

**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC
RESEARCH**

**UNIVERSITY OF MOHAMED EL-BACHIR EL-IBRAHIMI
BORDJ BOU-ARRERIDJ**

FACULTY OF LETTERS AND LANGUAGES

DEPARTEMENT OF LETTERS AND FOREIGN LANGUAGES



FINAL DISSERTATION

Produced with a view to obtaining the MASTER's degree

Option: didactics of foreign languages

Title

**SECOND YEAR EFL STUDENTS' ATTITUDES AND
CHALLENGES TOWARDS ICT INTEGRATION IN ORAL
PERFORMANCE DURING COVID-19 PANDEMIC**

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Academic Year: 2021-2022

DEDICATION 1

First of all, all thanks and gratitude are owed to Allah.

I dedicate my humble work to my beloved family, the reason for what I have become today. I am thankful for their continuous and unparalleled care, help, and support.

To my best friend and my soulmate Yasmina

To the one and the only "BouchBouch".

A special thanks goes to my friends Fadia and Khaoula, I really enjoyed working with you.

I would like to thank my supervisor Dr. BENRAGHDA Abdelmadjid for his support and encouragement.

May ALLAH bless you all.

Chaima



DEDICATION 2

I would like to express my deep gratitude to ALLAH, for giving me the power and patience to finish this work.

This work is dedicated to the most precious people in my heart; my beloved father and my dear mother, for their sacrifices and endless love.

To the ones who gave me love and support, my dearest sister Hana, and her husband.

Assil and Elina, my lovely nieces.

My heartfelt gratitude and appreciation go to my respected supervisor, Dr. BENRAGHDA Abdelmadjid, for his guidance, time devoted, encouragements, and insightful remarks that have been extremely beneficial.

I have to recall my dedication to my friends Chaima and Fadia To all master II students with whom I shared an enjoyable learning time.

To the unforgettable friend Hind.

To all those who love me.

Khaoula

DEDICATION 3

In the Name of ALLAH, the most beneficent, the most merciful.

First and foremost, I thank Allah for helping me and giving me the strength and determination to complete this work.

I dedicate my dissertation work to my family and my friends. A special thanks to my wonderful parents, Rachid and Samya who taught me the value of education.

To my loving sisters Meriem, and Wissal for their whole-hearted support and help.

To my friends Chaima and Khaoula who worked hard to complete this dissertation.

To my supportive friend Wahid, who stood by my side when things looked bleak.

And to all my university friends'; thanks for all the memories.

I would like to express my gratitude to my supervisor Dr, BENRAGHDA for his guidance and support during this study.

Fadia



ACKNOWLEDGMENT

First and foremost, we are sincerely grateful, to Allah the most merciful for giving us strength to finish this work.

Our deepest appreciations and thanks go to our supervisor Dr. BENRAGHDA Abdelmadjid who has never ceased to provide guidance and encouragement throughout this work.

We would like to express our gratitude to the board of examiners for devoting their time to read and debate this thesis.

We are also thankful to second year students at the English Department in the University of Bordj Bou Arreridj for their help to complete this work successfully.

Great hearted thanks to all teachers of English at Mohamed El Bachir Ibrahimi Universtity.

Appreciations go also to all who helped us in one way or another to realize this work.

Finally, special thanks go to all the staff of the English Department.

ABSTRACT

At the dawn of a new millennium, Information and Communication Technologies (ICT) have enormously shaped the scope of teaching and learning the English language. Speaking as a core skill in the process of acquiring a language requires a well-equipped environment (classroom) where students fulfill the intended targets. Besides, in response to the Covid-19 pandemic, education is altering. Teachers all throughout the world have been attempting to address the most important educational issues posed by the pandemic, notably the lockdown. Therefore, this study aims at investigating students' attitudes and challenges towards the integration of digital devices in oral performance during the COVID-19 pandemic. A case study research was conducted, with the use of two research instruments; a questionnaire and an interview for second-year LMD students at the Department of English at the University of Bordj Bou Arreridj. Furthermore, the data obtained were both qualitatively and quantitatively analyzed. The main results have shown that students had a highly positive attitude towards the integration of ICT in oral performance during the COVID-19 pandemic. Also, it has been revealed that they have encountered certain difficulties, which are classified into four themes; technical problems, lack of experience in using ICTs, interaction problems between students and instructors, and lack of teachers' training. Finally, some recommendations were provided to help in achieving a successful implementation of ICT.



RESUME

À l'aube d'un nouveau millénaire, les technologies de l'information et de la communication (TIC) ont énormément façonné la portée de l'enseignement et de l'apprentissage de la langue anglaise. Parler en tant que compétence de base dans le processus d'acquisition d'une langue nécessite un environnement bien équipé (salle de classe) où les élèves remplissent les objectifs visés. Par ailleurs, face à la pandémie de Covid- 19, l'éducation se modifie. Les enseignants du monde entier tentent de résoudre les problèmes éducatifs les plus importants posés par la pandémie, notamment le confinement. Par conséquent, cette étude vise à enquêter sur les attitudes et les défis des étudiants face à l'intégration des appareils numériques dans la performance orale pendant la pandémie de COVID-19. Une étude de cas a été menée à l'aide de deux instruments de recherche ; un questionnaire et un entretien pour les étudiants de deuxième année LMD du département d'anglais de l'université de Bordj Bou Arreridj. De plus, les données obtenues ont été analysées à la fois qualitativement et quantitativement. Les principaux résultats ont montré que les étudiants étaient très positifs dans leurs croyances concernant l'intégration des TIC dans la performance orale pendant la pandémie de COVID-19. Aussi, il a été révélé qu'ils ont rencontré certaines difficultés, qui sont classées en quatre thèmes ; problèmes techniques, manque d'expérience dans l'utilisation des TIC, problèmes d'interaction entre les étudiants et les instructeurs et manque de formation des enseignants. Enfin, certaines recommandations ont été fournies pour aider à réussir la mise en œuvre des TIC.

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LIST OF ABBREVIATIONS

CALL: Computer Assisted Language Learning

CBL: Computer-Based Learning

CD-ROM: Compact Disc Read-Only Memory

DVD: Digital Versatile Disk

EFL: English as a Foreign Language

ICT: Information and Communication Technology

IT: Information Technology

LMD: Licence-Master-

Doctorate**L2:** Second Language

M: Mean

MALL: Mobile Assisted Language Learning

MPITC: Ministry of Post, Information Technology and Communication

NIC: Network Interface Card

TELL: Technology Enhanced Language Learning

SD: Standard Deviation

SPSS: Statistical Package for the Social Sciences

WBL: Web-Based Learning

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CHAPTER ONE
GENERAL INTRODUCTION

1.1 INTRODUCTION

Information and Communication Technology (ICT) has extended throughout the world, it is now used in practically every aspect of life. Educators frequently employ ICT resources, such as computer, telephone (telecommunication products), walkie-talkies, digital cameras, and audio-recording software to enhance the teaching/learning process. Tremendous demand for the integration and adoption of ICT into the teaching and learning environment offers teachers and students more opportunities to work efficiently in this digital age (Lawrence & Tar, 2018). The term Information and Communication Technology (ICT) is regarded as the technologies that enable telecommunications-based access to information. It is comparable to information technology (IT), but it is mostly concerned with communication technologies (Ratheeswari, 2018). ICT is simply a set of materials and tools, which are used to communicate, store, and manage information. The latter is considered an important element in the learning process, as it provides learners with opportunities to learn the language and improves their communicative competence.

In the early 2020s, the world witnessed an outbreak of the deadly coronavirus epidemic, also known as COVID-19. Although many endeavors have been made by governments to find a permanent cure, but no effective cure has been achieved yet. The spread of this virus led to unexpected negative consequences (Guemide & Maouche, 2020) as it has impacted the educational systems worldwide (Osman & Keevy, 2021), consequently, universities and schools have been locked down in order to curb the virus's spread. As a result, governments and policymakers have shifted the teaching and learning process towards online learning. Like many other countries, which were infected by this virus, Algeria was one of them. The Algerian Ministry of Higher Education and Scientific Research has ordered universities to transmit to online teaching and learning mode by establishing E-learning platforms to curb the spread of the virus. Therefore, teachers and learners have been obliged to cope with this new method.

