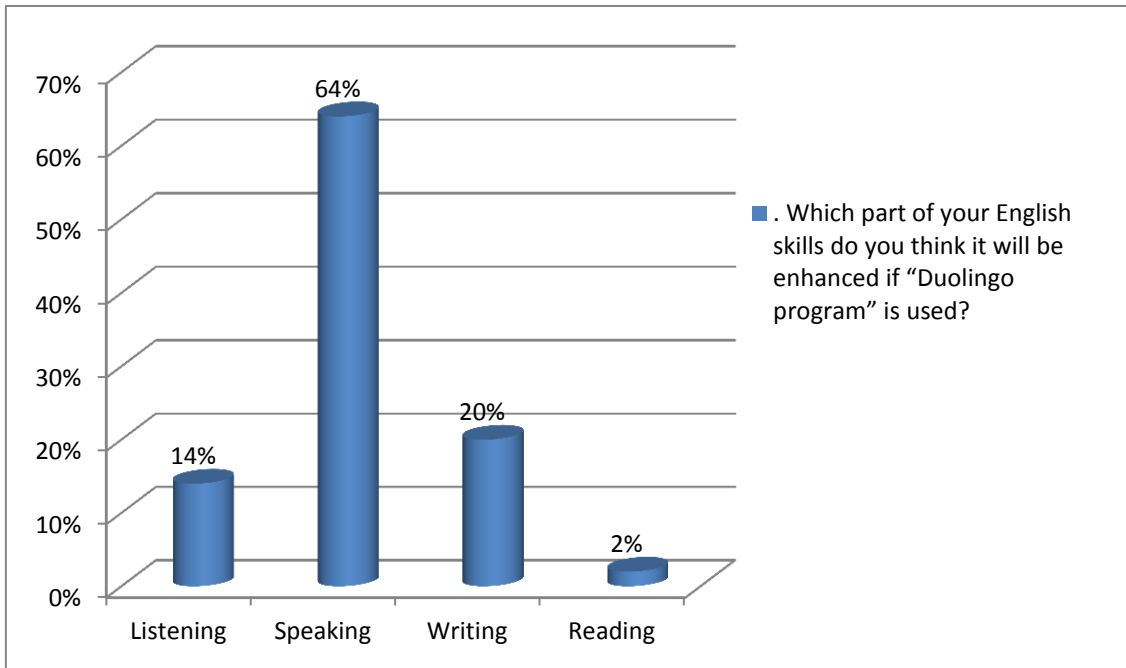
Graph 13: The importance of new technologies

The above graph as it be seen, clarified that the most of students 40% reported that they use new technologies in order to increasing their motivation, while break down shyness and to be an autonomous person represent the same percentage of 30%.

14- Duolingo is a free language-learning platform that includes a language-learning website and app as well as a digital language proficiency assessment exam; that allows students to develop their speaking skill and motivate them to enhance their level. Which part of your English skills do you think it will be enhanced if “Duolingo program” is used?

Option	Number	Percentage
Listening	7	14%
Speaking	32	64%
Writing	10	20%
Reading	1	2%
Total	50	100%

Table 14: duolingo and students’ English skills



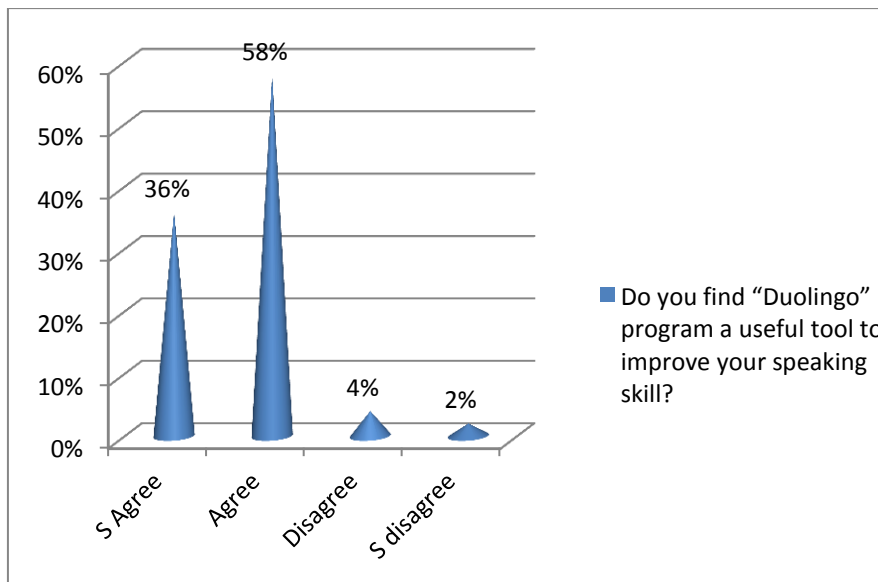
Graph 14 : Duolingo and students’ English skill

The table and the graph above displays the students’ opinions towards the use of Duolingo to develop their English skills. 14% of the participations agree that their listening skill would be improved if they using this application; 64% among them indicated that their speaking skill would enhanced, as well as 20% of the students says that progress would be just served their writing skill, and just one student 2% indicated that his reading skill will developed with the use of this application. Well, EFL students have positive feedback towards using Duolingo application since it can help them to enhance their speaking performance; and considered it as a suitable way of learning.

15- Do you find “Duolingo” program a useful tool to improve your speaking skill?

Option	Number	Percentage
Strongly agree	18	36%
Agree	28	58%
Disagree	2	4%
Strongly disagree	1	2%
Total	50	100%

Table 15 : Students’ views towards using Duolingo



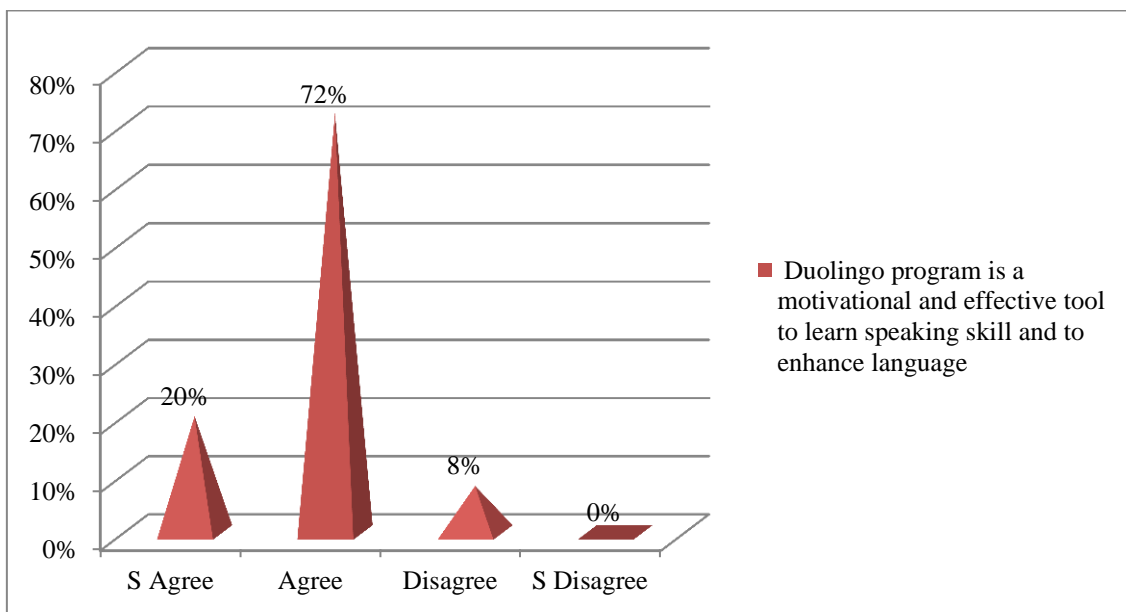
Graph 15 :Students’ views towards using Duolingo

The following graph appear the participates views towards the use of Duolingo program to improve their speaking skill, 58% of the students were agree, 36% indicated that they are strongly agree, in other side some participates says that they are disagree 4%, and one participate among them 2% choose strongly disagree option. Based on the obtained results teachers should take the use of Duolingo program in consideration and try to use it in the field.

