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The Importance of Using Instructional Technology on Improving EFL Learners Speaking Performance

*A Case of Study: First Year Students of English at Abbes Laghrou
University, Khenchela.*

*Dissertation Submitted to the Department of English in Partial Fulfilment of the
Requirement for the Degree of Master in Language and Culture*

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Dedication 1

To my shining diamonds, to the ones who gave birth to me and sacrificed a lot for my happiness, to the persons who filled me with hope, courage, and love.

First, this work is wholeheartedly dedicated to my sweet mother who motivated and pushed me all the way long to do my best.

To my father, to the one who was there by my side and is going to be with me on the last ride.

To my wonderful brothers and beautiful sister, who's shown me that when brotherhood comes first, the lines will never be crossed.

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May Almighty Allah bless you all

Dedication 2

*Every challenging work needs self-efforts as well as guidance from elders especially those
who are very close to our hearts ...*

*My humble efforts I dedicate this work to my soul, my sweet and loving parents ... Whose
love, affection, encouragement and prayers of day and night make me able to get such
success and honor, who always picked me up on time and encouraged me to go on every
adventure , especially this one...*

To my mother ...

*To the woman who raised me, a strong and gentle soul who taught me to trust God, believe in
hard work and that so much could be done with little.*

To my father...

*For being my first teacher and for earning an honest living for us and for supporting me to
believe in myself.*

To my dearest friends, my second family ...

*I am glad to have such friends like those who supported me all the way along in my journey
Ibtissem, Ahlem, Imen and Djihan.*

To my only sister and my brothers ...

*I will never be alone because having brothers like you is amazing, you have always been
there to take care of me, you have shown me that you are my guardian angel... Thanks for all
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Abstract

The present study aims at highlighting the role of Instructional Technology in EFL teaching and learning process. Indeed, this work is done to investigate the importance of integrating IT in foreign language classes to improve students' speaking performance. It also investigates to what extent instructional technologies are used by teachers at the department of English at Abbess Laghrour -Khenchela- University. The study was built on two main hypotheses. The first was that applying Modern Instructional technologies such as ICTs, active learning or e-learning, etc. would effectively promote students' speaking performance in EFL classrooms, and the second was that teachers find it more effective to use new technological tools within the learning process rather than depending on traditional materials. To construct this research, we have opted for a descriptive method and have used two questionnaires as a means of collecting data of research: one was designed for EFL teachers, and the other one was addressed to first-year English students at abbess Laghrour University. The data obtained were analysed quantitatively. The findings of the study revealed that instructional technologies have a positive effect on EFL students speaking performance in EFL classrooms. Additionally, it is proved that both EFL teachers and students share the same perceptions towards the positive effect of instructional technology on students' speaking performance. Hence, teachers should work backward to create an enjoyable classroom by exchanging ideas, views and attitudes related to the content and that if they need to enhance their students' learning they need to plan their lessons strategically.

Key to Abbreviations and Acronyms

AV: Audio Visual

CALL: Computer Assisted Language Learning

C.E: Classical Education

EFL: English as a Foreign Language

ELL: English Language Learning

LM: Instructional Material

I.C.T : Information Communication Technology

I.T: Instructional Technology

LMD: Licence, Master, Doctorat diploma system

TEFL: Teaching English as a Foreign Language

TLS: Teaching-Learning Strategy

TV: Television

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GENERAL

INTRODUCTION

General Introduction

Worldwide technology and the explosion of knowledge has witnessed a colossal advancement in the field of education. Indeed, modern technology, especially instructional technology has transformed the world into a small village. This development is reflected in many fields, but the field which benefited the most is education. Making use of I.T allows teachers to diversify their lectures, provide students with knowledge about everything and enhance their collaborative learning. Moreover, using different instructional materials in the classroom may save time and energy and make the teaching-learning process more enjoyable and attractive. In addition, using I.T in language classrooms can pave the way for outdated educational systems to opt for more fashionable systems that provide learners with enough opportunities and energy to achieve their goals and serve the needs of the 21st century educational process. Hence, the present research study will shed lights on these new concepts in education and investigate the role of instructional technology in learning the English language generally and in improving the speaking skill more particularly.

1. Background of The Study:

This research regards instructional technology as it aims to investigate the effect of IT on students speaking performance. In this respect, Investigations have been done previously on instructional technology types. On the one hand, many scholarships find that the environment in traditional classes, though, tends to make students passive agents; it does not encourage active participation. That is to say, the teacher is the dominant agent who has the responsibility and opportunity to talk during the classroom, however, learners are just like “listening objects” and have limited opportunity to talk. (Belias et al., 2013). On the other hand, IT as being effective for students’ performance. It is proved that instructional technology has an ever-increasing impact in EFL classrooms since the spread of the internet

in the nineties. It provides students with different learning tools and activities. The teacher acts as a guide for his learners by creating an interactive atmosphere inside the classroom and helping them to develop their autonomy. (Belias et al., 2013).

Sharon et al. (2004) stated that instructional technology represent all the tools that can be used in the teaching-learning process such as: Computers, live course category, a broadcast course, computer courseware, web-based instruction, etc., for him Teachers and learners should use these instruments in order to achieve theteaching outcomes and fulfil the learning needs.

Madhavaiah et al. (2013) stated that instructional technology is characterised depending on its divergent constituents in which it can be one way receptive or two-way interaction. It can be also synchronous when all learners are concurrently present in the instruction either eye to eye or in different sites, books, internet articles and others which permit learning a language in different times.

Highlighting this point, Farombi (1998) opines that the availability, efficiency and relevance of instructional tools in the classroom can positively influence the quality of teaching a foreign language, which can have a positive impact on students' academic skills generally, and speaking skill particularly.

2. Research problem

With the overall development in the world of education, instructional technology has been identified as a powerful strategy to bring about effective teaching and learning processes. The implementation of ITs has brought fabulous changes to the educational process. It facilitated the learning process and changed many aspects in the world of teaching and learning. The use of IT helps to improve the quality of education in several

ways, by increasing learners' motivation and engagement by facilitating the acquisition of basic skills and also by enhancing teachers training.

The modern world of technology demands sound knowledge of spoken English as it becomes one of the leading ways of communication. Speaking is an important part in everyday interaction and in most cases the first impression of a person is based on his ability to speak. Hence, Instructional technology is a big challenge for teachers to use in order to change English classes' atmosphere and encourages learners utilise the multiple tools since IT represents a crucial link to enhance learners speaking performance. Highlighting this side of the issue, some teachers of English at Abbas Laghrour University still teach using traditional methods which are not bad or useless yet they make students bored and not motivated. However, learners prefer to study using instructional technologies such as computers, projectors, SlideShare, internet, ICT tools, etc. for that reason teachers should find a way to draw students interests and design a suitable program that help students' to be active learners and would positively affect their interaction inside the classroom atmosphere.

3. Significance of The Study:

The use of instructional technology has got a significant place in EFL teaching and learning processes. Highlighting its impact on the teachers' role and the learners' level, the present research work is an endeavour to investigate the improvement of the use of IT in teaching the speaking skill in a way that motivates learners' performance and draws their interests. And also, to help the teacher to implement a technological plan that is tightly aligned with the curriculum standards, and can efficiently break the routine of traditional classes.

4. Research Aims:

The present study aims, first, at having a better understanding of the different ITs, especially modern ones, and how they influence students' language learning during class. Second, it seeks to raise teachers' awareness about the need to use some of the modern ITs. Finally, and most importantly, it strives to investigate the effectiveness of modern instructional technologies such as CALL, ICTs and Audio-visual aids on promoting learners' performance and their degree of involvement in EFL classrooms.

5. Research Questions and Hypotheses:

In order to achieve the above stated aims, the present study addresses the following questions:

- Do modern instructional technologies affect positively students' performance in the classroom?
- What challenges do teachers and students face in the use of instructional technologies?
- Does the use of modern ITs program replace the traditional process?
 - ❖ The above stated questions led the researchers to propose the following hypotheses:
 - Applying modern instructional technologies such as ICTs, active learning or e-learning, etc. would effectively promote students' speaking performance in EFL classrooms.
 - The teachers find it more effective to use new technological tools within the learning process rather than depending on traditional materials.

6. Methodology

6.1. Research Method and Data Collecting/Collection Tools:

In doing this work, it is needed to go in the path of the descriptive method. Because the method depends on the nature of the problem and it is much more practical in terms of times and instruments. This method serves the objective of our research which is to describe, investigate the use and effectiveness of instructional technologies on EFL learners' speaking performance. In order to gather data, two different questionnaire versions will be administered to our samples, one for teachers and the other for students, at the Department of English at Abbes Laghrour – Khenchela– University.

6.2. Sample of The Study:

The questionnaire is done with first year LMD students at the department of English at Abbes Laghrour – Khenchela– University. Among students, we selected randomly a number of 40 students as a representative sample from different backgrounds and abilities. Also, there will be a questionnaire for 10 teachers teaching different modules at the same division.

7. Limitation of the Study:

Nonetheless, the findings of this study must be interrupted with caution and a number of limitations should be born in mind. First, the insufficient size of respondents. Due to “COVID- 19”, we had limited ability to address our respondents. Thus, we have chosen just 40 respondents among 450 students. Second, we have limited access to data. We faced a

problem of having limited access to our respondents, so that we used online questionnaires that didn't reach the number of respondents we wanted. Least and not the last, we have a common limitation of previous researches on the topic, most of the researches done on this topic are either private or demand visa card, and because everything was closed, we had a limited ability to get information from other sources such as our university library.

9. Structure of The Study

The thesis is divided into two parts, one theoretical and the other practical. The former consists of three chapters; the first of these is devoted to Instructional technology and other related issues, while the second accounts for Speaking skill and its related matters. The third and the last chapter is dedicated to data results discussion and analyses, accompanied with reference to the methodological framework. The work opens up with a general introduction and ends with a general conclusion just before the list of references.

Chapter One:
Instructional
technology

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I.1. Introduction

Nowadays, it is a great deal to talk about the importance of technology in the world of education. Effective EFL teaching process requires the use of different methodologies, assessments, and pedagogies in order to provide directions to serve learners' needs and demands. George Couros stated that "Technology will not replace great teachers but technology in the hands of great teachers can be transformational". The use of technological tools can really make a virtual change in EFL teaching and learning.

This chapter starts by exploring the use of instructional technology in EFL teaching and learning classes. It provides a definition of technology and instruction, before moving on to the definition of instructional technology itself. It also provides a definition of classical and modern education; it draws a historical overview about the development of instructional technology within the educational system. It also speaks about the importance of using instructional technology in the classroom. It sheds light on some instructional tools that can be best used in the teaching-learning process. To conclude, this chapter mentions the problems and obstacles that teachers and learners face when using instructional materials.

I.2. Classical and Modern Education

Education is the process of developing one's abilities and capacities, so that he can act positively and promote a change in his society and environment. Education can be considered to be a sophisticated method that serves individuals' permanent development through a teaching-learning-strategy (TLS).

Teaching learning strategy may be a set of planned activities which might modify the teacher to show and also the learner to be told a given variety of content so a collection of instructional objectives square measure effectively achieved. It permits the learner to grasp what's being educated and allows the teacher to use the suitable skills and activities in teaching a given material. Teaching learning strategies aim is to market students' critical thinking, analyses skills and facilitate them to act completely throughout the classroom. (Fairiah, 2017, p. 302)

Teaching is “the use of pre-planned behaviours, founded in learning principles and child development theory and directed toward both instructional delivery and classroom management that increase the probability of affecting a positive change in student behaviour.” (Levin & Nolan, 2004, p. 16). It can be seen as a process of shaping students' thoughts and behaviours through giving instruction and performing activities. Learning within the alternative hand is the process of gaining knowledge and information through study, teaching directions, or expertise. (Tom & Alan, 2009, p. 8)

With the speed development of technology, the educational process has changed through time and “Teachers' role changed from the centralized position to that of a decentralized position” (Chin,1993, p.83). Teachers in the past were the ones who had the ultimate responsibility and opportunity to talk during the class. Whereas, students had a limited chance to talk, they were passive in which they made no effort. Hence, their knowledge depends on the information the instructor gave them. Classical education depends on the method of memorizing more than using critical thinking. C.E depends on the use of chinks, course books, and other printed material which are used by the teacher

to improve his teaching more than to motivate and draw the interest of his students. (Belias et al., 2013, pp. 74-75).

Modern education is more flexible and because of the rapid development of technology, educators start to look for useful technological materials to use in the classroom. Modern education is based on instructional materials which would facilitate the process of learning and teaching as well, so that it opens a door for Students to be critical thinkers. The teacher role here is to guide students throughout the process of teaching which takes into account the individual differences among the learners and their needs. (Belias et al., 2013, p.73)

I.3. What is Technology

The word technology is a very popular and complicated word which was derived from the Greek root “techno” meaning “craft” or “art”. It is a skill or a method. technology Does not mean the technical and mechanical artefacts themselves but rather, the process or the science of making them (Technology, n.d., para.1). As cited in Webster’s second international dictionary published in 1909 technology is an “Industrial science, the science of systematic knowledge of the industrial arts, especially of the more important manufactures.”. Likewise, Thomas P. Hughes in his book “Human built world” defined Technology as “the effort to organize the world for problem-solving so that goods and services can be invented, developed, produced and used.” (2004, p. 6). David M. Kaplan interestingly in his book Ricoeur’s Critical Theory (2003) states that “Technologies are best seen as systems that combine technique and activities with implements and artifacts, within a social context of organization in which the technologies are developed, employed, and administered.” (p.167)

I.4 What is Instruction

The acronym “Instruction” came from the Latin root “Structus”. It is the process of educating, through giving orders and directions. As cited in Oxford Learners’ Pocket Dictionary (2008), instruction is “an” Information on how to do something” (p. 231). According to Cambridge English Dictionary (2020) instruction is “ The teaching of a particular skill or subject .”

The purpose of instruction in education is to make the learning process more effective, easier, and more enjoyable. Gagne Briggs et al. (2004) stated” Is a deliberately arranged set of external events designed to support the internal learning process.” (p. 10). A good instruction gives a value to the world of teaching and learning, it helps the teachers to assess and organize the lesson more carefully and keep students on track in order to develop their understanding of the target language. In order to master the target language and improve their performance, learners must follow instructions very carefully.

I.5 The Definition of Instructional Technology

Instructional technology is a specific field of a profession that is used for academic purposes. Simulation, web-based-training, electronic distance education, etc., are all examples of instructional technology. According to Ely (1963) instructional technology is “A branch of educational theory and practice concerned with the design and use of messages which control the learning process.” (p.18). For him instructional technology takes two aspects into consideration: (a) the study of the strength and weakness of pictorial messages which may be employed in the learning process. (b) the

structuring and systematizing of messages and instruments used in an educational environment. Ely argued that these aspects include “planning, production, selection, management, and utilization of both component and entire instructional systems.” (Association for Educational Communications and Technology, p.19). Similarly, B.B. Seels and Richey (1994), defined instructional technology as” the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning.” (p. 9). Their definition expresses the evolution of instructional technology from a movement to a field of profession and contributions this field has made to theory and practice. It is clear that instructional technology does involve so many learning resources that will accommodate a successful learning technology.