The primary focus of this research is to investigate university undergraduates' attitudes and the impediments being faced in the academic context, as this aspect seems crucial in the usage and adoption of ICTs. In psychology, the term attitude refers to the emotions and behaviors of a specific person towards an object, or event. Attitudes have a great impact on behavior; they are often the result of upbringing or experience (Cherry, 2021). As for challenges, they are difficulties that require efforts and determinations to be faced or to be achieved. For English language learners, speaking is a vital skill to develop. In this context, if utilized effectively, ICT can help students improve their speaking capacities, and it should be

included into oral expression instruction since it brings the real world into the classroom. As a result, the ability of EFL students to communicate both within and outside the classroom is significantly impacted by their use of technology (Ghedeir & Nesba, 2019). Furthermore, the process of developing and transmitting meaning via the use of verbal and nonverbal symbols in a variety of situations is known as oral performance. It is a necessary skill for effective communication in any language, especially when speakers are not conversing in their native tongue. Language learners usually feel that knowing a language leads to the ability to speak that language; nevertheless, this component of language is also an essential part of the learning process. It is important for children to realize that when they learn to speak, they may use that ability to learn (Alafifi, 2020).

Regarding the structure of this work, it consists of five main chapters. The first one is concerned with providing an idea about the topic and its background, as well as determining the research problem, its objectives, research questions and the scope of the study, in addition to the significance and limitation of this study. Then, all key terms of the research are defined in order to simplify as well as clarify any ambiguities.

The second chapter is devoted to reviewing the literature, in which it is divided into three main sections; the first section deals with the notion of ICT; providing its definition, components, types, in addition to the integration of ICT in Algerian education, its role, advantages and disadvantages of ICT use. This section is concerned with the integration of ICT in education during the COVID-19 pandemic where the types of ICT are presented. Furthermore, the second section focused on ICT integration in oral performance; starting with defining the speaking skill, components, and types of classroom oral performance, in addition to the importance of the speaking skill. Moreover, this section discusses the concepts of oral performance, oral presentation and oral communication, in regards to their definitions, types, advantages and benefit, etc. In the last section, the researchers review the previous researches regarding students' attitudes and challenges towards ICT integration in oral performance.

The third chapter is a description of the methodology followed in this study. First, it portrays the research design, the sample and population, the research instruments, as well as the data collection procedures and the data analysis. Based on the description presented in chapter three, the fourth chapter, which represents the practical part of this study, is devoted to report and discuss the data obtained from both students' questionnaire and interview in an attempt to answer the research questions. The last chapter ends with a conclusion and provides some academic recommendations that may help enhancing the teaching/learning process.

1.2 BACKGROUND

A number of studies underlined that students' attitudes are the result of their success or failure in any educational process. It is claimed that attitude plays an important role in language learning (Addisu, 2020). Consequently, a positive attitude ought to be the umbrella of language learning (Zainal et al., 2012). While attitudes are important in traditional language learning, they also have an impact on online learning.

One of the key drivers of fast change in our society is Information and Communication Technology (ICT). It has the potential to alter the nature of education as well as the responsibilities of students and teachers in the teaching/learning process (Baishakhi & Kamal, 2019). Recently, the educational process is becoming a learner-centered operation, which requires teachers to be prepared to deal with various forms of technology in order to use them in the classroom and to make teaching and learning more interactional (Baishakhi & Kamal, 2019). Subsequently, quality education depends on the advancement of information technology in various areas, including improving learner's motivation, enhancing fundamental abilities, and expanding teachers' technology training. The effective employment of Information and Communication Technology in teaching eventually serves as a subject/curriculum transformation tool (Saravankumar, 2018).

According to a variety of researches, ICT improves learning, teaching, and research from both the constructivist and instructivist learning theories (Sukanta, 2012). ICT assists learners in a variety of ways, including generating interest and fine-tuning motivation in a certain subject. It also urges instructors to update their teaching competency in ICT-based instructional methodologies. Therefore, it may establish a live atmosphere between students and teachers while they converse on the subject at hand in the educational setting (Saravanakumar, 2018).

The most recent educational innovation is the incorporation of ICT into EFL classrooms. It can also promote positive energy among both teachers and students. Teachers in EFL classes can use ICT as a suitable medium to teach their students successfully. They must also be able to understand and use ICT in the classroom. In addition, EFL students can use it to increase motivation, find materials, and create engaging learning situations (Leliani et al., 2020). According to Houcine (2011), the effective use of ICT has a crucial impact on teaching a foreign language. It allows learners to concentrate on one aspect of the lesson at a time (vocabulary, pronunciation, etc.). It also gives immediate feedback, which permits learners to know their responses as soon as possible.

In the light of the aforementioned, the emergence of COVID-19 has given more importance to the use of ICT in the educational system, therefore, online technologies will keep the learning process effective in these difficult times (Mukhopadhyay et al., 2020). Due to the COVID-19 epidemic, different institutions have launched and started using online learning software/platforms to facilitate distance learning, such as, Google Meet, Zoom, and WhatsApp (Mannong, 2020).

Recent research into the factors that affect the learning-teaching process revealed that students' accessibility and motivation play an important role in ICT integrated learning, as well as online and remote learning which are regarded as a must in such times (Wahab, 2020). Furthermore, a study conducted by Ta'amneh (2021) depicted that there is a positive attitude towards online learning during the pandemic. Farrah and Al-Backry (2020) examined EFL students' challenges, advantages, and solutions during the COVID-19 pandemic; the result disclosed the necessity to make improvements concerning the implementation of E-learning in the educational process, besides creating good training programs for both students and teachers.

In the same flow, Diana et. al. (2021) conducted a research on students' understanding and difficulties when using Google classroom in learning English at SMAN 6 Kota Bengkulu; the results showed that students have positive attitudes towards using Google classrooms to learn English during the COVID-19 pandemic. The findings of the aforementioned reviews, painted a broad picture of the conditions for online courses that aimed at improving virtual EFL environments. This in turn will encourage students to adopt a positive mindset especially in light of the particular learning circumstances surrounding the COVID-19 epidemic.

The findings of Ghedeir and Nesba's study (2020) suggested that ICT could help learners improve their speaking abilities, as well as their autonomy and desire to learn. Meanwhile, teachers should have the knowledge and skills to enable all students to attain high academic levels in speaking using new digital tools and resources. This is in consistent with Naciri (2014) study that highlighted the effectiveness and the positive outcomes of using ICTs to improve speaking skills. Her study confirmed that using ICTs in the classroom has a significant impact on facilitating and improving learning in general, as well as speaking abilities in particular. ICTs allow teachers and students to interact, provide comprehensible input/output, assist learners in developing critical thinking skills, promote learners' autonomy and confidence, and boost learners' motivation to learn a foreign language effectively, etc.

The conclusions drawn from these studies demonstrate their importance as they provide a useful database for this research. The latter pinpoints student's attitudes, as well as student's obstacles in ICT integration during the COVID-19 epidemic. However, little study has been

done on students' attitudes regarding ICT use in oral performance and the issues it may bring. As a result, this inquiry attempts to address a gap in the existing research by examining student attitudes and barriers regarding ICT integration in oral performance at Bordj Bou Arreridj University during the COVID-19 pandemic.

1.3 RESEARCH PROBLEM

Tremendous demand for the integration and adoption of ICT into the teaching and learning environment offers students and teachers more opportunities to work better in the globalized digital age (Lawrence & Tar, 2018). The use of ICT plays a significant role in our daily life and in our education system. All educational institutions have been compelled to shift their teaching and learning process due to the global epidemic of COVID-19, from face-to-face to distance (online) learning classes. Speaking a language means knowing how to learn it well as well as how to successfully produce it. While speaking is considered the most crucial skill in language teaching and learning, many students find speaking in English to be a difficult task; as a result, the use of ICT has assisted in the facilitation and improvement of students' oral performance. Algerian university students, among other university students in the world have been forced to cope with the necessity of online learning instead of face-to-face classes. Consequently, EFL students at Bordj Bou Arreridj University have to cope with this unusual situation. Additionally, ICT platforms were originally designed and deployed to meet the needs of students. However, these technologies create a lot of difficulties and challenges for them. Therefore, this difficulty justifies the aim of the current study, which focuses on the attitudes of second-year students of English towards ICT integration in oral performance, also it explores the challenges and obstacles they may have faced during the pandemic.

1.4 RESEARCH QUESTIONS

This study is built upon two main questions as follows:

1. What are EFL students' attitudes towards ICT integration in oral performance during the COVID-19 pandemic?
2. What are the encountered obstacles and challenges students have faced while using ICT in oral performance during the COVID-19 pandemic?

1.5 RESEARCH OBJECTIVES

The current study aimed to:

1. Explore EFL students' attitudes towards ICT integration in oral performance during COVID-19.
2. Examine the key challenges and obstacles faced by EFL students in oral performance at Bordj Bou Arreridj University during COVID-19.
3. Shed light on the impact of ICT integration on oral performance throughout the COVID-19 pandemic.