16- Duolingo program is a motivational and effective tool to learn speaking skill and to enhance language

Option	Number	Percentage
Strongly agree	10	20%
Agree	36	72%
Disagree	4	8%
Strongly disagree	0	0%
Total	50	100%

Table 16: The importance of Duolingo program in the learning of speaking skill



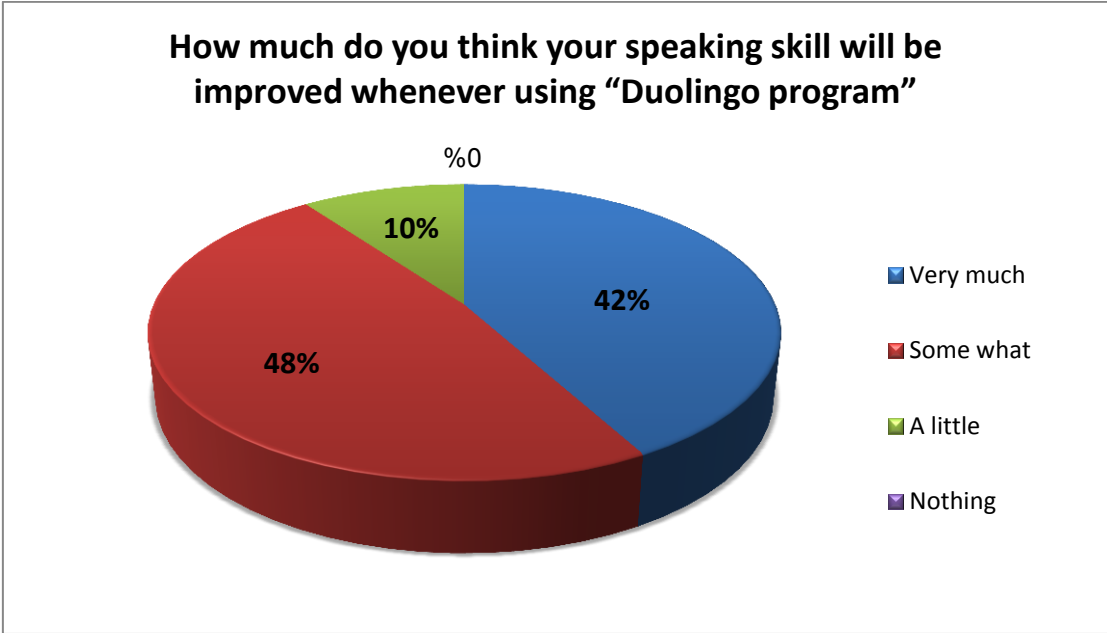
Graph 16 : The importance of Duolingo program in the learning of speaking skill

After the analysis of students' questionnaire, it is obvious that a high percentage of students 72% thought that an oral expression session would be exciting if we use Duolingo, and 20% of them are strongly agree; likewise 8% among them are disagree. Based on the above it turns out that most of students have a tendency to use this educational tool and considered Duolingo as an important and useful tool that can help them to enhance their speaking skill.

17-How much do you think your speaking skill will be improved whenever using “Duolingo programme”

Option	Number	Percentage
Very much	21	42%
Some what	24	48%
A little	5	10%
Nothing	0	0%
Total	50	100%

Table 17 : The importance of integrating Duolingo in learning speaking skill



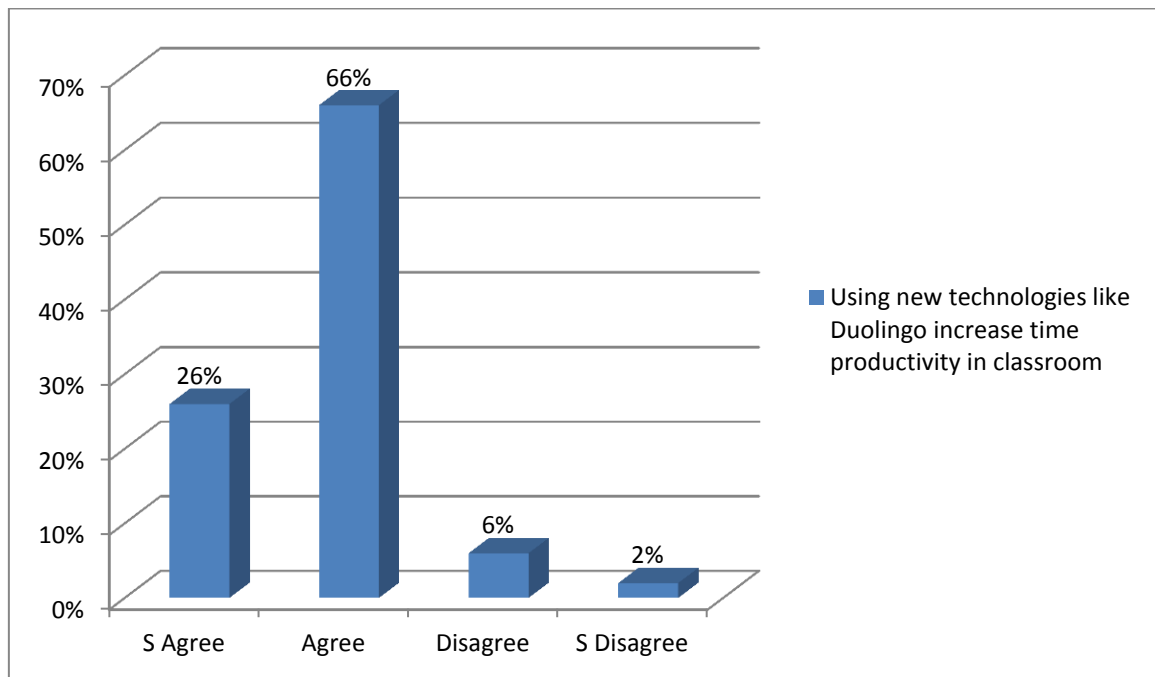
Graph 17 : The importance of integrating Duolingo in learning speaking skill

An improvement in the speaking skill feild was represented as follows: 42% of participates students think that using Dulingo can improved their speaking skill very much, 48% answers somewhat, and 10% with a little. As we observed that Duolingo can be a very helpful added and a suitable technique to develop students speaking performance.

18-Using new technologies like Duolingo increase time productivity in classroom

Option	Number	Percentage
Strongly agree	13	26%
Agree	33	66%
Disagree	3	6%
Strongly disagree	1	2%
Total	50	100%

Table 18 : using Duolingo to increase time productivity in classroom



Graph 18 : Using Duolingo increasing time productivity in classroom

Out of 50 participants, 66% have agreed that using Duolingo increasing time productivity, 26% were strongly agree, whereas 6% were disagree and the low percentage were for strongly disagree option by 2%. It can be noticed that Duolingo would be a useful and appropriate

technique to increase time productivity in classroom, particularly in terms it is an ideal tool to relieve students from anxiety that they may have faced with learning English.

19:Do you have any comments or suggestions on the integration of new technologies especially Duolingo in the learning process?

In this question, the majority of students (65%) did not mention their suggestions neither their comments around the integration of new technological tools and especially Duolingo in the learning process. Furthermore, the other 35% students reported that the use of new technologies and especially Duolingo would be an enjoyable and effective way to help students developing their listening, writing, reading, and especially speaking performance.

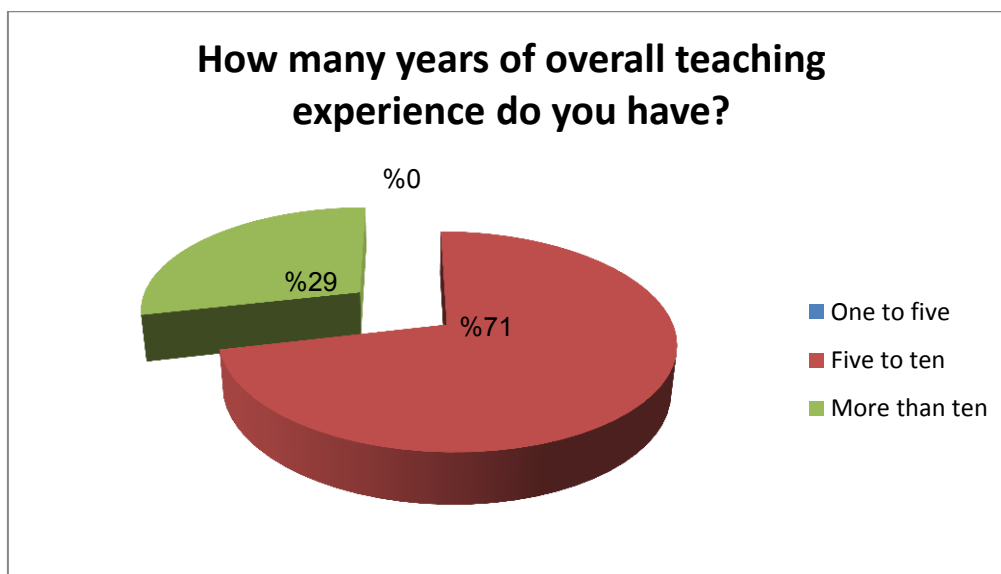
Teachers Questionnaires:

Section One: Background information:

1- How many years of overall teaching experience do you have?