In a similar manner, Gagne (2013) stated that instructional technology includes practical techniques of instructional delivery that seem to make the learning process more effective and enhance collaborative learning, whether they use media or not. The basic purpose of instructional technology is to promote and aid the application of these procedures and find solutions to instructional problems. (p.7)

I.6 The History of Instructional Technology

The roots of the instructional technology are traced back to the twentieth century with the emergence of the visual instruction movement (Saettler,1990, p.4). This was the time where the focus of the field changed from the use of visual to audio-visual materials and devices. The earliest forms of projections were oil lanterns but then were replaced by electric projectors, yet there was also a marked use of slide projectors which were widely adopted because they were much cheaper to operate. Around 1910 silent

films were beginning to show up in education and by the 1920s there was a remarkable increase in the use of media for instructional purposes. As the use of visual media increased, the movie studios governed and there was a marked increase for using films for educational purposes, at that time schools rushed to build up their catalogues and deeply organised their collections of visual materials and devices so as to insure their accessibility and efficient distribution. About 1925 radio started to show up. It was the way to reach the audience but it began to take off by the beginning of the 1930s. In other words, the radio was the first form of distance education but didn't work properly for educational broadcasts. During the period of 1946-1950 computers and televisions found their way to work in the classroom, especially with population-growth, lack of teachers, and lack of foundlings. These factors provided a landscape to allow Computers and TVs into classrooms in the 1950s. (Reiser,1987, pp. 55-61). During the 1960s computer-based education increased throughout the world, the learner was able to access the resources through the use of computers the university launched in the classroom by listening to a lecture that was recorded via a linked device such as computer or TV. (Grace & Kenny, 2003, p. 628). By 1970, microcomputers, the mouse, presentation software, word processing, electronic mail system and games were all fingertips for both teachers and learners. Around the 1980s electronic books were invented, CDs, video players, video cameras, and personal computers were available (Grace & Kenny, 2003, pp. 628-629). The 1990s was the world wide web where digitalized communication started to take place in schools. The internet connected the world and provided a landscape for students to use computer networking to make distance learning courses. In 2005, laptop computers and network textbooks were introduced. After that, many technological devices were available in classes (Grace & Kenny, 2003, p. 629).

I.7 The Importance of Using IT in Learning and Teaching Process

Today, more than ever, the role of instructional technology in teaching and learning is of great significance for both teachers and students. Due to the use of ITs, with the assistance of multiple applications for distance education, the internet, teachers and students themselves they see the advantage of IT (Lasar,2015). Instructional technology is a broad area of Educational Technology which is concerned with creating and developing resources for better learning and teaching processes. Classroom teaching is a demanding job that most people outside education probably think that teachers spend most of their time teaching, yet teachers are responsible for many tasks that have little to do with classroom instructions (Simon,2015).

According to a recent article, Pinner (2011) mentioned that instructional technologies are giving a greater impact within today's classrooms around the world, not just in developing countries yet also in poorer nations. Nonetheless, teaching English as a foreign language (TEFL) has given many variables in the process, that an effective teaching-learning process depends on the well use of classroom materials, especially with modern education. Ideally, today's students have grown up with technology in their hands that teachers should take advantage of this, and use it to address their educational needs (Harlingen CISD,2020).

Instructional technology is developed to create entertaining, meaningful learning environments that address specific people's needs. It is a precise procedure for outlining, creating, assessing, and dealing with the entire training procedure to ensure successful and proficient learning as well (The Commlab India Bloggers,2017). In addition, the Commlab India Bloggers(2017) noted that I.T is the process or style of

transmitting information to a student or audience, In simple terms. The delivery technique and audience are being closely monitored in order to determine the effectiveness of the delivery process. Moreover, choosing the right instructional technology can minimize the amount of the time needed to spend on a topic while teaching, or it can bring the subject to life in such a way that plaintext cannot. It is not recommended to use technology for the sake of technology itself, but judiciously using technology will make a huge difference in making the subject matter fun, real events and inspiring (Yeater,2018).

Wantulk's (2015) study found the following:

When teachers effectively integrate technology into subject areas, teachers grow into roles of adviser, content expert, and coach. Technology helps make teaching and learning more meaningful and fun. Students are also able to collaborate with their own classmates through technological applications.(para .7)

Eventually, today's consumers are very tactile learners with a limited attention span, needing something that will stick in their memory and this is the value of instructional materials. Once again, I.Ms are important in education because the more things that teachers can involve the students, the greater the experience. Thus, teachers should avoid the traditional ways of teaching and creating lessons, and try to refresh their resources and ideas every time using different Textbooks, smartboards, projectors, laptops, etc. In simple words, instructional materials are important in order not to make things boring because learning needs to be attractive and not everyone learns the same way. Hence, materials help to make it more concrete for learning. Otherwise, knowing

that interesting objects are able to stir interest, and minds learn because mentalities are curious. For better results of using IT, teachers should make attention on how to use the I.M (Yadav, 2019, para.1). Mostly, instructional materials are tools used to make the lessons easier and more efficient and of course, to aid interaction between both teachers and learners; mainly to generate the creative and critical thinking, collaboration and communication skills which today's 21st century students need. Also, they are extremely important in teaching as they allow the learners to be involved and thereby promote learning (UAF e Campus, 2016).

I.7.1 The Integration of I.T in The Teaching and Learning Process

Nowadays, technology is everywhere; it is important to notice that students are already engaged and dedicated to the use of technology, which provides many great opportunities for schools and teachers to benefit from the integrating of several forms of technology into classrooms, and to make teaching and learning more successful. IT is becoming more and more relevant in the EFL classrooms.

Instructional technology ultimately has to be integrated in classrooms; once technology is effectively integrated into the syllabus, technology tools will extend learning in a powerful way that these tools will offer students and academics with opportunities for speech, and comprehension through a multimedia framework also ways to collaborate globally with graduates, teachers and consultants. Additionally, Students are expected to be more involved in the subject they are studying. Technology offers a range of opportunities to make learning more interesting and enjoyable by teaching the same things in different ways. For instance, teaching through gamification, taking

students on virtual field trips and using other online learning tools (Savvidis, 2020). Mainly in a recent research study, Savvidis (2020) added that through incorporating technology in the classroom both teachers and students may gain skills which are important for the 21st century. Learners can benefit from this integration in which they can develop the skills they need to be effective in the future.

Modern learning is about collaborating with others, solving difficult problems, critical thinking, practicing new forms of communication and leadership skills as well as increasing motivation and productivity. Furthermore, technology can help improve a variety of practical skills, including making presentations, learning how to distinguish between credible and inaccurate sources on the internet, maintaining a correct online etiquette, and writing emails. Those are really valuable skills, which can be built in the classroom, but also with countless online resources, technology can greatly enhance teaching. Teachers may use a range of applications or trusted online resources to improve conventional teaching methods and keep students more involved. Virtual lesson plans, grading software and online assessments will help teachers save a lot of time. This valuable time will be used to work with students who are struggling. Additionally, providing an interactive learning environment in schools facilitates collaboration and knowledge sharing among teachers. Even though the effectiveness of using ITs is depending on once teachers effectively integrate technology into subject areas. The ways they are using ITs should concentrate especially on the educational value of the applications used, how useful they are in the acquisition of knowledge, whether there is an interaction between users and tools, and whether it has a positive effect in using them.

Instructional technology is still not being applied sufficiently, mostly because of the lack of educational equipment and the insufficient training of teachers for the implementations of these funds. Lazar (2015) stated that educational technology has not taken its place. With the advent of educational technology in classrooms, some teachers faced the challenge to integrate educational technology in their work, especially the older ones who think that it's not necessary to gain additional technological skills because they did not have the educational technology. Unlike modern teachers, who think that technology is necessary for the learning environment, they see that students at this day in age, hardly know how to learn without it. However, Hubbard (2008) has noted that mostly the future is dependent on teacher education programs so most teachers will be able to use these technologies in their teaching.

Otherwise, Tisdell (2016) highlighted that IT integration ideally should guide, expand and improve learning goals. The effective integration of IT is achieved when students are able to choose technological resources to help them collect information in a timely way, interpret and synthesize it and use it effectively. In addition, the integration of technology in classrooms has four levels; sparse, basic, comfortable and seamless.

Least but not the last, there are many ways to include IT within classroom lessons for teaching and learning like; online learning and blended classrooms, project-based activities, involving technology, game-based-learning and assessment, interactive whiteboard. Add on, students response systems in which one can include a lot of tools: to begin with, digital-storytelling, creating, displaying and annotating PowerPoint students besides, multimedia presentations in real time. Not only Showing download or posted videos yet also, using online map and satellite to teach some geographical lessons

(civilisation module). In addition, students-created media like podcasts, videos or slideshows, and collaborative tools like Wikis or Google Documents, mentioning using social media to engage students. (India Today Web Disk,2019)

To sum up, the distance of the teaching and learning process are nothing new in today's society. In the case of the Covid -19 many students and teachers found themselves in an obligatory case of teaching and learning online. Moreover, it was a challenge to find an effective learning solutions in an environment dominated by physical confinement within the four walls that the online courses designed to be delivered online in a self-paced learning mode to learners who do not have the chance to meet the tutor who delivering these courses which developed to be a face to face instruction. ("TEACHING AND LEARNING IN THE COVID -19 ERA",2020)

I.8 Tools of Instructional Technology

Nowadays, technology has become such an integral part of our lives,especially education. It is considered to be the most important source of information for both teachers and learners,technology helps to make the teaching-learning process more secure and enjoyable. When using technological materials such as CALL, ICT, audio-visual aids, and language laboratories in the classroom both teachers and learners can have easy access to information, it makes the teaching process interactive, and enhances collaborative learning.

I.8.1. Computer Assisted Language Learning (CALL)

Computer assisted language learning (CALL) has become increasingly integrated into classroom instruction. Both teachers and Learners use them for research, practicing the entire four skills of speaking, reading, writing, and listening. (Ken, 2003, p.2)

Barr and Gillespie (2003) described CALL as "Human technical and physical resources, communicative structures, information management and cultural contexts" (p. 68). Levy (1997) defined CALL as "the search for and study of applications of the computer in language teaching and learning" (p. 01). Beatty (2003) stated that CALL encompasses "Issues of materials design, technologies, pedagogical theories and modes of instruction. Materials for CALL can include those which are purpose-made for language learning and those which adapt existing computer-based materials, video and other materials." (pp. 7-8), he argued that CALL can be seen as a complete method for language learning. The main importance of using CALL lies on its focus on interactive communicative support, to reinforce students' skill-practicing like speaking and listening, self-access and critical approach within the target language (Mutlu & Eroz-Tuga, 2013, p. 109). CALL give the learners the chance to direct their own learning. It resembles instruction so that learners can have direct access to information and acquire the language being studied, it develops the learner understanding, and helps them achieve their goals and master their competences. CALL helps to spice up learners' motivation because it contains many aids and programs which will help the learner to master the language "...through games, animated graphics, and problem-solving techniques." (Ravichandran, 2000, p. 82). Although, Computer assisted language learning is taken into account as an

honest tool for English language learning, yet the shortage of coaching and practicing using these tools can really cause a giant problem in learning a foreign language.

I.8.2. Information and Communication Technology (ICT)

The acronym ICT stands for information and communication technology. ICT plays a significant role in the way people communicate and learn the language. The use of ICT aids' such as computers, internet and electronic delivery systems in education can add a value to the world of teaching and learning, it can improve students' motivation and engagement as well.

Toomey, 2002 define ICT as:

“ICT generally relates to those technologies that are used for accessing, gathering, manipulating and presenting or communicating information. The technologies could include hardware (e.g., computers and other advice); software applications and connectivity (e.g., access to the internet, local networking infrastructure, and videoconferencing)” (p.3)

Worldwide research has shown that ICT can enhance teachers' professional development as well as improve students' learning. A report made by the National Institute of Multimedia Education in Japan has shown that students' exposition to instructional ICT through curriculum incorporation has a significant and a remarkable impact on students' achievement especially in the matter of “Knowledge comprehension”, “Practical skills”, and “Presentation skills” in English.

I.8.3. Audio Visual Aids

Audio-visual Aids can be considered to be instruments, those teachers used to facilitate the process of teaching and learning to make a relaxed and a suitable atmosphere, so teachers can communicate with students and make the teaching learning task more effective. According to Dale (1949) “Audio visual aids are those devices by the use of which communication of ideas between persons and groups in various teachings and training situations are helped, these are also termed as multi-sensory materials” (p.253). Kinder (1950) was right when he said “Audio visual aids are any device which can be used to make the learning experience more concrete, more realistic, and more dynamic.” (p.624)

Audio visual aids are important resources that teachers can use in the classroom, they help a teacher to draw students interest, provide students with a direct sense experience and help them to create a clear concepts in English, as Viswanath 2016 stated that “ audio- visual aids provide optimum services to energize both the learner and the teacher in teaching and learning process.” (p.78). AV Aids such as images, videos, films, and projectors, etc. can be considered as a useful source of information, in which they provide teachers with a variety of methods of teaching and learning to enhance students collaborative learning.

I.8.4. Language Laboratories

Language laboratories defined as an audio-visual instrument used by teachers in modern teaching methods to help students learn the foreign languages. Language laboratories play a very significant role in learning English as a foreign language. Using language laboratories in English language setting will probably help students reach the level of proficiency in learning that language. Students can learn the language easily by having multiple activities like practicing the language through dialogues between students so that they feel soft and self-conscious. It expands students' attention by using Lab Software like Word, PowerPoint, etc. (Alexander, 2007, p. 07)

Language laboratories support individual practice. A teacher can use multiple activities to enhance students performances for instance, an instructor can use songs to draw in students interest by allowing them to listen to different songs within the target language ,so that, students will enjoy learning that language and improve their listening skills and as an activity a teacher can ask them multiple questions like what a song talks about .(Brenes. 2006, p. 15)

Nonetheless, a language laboratory is a very important tool that teachers depend upon. They provide a chance for teachers to present their lessons using visuals, it makes the teaching process less difficult and attractive. Underwood (1984) stated that "the lab was seen as a sort of tireless teacher's aid that could drill the mechanical aspects of language, freeing the teacher for more creative activities" (p. 34). Videos are considered as a contemporary Language Lab tool for several students to be told the other language. Through watching Blogs learners can easily discover the life-style of

individuals living next-door so that they will improve their language speaking and listening skills easily.

I.9. Teachers and Learners Difficulties in Using Instructional Technology:

Instructional technology is still not yet completely applied largely, due to the lack of schools' equipment of the necessary resources and the inadequate qualification of teachers for the implementation of these funds. With the advent of the instructional technology in the classroom, education face a challenge that teachers integrate IT in their daily jobs, yet numerous studies have shown that a limited percentage of teachers are willing to incorporate ITs in their teaching activities. (Stosic & Stosic, 2013, p 6-12)

There are many challenges experienced by both teachers and learners throughout a normal classroom setting. Considering the challenges of using instructional technology in classrooms, both teachers and learners faces a lot of problems. Omwenga (2001) states that the use of instructional technologies for teaching plays a fundamental role for any person who teaches, yet those challenges should be investigated. On the one hand, there are two categories of teachers in the understanding of instructional technology, teachers in the first category have a superficial comprehension to grasp with modern technical appliances and their operations. Although, others think that it is necessary for them to acquire additional technical knowledge of appliances and methods, teaching techniques, teacher-student relationships, etc. These are two classes that represent a group of teachers from older and the other one from younger teachers. Older teachers, during their studies, did not have the chance to practice with modern technical appliances, they did not have both the informational and educational technology, etc. Nevertheless, the new generation of teachers possess the knowledge required for the use of instructional technology, in this

case it would affect students' understanding (Lazar,2015). However, Simon (2015) sees that teachers at least have a basic knowledge of the use of instructional technologies that the knowledge teacher possesses is sufficient for a basic use of IT. Whereas, it needs a lot of professional training through a variety of conferences, courses, professional literature, seminars, etc. In order to achieve a better understanding of the application of instructional technologies,once instructional technologies are provided, the teacher in this case becomes the facilitator of a learning experience. He/she must learn how to use instructional technology not only to improve or supplement the current teaching methods of instruction,yet also to present a high quality of technological experiences to students who would have less access to technology at home. The use of instructional technologyforms a fundamental role in education. Even though this seems to be logicalbut Shulman(1986) observes that once a lot of teachers complain about the lack of instructional materials, they are guilty of not utilizing what is available in their environment.Despite this, Simon (2015) argued that the truth is that under the use of IT,primarily this problem is due to poor schools' equipment, also the lack of motivation and interest which led to the insufficient information of teachers. In addition, Kinuthia(2009) noted that if teachers want to find more effective learning experiences for their students,they need to provide some general ideas about productive learning opportunities through integrating IT, yet the majority of teachers who are suffering from the limited time to use various instructional technologies, add on, the Lack of support from administration/educational authorities and from the big number of students .In the other hand,students also have their problems with the use of IT within the classroom. Initially, some students are illiterate regarding the use of some instructional technologies. Moreover, some teachers are fast when explaining or giving little information while using some instructional materials, besidesthe small and congested rooms which had a negative

influence on students' perception and language achievement. In addition, some instructional technologies cannot be easily understood and hard to follow. As well as, some instructional technologies are not enough that leads to sharing computers in the language laboratories, while some students believe that the use of instructional technologies is a waste of time, add on some teachers rarely used instructional technologies. (Omariba et al., 2016)

I.10. Conclusion:

To conclude, this theoretical chapter intended to provide a general overview of the teaching-learning process. It has defined technology and instruction as well as instructional technology. It has explained a historical background of instructional technology followed by the importance of instructional technology in the EFL teaching and learning processes. Additionally, it has expressed some instructional technological tools and explained their benefits in the educational system. Finally, it sheds light on some problems those teachers and learners face when using instructional technology.