1.6 SCOPE OF THE STUDY

The current study intends to explore EFL students' attitudes towards ICT integration in oral performance and examine the key challenges and obstacles that faced second-year EFL students at Mohammed El-Bachir Ibrahim University. In addition, it sheds light on the impact of ICT integration on students' oral performance during the COVID-19 pandemic. Based on, the assumption that the use of ICT tools facilitates the learning process. However, the use of ICT can constitute an obstacle for some learners.

1.7 SIGNIFICANCE OF THE STUDY

In recent years the world has changed dramatically in the digital era. This shift was formerly marked by the emergence of the COVID-19 pandemic. Algerian education authorities urged universities to resume teaching and learning during the pandemic using ICT tools such as ZOOM, GOOGLE MEET, and others. The significance of this research stems from the fact that it investigates and examines students' attitudes and challenges towards ICT integration in oral performance during the COVID-19 pandemic. In short, this study aims to examine students' attitudes regarding ICT integration in oral performance during the COVID-19 pandemic. Consequently, research outcomes will help educators consider suitable modifications, based on positive or negative views. Identifying the key challenges and obstacles faced by EFL students while using ICT in oral performance during the COVID-19 pandemic can assist educational experts and policy makers in making and implementing new suitable judgments that match the requirements of students in such challenging circumstances. Moreover, the findings will help higher education institutions by giving them valuable insights into ICT-integrated teaching and enabling them to improve their programs to better prepare faculty for the multiple demands of the COVID-19 pandemic.

1.8 LIMITATION OF THE STUDY

The present study is not free from limitations. For example, the time constraint is one of the main reasons why the descriptive survey research design is chosen as a means of data collection. The findings of the study are limited to EFL students at the University of Bordj Bou Arreridj. Consequently, they cannot be generalized to other students in various fields. In addition, this research is limited with respect to the number of students chosen as a sample to represent second-year LMD population at Bordj Bou Arreridj University. Furthermore, questionnaire and interview are exclusively employed as data collection tools.

1.9 DEFINITION OF KEYWORDS

In order to simplify the understanding of the study, the following terms are operationally defined as follows;

- ❖ **Attitudes:** An attitude is a combination of feelings, beliefs, and actions toward a given object, person, thing, or event in psychology. Attitudes are frequently the product of experience or upbringing, and they may have a significant impact on behavior. While settings are permanent, they may be changed (Cherry, 2021). In this study, the term attitude stands for students' opinions, feelings, or positions towards ICT integration. Students' attitudes can be positive or negative, depending on the impact of using ICT tools in learning during the pandemic, at the University of Bordj Bou Arreridj.
- ❖ **Challenges:** are something new and difficult that requires effort and determination to face or achieve (Collins dictionary). In this study, the term challenges refer to the impediments and difficulties faced by EFL students in ICT integration during the COVID-19 pandemic.
- ❖ **Covid-19 Pandemic:** according to the United Nations Development Programme, COVID-19 is the international health crisis; the world faces an enormous spread of the COVID-19 in Asia late 2019. In this study, the term symbolizes the period from when COVID-19 was declared a global crisis to the present day.
- ❖ **English as a Foreign Language (EFL):** Is referred to as English as a foreign language. In this study, the term EFL is related to English as Foreign Language. It is a subject of applied linguistics which is studied by second year students in an English Department of Bordj Bou Arreridj University.
- ❖ **Information and Communication Technology (ICT):** Information and communication technology (ICT) is regarded as the technologies that enable telecommunications-based

access to information. It is technology that is employed to handle the processes of communications like intelligent building management systems, broadcast media, and telecommunications. In this study, the term ICT stands for a set of materials and tools utilized to communicate, store and manage information such as: laptops, audio visual equipment, smart boards. It also includes, online learning, social media...etc.

- ❖ **Online learning:** is defined as educational opportunities delivered in synchronous or asynchronous situations employing variety of devices (e.g., mobile phones, computers, etc.) through internet connection. In such settings, students can be anywhere (autonomous) to acquire and interact with educators as well as other students. (Sing & Thurman, 2019). In this study, online learning refers to E-learning platforms, Zoom, Google meet, Facebook, and others.
- ❖ **Oral Performance:** Oral performance is the process of creating and communicating meaning through the use of verbal and nonverbal symbols in various circumstances (Alafifi, 2020). In this study, oral performance point at students' ability to convey oral messages to the listener in a manner characterized by organized thoughts, good language and well pronunciation.
 - ❖ **Speaking Skill:** Speaking is one of the most crucial abilities to acquire when learning English. Speaking refers to the student's capacity to use his or her linguistics knowledge in real-life communication situations. It is not only an issue of conveying messages to other people, but it is also a matter of establishing communication with several people 2020 (Julfikar). In this study, speaking refers to the process of sharing ideas and thoughts with others.

1.10 SUMMARY

The current chapter provides a comprehensive overview of the topic. It also sheds light on the research problem presented in the attitudes and challenges faced by EFL students towards ICT integration in oral performance during the COVID-19 pandemic. On the other hand, it seeks to identify the main research objectives, which focus on examining EFL students' attitudes towards ICT integration in oral performance and investigating the main challenges and barriers faced by second-year English students at Bordj Bou Arrerirdj University. In addition, the impact of ICT integration in oral performance during the COVID-19 pandemic will be highlighted. Furthermore, the research questions are stated, followed

by the scope, limitations, and importance of this study. The chapter closes with the operative definition of keywords.

CHAPTER TWO
LITERATURE REVIEW

2.1 INTRODUCTION

Technology has become indispensable in our daily lives, particularly in education. It is becoming more common in the educational community. Teachers may be integrating technology to share their lectures, present more information, and improve students' learning by incorporating it into their lessons. Technology, according to Madhavaiah et. al. (2013), is a powerful tool with enormous potential for paving high-speed highways from outdated educational systems to systems capable of providing learning opportunities for all, better serving the needs of 21st-century work, communications, learning, and life. As the prevalence of English grows on a daily and a global scale, English teachers see the need for change in their language teaching approaches.

The usage of ICT in language education has produced a conducive environment for reforming and investigating English language teaching approaches in the modern age. In general, Information and Communication Technology (ICT) refers to any communication device or application, including but not limited to radio, television, cellular phones, computer and software, satellite systems, as well as the various services and applications that go with them, such as videoconferencing and distance learning (SearchCIO, 2015). ICTs, like any other instructional instrument, may not serve teachers' and students' needs (Sarkar, 2012). In other words, the use of ICT in higher education has both advantages and disadvantages that might contribute favorably to educational programs.

English has been considered as a lingua franca, thus, mastering the ability to speak has become crucial. Researchers have prioritized speaking over the other four skills, as it can be seen by EFL students who pay much attention to their oral performance. That being said, the majority of students are unable to communicate effectively and properly in the target language. As a result, many researchers claim that effective usage and integration of ICTs in the classroom might eliminate the barriers that impede EFL students from mastering the speaking skill (Souici, 2013). According to Ghedeir and Nesba (2019), the implementation of Information and Communication Technology can assist in the revitalization of instructors and learners. This can be beneficial especially in the improvement and development of educational quality by giving curricular support in demanding subject matters such as oral expression

The integration of ICT in higher education gets its importance nowadays due to the current circumstances under the COVID-19 pandemic. The latter obliged teachers to convert from face-to-face to distance learning. The basis of distance teaching/learning is Information and Communication Technologies (ICT) as it seems to be the primary instrument utilized for

effective distant education. The latter requires the use of the internet and computers to assist with that process, since it is a generic word referring to technology used for gathering, storing, modifying, and transmitting information in various electronic forms (Triki, 2021).

The first section of this chapter begins by outlining the key concepts of ICT, its main components, types, advantages, disadvantages and the role of it. Then, ICT integration in Algerian education. The second section sheds light on implementation of ICT in oral performance. The final section provides insight into students' attitudes toward the use of ICTs in oral performance and outlines the difficulties they faced.

2.2 SECTION ONE: ICT INTEGRATION IN EDUCATION

2.2.1 INTRODUCTION

Nowadays it is claimed that a language class that does not make use of some sort of technology may not achieve the purpose of effective language learning/teaching. Technology has recently been utilized to assist and enhance language teaching, beginning in kindergarten and progressing to higher education (Fatih, 2016). Therefore, the use of computers and the internet in teaching foreign languages has been the subject of much debate in recent years. Many papers have been produced in an attempt to arrange and determine the effective use of Information and Communication Technology (ICT) in language classes.

2.2.2 DEFINITION OF ICT

In its wider sense, ICT stands for Information and Communication Technology; it includes computers, the internet and electronic delivery systems such as projectors, radios, etc. It is extensively used in today's education field (Jo Shan, 2013). From the UNESCO viewpoint, ICT may be viewed as all forms of technology that are used to process, transmit, create, store, display, exchange or share information by electronic means.