Option	Number	Percentage
One to five	0	00%
Five to ten	10	71.42%
More than ten	04	28.58%
Total	14	100%

Table 19 : English teaching experience



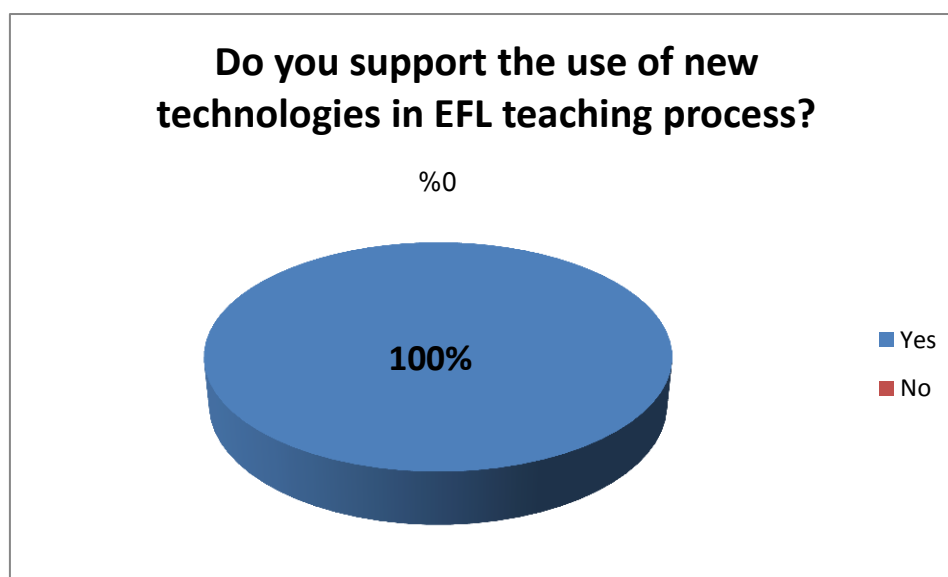
Graph 19 :English teaching experience

This step investigates the teacher's teaching experience of english at the university level. As the given data their teaching experience is between one to five years, with no answers, from five to ten years 71%, and 29% considered as more than ten years.

2- Do you support the use of new technologies in EFL teaching process?

Option	Number	Percentage
Yes	14	100%
No	0	00%
Total	14	100%

Table 20: The use of new technologies in the teaching process



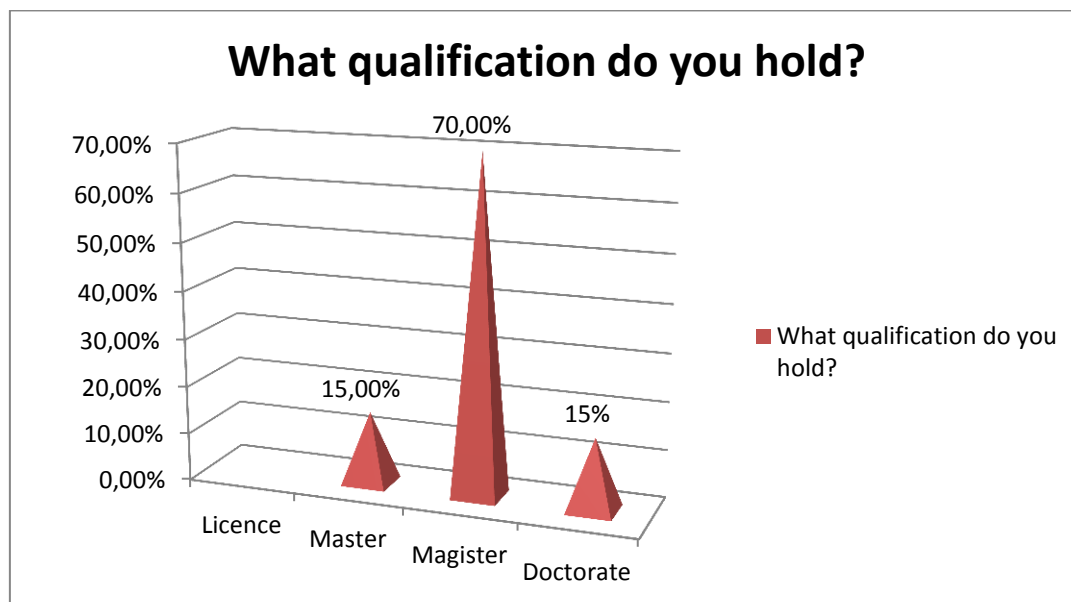
Graph 20 : The use of new technologies in the teaching process

According to the gathered results and as we notice in the table, that all the participants indicated that they support the use of new technologies in EFL teaching process, 100% says yes.

3- What qualification do you hold?

Option	Number	Percentage
Licence	00	00%
Master	3	15%
Magister	8	70%
Doctorate	3	15%
Total	14	100%

Table 21 : Teachers' qualifications



Graph 21 : Teachers' qualifications

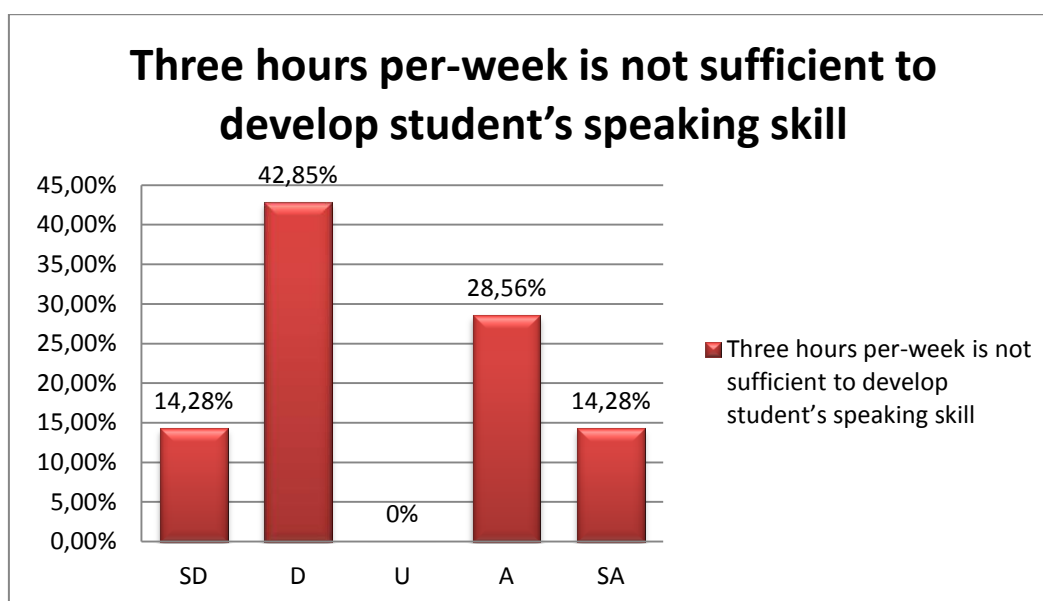
Table 19 indicates that the majority of our university teachers have got magister 70%, while 15% have got a doctorate, and 15% have got the master qualification.