Chapter two:

Speaking

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II.1. Introduction:

Along with the history of foreign language teaching, speaking as a productive skill is very important which the learner should acquire. In this regard, many attempts have been made to provide the best atmosphere for learners to develop such a skill in classroom situations, mainly teaching speaking seems to be a simple task yet in reality it needs strategies and techniques to influence students to talk in a better way for getting their inhibitions, etc. Taking into account, the importance of developing EFL speaking skill. Additionally, most learners inside the classroom find speaking difficult and they do not even have the desire to participate in speaking discussions and activities. Certainly, learners 'participation inside classes can be affected by a variety of factors and challenges which can be analysed deeply. So, in order to increase students' attention, simply teachers need to flourish their teaching styles. Remarkably, technology brought a lot of changes to our life especially in education and communication, add on, as it is known that oral production is the major language activity hence, educators should get students to speak fluently and this surely by using various modern technological tools.

II.2. The Nature of Speaking

Speaking is one of the four important macro skills that individuals should master in order to communicate effectively and appropriately. It is considered to be an aid through which individuals can chat and communicate with others in both mother and target language. According to Webster New World Dictionary "Speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech" (Nunan, 1995, p. 593). Through speaking, individuals can express and discuss their ideas, beliefs, emotions

and their way of thinking, etc. Speaking is one of the two major productive skills that a foreign learner should put more attention on, since it plays a very significant role in language achievement. Chaney (1998), however, sees speaking as “the process of building and sharing meaning through the use of verbal or non-verbal symbols in a variety of contexts” (p. 13); the point here is that when we talk about speaking, we do not just mean to pronounce words through the mouth, but also to convey messages through these words, it is the ability to be practiced and mastered. Florez (1999) similarly stated that “Speaking is an interactive process, which consists of three main stages: producing, receiving, and processing information” (p. 1). Nunan (2003) added “Speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning” (p.48). Bygate (1987) sees speaking as the ability to share ideas and feelings and thoughts with others by using oral language as a way to make the message clearly understood by the hearer. (p. 1)

II.3. The Importance of Speaking

Nowadays, speaking skill is taken into account to be the foremost significant skill to be taught in foreign language classes (Nunan, 1991, p. 38). It is the most recommended language skill that is used in the classrooms and that is related to the fact that foreign learners prefer to speak rather than to write. Furthermore, speaking is seen to be a tool for communication which requires the use of proper English so learners can realize their goals and objectives easily. Fulcher (2003) referred to speaking as "The verbal use of language to communicate with others" (p. 23). Hence, the aim of teaching speaking is to deal with real-world situations.

Speaking skill is often considered to be the most important skill to learn a foreign language. Vanlier (2020, p. 120) stated that speaking intuitively is the foremost important skill among the four skills, he added, “people who know a language are referred to as speakers of the language”. Mainly, speaking is a skill that the majority of students who learn a foreign language will be judged upon. According to Bueno, Madrid, and McLaren (2006) Speaking is one of the foremost difficult skills language learners need to develop (p. 321).

Moreover, Bailey and Savage 1994 argued “speaking in a second or foreign language has often been viewed as the most demanding of the four skills” (p. 7). Learners evaluate their language success in terms of how much they master a language. It is the facility to talk the language which determines the extent of knowing that language.

Speaking means expressing thoughts, opinions, feelings, and attitudes in terms of a discussion or a talk, either by talking face to face or using phones or other materials, etc., and to be able to do this, learners should master the language structure, vocabulary, sound, and cultural systems. They ought to remember off the lexical, grammatical, cultural contexts to express their ideas more sensitively (Financhiaro and Brumfit, 1983, p. 400). Harmer (2007) added: “When speaking, we construct words and phrases with individual sounds, and we also use pitch change, intonation, and stress to convey different meanings.” (p. 29)

Foreign language learners give much more importance to speaking as it is the most basic skill for learning a foreign language. For instance, when using media to communicate with foreign people the first question people ask is “Do you speak English?” but not “Do you hear English music?”.

Teaching speaking means teaching a language for a specific purpose. Students learn a language to develop their language vocabulary, grammar, fluency, accuracy, and

comprehension. Furthermore, speaking is one of the most significant language skills because it is the first step to carry-out a successful conversation in a language. West Rup (2003) stated: “a student who can speak English well may have a greater chance for further education.” (p.05)

II.4. The Purpose of Speaking

It was stated that the purpose of speaking can be either transactional or interactional. Distinctly, there are some distinctions between the spoken language used in both interactional and transactional discourse.

On the one hand, in an interactional discourse, language is used primarily for establishing or maintaining relationships. It plays a very important role in achieving social relationships (Yule, 1989, p. 169). Greetings, small talks, and compliments are all considered to be examples of interactional discourse. Dornyei and Thurrell (1994) stated that the mode of language in the interactional discourse tends to be listener oriented (P. 43).

On the other hand, language is transactional when it is used to communicate messages and information. Unlike the interactional discourse, the language in the transactional discourse serves as a message-oriented rather than a listener oriented (Nunan,1989, p. 27). Apparently, in this kind of discourse, the conditions of coherence and coherentness should be taken in mind to communicate the message to the other. Some of the major examples of transactional discourse are news broadcast, narration, description, etc. (Richards, 1990, pp. 54-55).

Despite all the differences between interactional and transactional purposes. These two types are strongly combined. Brazil in his book “A Grammar of Speech” (1995, p. 29) stated that a speaker does one discourse by doing another discourse. This helps the speaker

to achieve the transactional purpose by keeping relation with social dimensions, in simpler words, this means that transactional and interactional purposes are the two sides of the same coin, which is the spoken interaction.

II.5. Learners Speaking Problems

Speaking is one of the most essential skills to be developed and enhanced as a means of effective communication, it is considered as one of the most difficult aspects of language learning. Besides, many language learners find it hard to express themselves in spoken language. Mainly, speaking problems can be major challenges to effective foreign language learning and communication that EFL learners no matter how much they know about the English language, yet they still face many speaking obstacles. Several studies have found that oral language development is mostly ignored in the classrooms because most of the time oral language in EFL classrooms is used more by teachers than by students, in other words teachers spend almost all of class time practicing and enhancing reading and writing skills. Even as it is used by the teacher, hardly ever functions as a tool for students to gain knowledge and explore ideas. Furthermore, in order to develop the knowledge to deal with oral communication problems in an EFL context, researchers first ought to know the real nature of those issues and the circumstances in which ‘problems’ are constructed. (Harmer, 2001)

Zhang (2009) argued that one of the biggest fears of learners is making mistakes, that is why he suggested three broad categories of mistakes: slips, errors, and attempts. Srivastava (2014) reported that both anxiety and unwillingness during the English-speaking process are almost known as two of the biggest obstacles for EFL learners. Anxiety and unwillingness are triggered due to the fear of being negatively judged when they make mistakes, particularly in front of their friends. Add on, another obstacle is the

lack of motivation, some EFL learners are demotivated to speak because they do not see the need to learn or speak English. Moreover, owing to the repetition of uninteresting topics or activities, and the use of traditional tools by the teacher, students lack attention in the oral course. Also, some obstacles refer to students themselves.

Additionally, learners lack self-confidence which leadsthem to say few words mainly to avoid making mistakes that may lead them to such embarrassment (Wang, 2014). Also, lack of vocabulary is a psychological problem that most of students in EFL classes are suffering from, in which teachers need to pay attention on its effects and encourage the learner by helping, advising and supporting him in a peaceful way; to enrich his vocabulary by reading books, watching movies, interacting with foreigners, etc. Learning a foreign language requires a great knowledge of vocabulary yet our EFL learners find some difficulties when they try to express what they want, they find themselves struggling with their limited words and expressions. Therefore, these limitations influence the amount of their participation in speaking activities or producing dialogues. Hence, Ur (1996) indicated that there are many factors that cause difficulties in speaking, as some of them are linked to the teaching methods, or the environment.

II.5.1. Factors of Learners Speaking Difficulties

1. Inhibition

In many classes we find students prefer to keep their ideas and opinions to themselves because they are not sure of their abilities to participate. Indeed, Ur (1996) confirmed that Unlike reading, writing or listening activities, speaking requires a degree of real-time public exposure. In the classroom, learners are often inhibited about trying to say something in foreign language in the classroom; stressed about mistakes or simply shy

about the attention which their speech attracts. In the same vein, Farahnaz et al. (2013) inserted that “it is easy for a foreign language classroom to create inhibition and anxiety.” Therefore, he trusted that the teacher must be alert to recognize them in the Classroom which plays a big role in enhancing learners’ speaking skills.

2. Nothing to Say

Students do not have the motivation to express themselves. Namely, ‘I have nothing to talk about’, ‘I don’t know’, ‘no comment’, or ‘I have no idea’ are the most conventional expressions which every EFL teacher surely hears in his/her English classes from time to time. Shen (2013) said, “The teacher may have introduced a topic which the learners find uninteresting or about which he knows very little, and as a result they have nothing to express”. Especially when he does not feel at ease with his classmates; that Some students may prefer to remain silent rather than talking using the target language.

3. Low or Uneven Participation

This problem is related to large classes. Students in classrooms are kinds. Some learners want to speak all the time while others prefer to speak only if they ensure that what they will say is correct while Other students keep silent all the time without any practice or participation all along the course. Farahnaz et al. (2013) discovered that inadequate speaking opportunities have made students silent in the classroom. To put it briefly, its main reason can stem from the lack of time which is seen as a demotivating factor on English speaking skill. Meanwhile, there are some learners who tend to be dominant and take almost the whole students’ talk-time. This problem with speaking activities is recognized by Ur (1996) as one of the major problems in the EFL classrooms. So, teachers should pay attention to the uneven participation of students because ignoring this issue means inviting other students to be more reluctant in the lessons.

4. Mother-Tongue Use

The unwillingness of students to use English in the classroom, especially during communicative activities, is seen all over the world. Ur (1996) claimed that all or most of the students may have a tendency to use their mother tongue since it is easier. Harmer (2001) trusted that there are reasonable causes why students revert to their own language in certain activities. Second language (L2) learners have to use their own language if the teacher asks them to do a task or something which they are linguistically incapable of. Also, he believed that when students learn a foreign language, generally they are translating word for word in order to test if they grasped the task before they speak, so they see that it is a natural thing to do especially as a beginners, for them, using first language is an emotional support due to their lack of vocabulary. Another cause of using (L1) can be the teachers themselves, in other words, if they often use students' native language, then the students will feel comfortable doing too and ignoring discussions using target language.

II.6. Different Techniques and Activities to Promote Speaking

Speaking skill is known as the most important part of communication. Nevertheless, there are many techniques to promote speaking skill in an energetic interactive learning environment, where both teachers and learners collaborate with one another to create a safe comfortable and relaxed atmosphere for a productive talk, and offers EFL learners the opportunity to develop their speaking ability to face the outside world not only in the classroom. Also, it gives the teacher the opportunity to know each learner's issues. Harmer (1988) suggested various types of activities:

1- Role Play

Role-play is designed for students to be creative. in which students are asked to imagine them-selves in a real-life situation role plus problem or task. The teacher divides the students into different groups that are selected for different roles. While the rest watch their performance and listen to their conversations. Therefore, it is a chance for them to develop both their speaking and listening skills.

2- Information Gap Activities

According to Harmer (1988) Information-gap activity is a useful activity in which one person has information that the other lacks. For example, one student has the direction to a party and must give them to his classmate, this is for general speaking. Other popular information gap activities are known as “describe and draw” and “Find the differences”, mainly the last activity is one popular in puzzle books and newspaper entertainment sections all over the world.

3- Students Presentation:

Student presentations are mini lectures which are offered by learners to the rest of the class. Harmer (1988) stated that, students are asked to talk on a given topic, to make the classmates figure out what should be done or said in the presentation in a limited time and structure it in an appropriate way as a feedback.

4- Discussion:

Discussion is an activity in which students are invited to offer opinions about a topic. According to Harmer (1988) when the discussion occurs randomly, the results are

often highly pleasant. Yet whether spontaneous or planned, it has the great advantage of stimulating fluent language use

5-Using Audio-Visual Aids

Audio- visual aids are various types of tools that are linked to the sense of learning and vision, they are used in the classroom for presenting certain information. Ashaver and Igyuve (2013) that the human being learns more easily, efficiently and rapidly through audio-visual mechanisms than through verbal explanations alone.

6- Promoting Motivation

Khamkhien (2010) stated that research has found that when learners are motivated, they are almost always successful. Having motivation internally or externally is very necessary in learning and teaching English and mastering that language perfectly.

II.7. Improving Speaking Performance Using IT:

Nowadays, Technology plays a very important role in the world of education. Educational technologies, especially, instructional technology has dramatically changed the way people think, process and achieve information, and also communicate with people all around the world. For this reason, teachers need to be aware of the ways to improve their technological tools and skills to be able to attract students' interests. Using instructional technology in the classroom makes the lesson more attractive. There are many advantages for integrating I.T in language classrooms, particularly EFL classes. At present, the use of instructional materials has brought fabulous changes to the field of teaching as well as learning a second language particularly the English language. I.T

allows teachers to diversify their lectures, display more information, and enhance students collaborative learning. Using technology in language classrooms lightens up the mind of the students to get into the subject with full involvement rather than a complex task to do. According to Madhavaiah et al. (2013) using I.T in language classrooms can provide a myriad option to make the teaching-learning process interesting and more productive. It can pave the way for outdated educational systems to opt for more fashionable systems that provide learners with enough opportunities and energy to achieve their goals and serve the needs of the 21st-century educational process.

Indeed, Madhavaiah et al. (2013) stated that technology has become a stronger catalyst in promoting learning, communication, and life skills (p.148). Though technology cannot replace teachers in the classroom, it can be used as a tool for teachers to promote students' language speaking. Internet, Podcasts, videos, speech recognition software, TELL, Blogging, etc., are all considered to be some of the instructional means for teaching and learning a second language.

Learning a foreign language means learning the culture and history of its native speakers. Social utilities such as Facebook, Twitter, Instagram, Meef, Hello talk, Skip, etc., can offer students an opportunity to have direct contact with native speakers and professionals through records, video and audio calls, live videos. Besides, in that way students can develop easily a communicative ability. Using different technological tools makes the learning process more enjoyable and interesting; it helps to encourage the learner to participate in different activities inside the classroom, interact with others and offer a secure environment where their mistakes are corrected and precise feedback is given. Feedback allows the learner to practice and focus on a specific error which adds value to his language achievement. (Egan,1999, p.281). Anderson et al. (2005, p.33) added

that technology can serve us with a static image or a dynamic video image. Also, it can expose us with an audio record, and both can be combined in a video recording and playback.