In the same context, Triki (2021) defined ICT as an inclusive term that is related to technologies that are used to store, edit, and gather data in several electronic formats. The abbreviation ICT comprises digital tools and hardware like smartphones, pads, or tablets, laptops, as well as other technologies like audiovisual equipment, smartboards, projectors, and other technologies used in education or any other field (NMC Horizon Project, 2013).

According to Barzman et. al. (2020), digital technologies have altered higher education substance, tools, and instructional methods. Without forgetting to mention how algorithm and

digital platforms transformed the roles of students and instructors. Another definition is given by Sarkar (2012), which states that ICTs are classified into two categories: Information and Communication Infrastructure (ICI) and information technology (IT). The former relates to physical telecommunications systems and networks (Cellular, mail, voice, television and radio), whereas the latter refers to information collecting, processing, storage and presentation hardware and software.

2.2.3 COMPONENTS OF ICT

Information and communication technology (ICT) is any sort of technology that requires different types of information. It also refers to the use of electronic computers and software to store, covert, process, protect and preserve data from anywhere and anytime (Fekih, 2015).

2.2.3.1 SOFTWARE

All programs or codes used in computers are called software. It also contains instructions written in computer code that indicated how to behave or perform a specific task (Jonson, 2021). According to Fekih (2015), software is defined as a set of instructions that direct a machine to perform a certain task/s.. It also refers to all non-physical components of computers including programs, protocols, applications, and data. Moreover, it is important to receive, store, encode and process information (Computer, 2020). The software can be divided into two groups, system software, and application software.

2.2.3.1.1 THE SYSTEM SOFTWARE

Fekih (2015) defines system software as a collection of programs that control and manage the computer system including communication connections, peripheral devices, and the core CPU.

2.2.3.1.2 THE APPLICATION SOFTWARE

The application software defines programs created for or by people to use a computer to do a particular activity.). In an article entitled “What is software? A guide to all of the different types of programs and applications those tell computers what to do” the author claims that a package has a specific purpose and is used to achieve a specific goal. It contains endless applications including productivity software such as spreadsheets, email clients, and word processors (Excel, Outlook, and Microsoft Word). Large amounts of data are organized and managed using database software such as Microsoft Access. Multimedia software, Web browsers, and games are popular applications as are the camera app on the phone and Adobe Photoshop, which is used to edit graphics and photos (Jonson, 2021).

2.2.3.2 HARDWARE

Hardware, often known as computer hardware, refers to the physical components of a computer including the disk drive, keyboard, and monitor (Amuno, 2021). Hardware is defined as the electronic and mechanical components of the computer. It consists of three elements such as connection devices, microphones, and computer hardware (Fekih, 2015).

2.2.3.2.1 CONNECTION DEVICES

Because of the Internet's ubiquity, more and more computers of all types have some way of connecting to other computers. A Network Interface Card (NIC) is often used in desktop computers in schools and companies. A modem is commonly used as a connecting device for portable computers and home desktop devices. Modems use a conventional telephone connection to link a personal or portable computer to dial-up networks. This connectedness has aided telecommuting and altered the way work is done in corporations. Modems and network interface cards (NICs) can function as both input and output devices, depending on whether the computer is receiving or transmitting data (Fekih, 2015)

2.2.3.2.2 MICROPHONES

Microphones convert sounds into electric impulses that may be either transmitted or stored (Fekih, 2015). According to Fekih, the following sections cover several types of microphones and how to use them:

- A microphone can be mounted on a stand in front of a standing or seated speaker.
- A microphone can be held by the speaker.
- The information translated by a microphone into electrical impulses can be communicated to other devices through a wired or wireless route.

2.2.3.2.3 COMPUTER HARDWARE

Fekih (2015) defines a computer as a device that can be configured to collect data and turn it into usable information and save it for safekeeping or later use. The central processor unit, primary storage, secondary storage, input as well as output devices, and communications devices are all part of the computer's hardware.

2.2.4 TYPES OF ICT

Information and Communication Technology comprises of a variety of tools that can be used by innovative and qualified instructors in order to improve teaching and learning circumstances. Based on Lim and Tay (2003) classification, ICT tools are as follows;

2.2.4.1 INFORMATIVE TOOLS

The informative tools involve Internet, Network Virtual Drive, Intranet, Home page, etc. This kind of ICT tools provide a plethora of information in many formats and is quite beneficial to students as well as teachers.

2.2.4.2 CONSTRUCTIVE TOOLS

Constructive tools, in essence, are software applications that are used to produce resources for the teaching/learning processes, such as; Power Point, Microsoft Words, Front Pages, Adobe Photoshop, etc.

2.2.4.3 COMMUNICATIVE TOOLS

There are several communicative ICT technologies presently accessible. They include e-mail, teleconferences, and social media such as Facebook, Twitter, and others. Beyond the physical barrier of the classroom, these materials play an important role in the interaction between teachers and students.

2.2.4.4 COLLABORATIVE TOOLS

Collaborative tools include meetings, Chatting, Online Learning, Webinar, etc. All these collaborative technologies make online collaborative projects a viable choice for remote group work.

2.2.4.5 RESIGNATION DEVICES/SITUATING TOOLS

Situating tools are technologies that place learners in a setting with a context and the possibility of a predicament. Simulation, virtual reality, and multi-user domains are examples of such systems. Using software tools like CD-ROMs to create hypermedia apps gives teachers more chances to improve their teaching method as well as the learning environment.

2.2.5 ICT INTEGRATION IN ALGERIAN EDUCATION

Currently, all countries throughout the world are seeking to cope with the rapid developments in Information and Communication Technologies. The developed countries have prospered in implementing ICT into their educational programs due to the effectiveness

of ICT in education. Developing countries, such as Algeria, have just begun to reap the benefits of these technologies by implementing it into their educational systems.

Technology in language teaching is not new; it has been around for decades. In the 1980s, Computer Assisted Language Learning (CALL) gave realistic input to language teachers and learners through the use of CD-ROMs to improve their level. However, as access to Information and Communication Technology (ICT) has grown, CALL has expanded beyond the use of computer applications to include the Internet and web-based tools. TELL (Technology Enhanced Language Learning) emerged in the 1990s in response to the expanding opportunities provided by the Internet and communications technology (Khlil, 2020).

The Algerian government has entrusted the implementation and management of the country's national ICT strategy to the Ministry of Post, Information Technology and Communication (MPITC). ("Study in Algerian Education System Arabian Campus", 2016). With a budget of three billion dinars, the Algerian government launched an ICT program to incorporate ICT into the educational system in June 2002. Furthermore, the Ministry of Education has made no attempt to implement ICT in every educational institution and school (Hamdy, 2007).

In 2003, the Algerian government sought to deploy computers in every home and assure Internet access from everywhere. Besides, the government has devised a number of projects to help educational institutions in integrating ICT into their curriculum. These projects are:

- The project of the Ministry of Education to equip all schools with computers by 2005.
- The distance Education Project.
- The Virtual University Project.
- The research network to be put in place by the Ministry of Higher Education and Scientific Research (Mansouri, et al. 2017).

ICT in education may be viewed from several perspectives depending on the environment, age, status, and even instructor training. ICT must be recognized as a technique for assisting students in finding information and communicating employing technology such as phones, computers, tablets, and so on. It may also be used to assist the teaching and learning process by allowing teachers to cover a wide range of activities that are engaging to learners (Jairo, 2017). Furthermore, before the development of Information and Communication Technology, the teachers used chalk and blackboards to illustrate the lessons for students while students used papers and slates to copy what their teacher have written on the board. Therefore, ICT

implementation in higher education as a teaching tool facilitates access to knowledge (Ben Hammadi, 2016).

2.2.6 ROLE OF ICT

Technology is the backbone of everything in today's competitive global world. Education has become much more successful since the use of Information and Computer Technology (ICT) (Alemu, 2016). It has recently attracted a lot of attention; it is an important area of research for many researchers around the world. In the last decades, its nature has drastically changed the face of education (Srivastava, 2016).

However, as the world moves rapidly towards the digital world, the role of ICT in education started gaining importance and this importance will continue to grow, and evolve in the 21st century (Verma & Sethi, 2016). According to Alemu in 2016, researchers, academics, and business people have shown that ICT provides opportunities for learning and researching for all knowledge seekers. Moreover, ICT, in educational settings, enables more student-centered learning environments. The researcher also revealed that educational planners around the world agree that increasing student exposure to educational ICT through its integration into the curriculum has a significant and highly productive impact on their achievement. Its exposure has greatly enhanced their knowledge, understanding, hands-on ability, presentation and innovative ability.