Section Two:

1- Three hours per-week is not sufficient to develop student's speaking skill

Option	Number	Percentage
Strongly Disagree	02	14.28%
Disagree	06	42.85%
Undecided	00	00%
Agree	04	28.56%
Strongly Agree	02	14.28%
Total	14	100%

Table 22 : sufficiency of Oral expression session time



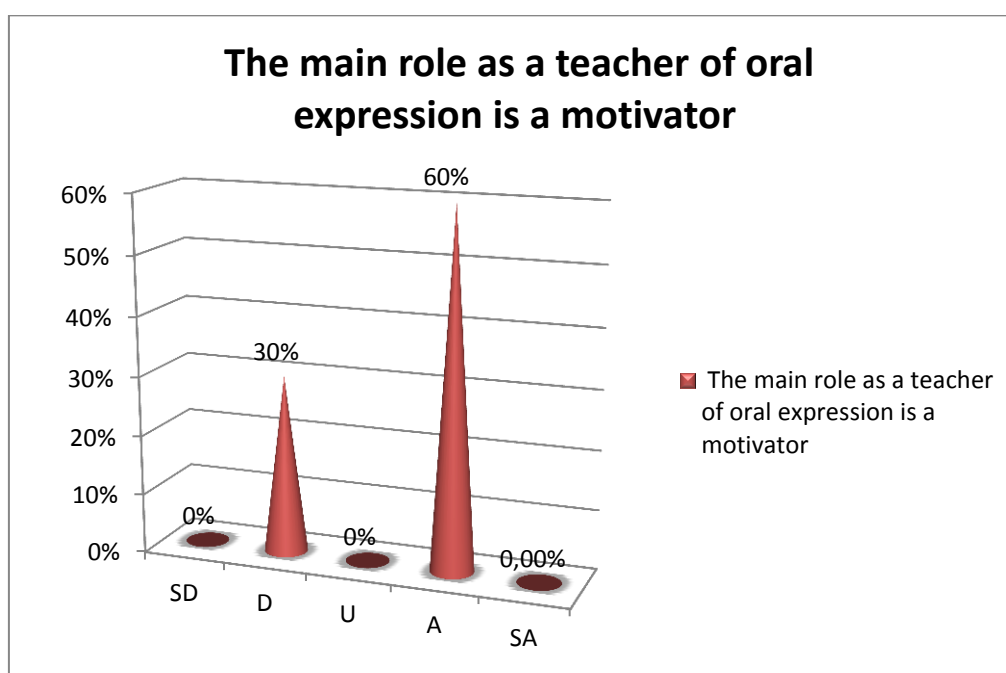
Graph 22 : sufficiency of oral expression time

According to the participants views towards the sufficiency of the oral expression time; we notice that the teachers opinions are varied, 42% were disagree, 28,56% were agree; while the results was coincidence equal in strongly agree and strongly disagree by 14,28%

2- The main role as a teacher of oral expression is a motivator

Option	Number	Percentage
Strongly Disagree	00	00%
Disagree	3	30%
Undecided	00	00%
Agree	11	60
Strongly Agree	00	00%
Total	14	100%

Table 23 : The oral expression teacher main role



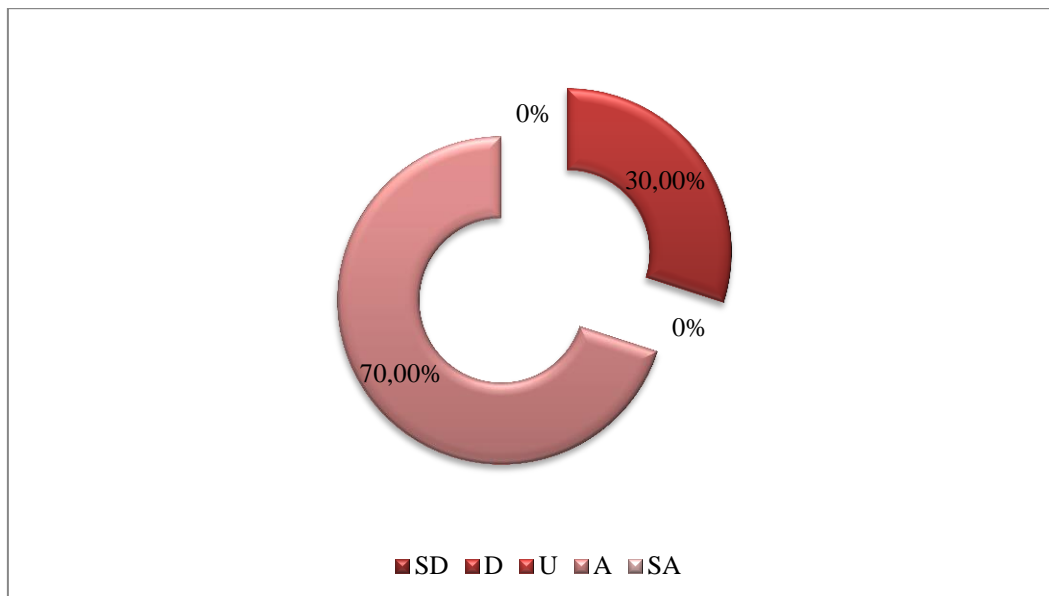
Graph 23 : The oral expression teacher main role

The display Graph shows that more than the half of teachers 60%are agree that the main role of oral expression teacher is a motivator, and 30% of them were disagree.

3- The students should motivate himself and the teacher acts as guider for him

Option	Number	Percentage
Strongly Disagree	00	00%
Disagree	04	30
Undecided	00	00%
Agree	10	70%
Strongly Agree	00	14.28%
Total	14	100%

Table 24 : The student' motivation



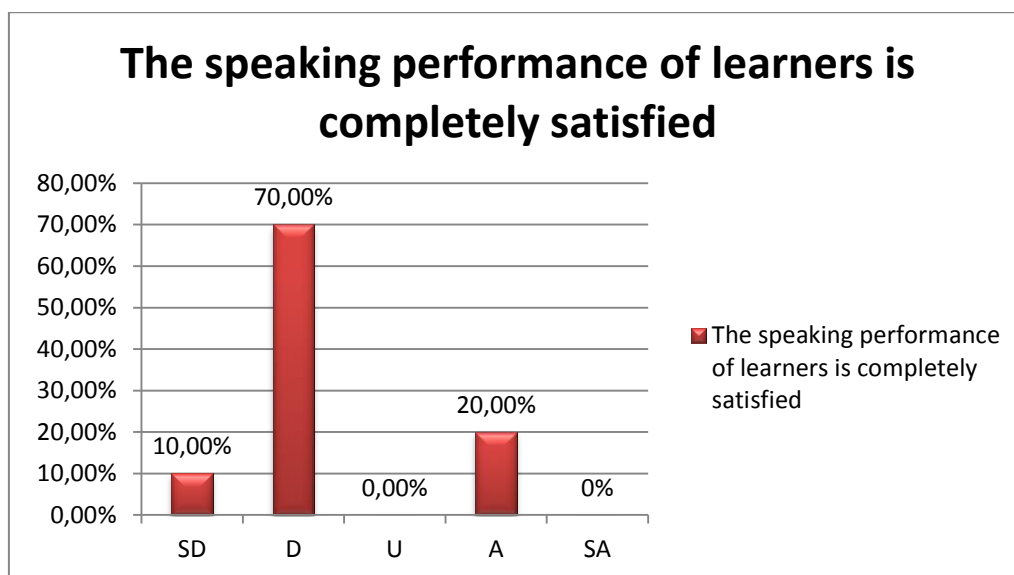
Graph 24 : The students' motivation

depending on the given data, 70% of participants indicated that student must motivate himself while the teacher acts as guider for him; in other side 30% among them see the opposite. This led us to understand the importance of motivation.

4- The speaking performance of learners is completely satisfied

Option	Number	Percentage
Strongly Disagree	02	10%
Disagree	09	70%
Undecided	00	00%
Agree	03	20%
Strongly Agree	00	00%
Total	14	100%