In short, instructional technology is an umbrella term that includes any communication tools and devices that may help learners to store, manage and process information. It has created a favourable context for improving the learning of the English language. The use of IT in the teaching-learning process can improve the quality of education, it helps the teacher to better prepare the lesson and individualize instruction, which increases learners' involvements in the learning process and allows learners to develop their language speaking skill. Instructional technology can bring a new and exciting learning experience, and since students need to be proficient in English to better communicate with native speakers, IT allows them to organize, process and develop their language abilities.

II.8. Conclusion

In a nutshell, this chapter offered a solid theoretical background for and highlighted on the second variable of this study which is the speaking performance. To clarify its complexity, a general overview of speaking performance information is provided. Moreover, we shed light on the role played by applying speaking in establishing a productive working atmosphere within EFL classrooms, then illustrating more by giving speaking purposes. However, Students still facing a lot of problems. So, for better results, integrating strategies and different activities using ITs by EFL teachers in their classes can be considered as a strong motivator for learners, shaping their developing language. In general, we suggest that EFL teachers should pay more attention that many English teachers still spend the majority of class time in reading and writing practice and almost ignore speaking abilities which are known as a productive skill.

Chapter three

:

RESEARCH

Methodology

AND DATA

ANALYSIS

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III.1 Introduction

Teachers' and learners are two important elements in the teaching-learning process; thus, their views and attitudes play a significant role in developing this process. Remarkably, the present research aims at investigating EFL teachers and first-year students of English attitudes towards the effect of instructional technology on promoting students speaking performance in EFL classrooms. Besides, the problems and challenges faced by both in using these materials.

To collect the data is important to use different procedures such as questionnaires, interviews, observation, etc. However, the present research used just two questionnaires, one for EFL teachers and the other for first-year English students at abbas Laghrour-Khenchela- university. The results obtained will be analysed from one angle using the quantitative method.

In the theoretical part, researchers have presented a brief view of related literature to instructional technology and speaking performance. This chapter, however, is divided into two main parts. The first part is theoretical, in which it describes the research tools researchers have used in details i.e. the two questionnaires. Whereas, the second part is dedicated to data analysis and discussion of the main results. Towards the end, the chapter provides several suggestions and recommendations.

III.2. Research Means and Sampling:**III.2.1 Procedures of Data Collection:**

Research is a self-reflective, systematic and critical process of carrying on the scientific method of analysis. It aims to identify problematic situation and provides

researchers with tools and methods to deal with these problems and issues. According to Clifford Woody, states that *“Research comprises defining and redefining problems,formulating hypothesis or suggested solutions, collecting,organizing and evaluating data, making deductions and reaching conclusions and at last careful testing the conclusions to determine whether they fit the formulated hypothesis.”* (1924, p. 25).

A descriptive method is adopted to achieve the stated aims of the present study , in order to gather data we have opted for the use of questionnaire .The choice of this data collection means is essentially underlain by a number of reasons .Initially, owing to time constraints and given the state instability at the university, especially throughout the second semester, our initial determination to carry out an experiment which requires a relatively extended period of time - is thwarted .Another reason, is the lack of using modern technological means (Instructional Materials as Phones and I-pads, etc.). Also, questionnaires do not consume much time and effort, they enable collection of data in a short period of time. Hence, the respondents may feel more at ease and confident while expressing their views and attitudes. The present work involves two questionnaires that the main data sources were from. The first one submitted for EFL teachers and the second one administered to EFL students, Furthermore, the data collected from the sampled community first year English students at the department of English at Abbes Laghrour - Khenchela- University. The two questionnaires are made up of closed ended questions and open-ended questions.

III.2.2. Population and Sampling

The informants were both EFL teachers and learners from Khenchela University. They were selected to respond to the research instruments addressed to them. However, from this large population, the researchers have dragged a sample population of ten (10)

teachers and forty (40) students. In fact, the respondents have been randomly chosen to represent the whole population because all of them had the chance of being selected.

a- The Students' Profile:

The target population of this research is LMD students first grade at the department of English, University of Abbess Laghrour- Khenchela. They were (40) students in the second semester of the academic year 2020-2021, thirty three female and seven (07) male aged between eighteen (18) to twenty-seven (27) They were randomly selected to compare our sample and to answer the questionnaire about their opinions about the use of Instructional Technology for learning the English language and if they used it in their classrooms or not. Researchers have chosen first year students of English for many reasons. First, the students who participated were in a new touch with the technological tools which may enhance their speaking performances. In simple words, they used language laboratories and audio-visual aids in order to learn English. So, they were mindless about the effects of using technology for learning the English language.

b- The Teachers' Profile:

In addition to first year EFL students, this target sample of the present study consists of ten EFL teachers who were chosen randomly at the department of English, University of Abbess Laghrour- Khenchela in the second semester of the academic year 2020/2021. Those teachers who were involved in the research work, two (02) of them were males and the rest (08) informants were females. Three teachers held the master degree whereas the others were all magister holders. They had different specializations, yet the most common subject they were teaching was the oral expression. The choice of those teachers is related to the researchers' belief that the use of instructional technology materials is one of the teachers' responsibilities in the class and also, they had varying

experience concerning the use of language laboratories, audio-visual aids, etc. in the English department.

III.3. EFL Students' Questionnaire

III.3.1. Description

This questionnaire was given to EFL students. Its purpose is to know more about the relationship between students and instructional technology tools: frequencies of use, feelings and attitudes towards the use of IT, the reached level of using IT, also to find out whether IT helps them to enhance their learning process and speaking skill. Students' questionnaire consists of fourteen questions; they are divided into (12) closed questions demanding from students to choose Yes/No answers, multiple choice questions in which the respondents have to pick up the fitting answer and scale questions. Add on, (02) open questions with a provided space for justification in which students had a chance to express their opinions in an appropriate way. The questionnaire can be divided into three (3) main sections: 'General Information' (Q1-Q2), 'Attitudes towards Instructional Technology in Language Classrooms' (Q3-Q12), 'Further Suggestions' (Q13-Q14).

Section I: General Information

This section seeks to obtain general information about the respondents, namely their gender and age. Students were asked to know about gender and age to find out who is more proficient in using IT.

Question Three: was asked to know whether students use technology or not.

Question Four: was asked to know students' feelings about the use of technology.

Question Five: was asked to find out the students' opinions about the technological materials used in their department.

Question Six: required the students to choose between traditional education, instructional technology or both of them.

Question Seven: was a multiple choice question, the students were asked to state how often they used technology in their classes.

Question Eight: was asked to know the common instructional materials used by teachers according to students' responses.

Question Nine: was addressed to check whether Instructional technology has changed the traditional role of the teacher or not. Requesting to know the reason.

Question Ten: was close-ended requested students views on the extent to which IT affects students' performance.

Question Eleven: was asked to know whether students dare to do an oral presentation using IT or not.

Question Twelve: was asked to know the students' opinions whether they wished to spend more time using IT or not.

Question Thirteen: was an open-ended one in which students were asked to state some problems facing them when using IT.

Question fourteen: it was an open-ended question too, in which students were given a chance to mention some suggestions and solutions that would improve the teaching-learning process at their university. (See Appendix A)

III.3.2 Students’ Questionnaire Analyses

The analysis was systematically done as per the objectives of the study. The researchers used a descriptive analysis including numbers, percentages, pie charts and bar graphs. whereas, in the case of open-ended questions, the data collected from the questionnaire was categorized, themes established, coded and analysed descriptively. Before the descriptive analysis, the researcher reported and discussed the findings using charts and tables. The questionnaire of this research was well answered by participants from different first year English students’ groups.

Item.1. Gender:

<i>Options</i>	<i>Number</i>	<i>Percentage</i>
<i>Male</i>	4	10%
<i>Female</i>	36	90%
<i>Total</i>	40	100%

Table 1: Students’ Gender Distribution

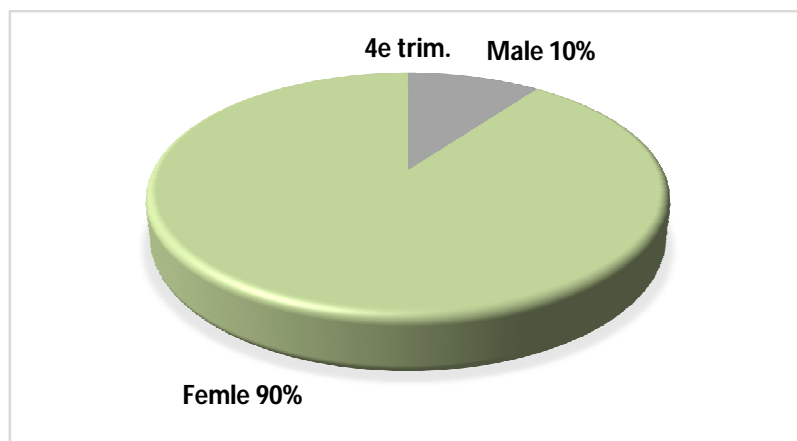


Figure.1: Students’ Gender Distribution

The table shows that (90%) of students are female while (10%) are male. The aim of this question is to know who prefers using technology for learning. As a result, the bulky number of our participants are females.

Item.2. Age:

Age	18-20 years	21-23 years	24 and more	Total
Number	30	7	3	40
Percentage	75%	17.5%	7.5%	100%

Table.2: Students' Age Distribution

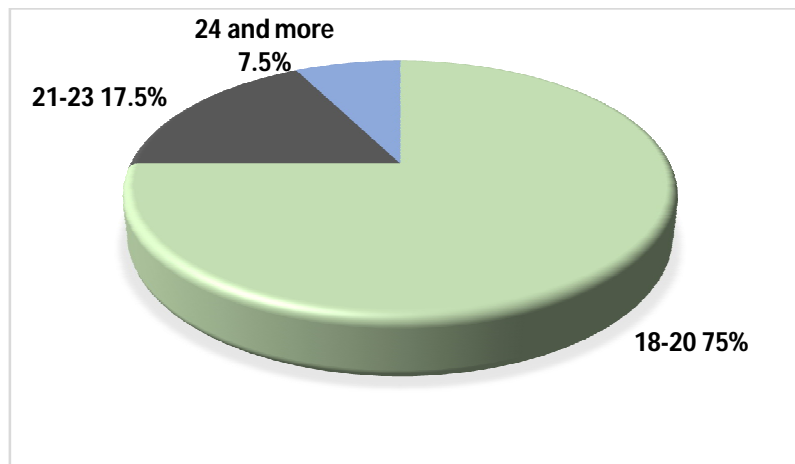


Figure.2: Students' Age Distribution.

Figure (2) shows that 30 (75%) students ages are between 18 and 20 whereas 7(17.5%) students are between 21 and 23. Besides, the table shows that 3 of the questioned students (7.5%) are above 24 years.so that, the majority of questioned students are young people.

Question3: Do you use technology for learning?

<i>Options</i>	<i>Number</i>	<i>Percentage</i>
<i>Yes</i>	39	97.5%
<i>No</i>	1	2.5%
<i>Total</i>	40	100%

Table.3: Students' Use of Technology

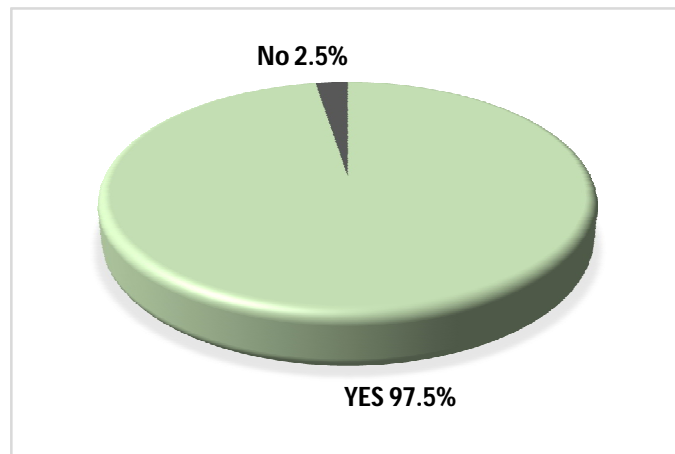


Figure.3: Students' Use of Technology

The third question aimed at knowing whether the students used technological tools to learn English. It was noticed that almost all the respondents shared the same perspective and therefore had the same attitude in which (39) respondents out of (40) stated that they used technology to learn English. As a result, the smashing majority of students do use technology in their learning activity.

✚ Question 4: Do you enjoy using technology during your studies?

<i>Options</i>	<i>Number</i>	<i>Percentage</i>
<i>A lot</i>	26	65%
<i>Not really</i>	2	5%
<i>A little</i>	12	30%
<i>Not at all</i>	0	0%

Table.4: Students' Feelings about The Use of Technology

When asking the students if they enjoyed the use of technology or no, the majority of the respondents, twenty-six (26), from a total of (65 %) of the learners expressed their joy of using technology whereas twelve (12) informants, representing the percentage of (30

%) said that they only enjoy only a little when using technology. However, two of the students, up to (5%), went to say that they do not really enjoy using IT, while none of the questioned students said that they did not. Consequently, the majority of students enjoy using IT. The above table illustrates their answers.

✚ Question 5: Do you think that the English department is equipped with enough technological materials?

<i>Options</i>	<i>Number</i>	<i>Percentage</i>
<i>Yes</i>	4	10%
<i>No</i>	36	90%
<i>Total</i>	40	100%

Table.5: The Students’ Opinions about The Technological Materials Used in Their Department.

When the students were asked whether their English department was equipped with enough technological materials, the majority of them (36), representing the percentage of (90 %), stated that it was not. and four (4) respondents, representing the percentage of (10 %), said that the English department was equipped with enough technological materials. Their answers are illustrated in the above table. Therefore, we notice that the English department is not equipped with enough technological mean.

- ✚ **Question 6: As a first year EFL learner, what method do you like your teacher to use most?**

<i>Options</i>	<i>Number</i>	<i>Percentage</i>
<i>Modern education</i>	30	75%
<i>Traditional education</i>	2	5%
<i>Both</i>	8	20%

Table.6: Students' Choice between Traditional and Modern Education

When the respondents were asked whether they preferred learning through the traditional way, using Instructional technological tools or both of them, thirty students (30), representing (75 %) of the respondents, stated that they preferred the use of Instructional technologies i.e., they support the modern method. On the other hand, eight (8) respondents, representing the percentage of (20 %), affirmed that they preferred the use of both methods; it means they enjoyed the use of the new method as well as instructional technology. whereas two (02) students, representing the percentage of (5 %), said that they preferred traditional education. The above table describes the students' responses, in which we can notice that the most of students like to use instructional technology, while others didn't neglect the traditional method and prefer to make a balance between the two methods as they had equal importance.

- ✚ **Question 7: How often do you use instructional materials in the classroom?**

<i>Options</i>	<i>Number</i>	<i>Percentage</i>
<i>Usually</i>	3	7.5%
<i>Sometimes</i>	24	60%
<i>Rarely</i>	11	27.5%
<i>Never</i>	2	5%

Table.7: Students' Use of Technology

Concerning this question, 24 students representing (60%) of our respondents confirmed that they sometimes used technology in the classroom. On the other hand, eleven students, (24.5%) claimed that they rarely used IT in their classes, three students representing (7.5%), said that they usually used it, while only two students (5%) claimed that they never used it. From the above table, it can be understood that the much-half of students agreed that they sometimes used IT in their classrooms. And only a few of them usually use it.

✚ Question 8: Which type of Instructional technology your teacher uses most?