For Srivastava (2016), ICT expands the potential for codifying knowledge about education and for innovative teaching activities by enabling learning and cognitive activities to be carried out anytime and anywhere. It also enables teachers to work together in groups and exchange ideas. In the same vein, ICT equips teachers as it permits them to use their abilities in the real world, as it also benefits students not just in the academic life but also in their future occupations and social lives (Bhattacharjee & Deb, 2016).

2.2.7 ADVANTAGES OF ICT USE

The use of Information and Communication Technology in education has various advantages and benefits in teaching English language. This technology provides many new approaches and techniques for both teachers and students to use ICT in their studies (Ben Hammadi, 2016).

According to Papadima-Sophocleous et. al. (2014), the use of ICTs in EFL teaching is producing a huge revolution in language education due to the numerous benefits it presents, namely, the development and invention of new teaching approaches. In the same context, ICT provides online access to real content. For example, teachers and students no longer have to

rely entirely on printed books in libraries for their educational requirements. Authentic resources in practically any topic and in a variety of media may now be accessible from anywhere at any time of day and by a limitless number of people thanks to the Internet and the World Wide Web (Ben Hammadi, 2016). Moreover, the usage of ICT is adaptable, and each student may pick the location and time that fits him/her best (Bushati, et al. 2012).

According to Isisag (2012) ICT use improves autonomous learning, encourages learners' cooperation and communication. This is consistent with Triki, (2021) viewpoint, in which she stated that one of the benefits of ICT use is enhancing group collaboration, since learners and teachers can be connected together via different chatting forms such as voice and video conferences and virtual classes. In this way, learners are active in the learning process.

Another benefit of ICT implementation is reflected in engaging students and inspiring them to speak English in general, both inside and outside the classroom, promoting extended speaking skills by giving students the confidence, motivation, and capability to continue their speech or discourse outside of the classroom. Furthermore, ICT had encouraged and improved contact and actual communication among English language users and learners. Other techniques and approaches just cannot provide the simplicity and speed of communication that ICT can (Khlil, 2020).

Dintsis (2014), Pavel, et. al. (2015), and Posinasetti (2014) observed that ICT has the following educational advantages; it enables effective education, provides instruction according to student needs, provides educational activities in large geographical areas, and almost real time feedback. Moreover, ICT implementation enables students to do a lot of language practice through activities that use radio, videos, movies, headsets, the Internet, as well as exercises that build their reading, writing, speaking, and listening abilities.

2.2.8 DISADVANTAGES OF ICT USE

Despite the benefits of ICT in education, there are certain drawbacks and negative impacts, such as a lack of personal interaction and physical proximity between the teacher and the learner, which might undermine the student's willingness to study (Ben Hammadi, 2016). According to Khlil (2020), Students may become overly dependent on ICT as a result of its use. They may become fully reliant on ICT and the Internet, ignoring traditional methods of gathering knowledge such as reading books.

Another barrier that students may confront is the accessibility of unappreciative information; in other words, the learner may have access to incorrect information on the internet that has not been scientifically validated, and accessing this type of information can

lead to confusion (Ben Hammadi, 2016). Besides, the ease of plagiarism is related to the efficiency of searching for material, copying, and pasting without doing any editing. There have been countless reports of students stealing information from the internet and applying it in their assignments without providing credits (Khlil, 2020).

An additional drawback of integrating ICT in classrooms is the lack of student assessment and feedback. For instance, it is difficult for professors to oversee tests since students may readily cheat (Bushati et al. 2012). Furthermore, in terms of tool availability, not all schools have access to computer laboratories and ICT tools, as well as pupils may not have a computer at home or internet connections (Khlil, 2020).

2.2.9 ICT INTEGRATION IN EDUCATION DURING COVID-19 PANDEMIC

During the COVID-19 pandemic, all fields in all countries have been closed, and education is no exception. Education has changed dramatically, and most institutions and universities around the world have switched to online teaching and learning as their only option (Ghounane, 2021). Using Internet technology to improve learning and teaching has recently become significantly more simple and viable compared of how it was. Due to the widespread use of ICTs in higher education, universities and colleges have begun to shift from traditional teaching/learning to online learning (Guemide, 2020). As Lawrence and Tar (2018) mention, the integration of ICT into the teaching and learning environment provides more opportunities for students and teachers to collaborate more effectively in the globalized digital age. Some advantages of using technology in learning are mentioned by Bena and James (2001), as their findings depict that technology improves students' abilities and motivates them to work hard on their assignments. It also assists pupils in managing and utilizing information, allowing them to become more responsible and productive. According to Roida and Yuni (2020), information technology is highly beneficial in the process of online learning during the COVID-19 outbreak, it also prevents the learning exercises from becoming monotonous. The COVID-19 crisis resulted in an acceleration in educational technology, which has launched different online learning applications and platforms to facilitate distance learning such as WhatsApp, Zoom, Google Classroom, Google Meet, etc. (Mannong, 2020).

2.2.10 KINDS OF ICT

Information and Communication Technology (ICT) is a field that integrates science and technology. Computer hardware and software, telecommunications and cell phones, the Internet and Web, wireless networks, and video cameras, among other things. ICT can be found in business, industry, government, and education. ICT has proven to be a valuable tool for solving problems and completing tasks (Reguig Berra, 2015).

2.2.10.1 GOOGLE CLASSROOM

Google classroom consists of online learning applications that make teaching and learning more productive and engaging by fostering communication, facilitating assignments, and boosting collaborations. In this application, teachers can keep track of everything all in one spot, assign homework, form classes, or give feedback (Mannong, 2020). In the process of introducing remote learning, teachers can utilize Google Classroom to provide learning materials, assessments, and assignments without needing to be present in class (Ni, 2020). Google classroom is considered one of the platforms that were widely used during the pandemic; it provides teachers with a set of tools to use with their students, and it also fosters students' communication skills (Mannong, 2020).

2.2.10.2 E-LEARNING

According to Kavitha and Lohani (2019), E-learning can be defined as the use of computer and Internet technology to deliver a wide range of learning and performance-enhancing solutions. Online learning, virtual learning, distributed learning, network-based learning, and web-based learning are all examples of E-learning. It can be synchronous or asynchronous, and it can be computer-based learning (CBL) or web-based learning (WBL) (Abou Shaaban, 2020). E-learning is a method of learning that promotes lifelong learning, fosters learning independence, and enables students to engage with one another (Diana et al., 2021). Moreover, it is important to provide English as foreign language (EFL) learners with self-learning and lifelong learning capabilities in the COVID-19 Pandemic era. E-Learning is a contemporary trend in foreign language (FL) teaching/learning that aims at improving such abilities (Abou Shaaban, 2020).

2.2.10.3 ZOOM

Zoom is a cloud-based meeting and webinar service that allows for document sharing and video conferencing. It is a simple platform for video and audio conferencing, chat, collaboration, and webinars on mobile devices, PCs, phones, and room systems (Mannong, 2020). The importance of using the Zoom application as part of synchronous learning lies in developing students' thinking skills, and problem-solving. In light of this, Chen and Lee (2011) claimed that: Students may ask questions during the zoom session to help them structure their sentences or complete their tasks before submitting them; they may also be exposed to auditory feedback to build their mistake correction system, which is directly connected to conscious language acquisition. Simultaneously, students receive critical

feedback on their work from their teacher and peers, which can help to reduce the anxiety associated with sharing (As cited in Ayoub, 2019).

Teachers of English can use Zoom to communicate their course content in different ways (Guzacheva, 2020). Furthermore, teachers can use Zoom's screen sharing to help students promote their intercultural skills by sharing interesting materials such as articles, presentations, and videos. She/he can also motivate students to use an active question to evaluate and analyze their learning process or to ask students to create and share a video reflection on their lesson (Mannong, 2020).

2.2.10.4 GOOGLE MEET

Google Meet is one of the applications that are used to teach and study English. Fakhrudin (2018) said that this application is a video conferencing service developed by Google, and its use in the teaching and learning process improves students' four language skills; speaking, writing, listening, and reading. In the same vein, it is claimed that Google Meet is essential for improving EFL learners' language four skills, particularly speaking (Fakhrudin, 2018). As a result, its users have more options for involvement and interaction to improve their learning. Saeed Al-Marouf et. al. (2020) listed some of the primary aspects of Google Meet. First and foremost, its availability on cellphones and laptops makes it simple to join lessons. Second, the URLs offered to join Google meetings can be utilized several times, allowing students to communicate with their instructors and peers at any time. Finally, yet importantly, students' feelings of apprehension and anxiety may lessen.