Table 25 : Students speaking performance



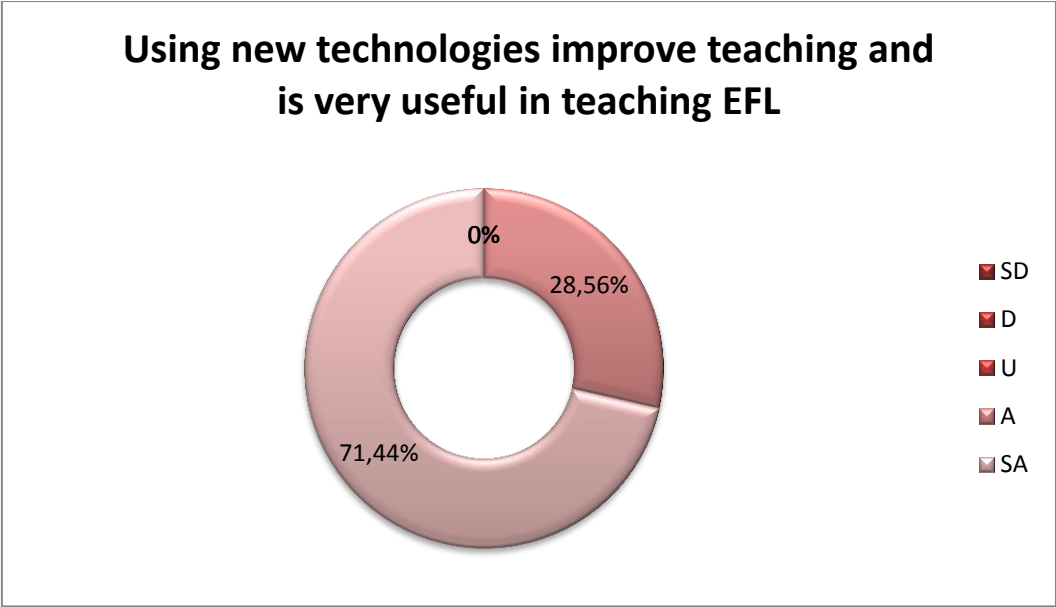
Graph 25 : Students speaking performance

Well, teachers seems to be in general not satisfied with their students' speaking performance; and that's what it shows in the graph above, 70% of teachers were disagree, 10% were strongly disagree; and only 20% were agree. We observe that the majority of teacher's views on their students' speaking performance are somehow negative.

5- Using new technologies improve teaching and is very useful in teaching EFL

Option	Number	Percentage
Strongly Disagree	00	00%
Disagree	00	00%
Undecided	00	00%
Agree	04	28.56%
Strongly Agree	10	71.44%
Total	14	100%

Table 26 : teaching by using new technologies



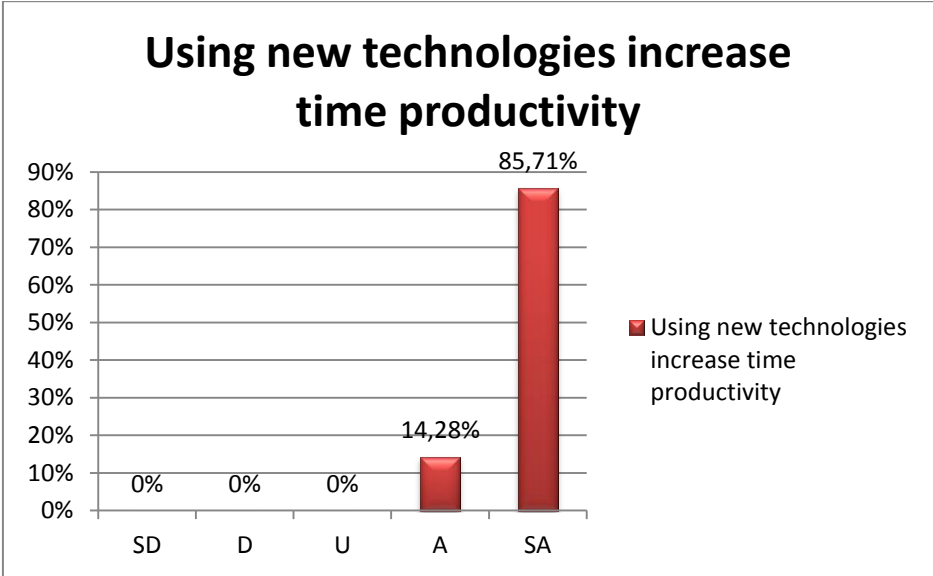
Graph 26: Teaching by using new technologies

The table number 24 definite the teachers views towards the integration of new technologies in teaching EFL, 71,44% of them were positive towards the idea, while 28,56% were disagree.

6- Using new technologies increase time productivity

Option	Number	Percentage
Strongly Disagree	00	00%
Disagree	00	00%
Undecided	00	00%
Agree	02	14.28%
Strongly Agree	12	85.71%
Total	14	100%

Table 27: new technologies increases time productivity



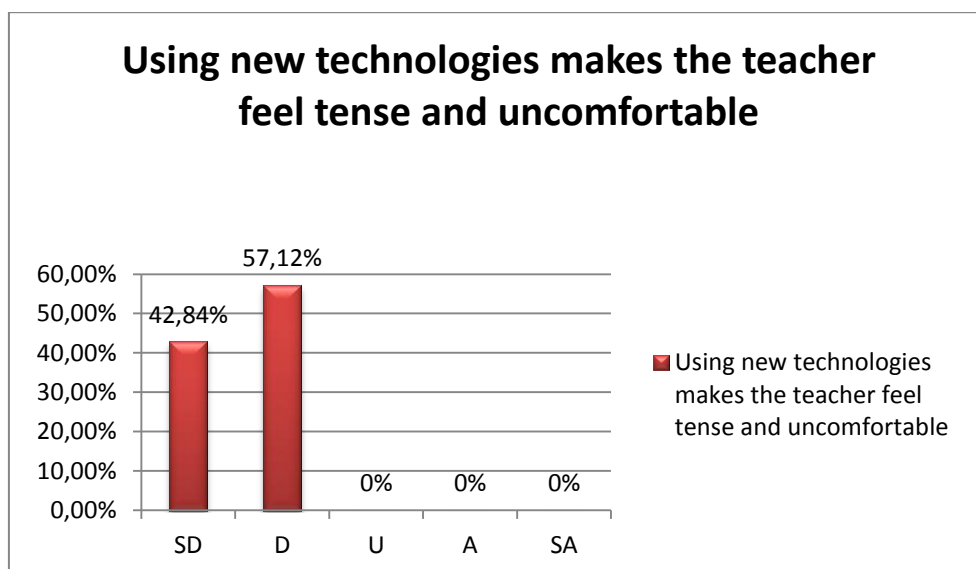
Graph 27 : new technologies increases time productivity

The table 25 determine teachers thinking about the use of new technologies to increase time productivity; we notice that an important percentage of teachers estimated by 85,71% of teachers were strongly agree, and the 14,28 other wasn't in opposite but it was agree.

7- Using new technologies makes the teacher feel tense and uncomfortable

Option	Number	Percentage
Strongly Disagree	06	42.84%
Disagree	08	57.12%
Undecided	00	00%
Agree	00	00%
Strongly Agree	00	00%
Total	14	100%

Table 28 :The effect of using new technologies on teachers



Graph 28 :The effect of using new technologies on teachers

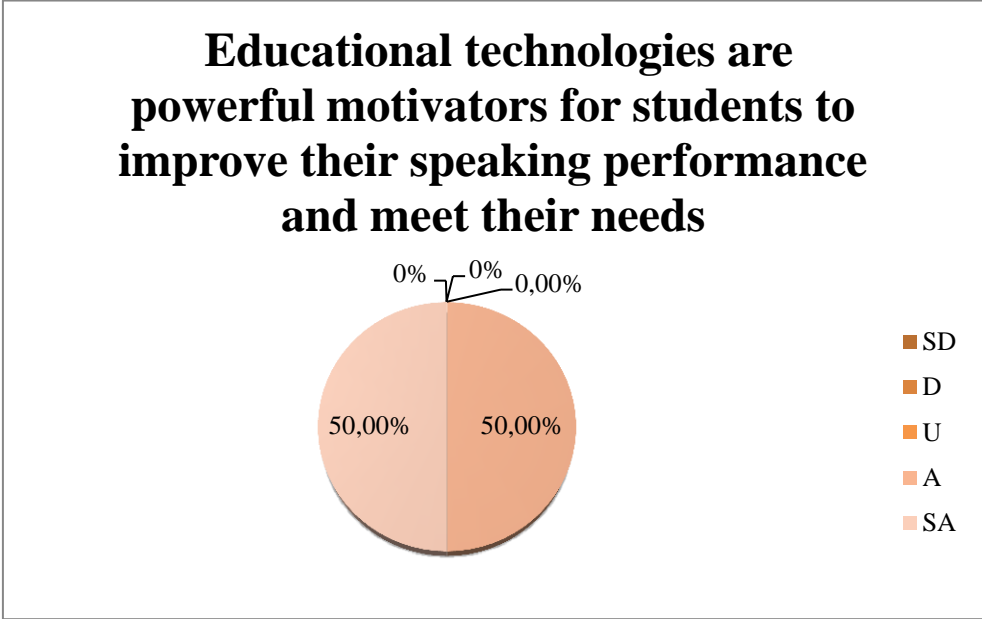
The results in the graph above describe as follow:

57,12% stated that they are disagree, 42,84% indicated that they are strongly disagree. We notice that the EFL teachers in general have a positive thinking about using new technologies in teaching, and considered it as a comfortable and effective way of teaching.