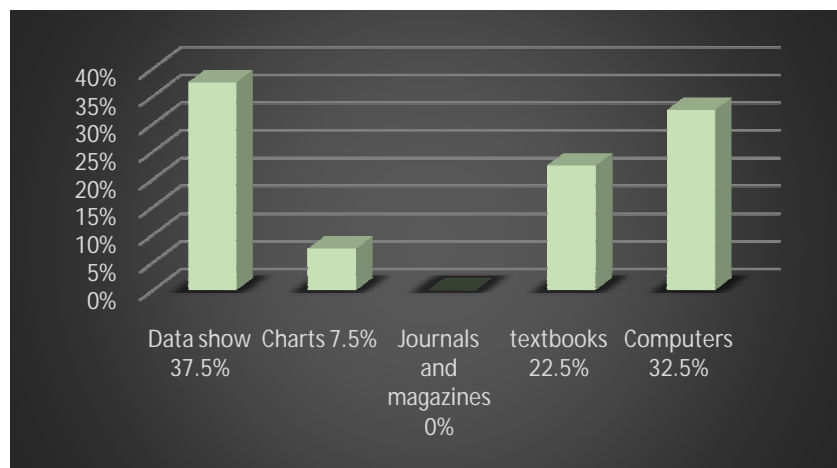


Figure.4: Common Instructional Materials Used by Teachers according to Students' Responses

Regarding this question, the students were asked about the technology that their teachers usually used. (15)students (37.5%) stated that teachers used their data show. thirteen (13) students, representing thepercentage of (32.5%), confirmed that they made use of computers astheir own technological tools in the classroom, while nine (9) of the respondents who represent (7.5%) said that their teachers used textbooks, the remaining three who represent (7.5%) went on to say that their teachers used the charts and none of

the respondents said that their teachers use magazines or newspapers. All the respondents agreed that teachers do use instructional materials in the classroom.

✚ Question 9: Do you think that IT is able to change the traditional role of the teacher?

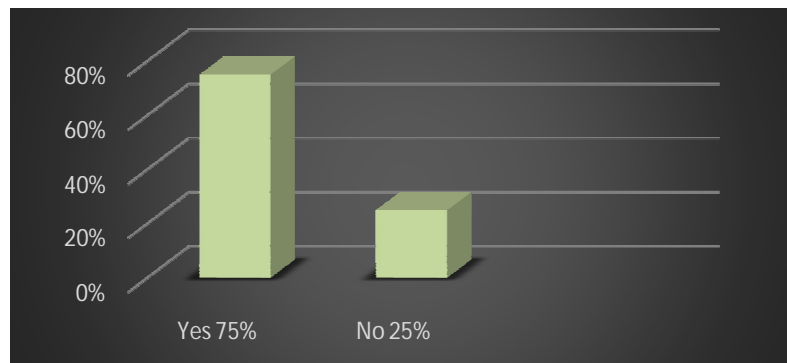


Figure.5: Students’ Opinions about the Ability of IT to Change the Teachers’Role in the Classroom

Question nine was addressed to check whether Instructional technology has changed the traditional role of the teacher or not. 30 students’ representing (75%) confirmed that technology is able to change the role of the teacher. However, 10 of them representing (25%) said that technology cannot change the teachers’ role in the teaching process.

➤ Specify your answer?

Most of our respondents went on to say that the role of the teacher, however, has been altered. They have maintained that there was a total change of the role of teachers nowadays, because they shifted from being the only source of information, to just being evaluators, i.e. they do not need to provide students with everything, but rather, they just give them instructions. Others went to argue that the use of IT in language classrooms can change the way teachers work in the classroom.They stated that instead of dictating and

writing, a teacher can have more direct interactions with his students. However, for those who said no, they argued that technology can not anticipate all the situations that a student can face but a teacher does. They added that a teacher is an integral part in any educational process, he is a guide who provides his students with instructions and knowledge.

✚ Question 10: Do you think that the use of IT in language classrooms will make you as a student:

- a) Confident b) Motivated c) Stable d) Anxious?**

Researchers wanted to know the view of students on the extent to which instructional technologies affect student performance. The main goal of this question is to determine the reasons why the teachers used IT in teaching. The Pie chart below summarizes the findings:

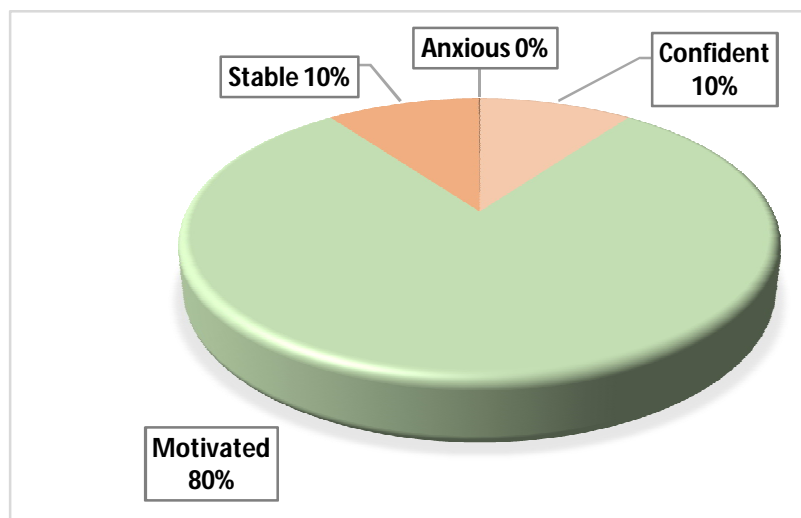


Figure.6: Students’ Opinions on the Effectiveness of IT ontheir Performance

On whether the instructional technology used by teachers helps students in the learning process; 32 students who represent (80%) of our participants said that IT makes them motivated. 4 students representing (10%) said that it makes them stable, while

another four (10%) stated that it makes them confident. None of the respondents mentioned that using IT can make them anxious. From the result obtained it can be seen that most students support the argument that the use of IT in language classrooms makes them motivated.

✚ Question 11: Do you have the courage to do an oral presentation using instructional technology?

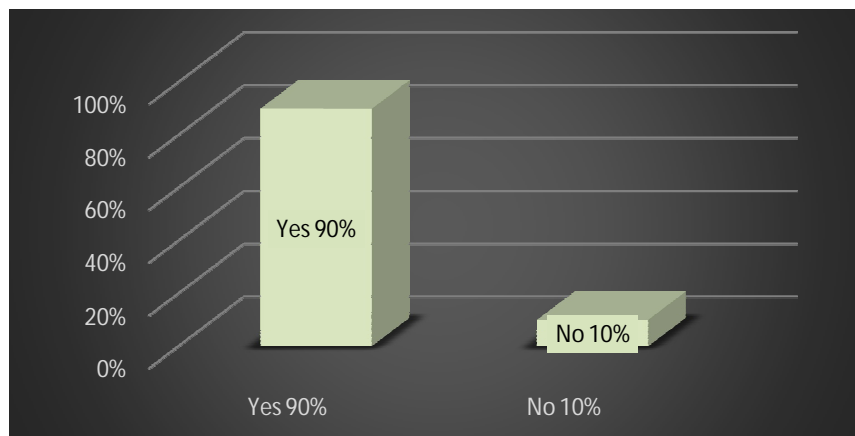


Figure.7: Students’ Opinions Towards Using IT in Their Presentations

The bulk answered yes again; 36 of our respondents (90%) explained that they have the courage to display their skills in the oral speech using IT; while the rest,4 students representing (10%) of the whole percentage, answered No. therefore, one can notice that most of the informants have a courage to do an oral presentation using IT.

✚ Question 12: Do you wish to spend more time using instructional materials?

<i>Option</i>	<i>Number</i>	<i>Percentage</i>
<i>Yes</i>	<i>38</i>	<i>95%</i>
<i>No</i>	<i>2</i>	<i>5%</i>

Table.8: Students’ Attitudes Towards Spending More Time Using IT

The table above shows that the significant majority of students 38 (95%) stated that they wish to spend more time using IT in their studies. While 2 students who represent (5%) of the whole percentage reported that they don't. As a result, the bulky number of our respondents agreed that they want to spend much more time using IT.

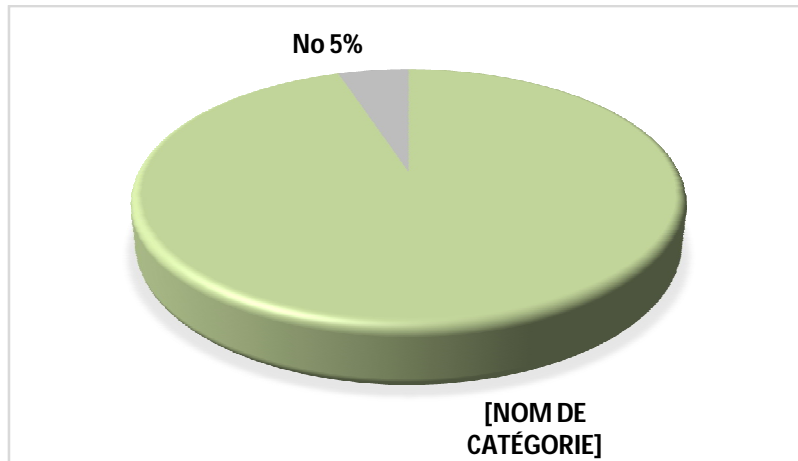


Figure.8: Students' Attitudes Towards Spending More Time Using IT

✚ **Question 13: As a learner, what problems do you face when using instructional technology in language classrooms?**

Challenges faces Students	Number	Percentage
Lack of materials.	13	32.5%
Ambiguous and hard to follow.	6	15%
Fast teachers' explanation	4	10%
Teachers don't know how to use it.	5	12.5%
The type dot fit the students' needs.	3	7.5%
Students don't have any background using these materials.	7	17.5%
Poor web flow	2	5%

Table.9: Challenges Faced by Students on the Use of Instructional Technologies

Table (09) shows that out of 40 respondents, 13 (32.5%) of the students reported that the most common problem they face is that the English department is not equipped with enough instructional materials they need to understand their subjects. six students who represent (15%) of the whole respondents stated that the instructional materials that their teachers use are ambiguous and hard to follow especially when their teachers use them once. thus, they needed more practice which was impossible because of the inaccessibility of these materials during their free time. Four (10%) stated that there were not enough explanations by the teacher when using instructional tools which cause them to misunderstand some subjects. Five students representing (12.5%) reported that most of their teachers lack personal experience and don't know how to use these new methods and instruments and they still use the traditional one which affects their performance. 3 of the students who represent (7.5%) of our informants stated that the instructional materials their teachers use do not fit their needs as EFL learners. Whereas, 7 students (17.5%) inform that they were illiterate and do not have any background using these materials. while the other two students who represent (5%) stated that they face a lack of web flow. As a noticeable percentage student are facing problems with a lack of materials.

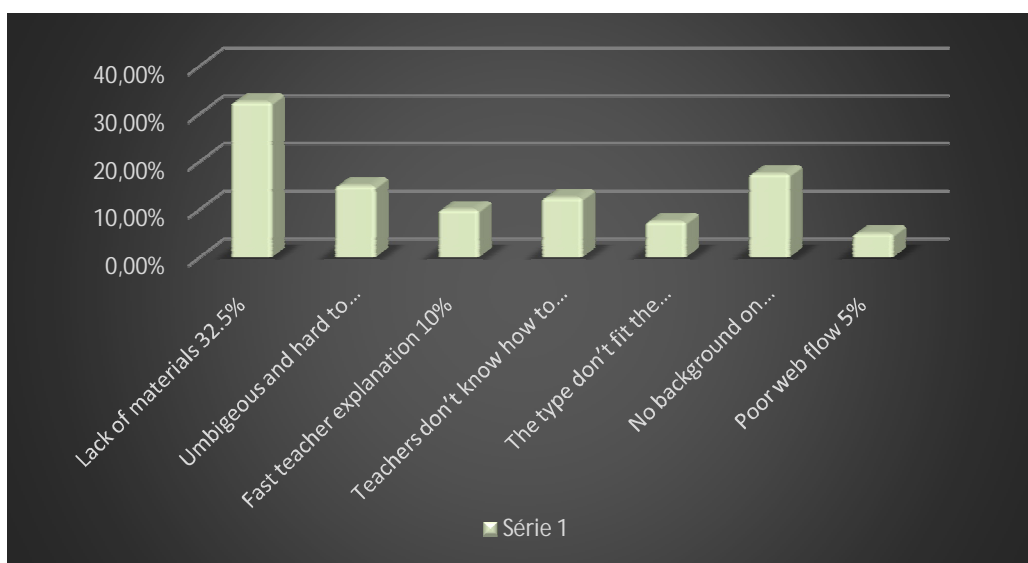


Figure.9: Challenges Faced by Students on The Use of Instructional Technologies

✚ Question 14: Do you have any suggestions to improve the teaching-learning situation at your university?

This question was an open-ended question in which respondents were given a chance to express their opinions and ideas freely. The finding revealed a myriad of students' suggestions to improve the teaching-learning process at their university. Most students agreed that the use of instructional technology was motivating and helpful. It has improved students' skills generally and speaking skill essentially. They said that the classes should be provided and equipped with different instructional materials and encourage both teachers and students to use them. They also argued that the administration should divide the classes into small units so that teachers can come up with new innovative teaching methods. Furthermore, they stated that the teachers should organize at least 3 courses using authentic materials such as language laboratories, data shows, etc. most of the students affirmed that they face a lack of getting access to the internet as their university is not equipped with it. Some students mentioned that their teachers should use media for teaching. While others asked them to slow the speed of presenting when using IT.

III.4. EFL Teachers' Questionnaire

III.4.1 Description

The questionnaire administered to the teachers begins with an introduction that informs teachers about the scope of the present research and its main aim, namely to investigate their own thoughts about the effect of the use of ITs in EFL classes to enhance students speaking skills. The introduction is followed by seventeen (17) questions, they are either closed-ended questions requiring from teachers to choose (Yes/No) answers, or to pick the fitting answer from the number of choices, otherwise open-ended questions with

provided space in which they are free to answer, explain their choices or to add further suggestions/ comments, also multiple choice questions which provide several answers from which the respondents have to choose the appropriate one for them. Add on, scale questions which are questions display a scale of answers options from any range, and the respondents select the number that most accurately represents their response. Noticeably, all the questions were answered except for some open-ended questions. These questions are structured in three blocks: 'Background Info' (Q1- Q5), 'The Use of IT in EFL Classes in Order to Develop Students Speaking Skills' (Q6-Q15), 'Further Suggestions' (Q16-Q17).

Section 1: Background Information (Q1- Q5).

This section tends to collect general information about the participants background including gender, age, teachers' educational level, their specialities in university and their teaching experience.

Question One: is asked to know about teachers Gender to see whether male or female are proficient in using ITs.

Question Two: is enquiring if the participants are aged or young teachers and to know more are, they from old or modern generation.

Question Three: this answer seeks to know the academic degree of participants (teachers).

Question Four: this question is getting to know which subject (module) the majority of our teachers' practice.

Question Five: this question seeks to get information about participants' teaching experience.

Section 02: The Use of IT in EFL Classrooms in order to Develop Students Speaking Skills (Q6-Q15).

This section seems to explore teachers' different attitudes in regard to the use of IT in EFL classes and its effect on students' speaking abilities. For this reason, the following matters are noted:

Question Six: it was posed to get information about the availability of IMs in the university classes and to know if it uses ITs in its classrooms' activities or not.

Question Seven: aims to know if teachers use modern instructional technologies methods to enhance their students speaking performance or not, and to confirm the previous question answer if their university is equipped enough with modern technological means. Additionally, it asked teachers to state some IT tools which they used to teach English language in their EFL classes. yet if they do not, they asked to mention the reasons to discover where the problem is with not applying ITs in language classrooms.

Question Eight: is inquiring the teachers to see students' interactions when their educators integrate IT in their language classrooms, and to see the impact of using IT on students' psychology.