2.2.10.5 WHATSAPP

WhatsApp is an application that enables students to communicate with one another in English whenever and wherever they choose; it assists in improving their language abilities such as speaking, listening, writing, and reading (D'Eca, 2003). Moreover, teachers and students can use it to communicate and share pictures and messages. WhatsApp users can send messages through text messages, audio/ video files, and photos to individuals or groups (Bouhnik & Deshen, 2014). Furthermore, teachers can use this application as an instructional media (Kheryadi, 2017). Hence, this application is an efficient means that facilitate the teaching and learning of English (Mannong, 2020).

2.2.10.6 E-MAIL

E-mail is an application that is mostly used by students and teachers during the COVID-19 pandemic. It is considered the best way for English learners to communicate with their instructors because it is effective as well as easy to use (Reguig Berra, 2015). According to

Ryan and Cooper (2010) E-mail is an effective medium for teachers to share ideas, information, and resources. As well as, it is quick and inexpensive. Many people use E-mails because they offer practical value, is quick to send emails, and it is cost-effective (Purcell et al., 2013).

2.2.10.7 SKYPE

Skype is an online service that allows users to communicate via audio and video. Students and professors can use Skype to schedule conference calls with the entire class at the same time (Mendoza Padilla, 2018). According to Madhavaiah et. al. (2013, p.153), "Skype is a relatively newly emerging technology and the potential application of it to language and literature learning and teaching needs to be further explored". Additionally, Reguig Berra (2015) mentioned that Skype is a computer program that allows making free voice calls to other Skype users over the internet. It is used for a variety of purposes, including individual and group online courses, as well as formal and informal language teaching. Both learners and teachers use Skype as a self-study material (Kerkeb, 2018).

2.2.10.8 FACEBOOK

Facebook is an application that is widely used by both students and teachers during COVID-19 pandemic. It fosters and facilitates interaction among students and their instructors or students among themselves (Mendoza Padilla, 2018). According to Anggoro and Rueangrong (2021), Facebook can be utilized for both learning management and teleconferencing. They wrote that: Facebook may be used as a teleconferencing tool as well as a learning management system (LMS). It may permit asynchronous and synchronous communication and engagement, as well as storing numerous data linked to the lessons, like an LMS. It can provide a free, private, and successful real-time video conference with students as a teleconferencing tool. Most significantly, many individuals are familiar with how to utilize it as a popular social networking program.

Facebook is the most popular social networking platform. This makes it an accessible and a simple option for teachers and students to use in order to deliver online EFL instruction. It offers private groups, storage, different file types sharing, as well as synchronous and asynchronous interaction (Anggoro & Rueangrong, 2021). Furthermore, Facebook has social, pedagogical, and technological affordances that allow students to participate in synchronous and asynchronous learning activities, resulting in a more active learning environment for them (Wang et al., 2012).

2.3 SECTION TWO: ICT INTEGRATION IN ORAL PERFORMANCE

2.3.1 INTRODUCTION

English is one of the most widely spoken languages on the planet. It has influenced the globalization process and the expansion of knowledge in nearly every field. English is a lingua franca and a universal language that is spoken by people all over the world (Ahmad, 2020). This language connects people all over the world and allows them to communicate clearly. English is considered as the mother tongue of ICT. For the past few decades, the rapid advancement of Information and Communication Technologies (ICTs) has made potential contributions to English language education (Tri & Nguyen, 2014). As a result, new ICT tools and techniques can significantly alter how language skills (speaking, listening, reading, and writing) are taught and learned. With the use of ICT, students can improve their vocabulary, pronunciation, expression, and public speaking skills (Ahmad, 2020). The appropriate usage of ICT has a significant impact on students' speaking proficiency. It provides both teachers and students with authentic materials in the target language. Besides, ICT connects the teaching and learning process with the target language's culture. As it encourages students to improve their speaking abilities (Ghedeir & Nesba, 2019).

2.3.2 DEFINITION OF SPEAKING

A number of experts have provided definitions and viewpoints on speaking. Breene (2012) defines speaking as one of four basic language skills that many students prioritize in order to become proficient in English. It is because they employ communication skills such as speaking to maintain rapport in relationships, influence others, and draw or lose negotiations. Another expert, Randi (2020), states that speaking is one of the ways we communicate in everyday life. It is about communicating our thoughts, feelings, or ideas to another individual. Furthermore, it is a productive skill that is done without editing or amending but is applied directly. While Gard and Gautam (2015) noted that speaking is one of the core language skills that English foreign language learners must acquire owing to its importance and application in communication. It is critical to be able to speak English since it is the most widely acknowledged language in the world, making it simpler for individuals who understand it not only to develop their knowledge and abilities but also to use it for other purposes.

Speaking is the capacity to utilize language, a skill that is used in daily life to express someone's thoughts, facts, suggestions, and feelings to other people orally. This is consistent

with Güneş (2014) point of view, in which he highlights that speaking is about transferring ideas and feelings into words as well as the discovery of mental constructions, processes, and activities. Furthermore, learners will find it easy to speak and engage with people from all over the world when they travel. Moreover, speaking is regarded as an oral capacity to attain pragmatic goals via interactive discourse with other language speakers (Al-Jarf, 2012).

2.3.3 COMPONENTS OF SPEAKING

Hughe (2003), claims that speaking ability has five components; grammar, pronunciation, vocabulary, fluency, and comprehension. These latter are explained as follows;

2.3.3.1 GRAMMAR

Grammar is a “system of rules (and exceptions to those rules) that reveal and structure meaning in language, and is made up of two things: syntax and morphology” (Baden, 2020), which can contribute in learning a foreign language and promotes the development of overall language competence. Grammar is viewed as a framework for English instruction by the majority of instructors (Nurfajhri, 2019).

2.3.3.2 PRONUNCIATION

According to Lado (2017), pronunciation is the usage of a sound system in speaking and listening. Pronunciation is just presented as an act that occurs when speaking and listening. Moreover, one of the most crucial components of English, especially in oral communication, is pronunciation. Every sound, rhythm, stress, and intonation has the potential to transmit a message. Non-native English speakers who speak English must use extreme caution when expressing certain statements lest they cause confusion. As a result, having an understandable pronunciation is more important than having a native-like pronunciation (Adiana, 2019).

2.3.3.3 VOCABULARY

Vocabulary is necessary for the success of second language usage since we may not be able to apply the structure and function we have learned for intelligible communicative purposes if we do not have a large vocabulary. It might be claimed that one key to communication success is the power of words (Arodjiah, 2020). According to Nurfajhri (2019), the notion of vocabulary is explicit enough that in practically all circumstances in human existence, a collection of words is used. The use of terms differs depending on the

field, person, class, or profession. It indicates that just as a beggar uses a set of phrases to solicit for money from affluent people, a teacher uses a set of words while instructing their students. The writer believes that vocabulary is an essential component of language acquisition since it conveys meaning that is used in communication.

2.3.3.4 FLUENCY

Fluency, as one of the speaking sub-skills, is defined as speaking at a normal rate without hesitations or pauses between stretches of speech; it is also defined as conveying one's message in an easy, clear, and an intelligible manner, as well as using a simple language that is approximate to the native speaker's oral performance (Barrios Acosta, 2017). According to Mahmoud Ashour (2014), fluency is presenting ideas calmly and spontaneously, arguing convincingly, arranging the oral output both cognitively and physically, exhibiting a specific amount of hesitations, pausing, backtracking, correcting, and appropriately employing gap fillers. Furthermore, according to Housen et. al.(2012), fluency is the learners' ability to manipulate their linguistic Second Language "L2" knowledge system to communicate and deliver meanings in real communication settings, which can be seen in their rate of speech and the efficiency with which they use related L2 information.

2.3.3.5 COMPREHENSION

Comprehension is the ability to notice and understand stretches of a conversation in order to construct representations of sentence meaning. Second language comprehension is more difficult to investigate since it is not immediately visible and must be inferred from overt verbal and nonverbal responses, artificial instruments, or the teacher's/researcher's intuition. Thus, in speaking, comprehension refers to the speakers' knowledge of what they are saying to the listeners in order to prevent misunderstanding information; moreover, its purpose is to make the listeners simply absorb the information from the speaker (Arodjiah, 2020).

2.3.4 TYPES OF CLASSROOM SPEAKING PERFORMANCE

According to Brown (2004), Students are expected to implement six categories of oral production in the classroom; imitative, intensive, responsive, transactional, interpersonal, and extensive speaking.

2.3.4.1 IMITATIVE SPEAKING

It is the ability to imitate a word, phrase, or sentence using a variety of lexical and grammatical features of the language. This type of repetition might involve grammar and lexis

in order to express a meaning or even to interact in a conversation, as well as paying attention to pronunciation in order to assist learners to become more understandable.