8- Educational technologies are powerful motivators foe students to improve their speaking performance and meet their needs

Option	Number	Percentage
Strongly Disagree	00	00%
Disagree	00	00%
Undecided	00	00%
Agree	07	42.84%
Strongly Agree	07	42.84%
Total	14	100%

Table 29: The effect of new technologies on students’ performance



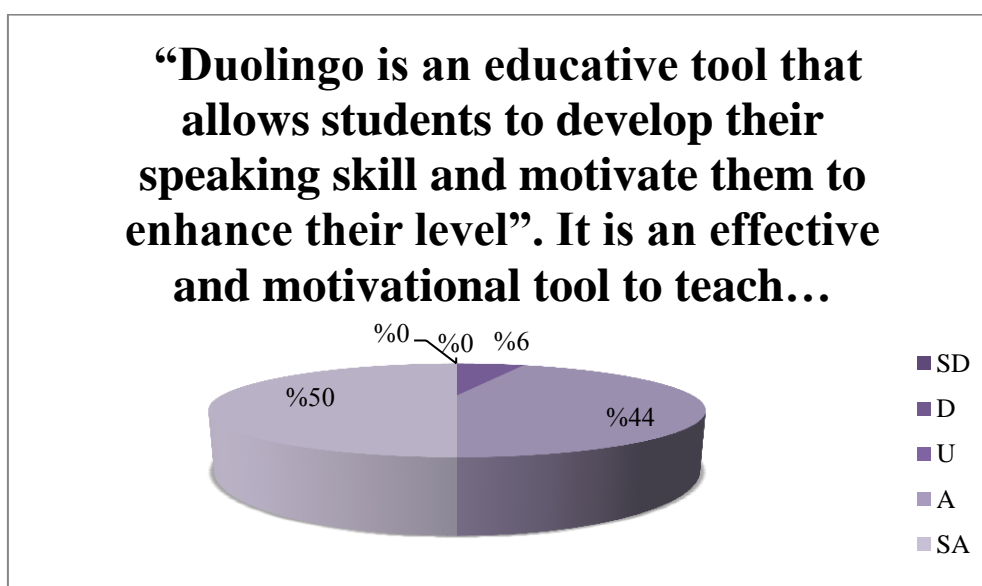
Graph 29 : The effect of new technologies on students’ performance

This question investigate whether educational technologies are powerful motivators for students to improve their speaking performance and meet their needs or not, depending on the gathering results, the whole of teachers opted by “strongly agree” and “agree”. This means that the use of new technologies is suitable solution to develop students speaking performance.

9- “Duolingo is an educative tool that allows students to develop their speaking skill and motivate them to enhance their level”. It is an effective and motivational tool to teach speaking skills

Option	Number	Percentage
Strongly Disagree	00	00%
Disagree	00	00%
Undecided	02	06%
Agree	06	44%
Strongly Agree	06	50%
Total	14	100%

Table 30 : Effectiveness of Duolingo in motivating students to speak



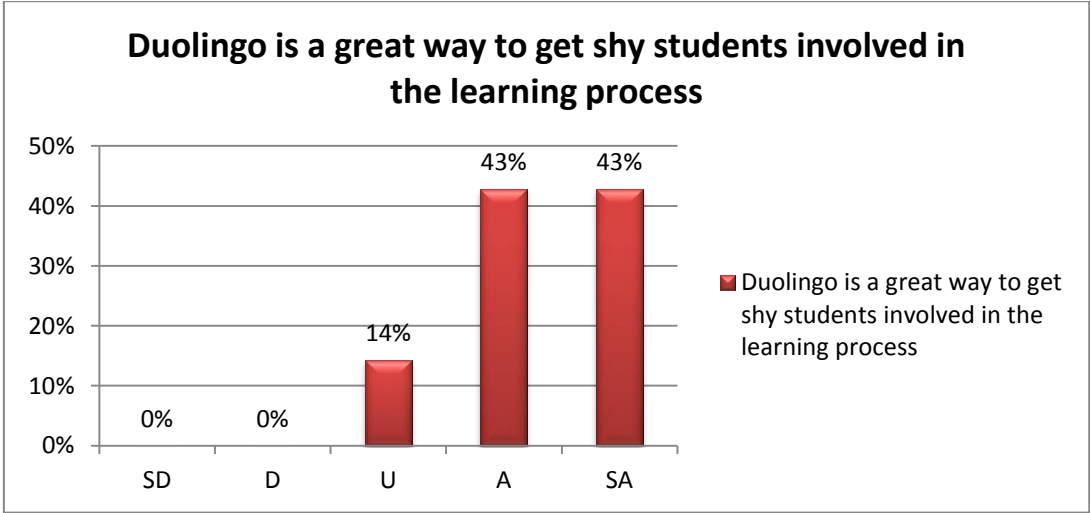
Graph30 : Effectiveness of Duolingo in motivating students to speak

Half of the percentage of teachers opinion were strongly agree (50%), that Duolingo is an effective and motivational tool to develop students speaking performance, and 44% were agree also; while two teachers opted for undecided option, think because they do not test it yet or still unknown for them

10- Duolingo is a great way to get shy students involved in the learning process

Option	Number	Percentage
Strongly Disagree	00	00%
Disagree	00	00%
Undecided	02	14,28%
Agree	06	42.84%
Strongly Agree	06	42,84%
Total	14	100%

Table 31 : Involvement of shy students



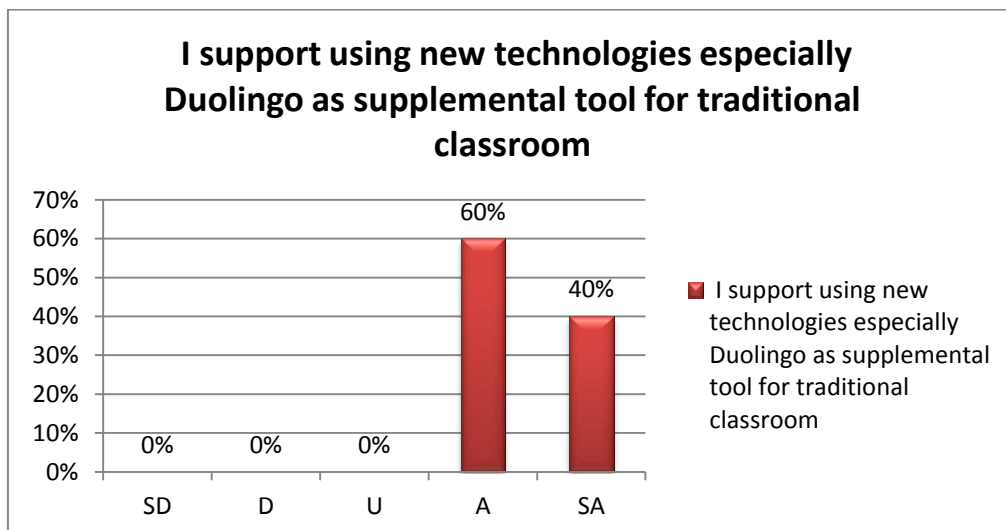
Graph 31: Involvement of shy students

Teachers have been asked another question about the using of Duolingo effect on students, as it is displayed in the graph above, an equal percentage for strongly agree and agree options by 43% , while 14% opted for undecided. It is to say that students needs tools which motivate them to speak, help them to break down shyness and inspired them to upgrade; such tools should therefore be used while teaching.