Question Nine: This was posed to see if the teacher supports the student's usage of IT in their presentations or not.

Question Ten: it focuses on extending information about the main skill that teachers focus on when they are teaching the English language to first year students. Also, it asked for stating reasons in order to discover the major cause of their attitudes.

Question Eleven: this question was asked to know the level of first year English students' in speaking performances.

Question Twelve: this question is asked the teachers to seek information about their students' problems while practicing their speaking performances, adding another question 'why' to know the reasons behind their obstacle when they speak.

Question Thirteen: mainly this question is asked to obtain information, if using IT is enhancing students' differences in speaking a second language or the opposite. Then, asked for justifying their answers which could be helpful to know more about their visions.

Question Fourteen: this question seeks to know if teachers still apply the traditional educational methods utilising non-digital instruments or using IMs in their teaching and learning process. Add on, asking them for more justifications about their attitudes.

Question Fifteen: this question posed to know what challenges and obstacles teachers face while using ITs.

Section 03: Further Suggestions (Q16-Q17):

The concluding section is where the teachers are requested to provide any additional solutions or comments regarding the challenges that facing them, and add some suggestions that would improve the teaching and learning situation while using IT in order to enhance students speaking skills.

Question Sixteen: Is an addition to the previous question to further shed light about the solution and suggestions that teachers provide to facilitate the teaching-learning process.

Question Seventeen: the last question used to know information about the importance of using e- learning in the future education and then, it asked to justify their answers to know more about their attitudes on using e- learning in the future.

III.4.2. Teachers Questionnaire Analyses

✚ Item 1- Gender :

The information obtained, showed that the number of female teachers who have participated in this questionnaire outnumbered male teachers. Seven males were noted out of 10 teachers making out (30%) and seven females making up (70%). In general, most of our respondents are females. These findings are presented in the following table:

<i>Options</i>	<i>Number</i>	<i>Percentage</i>
<i>Male</i>	03	30%
<i>Female</i>	07	70%
<i>Total</i>	10	100%

Table.10: Teachers' Gender Distribution.

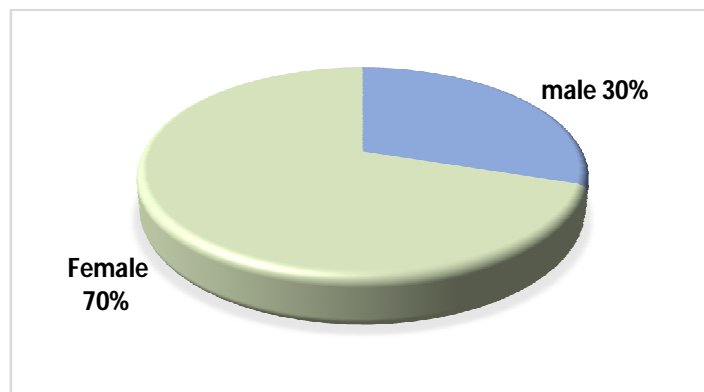


Figure.10: Teachers' Gender Distribution.

✚ Item 2- Age:

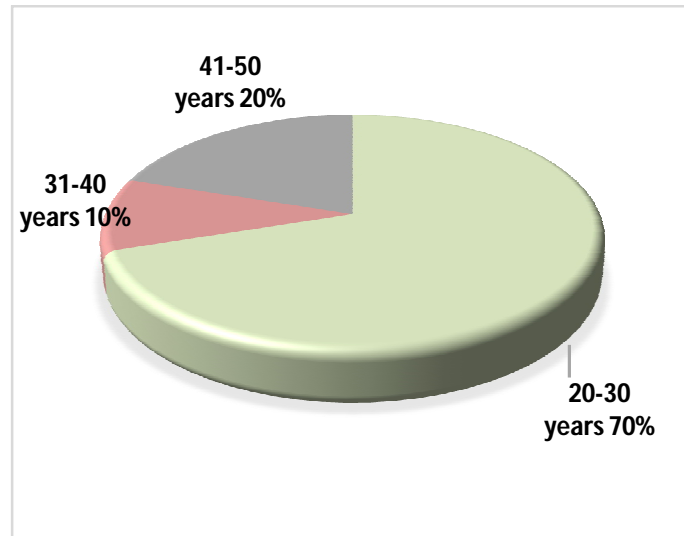


Figure.11: Teachers' Age Distribution

The response of this question, as presented in figure (11), clearly reveals that over two thirds of teachers (70%) their ages are between 20 and 30 years old. However, only (20%) are old adults 41-50 years old, whereas the rest (10%) are young adults their ages are between 31-40 years old. On the basis of the obtained results of (Q2), we deduce that the great majority of our university teachers who answered this questionnaire are youths (Young generation).

✚ Question 3- What academic degree have you achieved?

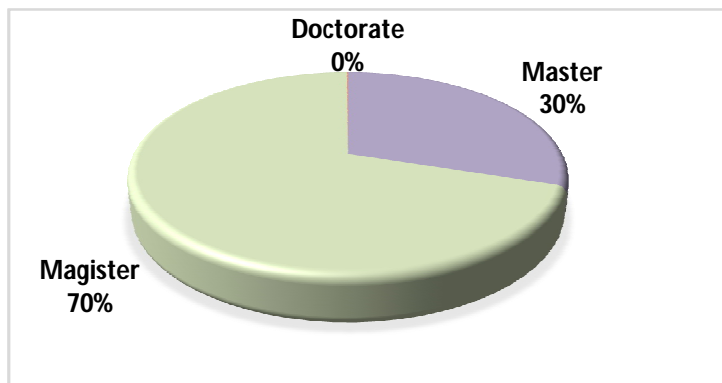


Figure.12: Teachers' Academic Degree

This question seeks information concerning teachers' highest academic qualifications. From figure (12). more than (70%) of respondents have got a magister degree, (30%) were masters graduates and the last option (doctorate) is left out of choice from the part of participants (teachers). Consequently, the majority of teachers have a magister degree.

✚ Question4: Which subject/subjects do you teach?

Options	Number	Percentage%
Linguistics	2	20%
Oral expression	4	40%
Postcolonial theory	1	10%
Written expression	2	20%
Methodology	1	10%

Table.11: Teachers'Teaching Modules in University

As the table indicates that (40%) of teachers teaching oral expression modules in the university they are working in, while two of teachers(20%) state that they teach linguistics, in the same percentage (20%) of them teaching written expression. The last (20%) was divided into two, the first (10%) only one teacher who was teaching postcolonial theory and the last teacher which represented (10%) was teaching methodology. From the results above, the majority of our respondents are teaching oral expression.

✚ Question 5: How long have you been teaching that subject?

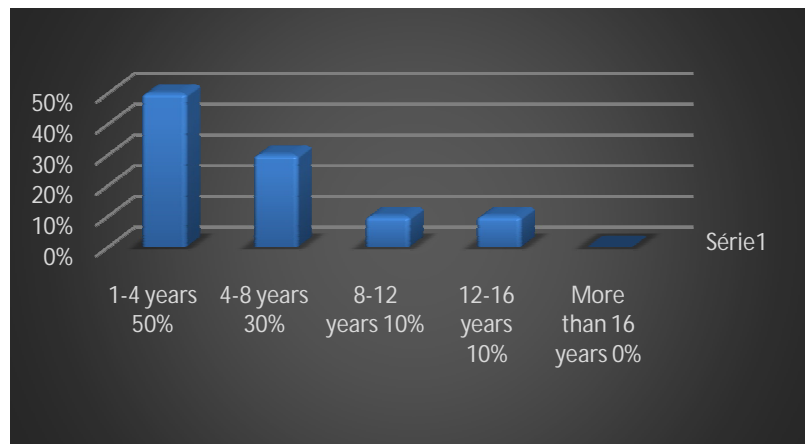


Figure.13: Teaching Experience

As the figure indicates, half of the teachers who participated (50%) are new teachers who worked in university since one to four years, whereas, (30%) their educational experience in their university does not overpass 8 years. The rest have a balanced percentages that (10%) of teachers were between eight and twelve years or working also, the last (10%) were out of twelve years. Yet, no one of them worked more than sixteen years. Clearly, we notice that the majority of teachers in our university are new ones and do not have much experience.

✚ Question 6: Is the university you are working in sufficiently equipped with enough modern technical means?

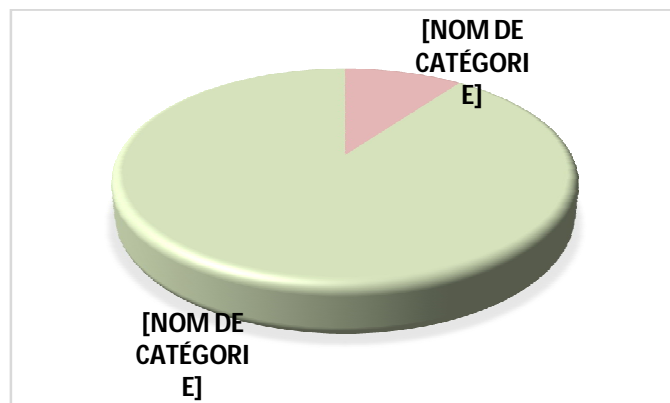


Figure.14: Teachers' Responses on The Availability of Modern Technical Means

As it shown in the figure (14), the smashing majority of teachers representing the percentage (90%) stated that the university which they are working in is not sufficiently equipped withenough IT tools, whereas only a minority (10%) of them indicated the opposite. Hence, while most of the teachers answered that their university totally lacks technological hardware. so, in the light of the obtained results, we may deduce that our university does not use ITs in its classroom activities.

✚ Question 7: Do you use some instructional materials in language classrooms?

<i>Option</i>	<i>Number</i>	<i>Percentage</i>
Yes	7	70%
No	3	30%

Table.12: Teachers Use of I. Ms in Their Language Classrooms.

This question is about discussing teachers’ use of IMs in their classes. The results in the figure above demonstrate that the significant majority of respondents (70%) use IMs in their EFL classes, while the rest (30%) do not. Most of the teachers use I.Ms.

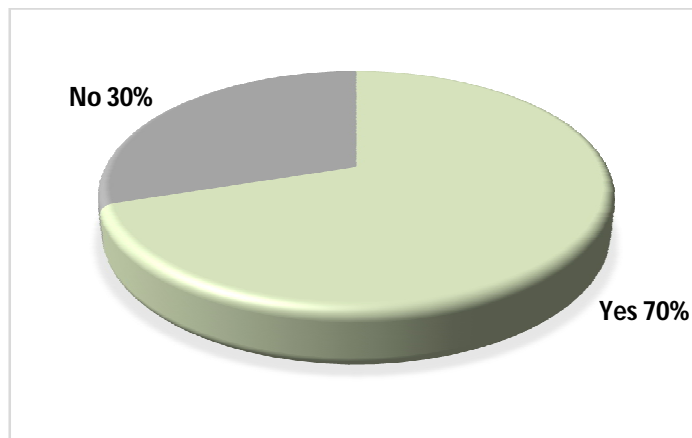


Figure.15: Teachers Use of I. Ms in Their Language Classrooms.

✚ If yes, please state some:

✚ If no, state why?

Concerning the opposition between using I. Ms in EFL classes and not, teachers have provided several arguments and justifications. The majority of teachers (70%) who opted for the first choice (yes) are in favor to make the learners much more motivated and inclined to learn and in order to expose them to real situations in which they must think in the English language rather than the mother tongue language, especially in oral expression session, I.Ms are strongly needed. Those teachers state different tools in order to achieve the points they have mentioned. the answers they provided are as follows: PC, data shows, mobile technology, Bluetooth technology, incorporate images, movies, podcasts, and flashcards, visual aids (videos and songs), encouraging reading novels, etc. while the rest of the three teachers (30%) share some beliefs in order to argue their point of view which is don't need to integrate I.Ms in their language classes. The response provided by teachers are: because of the huge number of learners each group, the lack of I. Ms in the English department and their limited time to use various instructional tools

✚ **Question 8: When using IT in language classrooms do you find that students are: a) Motivated b) Stable c) Anxious d) Bored**

Option	Number	Percentage %
Motivated	7	70%
Stable	1	10%
Anxious	1	10%
Bored	1	10%

Table.13: Teachers' Evaluation of Students' Psychological Interaction while Using IT in Language Classrooms

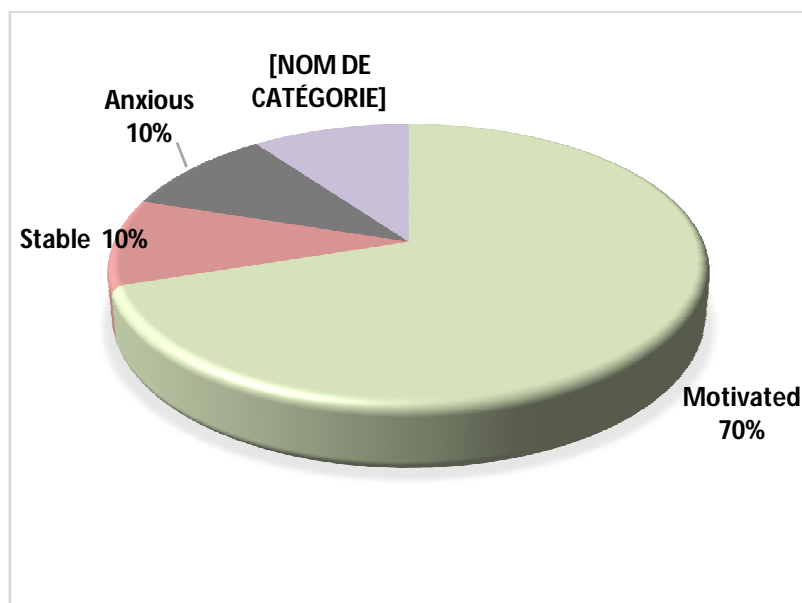


Figure.16: Teachers' Evaluation of Students' Psychological Interaction while Using IT in Language Classrooms

The given question in The figure above tends to obtain information about the students psychological interaction while using I.T in language classrooms.Both table and Figure above show that more than half of sample (70%) asserted that they feel (Motivated) while the rest of teachers (30%) were divided equally that each (10%) of them choose different option. The first third of teachers highlighted that their students feel (Bored) while the second third of them state that their students were (Anxious). Withthe same percentage the last (10%) reported that the students were (Stable). From the results shown above, mainly the integration of Instructional Technologies make EFL students motivated more to learn.

Question 9: Do you ask for some presentations using I.T? If yes, what kind of instruments are they? If no, why?

Option	Number	Percentage %
Yes	7	70%
No	3	30%

Table.14: Teachers Support of IT in Students' Presentations.

This question allures the teachers if they ask for some presentation using ITs. The results show that the majority (70%) answered (Yes) i.e. they ask their students for presentations using IT, but the rest of teachers (30%) said the opposite (No). These results show that most teachers EFL students use presentations on their activities including instructional technologies.

➤ **If yes, what kind of instruments are they?**

Most of the results show that the majority of teachers (70%) use PC, video records, text books, power point, slides, audios, pictures, laptops, along with smart-phones, etc., in their classes, while one of them reported that the only one available is the Data show.

➤ **If no, why?**

The minority of teachers (30%) as it presented in the above table (14), claimed that they do not demand any presentations from their students due to the lack of I. Ms in their department also, because it takes much time. Additionally, getting in consideration the big number of students in each group and electrical issues. Also, lack of support

from administrative/ educational authorities which is the main factor of not proposing any presentation in classes using instructional materials.

✚ Question 10: On which skill/skills you focus most when teaching the English language to first year students?

<i>options</i>	<i>Number</i>	<i>Percentage</i>
Speaking	7	70%
Writing	1	10%
Listening	0	0%
Reading	0	0%
All the four skills	2	20%
Total	10	100%

Table.15: Teachers’ Emphasis in Teaching English to First Year Students.