2.3.4.2 INTENSIVE SPEAKING

It is defined as the oral production of short sentences to demonstrate proficiency in a limited band of grammatical, phrasal, lexical, stress, rhythm, or phonological relationships. The speaker must be aware of semantic features in order to react. Intensive speaking can be self-initiated or part of a pair work exercise in which learners are "reviewing" certain types of language.

2.3.4.3 RESPONSIVE SPEAKING

This performance includes short interactions, such as short discussions, small talk, and simple requests that are used to maintain authenticity, with only one or two follow-up questions or retorts. As is illustrated in Brown (2004)

T: How are you today?

S: Pretty good, thanks, and you?

2.3.4.4 TRANSACTIONAL SPEAKING

It is done with the intention of transmitting or exchanging certain information. It is a more advanced kind of responsive speaking.

2.3.4.5 INTERPERSONAL SPEAKING

It involves activities such as interviews, discussions, and discussions with the goal of preserving social relationships. Oral production in this type of language (interpersonal) can grow more sophisticated as colloquial language, ellipsis, and slang are used.

2.3.4.6 EXTENSIVE SPEAKING

The final type of speaking is the extensive one that includes speeches, oral presentations, and storytelling; it is also called "monologue". However, the language style utilized in this sort of speaking is deliberative and formal for extended activities.

2.3.5 THE IMPORTANCE OF SPEAKING SKILL

Communication is crucial in today's global environment for achieving success in all fields. Language is utilized as a communication tool. Without the use of a language, perfect communication is impossible. Furthermore, people cannot attain their ambitions, objectives,

or goals unless they communicate effectively. As a result, a language is required to communicate with individuals who live all over the world, because English is considered an international language and is spoken worldwide, it is used to communicate with individuals who live in various countries, regions, and continents (Rao, 2019). Moreover, because speaking is a process of generating meaning, it covers practically all of the language components; therefore, speaking allows people to freely and spontaneously convey their thoughts, and ideas (Sari, 2019).

According to Timmis (2016), the importance of speaking skills appears to be further emphasized by the widespread use of Communicative Language Teaching, a methodology that emphasizes speaking. Everything in today's world is tied to one's ability to communicate, all learners who want to develop their business, build confidence, improve their career, get better job chances, give public speeches, attend interviews, give presentations, engage in debates and group discussions, and so on must have strong speaking abilities (Rao, 2019). Sari (2019) stated that in a real-life situation, students would be rated primarily on their ability to speak, which most people's initial impressions are based on their ability to communicate clearly and smoothly.

2.3.6 SPEAKING DIFFICULTIES

Speaking is now widely recognized as the most fundamental skill to learn. It is also the major part of language proficiency related to communication that students often lack language proficiency throughout English classes (Arfin, 2017). For Nursyams (2019), there are two aspects of speaking difficulties; psychological and language aspect.

2.3.6.1 PSYCHOLOGICAL ASPECT

Mental health problems are those that cause mental or physical distress. These psychological issues can affect a student's language ability (Nursyams, 2019). In another study conducted by Juhana 2012, when students speak in class, they encounter the following psychological factors such as lack of motivation, lack of confidence and anxiety. Similarly, Arifin (2017) found that both teachers and students suffer from low self-esteem, lack of confidence, and fear of speaking in the classroom. Students with low self-esteem find it difficult to hold back when presenting in class and cannot lower their affective filter, for example, judgment by their friends, fear of making mistakes, etc. (Arifin, 2017). Moreover, Krismanti and Siregar's (2017) study revealed that fear of making mistakes, lack of motivation, lack of self-confidence, anxiety, and shyness are the psychological issues that have become the focus of this study. All of these psychological elements are thus interconnected.

2.3.6.1.1 LACK OF CONFIDENCE

Many people throughout the world struggle with their self-esteem. Students who lack self-confidence may be tempted to believe that they will never be competent English speakers. This lack of self-confidence is indeed considered a significant issue that affects students' ability to talk. If they are not confident in their own abilities to speak English, it is difficult for them to grasp the language. Inadequate English skill is the primary source of students' lack of confidence. When students are unable to communicate effectively in English, they lose confidence and feel embarrassed (Juhana, 2012).

2.3.6.1.2 LACK OF MOTIVATION

Motivation is an essential component of learning activities. Students' interest in learning will be increased via incentives. According to the experts, motivation will be one of the indications deciding a successful conversation. Thus, the teacher's motivation toward the students improves their ability to speak English (Juhana, 2012).

2.3.6.1.3 FEAR OF MISTAKE

Students' hesitation to communicate in English in the classroom is mostly due to their fear of making mistakes. When it comes to the fear of making a mistake, this anxiety is related to the issues of rectification and negative feedback. Furthermore, the students' fear of being ridiculed by their peers or by the instructor has a significant impact. As a result, students might frequently drop out of the speaking activity. (Ulandari et al., 2018)

2.3.6.1.4 ANXIETY

Oxford Advanced Learners Dictionary (2013) reported that anxiety is the feeling of fear that something terrible is going to happen. It is one of the most common psychological issues that students face when learning a foreign language.

2.3.6.1.5 SHYNESS

For Arifin (2017), Shyness is a psychological condition that causes a person to feel uncomfortable in social situations, prevents them from enjoying themselves, or causes them to avoid social events entirely.

2.3.6.2 LANGUAGE PROBLEM

2.3.6.2.1 INHIBITION

Students are afraid of making mistakes and afraid of being judged. They are also afraid of attracting too much attention with what they say (Nursyams, 2019).

2.3.6.2.2 MOTHER TONGUE USE

Students believe that their mother tongue is easier to learn than their second language. When speaking in a second language, students' mother tongue tends to interfere. This problem will make the students feel at ease (Nursyams, 2019)

2.3.7 ORAL PERFORMANCE

2.3.7.1 DEFINITION OF ORAL PERFORMANCE

According to Karimy and Pishkar (2017), one of the most important language components that must be practiced is oral performance. People with good communication skills will be better at sending and receiving messages. Oral performance is the process of creating and communicating meaning through the use of verbal and nonverbal symbols in various circumstances. It is a crucial ability for successful and efficient communication in any language, especially when speakers are not speaking in their original language. Language learners frequently believe that the capacity to speak a language is the end result of language learning; yet, this aspect of language is also considered as an important element of the language learning process. It is beneficial for kids to understand that as they learn to talk, they may utilize speaking to learn (Alafifi, 2020).

2.3.8 ORAL PRESENTATION

2.3.8.1 DEFINITION OF ORAL PRESENTATION

Oral presenting was a natural progression from oral communication. It is when the presenter demonstrates their understanding on a certain subject. The participant has the option of selecting the title or topic assigned to them by the professors, in order to discuss it with their classmates. The participant then conducts some preliminary study on the subject (Safna, 2019).

According to Cook (2013), oral presentations are activities that take place in the classroom to explain something to the audience. The quality of the material presented and the technique of presentation were used to evaluate oral presentations.

Swarthout (2013) defines oral presentation as the activity of vocally transmitting information or ideas from one person to another person/group. Oral communication might be official or casual. A person at a podium gives an oral presentation, which is akin to giving a

speech. An oral presentation may also include technological elements such as a slide display, video clip, or audio recording.

2.3.8.2 TYPES OF ORAL PRESENTATION

Understanding the presentation style, according to Chivers and Shoolbred (2007), can assist the presenter to discover the main purpose of providing this presentation. As a result, the speakers can choose the format of their presentation based on the purpose of the presentation (Zitouni, 2013).

2.3.8.2.1 INFORMATIVE ORAL PRESENTATION

The major purpose of this style of presentation is to teach the audience something new. In this style of presentation, the speakers provide an instructive discourse. The goal of an informative presentation is to communicate with the audience and provide them with a lot of information in a short amount of time. Furthermore, in an academic atmosphere, the presenters employ an informative speech to explain a subject, train the audience, show a procedure, or narrate an occurrence. Furthermore, presenters may choose their own topics (Zitouni, 2013).

2.3.8.2.2 PERSUASIVE ORAL PRESENTATION

The purpose of a persuasive speech is to persuade the audience to change their minds on a given/chosen issue. It is typically used to elicit a reaction from the audience or to promote a discussion with the presenter about the issue. Furthermore, the presenters should aim to convey confidence to the audience. Likewise, s/he can employ emotions when necessary (Zitouni, 2013).

2.3.8.3 ADVANTAGES OF ORAL PRESENTATION

According to Safna (2019), oral presentation advantages“ are as follow;

- An oral presentation establishes a link between language education and language use.
- It supported learners in gathering, inquiring, organizing, and constructing information.
- The purpose of oral presentation is to enable students to share their anatomy.