11- I support using new technologies especially Duolingo as supplemental tool for traditional classroom

Option	Number	Percentage
Strongly Disagree	00	00%
Disagree	00	00%
Undecided	00	00%
Agree	08	60%
Strongly Agree	06	40%
Total	14	100%

Table 31 : Duolingo as supplemental tool for traditional classroom



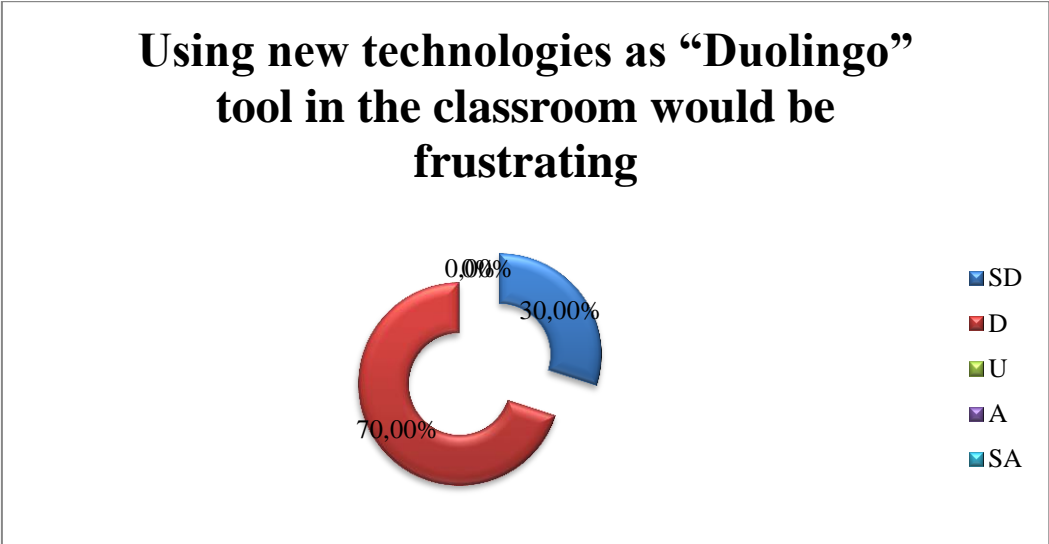
Graph 31: Duolingo as supplemental tool for traditional classroom

The given data represents the teachers views towards using Duolingo as a supplemental tool for traditional classroom, 60% of teachers think of the validity of this tool as a helpful added, 40% among them were strongly agree.

12- Using new technologies as “Duolingo” tool in the classroom would be frustrating

Option	Number	Percentage
Strongly Disagree	04	30
Disagree	10	70%
Undecided	00	00%
Agree	00	00%
Strongly Agree	00	00%
Total	14	100%

Table 32: Teachers views towards Duolingo



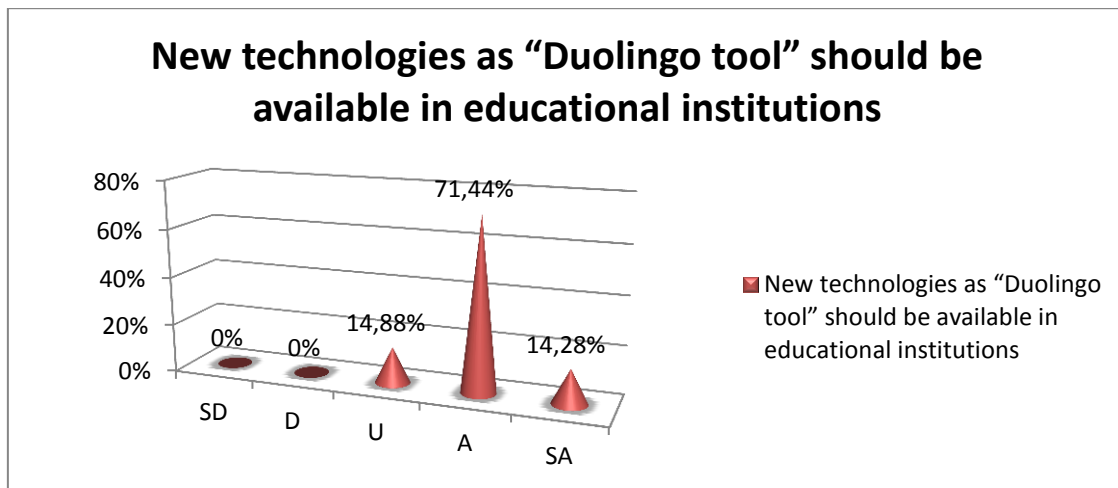
Graph 32 : Teachers views towards Duolingo

The results obtained denote that the whole teachers think that using Duolingo in the classroom wouldn't be a frustrating matter, 70% of teachers were disagree and 30% of them were strongly disagree. That informed us that teachers find the use of new technologies as Duolingo in the classroom would be enjoyable and interesting.

13- New technologies as “Duolingo tool” should be available in educational institutions

Option	Number	Percentage
Strongly Disagree	00	00%
Disagree	00	00%
Undecided	02	14.88%
Agree	10	71.44%
Strongly Agree	02	14.28%
Total	14	100%

Table 33 : Integrating Duolingo in educational institution



Graph 33 : Integrating Duolingo in educational institution

From this given data and according to the table above that describes the teachers views towards integrating Duolingo in the educational institution, we indicated that the majority of teachers were with this idea 71,44%, declared that they are agree, 14,28% indicated that they are strongy agree, whereas 02 teachers opted for undecided, probably because they do not know or test this application yet.

Findings and Discussions :

According to the findings and results collected from the two questionnaires have shown that the use of new technologies and especially Duolingo has a great impact on students' motivation and development of their speaking skill performance; So that, depending on the positive results obtained in this chapter answered the advanced research questions.

From the students' questionnaire results, it has been revealed that the majority of students have choose the English language according to their desire, and justifying their option by saying that they love this language and feel exciting to learn it; thus the students level in English is good; besides that students prefer the oral expression module since the most important skill for them is the speaking skill and they can express themselves freely during the lesson. Depending on the students' questionnaire analysis we notice that students describe their classroom atmosphere negatively, most of students say that they feel boring inside the classroom this may refers to the absence of motivating tools besides to the difficulties of understanding; Moreover, a lot of students feel uncomfortable when speaking English. That is to say that their speaking difficulties is refer to many factors including shyness, fear of making mistakes or inhibition, lack of practice, in addition to the lack of motivation as the most considerable factor. Further, students' expressed their displeasure for their opportunities to speak which is ranging from rarely to sometimes. Hence, it has been proved through this questionnaire that most students supposed that teachers should play a very important role in terms of motivation as it is an important factor in developing students 'speaking skill. That is, they should motivate them by integrating new techniques and methods to moderate the atmosphere of classroom. It is clear that new technologies prvaile the world due to their potential effectiveness on teaching-learning process; they are great motivators for the students to improve their speaking skill performances, to satisfy their needs and to make the classroom more interested and enjoyable, Also, new technologies supply teachers with opportunities to

innovate and create new activities and they suggest brilliant ideas as well as include multi suggestions and effective options to both students and teachers. Furthermore, it is generally agreed that educational technologies motivate and warm students to speak the target language fluently and confidently. Subsequently, we can take out that most of EFL learners considered the new technologies as a supplemental and creative tool that can help them to enhance their level and help them move forward. Besides that, most of them confirmed that the integration of new technologies develops their speaking skill and increases their motivation. As well, they thought that the teaching- learning process would change positively whenever we use new technologies as Duolingo. Moreover, 80% of the participants considered Duolingo as the appropriate way to develop their speaking skill performance. The obtained results united in opinion with the same obtained results from the study that has been carried out by Rouman Vesselinov and John Grego (Duolingo Effectiveness Study) on the effective impact of this application on the students' speaking skill. Hence, EFL students have positive views towards the application.

Duolingo would be a useful and appropriate technique to learn English, particularly in terms of developing students' speaking performance. Duolingo turns language leaning into a game to make it effective and enjoyable, students can learn languages freely, whereas gaining points for correct answers, racing against the clock and upgrade. Finally, teachers should integrate Duolingo in oral expression session in order to cool the atmosphere and motivate their students to speak. If teachers use this method, the teaching learning process would be completely enhanced. However, after analyzing the teachers' questionnaire, fortunately the results that have been achieved demonstrate that Duolingo helps developing speaking performance. Furthermore, from the results of the teachers' questionnaire, we will take in consideration that new technologies as Duolingo are very helpful to develop students speaking skill. Thus, we answered the stated research questions.

Conclusion

Throughout this chapter, the analysis of both students' and teachers' questionnaires affirmed that first year students at Khenchela University are faced many difficulties in their speaking performance of the target language. Moreover, both the students and the teachers have positive attitudes towards the use of new technologies such as Duolingo. The obtained results from analysing the questionnaires showed that integrating new technologies might be the appropriate strategy teachers should adopt in order to develop students speak skill. The students stressed that technological tools as Duolingo should be integrated and guided by the teacher in order to obtain better outcomes. They suggested that if teachers use these educative tools, the teaching learning process would be dramatically developed. Also, Duolingo may help the unmotivated students to speak confidently. Furthermore, new technologies as Duolingo should be implied more often in oral classes because of its potential role in enhancing students speaking performance. In this chapter, we have specified the positive aspect of using new technologies especially Duolingo. The next part is devoted to the pedagogical suggestions.