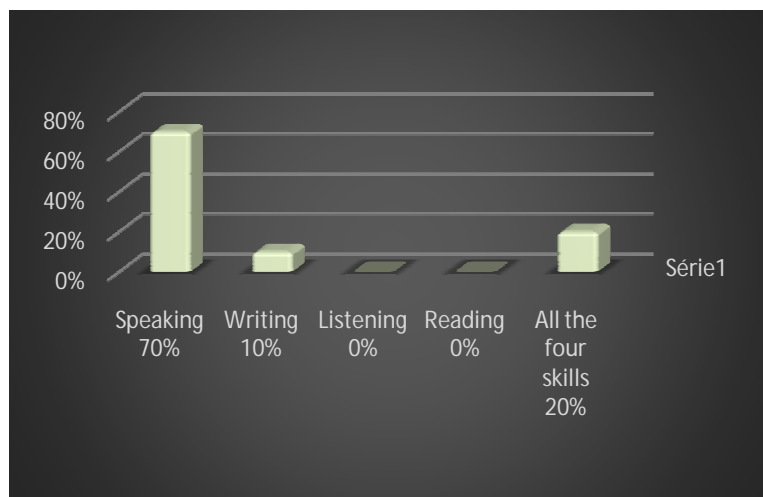


Figure.17: Teachers’ Emphasis in Teaching English to First Year Students.

Depending on the data tabulated above, there are seven teachers representing (70%) of the whole number who focus mostly on improving the speaking skill while teaching English language to first year students. Whereas, two teachers (20%) mainly

choose to focus on all the four skills. Yet, only one of them who represents (10%) usually writing skill is getting his most concern. The most skill teachers focus on is speaking.

According to those who believe that speaking is the most important skill, they argued that it is a basic skill that may help learners to unlock their potential in oral communication and correct their mistakes. For them learners are supposed to speak since speaking gives them a chance to express themselves and build up strong linguistic, cultural and social relationships. For those who focus on all the four skills they believe that mastery of the four skills (listening, speaking, writing and reading) is of a much importance for EFL learners because these skills are complementary to each other and can be seen as a major component of learning any language. However, the other left think that the productive skill mainly “writing” is the most significant skill. because writing is a basic skill for learning any language, all their exams are made in a written form.

✚ Question 11: How can you describe your first-year English students’ level in speaking?

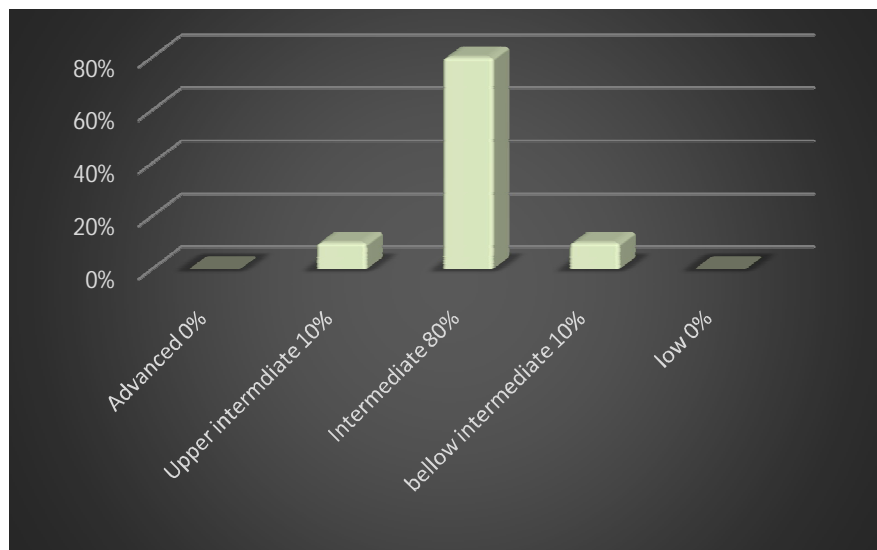


Figure.18: Teachers’ Opinions about Their 1stYear Student of English Level in Speaking

When teachers were asked to describe their students' level in speaking, the majority of their answers were intermediate which translated in the figure above in (80%). However, in an equal percentage, one teacher (10%) out of ten stated that his students' level in speaking is below intermediate, and the rest (10%) which represent one educator, mainly pointed out that his first-year students are above intermediate. While no one of our respondents have chosen the other options (proficient and low).

The data has been gathered indicating that either students are not motivated to speak or they are not interested to practice and improve their level of speaking. So, the majority of them at least are intermediate.

✚ Question 12: In which part of the following your students find difficulty when They speak?

<i>Option</i>	<i>Number</i>	<i>Percentage</i>
Vocabulary	5	50%
Pronunciation	3	30%
Grammar	1	1%
All	0	0%
others	1	10%

Table.16: Teachers' Perception of The Students' Problems while Speaking

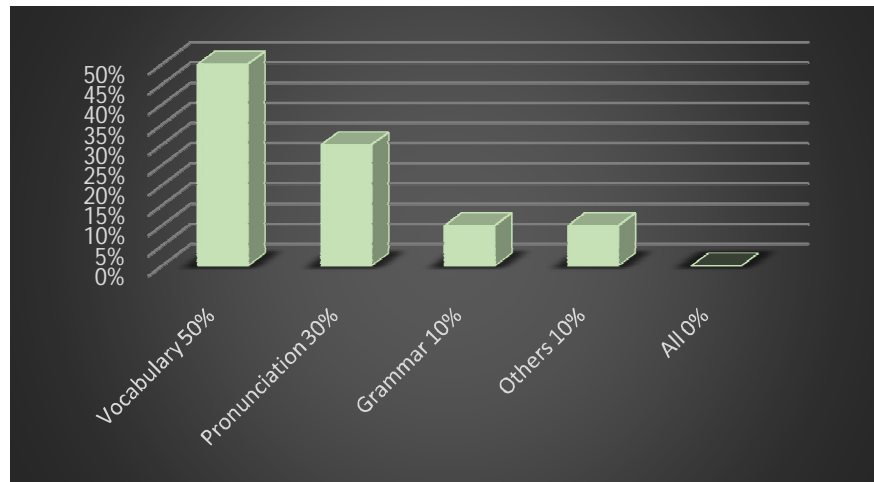


Figure.19: Teachers' Perception of The Students' Problems while Speaking

The question above exposes information concerning students' problems while speaking. As presented in table"16" and figure"19", half of teachers (50%) stated that students usually have problems with vocabulary, while (30%) of teachers commonly noted that their students face pronunciation, vocabulary and grammar problems when they speak. Another teacher who represents (10%) of the whole percentage, argued that their students find difficulty with pronunciation. The last teachers (10%) stated that a student may face other difficulties when he speaks. So, half of students face vocabulary problems while speaking.

➤ **Please state why?**

From the previous results, most teachers (50%) stated that vocabulary is the main issue which impedes students speaking performance. Those teachers came with many justifications:

- "For the lack of expressive language, especially vocabulary specific to the subject."
- "Lacking the needed vocabs because that and for others thinking in Arabic hinders speaking. In other statements, some students complained about teachers' negative feedback."

- “Shortage in vocabulary.”
- “Lack of practice along with being afraid to commit errors.”
- “Anxiety due to educational and psychological factors.”

However, three teachers (30%) argued that their students’ problems were mainly due to pronunciation issues, mentioning those arguments:

- “Some students collapse when speaking English because they do not practice speaking and they do not hear more speech.”
- “They suffer from Glossophobia.”
- “Lack of exposure to native speakers and a lack of practicing the language.”

The other teacher (10%) illustrated his point saying that:

- “Problems in bad grammar can make learners shy, anxious and demotivated to speak.”

While the last teacher (10%) argued that:

- “Challenging materials that are beyond their actual level.”

✚ Question 13: According to you could Instructional Technology be used to cater for students’ differences in speaking a second language? Justify more please.

Options	Number	Percentage %
Yes	10	100%
No	0	0%

Table.17: IT Probability of Enhancing Students’ Differences while Speaking aSecond Language

Table (17) shows that the teachers in their totality (100%) believe that instructional technology is extremely used to cater for students' differences in speaking a second language. That is to say, in general EFL teachers are conscious about the noticeable effect of IT on students' differences in speaking a second language.

➤ **Justify more please:**

From the table above, all the teachers agree on the fact that IT cater for students' differences in speaking a second language, four of them did not give their justification, yet samples of

the other teachers' responses are as the following:

- “Instructional technology unifies vision (a shared aim), thoughts and enhances collaborative work.”
- “The instructional technologies we are using are limited to data shows actually! So, considering the individual differences is really enhanced yet it should be used with groups of few learners.”
- “Instructional technologies help students in speaking a second language in terms of pronunciation, grammar and vocabulary.”
- “Instructional technology facilitates the task and provides different strategies that help students to learn a second language despite their learning styles.”
- “It depends on when the teacher spends three to four classes with his students and let them talk freely, he/she could highlight those differences and treat them upon each.”
- “students have different styles to learn and using different ITs will make students motivated to accept more information through their differences.”

- ✚ **Question 14: Are non-digital instructional methods still relevant today in your EFL classes? Please justify your answer.**

Options	Number	Percentage %
Very	6	60%
Not Really	4	40%

Table.18: The Relevance of Non-Digital Instructional Materials in EFL classes

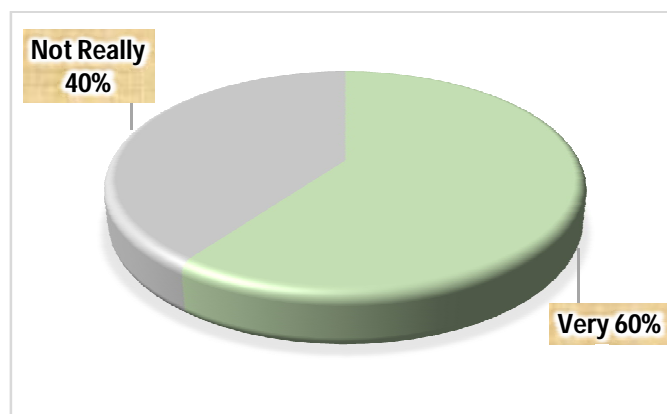


Figure.20: The Relevance of Non-Digital Instructional Materials in EFL Classes

The figure presents teachers' opinions towards the relevance of non-digital Instructional Materials in their language classrooms. It is clearly noticed from figure (20) above that most of teachers' state that the non-digital I.Ms are still very relevant in today's language classrooms, with (60%) of choices. However, the rest (40%) claim that it is not really used in Nowadays EFL classes. The traditional educational methods are still relevant; therefore there is a noticeable absence in the use of I.Ms at EFL classes.

➤ **Please justify your answer.**

Remarkably, From the previous answers those six teachers who chose (Very) believe that the non –digital instructional methods still relevant today, which are still rewarding and teachers can switch from tech-based instruction to teach free one, freely to vary the teaching methods. Another teacher argued that they are the only way through which you can manage a large group. Also, others reported that some topics require simple handling of course by means of conducting discussion –based sessions, for instance. Additionally, one of the teachers answered that old methods are still effective even now, many teachers and learners feel much more at ease using these old- fashioned means. Another one declared that using traditional methods is due to the lack of technological equipment and of course electricity problems.

Despite that, teachers who opted for the second choice (Not Really) think that the non-digital instructional methods are not really used today. some of those respondents reported that:

- “They are relevant, yet not that fruitful. I would consider the non-digital method with EFL classes in case we use textbooks and rely on their preparation, but sadly they do not. I personally select loads from the textbook and present it in class and in class and also share it as material.”
- “Not really. But still they can be used at all times.”
- “Sometimes we have to use them in order to gain time and avoid electricity problems and it is simple.”
- “Every student has his own way to learn so teachers have to satisfy their needs.”

✚ Question 15: What are some of the challenges facing you as a teacher in the use of IT?

Option	Number	Percentage %
Lack of availability of IMs in the English department.	6	60%
Teachers' lack of mastering the new technologies.	2	20%
Students' lack of exposure to modern tools.	1	10%
Different learning styles of students.	1	10%

Table.19: Teachers' Challenges while Using Instructional Technologies

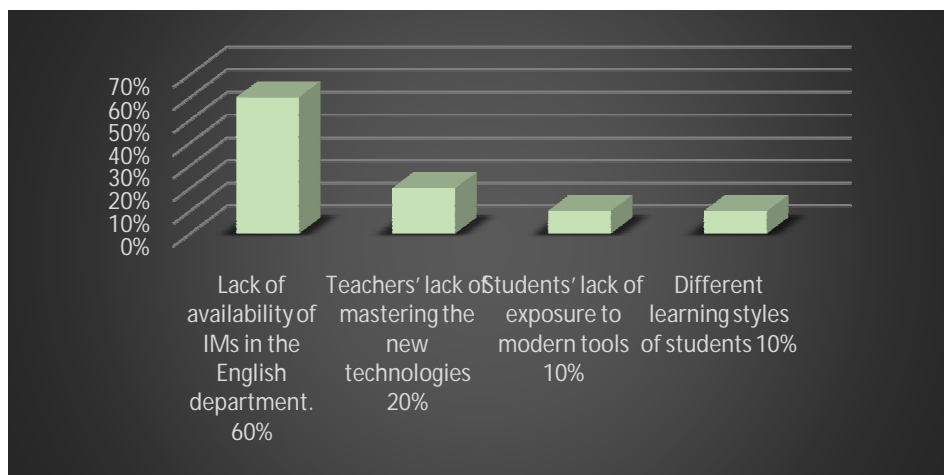


Figure.21: Teachers' Challenges while Using Instructional Technologies

This question aims to gain information concerning teachers' issues on the use of instructional technologies. According to this objective, from figure (21) out of ten teachers, six representing (60%) of teachers reported that they were facing problems with the availability of technological means in their English department. Two of teachers (20%) state that teachers' lack of mastering the new technologies while one of the teachers (10%) argued that his main challenge in using IT was students' lack of exposure to modern techniques and tools. In equal percentage, one teacher (10%) opted that his problem was

with different learning styles of students. Those results showed that the main issue for teachers was the lack of I.Ms in their department which is the first responsible for providing Instructional Materials.

✚ Question 16: Whatever your answer was, suggest ways in which the above challenges can be overcome.

This question was an open ended question to make teachers expressing their opinions and attitudes freely. Teachers came with several solutions and strategies which may be best employed to facilitate the learning outcomes in the present issues that most of English departments (including its EFL teachers), suffer from. Initially, a lot of teachers' answers suggested that it is necessary to equip the department with more ITs or at least make some available. One of the teachers mentioned that Ministry of higher education and universities should take into consideration that the modern world is of technologies, and provide these modern tools in all educational and instructional institutions and help both learners and teachers to get more acquainted with them like adding a module about the use of new technologies and applications should be taught also, others offer that teachers should be trained on how to handle /use Instructional Technologies .In addition some teachers suggests that students

should be exposed to technology early, and university should provide internet to enable both teachers and students to be more in touch with technology in order to use it especially in their classes activities, employ more teachers especially those with technical skills to reduce teachers' workload, equip the laboratories as a long term project with all I.Ms they need, teachers shared some thoughts about having smaller groups. Finally, teachers should use active learning because it already has many techniques to satisfy students' needs

because eachone of them has his own way of learning, such as using e-learning, online courses, email to submit their work and receive results, PC, videos, etc.

✚ Question 17: Do you think that e-learning is the vehicle for future education?

Option	Number	Percentage
Yes	7	70%
No	3	30%

Table.20: Importance of E-Learning in The Future Education

From the table and the figure above crustily noticed that the majority of teachers (70%) as a whole consider that e-learning is the vehicle for future education. However, the rest (30%) show the opposite. mainly from the previous results this indicates that e-learning is an important vehicle for future education.

➤ Specify.

Concerning the opposition between the argument of the necessary use of e-learning for future education, teachers have provided a range of arguments and interesting justifications. The majority of teachers who opted for the first choice (Yes) are in favour of using e-learning in future education for several reasons. The responses provided by teachers are:

- “E-learning is not the future! We are so late in adopting this facilitator method. Apart from being a didactic means of communication and information sharing, e-learning makes it easier for both teachers and students to be involved in the learning

process. It is easy and fast! that is exactly what we need in education, easy access to the information and fast sharing.”

- “E-learning is the vehicle for future education because it facilitates students’ learning process even if they have some difficulties or circumstances.”
- “It would be helpful for teachers and learners in the sense that it offers accuracy as well as appropriateness, and it corresponds to what learners need to know about English.”
- “Integrating the e-learning will be one of the most important tools that will engage students in learning.”
- “Most of the times, teachers and learners may face some obstacles to interact and be attentive all the time so online learning can take place.”

The three remaining teachers (30%) who opted for the second choice did not justify their answers.

III.5. Results discussion and interpretation:

To develop this research work, researchers have proposed a set of hypotheses. The main results which gathered from questionnaires dedicated to both students and teachers, which will be discussed in relation to the hypotheses that have already been raised. Our respondents (teachers and students) questionnaires have allowed the researcher to collect a bulky amount of data concerning the use of instructional technology in EFL classrooms in order to develop learners’ speaking abilities.

It was suggested as a first hypothesis that applying Modern Instructional Technologies such as ICTs, active learning, PC or e- learning, etc, would effectively promote students’ speaking performance in EFL classrooms. So, the main idea emerged

from this hypothesis is that IT tools such as data show, e- mail, videos and so on, may help EFL learners to enhance their speaking skills. After analysing the data collected, the present work proved this hypothesis because the affirmation was found in EFL teachers' questionnaire that teachers stated that ITs are important in their courses. The technological materials suggested in this hypothesis were proved to be used in the EFL teaching and learning process. In fact, teachers use various tools such as Bluetooth technology, podcasts, movies and flashcards, etc. Nevertheless, the smashing majority of students interact positively when their teachers use ITs and give better results. In addition, the main results related to the students' questionnaire revealed that ITs do enhance their speaking skills, add on, most of the students seemed to be more motivated to use modern technology tools because they mostly confirmed that it has positive effects and its use improves their language level. However, both teachers and students did not neglect the use of traditional education. In an negligible percentage, teachers believe that nowadays the use of IT is important yet it cannot totally replace the traditional teaching also, some students confirm that there is a category of them could not cope with the instructional technologies because students do not learn the same way each learner has his own method or style to learn.

As a second assumption, the researchers suggested that the teacher find it more effective to use new technological tools within the learning process rather than depending on traditional materials. The findings of this research work revealed that this hypothesis was true, and these tools were also confirmed to be used in EFL educational system classes. Nowadays, most teachers are dependent on computer use and network in their private lives to prepare their lectures and to assist their teaching as well. Some teachers rely on laptop use and data-show to present their lecture within classrooms in a good and understandable way. Certain teachers, especially those who are concerned with the teaching of speaking and listening skills, preferred the use of language laboratories and

audio-visual materials. Nevertheless, the teachers (the respondents) were in most teachers of the oral expression module who confirmed this information. Ideally, the majority of today's students have grown up with technology in their hands, thus teachers should take advantage of this and use it to address their educational needs. Therefore, most of the students had the feeling of wanting to use technology in their classrooms, mainly the popularity of students has their own materials which can be used for educational purposes, for instance, tablets and smart phones which get widely used, especially for the use of E-books and electronic dictionaries. Additionally, some students argued that teaching the oral expression module without using language laboratories, computers, data shows, videos, etc., will be so difficult for them to improve their speaking capacities, actually it helps them to develop their communicative abilities through an enjoyable process. As usual, some respondents have their own vision, trusting that not always IT tools are beneficial because some teachers and students facing several challenges when they use these materials, add on, taking in mind that using these modern methods does not fit with some students due to their different learning ways.

Finally, yet importantly it would be crystally noticed in both questionnaires of both EFL teachers and first grade students that confirm most of attained data collection. Furthermore, one may say that the majority of both respondents supported the use of ITs. They recognized the importance of its use, add on, all teachers agree that nowadays' students are much more engaged in the use of technology in and outside the classroom. Hence, the use of technology must become the norm in universities classroom activities. The EFL teachers should encourage their students to develop their speaking skill through the use of IT materials because most of the students shed light on this point and show that the use of IT tools inside classes really enhances their speaking abilities. Normally, The

Ministry of Higher Education and Scientific Research should establish solutions for both teachers and student's problems concerning the use of instructional technologies to avoid exposure of problems when they use them. Also, try to make some Instructional Materials available because the e- learning is the vehicle for future education.

III.6.Conclusion

The present chapter has provided an analysis of the collected data and results of both students' and teachers' questionnaires at the department of English, Abbas Laghrour-Khenchela- University, in order to investigate the effects of using instructional technology to enhance students speaking performance in EFL classrooms. The findings obtained from both questionnaires has shown that instructional technologies are essential in teaching and learning processes to enrich the speaking ability for EFL students. In addition, this chapter provided some suggestions and recommendations for successful integration of IT in classes to improve students speaking skill, add on, some helpful solutions in order to cope with the challenges faced by both teachers and students while using IT.

Recommendations

AND

Suggestions

Recommendations and Suggestions

Language is communicative by nature, accordingly, the teaching-learning process requires a suitable and advanced environment, where both teachers and students can successfully interact with each other. It is commonly agreed that traditional tools and methods do not help all teachers to rise and develop students' speaking abilities. Thus, using instructional technology in language classrooms can help the teacher to improve students' speaking performance inside the classroom. Importantly, most of teachers and students have got interrelated good ideas that should be put into practice to produce the required learning atmosphere:

- ✚ The department administration should provide language classrooms with different instructional tools and materials and make them available and accessible for both the teacher and the student.
- ✚ The department administration should synthesize the necessity of instructional technology integration in classroom activities.
- ✚ Improving teachers' professional development through organising seminars, workshops and other in-service courses to provide, familiarise and stimulate teachers with multiple kinds of instructional technologies. This could trigger teachers' creativity and ingenuity in the use of digital materials in the teaching-learning process.
- ✚ Language teachers should implement technology tactics that are tightly aligned with the curriculum standards and urge their learners to use technology in developing their language skills.
- ✚ Teachers should create a pleasant digital content by generating topic ideas that appeal to their students' needs and then building a syllable content around those topics.

- ✚ Teachers should create an enjoyable and motivational classroom atmosphere by changing the type of activities according to the students' desire, interests and preferences.
- ✚ Teachers should maximize students' enjoyment and engagement inside the classroom by gamifying the teaching-learning process.
- ✚ Students should gain advantages from the use of the web and different technological tools. They should read English journals, books, watch online blogs, educational videos, movies, series, etc., as a way to improve their language speaking skill and learn more about the target culture.
- ✚ Students should be proficient surfers on the web to get to know other cultures and achieve proficiency and accuracy.

General

Conclusion

General Conclusion

In this dissertation, researchers have attempted to investigate the effect of instructional technologies on promoting EFL students' speaking skill. This study was carried out in EFL classrooms at the English Department of Abbess Laghrour-Khenchela-University. mainly using ITs motivate students to express their thoughts and communicate in the target language. Through this study, we find out that instructional technology creates a joyful and comfortable atmosphere in which students expected to react positively towards these technological tools.

The role behind this investigation is to confirm or reject the suggested hypotheses. Earlier, it has been hypothesized that applying modern instructional technologies such as ICTs, active learning or e- learning, etc., would effectively promote students' speaking performance in EFL classes. Also, the teachers find it more effective to use new technological tools within the learning process, rather than depending on traditional materials.

This study included both a theoretical and a practical part, the theoretical part comprised two chapters. The first chapter dealt with IT, in which the researchers first provided a general overview about technology and the necessity of using different technological tools in EFL classes. Additionally, this chapter begins with exploring various concepts, starting by modern and traditional education, moving to technology then instruction. Later on, researchers define what instructional technology is from different perspectives. They draw a brief historical overview about the development of IT within the educational system. Besides, this chapter talks about the importance of using IT to enhance education. As well as, it regards some instructional tools which may be useful in the educational process. To sum up with, as a final element this chapter sheds light on the

difficulties and issues that teachers face when using instructional technologies. The second chapter was extensively devoted to speaking, introducing its significance as a productive skill to be applied in EFL classes, starting by investigating its definition. Then, researchers have tackled the importance of speaking. In addition, highlighting its purpose. They have provided some learners speaking problems and several techniques to promote speaking, yet before those two elements they concentrate on giving some factors which enhance speaking abilities. As a final element, they put the scope on improving speaking performance using instructional technology.

The third chapter that constituted the practical side of this research work reported the findings, results and their analysis. Researchers opted for questionnaires as one of data collection tools; two questionnaires were administered to both EFL teachers and first year LMD students at the Department of English, University of Abbes Laghrour- Khenchela. The aim behind addressing both participants is to describe and report their attitudes towards the integration of ITs in teaching English as a foreign language and especially its impact on enhancing and increasing students' speaking abilities.

The obtained results validate the suggested hypotheses. Via the analysis of the data obtained from the two questionnaires, researchers have come to the point that both EFL teachers and students share the same perception towards the positive effect of using ITs on motivating and developing students speaking abilities in EFL classrooms, in addition both of the participants agreed on the use of modern technological tools in the educational process, rather than traditional materials. Moreover, participants classified traditional tools as least encouraging for classroom participation. Furthermore, it is argued that the more differentiate in using Instructional Technology tools within classroom activities, the more EFL students flourish and motivated to share in classroom participation, hence improving their speaking abilities. Therefore, on the basis of these results , The findings obtained

proved that both of the hypotheses of the present study which state that applying modern instructional technologies such as ICTs, active learning or e-learning, etc., Would effectively promote students' speaking performance in EFL classrooms, add on, the teachers find it more effective to use new technological tools within the learning process rather than depending on traditional materials, are confirmed.

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Appendices

Appendix 1: Students Questionnaire

Dear students

You are kindly invited to fill in this questionnaire. It is designed for “Introducing Instructional Technology on EFL Learners Speaking Performance”. Make sure that your answers will remain confidential and serve the purpose of this survey questionnaire which is to know the effect of using Instructional technologies on enhancing students speaking skills in EFL classrooms.

Please put a tick on a corresponding box (es) and provide sincere answers.

1- Gender

Male

Female

2- Age

a) 18-20 years old

b) 21-23 years old

c) 24 and more

3- Do you use technology for learning?

Yes

No

4- Do you enjoy using technology during your studies?

a) A lot

b) Not really

c) A little

d) Not at all

5- Do you think that the English department is equipped with enough instructional materials?

Yes

No

6- As a first year EFL learner, what method do you like your teacher to use most?

a) Modern Education

b) Traditional Education

c) Both

7- How often do you use instructional materials in the classroom?

a) Usually

b) Sometimes

c) Rarely

d) never

8- Which type of IT your teacher uses most?

a) Data show

b) Charts

c) Journals and magazines

d) Text books

e) Computers

9- Do you think that IT is able to change the traditional role of the teacher?

Yes

No

10- Do you think that the use of IT in language classrooms will make you as a student?

a) Confident

b) Motivated

c) Stable

d) Anxious

11- Do you have the courage to do an oral presentation using instructional technology?

Yes

No

12- Do you wish to spend more time using instructional materials?

Yes

No

13- As a learner, what problems do you face when using instructional technology in language classrooms?

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.....

14- Do you have any suggestions to improve the teaching-learning situation at your university?

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 *Thank you for your collaboration.* 

Appendix 2: Teachers Questionnaire

Dear Teachers

We would be thankful if you could take the time to share your experience by answering this questionnaire that is part of our research work; it aims at investigating the effect of using Instructional technologies on enhancing students speaking skills in EFL classrooms. More than one answer in some questions is acceptable.

Please put a tick on a corresponding box (es) and write the statements when needed.

Section One: Background Information

1- Gender:

a- Male b- Female

2- Age:

a- 20-30 b- 31-40
c- 41-50 d- Over 50 years

3- What academic degree have you achieved:

a- Master b- MA (Magister) c- PHD (Doctorate)

4- Which subject/s do you teach?

.....

5- How many years have you been teaching that subject?

.....

Section two: The use of IT in EFL classrooms to develop speaking skills

6- Is the university you are working in sufficiently equipped with enough modern technical means?

a-Yes **b-No**

7- Do you use some instructional materials in language classrooms?

a-Yes **b-No**

-if yes state some / if no state why?

.....
.....
..... •

8- When using IT in language classrooms do you find that students are?

a- Motivated **b- Stables** **c- Anxious** **d- Bored**

9- Do you ask for some presentations using IT?

a- Yes **b-No**

If yes, what kind of instruments arethey?

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If no, why?

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.....

10- On which skill/ skills you focus most when teaching the English language to first year students?

- a- Speaking b- Writing c- Reading d- Listening e- All

11- How can you describe your first-year English students' level in speaking?

- a- Advanced
- b- Upper intermediate
- c- Intermediate
- d- Bellow intermediate
- e- e- Low

12- In which part of the following your students find difficulty when they speak?

- a- Vocabulary
- b- Pronunciation
- c- Grammar
- d-All

Others.....
.....
.....

Please state why?

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.....

13- According to you could Instructional Technology be used to cater for students' differences in speaking a second language? Justify more please.

a- Yes b- No

Justify more please.

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14- Are non- digital Instructional methods still relevant today in your classes?

a- Very b- Not really

-Please justify your answer.

.....
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.....

ملخص

تسعى هذه الدراسة إلى تسليط الضوء على دور تكنولوجيا المعلومات في تعليم وتعلم اللغة الإنجليزية، والبحث حول فاعليتها في تحسين مهارة الإلقاء لدى الطلبة، وكذا الكشف عن مدى استخدام المعلمين لهذه التقنيات الحديثة خلال أقسام اللغة الإنجليزية. بنيت هذه الدراسة على فرضيتين رئيسيتين؛ الأولى وهي أن تطبيق تقنيات التعليم الحديثة مثل تكنولوجيا المعلومات والاتصالات، التعلم النشط أو التعلم الإلكتروني، وما إلى ذلك، من شأنه أن يعزز بشكل فعال أداء الطلاب في التحدث بهذه اللغة الأجنبية، والثانية وهي أن المعلمين يجدون أن استخدام الأدوات التكنولوجية الحديثة أثناء التعلم أكثر فاعلية من الاعتماد على الوسائل التقليدية. للتأكد من صحة هاتين الفرضيتين، تم اختيار المنهج الوصفي وكذلك اعتماد استبيانين كوسيلة لجمع البيانات؛ أحدهما تم توجيهه إلى طلبة السنة الأولى لغة إنجليزية أما الآخر فوجهه لأساتذة اللغة الإنجليزية في جامعة عباس لغرور-خنشلة بعد جمع النتائج وتحليل الآراء المحصل عليها من الاستبيانين السابقين، تم الوصول إلى أن التقنيات التعليمية لها تأثير إيجابي على أداء الطلاب وتحديثهم باللغة الإنجليزية. بالإضافة إلى ذلك، ثبت أن معلمي اللغة الإنجليزية والطلاب يتشاركون نفس التصورات تجاه التأثير الإيجابي لتكنولوجيا التعليم على تطور الكفاءة اللغوية لدى الطلاب. لذلك، يجب على المعلمين استخدام معارفهم السابقة لإنشاء فصل دراسي ممتع من خلال تبادل الأفكار ووجهات النظر والمواقف المتعلقة بالمحتوى، وإذا احتاجوا إلى تعزيز تعلم طلابهم، فهم بحاجة إلى تخطيط دروسهم بشكل استراتيجي.