Suggestions

Some suggestions were obtained from teachers' and student's questionnaires

- Since speaking is the most important skill, it is necessary for the target language to be taught in a very relaxed, attracted and enjoyable atmosphere
- Teachers have to take in consideration that all the students with different levels and capacities have to be involved during the lesson; the tendency of some students to dominate while others keep silent all the time will never develop the teaching-learning process
- Classrooms or language laboratories must be well prepared and organized as well as made up of interesting and effective educational technologies
- Teachers have to motivate their students to work with new technologies as Duolingo so they can hear the language from a native speaker.
- Oral expression teachers should play a very crucial role in terms of motivation; they are able to motivate their students to speak the target language by using and integrating new and interesting educational technologies.
- The teachers should motivate their students by avoiding the old-fashioned teaching tools and replace it by new ones update
- Since motivation is an important factor, teachers should pursue to find new and effective resources that give the students opportunities to communicate fluently.
- Innovative technology tools allow students to take more responsibility over their own learning, to think logically and critically, and to work collaboratively
- The use of technology tools provide students with the chance to learn by themselves, work independently, and improve their self-confidence and self-esteem
- Duolingo is an effective and motivational tool that allows students' to develop their speaking skill, that deserve to integrate in classrooms

General Conclusion

Duolingo is rating in the top list of the educational technologies that has a positive effect on motivating students to speak the second language fluently and improve their speaking skill performance. Our research work has been carried out about the students' attitudes towards using new technologies especially Duolingo to develop speaking skill. Through this study we hypothesized that English first year students at Khenchela University are faced many difficulties in speaking performance and new technologies as Duolingo is suggested solution that can help them to enhance their level and can motivate them to speak fluently. The obtained results of the students' questionnaire clarified that students' speaking skill would be developed if new technologies as Duolingo is integrated, and the teachers' questionnaire showed the same results. Thus, from the obtained results we can say that first year students of English stream in Khenchela University have a positive attitudes towards using new technologies as Duolingo in the curriculum. as it may help students to become more motivated to speak the target language as well as get involved in the learning process. As a final point, we proposed some suggestions to be used in motivating students to speak using new technologies especially Duolingo.

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Appendix I

Teacher's Questionnaire

Dear Teachers

As a part of my Master research thesis at the University of Abbas Laghrour in Khenchela, department of literature and foreign languages, I am conducting a survey that investigates the integration of new technologies "The Duolingo Program" as an example in increasing student's motivation speaking skill.

I would be very grateful if you devote some time and share your experience by answering the following questionnaire, your answers are confidential and of great importance since they serve me in terms of the validity of this undertaken research.

Thank you in advance

1- How many years of overall teaching experience do you have?

One to five Five to ten More than ten years

2- What qualification do you hold?

Licence Master Magister Doctorate

3- Do you support the use of new technologies in EFL teaching process?

Yes No

1: Strongly disagree (SD), 2: Disagree (D), 3: Undecided (U), 4: Agree (A), 5: Strongly Agree (SA)

N°	Statements	1 SD	2 D	3 U	4 A	5 SA
01	Three hours per-week is not sufficient to develop student's speaking skill					
02	The main role as a teacher of oral expression is a motivator					
03	The students should motivate himself and the teacher acts as guider for him					

04	The speaking performance of learners is completely satisfied					
05	Using new technologies improve teaching and is very useful in teaching EFL					
06	Using new technologies increase time productivity					
07	Using new technologies makes the teacher feel tense and uncomfortable					
08	Educational technologies are powerful motivators for students to improve their speaking performance and meet their needs					
09	“Duolingo is an educative tool that allows students to develop their speaking skill and motivate them to enhance their level”. It is an effective and motivational tool to teach speaking skills					
10	Duolingo is a great way to get shy students involved in the learning process					
11	I support using new technologies especially Duolingo as supplemental tool for traditional classroom					
12	Using new technologies as “Duolingo” tool in the classroom would be very frustrating					
13	New technologies as “Duolingo tool” should be available in educational institutions					

Thank you for your collaboration

Appendix II Student's Questionnaire

Dear Students

As a part of my Master research thesis at the University of Abbas Laghrour in Khenchela, department of literature and foreign languages, I am conducting a survey that investigates "students' Attitudes of using New Technologies (Duolingo Program) to develop speaking skill". I will appreciate if you could answer the following questions. Your answers are confidential and of great importance since they serve me in terms of the validity of this undertaken research.

Thank you in advance for your contribution

Section One:

I- General Information:

*Tick in the appropriate box:

1- Baccalaureate (BAC) Stream:

Literature Scientific Mathematique

2- Is studying English you choice or imposed on you?

Personal Imposed on you

Justify your answer:

.....
.....

3- How do you evaluate you level in English?

Very good Good Average Poor

4-What is your favorite module?

Oral Expression Written Expression

Justify your answer please

.....
.....

Section Two:

II-Speaking skill and motivation

5- How do you describe the atmosphere of your classroom?

Funny Very funny Boring Very boring

6- What are your main speaking difficulties?

*Pronunciation difficulties
*Lack of vocabulary and structures
*Lack of practice
*All of these

7- How often teacher does give you the opportunity to speak?

Always Sometimes Rarely Often

8-It is your oral expression teacher responsibility to motivate you to speak the target language (English) fluently?

Strongly agree Agree Disagree Strongly disagree

9-It is the role of the teacher to find new and effective resource that inspire, motivate and give students opportunities to speak and communicate fluently?

Strongly agree Agree Disagree Strongly disagree

Section Three:

III-Student Attitudes towards using new technologies

(Duolingo Program)

10-Using new technologies languages are necessary and can improve you're speaking skill

Strongly agree Agree Disagree Strongly disagree

11-Do you use educative applications and programs to learn English?

Yes No

12-If yes, how often do you use it?

Rarely Sometimes Often Always

13-What are these applications?

14-Why do you need using new technologies? Consider the barriers and obstacles you have in your speaking performance

A-Break down shyness

B-Increase motivation

C-To be an autonomous person

Other answers:

.....
.....

15-Duolingo is a free language-learning platform that includes a language-learning website and app as well as a digital language proficiency assessment exam; that allows students to develop their speaking skill and motivate them to enhance their level. Which part of your English skills do you think it will be enhanced if “Duolingo program” is used?

Listening Speaking Written Reading

16-Do you find “Duolingo” program a useful tool to improve your speaking skill?

Strongly agree Agree Disagree Strongly disagree

17-Duolingo program is a motivational and effective tool to learn speaking skill and to enhance language

Strongly agree Agree Disagree Strongly disagree

18-How much do you think your speaking skill will be improved whenever using “Duolingo program”

Very much Somewhat A little Nothig

19-Using new technologies like Duolingo increase time productivity in classroom

Strongly agree Agree Disagree Strongly disagree

Section Four:

IV-Comments and suggestions:

20-Do you gave any comments or suggestions on the integration of new technologies especially Duolingo in the learning process?

.....
.....

Thank You

Resume :

L'étude actuelle a eu l'intention d'enquêter les vues d'enseignants et d'étudiants vers l'utilisation de l'application de «Duolingo» sur l'augmentation de la motivation dans l'adresse de maîtrise l'oral. Pour accomplir l'objectif de l'étude, les données ont été recueillies grâce à l'utilisation du questionnaire pour les enseignants d'expression orale et les étudiants de troisième année de l'Anglais à l'université de Khenchela. Les données ont été analysées de façon descriptive. Les résultats obtenus montrent que l'application de Duolingo pourrait être un moyen approprié pour augmenter la motivation des élèves dans la maîtrise de l'oral. En outre, les résultats de questionnaire ont confirmé que les apprenants avaient des opinions positives à l'égard de l'intégration de l'application de Duolingo dans le cas d'élève l'apprentissage de l'enseignement, car il crée une atmosphère d'apprentissage agréable, motivant et efficace. En conséquence, les apprenants EFL doivent être fournies par une des techniques et des outils intéressants et efficaces pour améliorer leurs performances de parler et de créer un environnement d'apprentissage agréable et détendu quand ils peuvent utiliser un langage librement .A travers cette façon, les étudiants apprendront mieux ainsi que parler l'Anglais spontanément et couramment.