- During the oral presentation, the student employed all four abilities in a natural integrated manner.
- It improved the audience's ability to grasp the speaker's context.
- The presenter can obtain fast feedback for his labor and study by assessing audience emotions and body language.
- Oral presentations promote engagement.

2.3.9 ORAL COMMUNICATION

2.3.9.1 DEFINITION OF ORAL COMMUNICATION

Oral communication is the verbal and visual transmission of information from one person to another. Dialogues, presentations, and speeches are examples of oral communication. Though the message is transmitted through words, nonverbal communication such as body language and tone modulations are often used to effectively carry out outspoken communication. It is also mixed with the use of visual aids to assist develop a coherent message (Prabavathi & Nagasubramani, 2018).

2.3.9.2 BENEFITS OF ORAL COMMUNICATION

According to Prabavathi and Nagasubramani (2018), oral communication advantages are as follows:

- It assists in conveying the message to the listener immediately, whether it is a criticism, praise, or information. This mode of communication is rapid and straightforward.
- This style of communication allows for fast feedback and hence allows for two-way contact.
- It assists in expressing the message with the appropriate pitch and tone.
- It also significantly reduces the amount of time and effort required. Oral communication is a less formal way than others are, thus it gives your message a more personal touch.
- It can inspire trust and loyalty from the receiver.

2.3.9.3 CAUSES OF FAILURE OF ORAL COMMUNICATION

According to Prabavathi and Nagasubramani (2018), the failure of having an effective oral communication is summarized as follows:

- Absence of planning: if the message of the oral communication is not well planned, the audience will not pay attention. As a result, the speaker should create a plan and rehearse before delivering an oral message.
- Overconfidence: in oral communication, the communicator should be self-assured. Though self-assurance is important in spoken communication, too much confidence can cause communication to break down.
- Over busyness: oral communication is most often used in a crowded environment. This may cause the message to be distorted. Consequently, communication becomes inefficient.
- Quick transmission: when a communicator sends a message or information quickly, the listener may not understand some or all of it. Communication will break down if the message is not repeated.
- Inattention: the communication message must be paid close attention to by both sides. Communication between them becomes inefficient if either party is distracted.
- Presence of emotion: the efficiency of communication may be influenced by both parties' emotions. Parties may lose control of their emotions during a spoken conversation. Their emotional behavior may lead to ineffective communication.
- Status difference: the difference in status between the speaker and the listener has a significant impact on the success of oral communication. If one of the parties brag about his/her position while ignoring the other, communication between them will come to an end.
- The difference in personality: the listener is attracted to the speaker's personality. The audience will not pay attention to the speaker's message if the speaker lacks charisma.

2.3.10 ICT INTEGRATION IN ORAL PERFORMANCE

The use of technology to effectively communicate in English is the backbone of today's successful learning (Winasih et al., 2019). Eday and Lockyer (2013) also claimed that the ability to use technology should be complemented by the ability to demonstrate and communicate what has been learned. Students acquire meaningful and successful technology use when they can convey their thoughts and ideas effectively in various contexts and objectives. Furthermore, employing modern technology to learn the language is advantageous and helpful. As mentioned in Idayani and Sailun's (2017) study, the majority of students said that using ICTs improved their speaking skills while also increasing their motivation, creativity, and knowledge.

Speaking is an important skill for English language learners to master. In this context, ICT could play a crucial role in improving students' speaking abilities if used correctly and should be integrated into teaching oral expression since it brings the actual world into the classroom. Hence, the usage of technology has a significant impact on EFL students' capacity to communicate both within and outside the classroom (Ghedeir & Nesba, 2019). They noted the advantages of ICT use as follows:

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

(Cited in Ghedeir & Nesba, 2019: 317)

In the present world, ICT becomes a component to support technology-based blended teaching, which is more effective and responsive. As a result, Information Communication Technology (ICT) establishes itself as a feasible tool for improving the teaching of EFL speaking proficiency (Kuppuraj, 2017).

2.3.11 TECHNIQUES OF ICT

Incorporating ICT into the teaching/learning process of speaking skills necessitates the use of appropriate teaching techniques to assist students in improving their communication skills. Teachers can teach speaking skills using CD-ROMs (Compact Disk Read-Only Memory) or DVDs (Digital Versatile Disk). Both have a good influence on student performance because they allow them to be exposed to authentic language. If universities and schools have a computer lab, teachers may be able to schedule specific oral expression sessions in which students work independently or in groups with CD-ROM material. Additionally, during the oral expression sessions, students may listen to short segments of DVD dialogues several times before their comprehension is tested and assessed. Chatting can also help students improve their speaking skills, providing that it is carefully prepared for, organized, and timed. It is an important approach to improving students' fluency and accuracy. Using the chat technique, students can gather in pairs or in small groups via social media networks to discuss topics covered in oral expression sessions (Brahim & Nesba, 2022).

2.4 SECTION THREE: PREVIOUS RESEARCHES

2.4.1 ATTITUDES TOWARDS ICT INTEGRATION

Kitchakarn (2015) performed a research study among undergraduate students at a private institution in Turkey, utilizing computers as a learning aid in language acquisition. He

concluded that students have positive attitudes towards using computers as a learning tool. Ramadhan (2019) investigated the perceptions and attitudes of EFL learners toward English online courses in Kurdistan, Iraq. The findings revealed that the participants have positive attitudes toward using the internet to learn English. Furthermore, the use of the internet and applications as platforms among students improve language learning and interaction.

Attitudes of learners and online learning both have an impact on one another. This mutual impact plays an essential role in assisting EFL students to achieve their learning objectives. Ridho et al., (2019) concluded that Google Classroom is an effective learning tool as it can help students improve their learning through active participation in online discussions and assignments. The results depicted that the majority of participants responded positively and accepted Google Classroom as a simple and a meaningful learning platform that allows students to learn anywhere, anytime without any constraints and without having to personally interact with teachers or other classmates.

Sherine et al. (2020) looked for the impact of Mobile Assisted Language Learning (MALL) on the development of speaking skills and found that participants' speaking performance and pronunciation both increased significantly. Furthermore, Sherine, Seshagiri, and Sastry (2020) sought to determine the impact of combining Whatsapp and informal learning in developing learners' communicative skills based on international English exams' criteria test, such as fluency, coherence, pronunciation, grammatical range, accuracy, lexical resource, and how students interpret the improvement in their speaking competence. The results indicated that their speaking skills had improved and their attitudes towards speaking skills had shifted.

Moreover, EL Mortaji (2018) looked into how videotaping affects college students' public speaking skills when they are learning English as a foreign language. The results showed that the pupils' public speaking skills improved. The findings of this study indicated that videotaping and self-reflection had a substantial impact on improving students' public speaking abilities and promoting learning autonomy and confidence.

Other researchers, however, have found that EFL students have a negative attitude towards online learning. Orlando and Attard (2015) claimed that using Information and Communication Technology (ICT) to deliver virtual classes would be ineffective unless the right technological instruments accompany it. Amin and Sundari (2020) investigated EFL students' choices on digital platforms during emergency distance learning due to the COVID-19 outbreak in Indonesia. Their research focused on three digital learning platforms: Cisco WebEx Meeting Video conferencing, Google Classroom Learning Management System, and

WhatsApp Mobile Messenger Application. Despite their widespread popularity among students, the three digital platforms had a lower positive impact than face-to-face learning for the majority of participants. It is understandable that the learners' online digital learning system is less than ideal compared to the traditional learning environment.

2.4.2 CHALLENGES OF ICT INTEGRATION

In addition, other research papers tried to investigate the obstacles and barriers that students face when using ICT, such as the study that was carried out on Jadara University students in Jordan about using E-learning programs during school holidays. The findings pinpointed that the students lack of effective training, lack accessibility, and poor teaching methods of the trainers (Rabbah, 2020). Limited or lack of ICT skills and resources make online learning non-inclusive during the COVID-19 lockdowns (Bazimaziki, 2020). Ta'amneh (2021) in his study where he examined students' challenges towards virtual classes, his research results showed that students' difficulties revolved around pedagogical, technical, and personnel obstacles during the attendance of virtual classes. Furthermore, an interview with students at SMAN 6 Kata Bengkulu, examined the problems in learning English using Google Classroom during the COVID-19 pandemic, showed that the drawbacks of using this application were in opening and uploading files or videos. Students struggled with online learning and preferred face-to-face classes. In their opinion, the disadvantages of online programs outweigh the advantages. (Diana, Yunita, & Harahap, 2021) The main challenges of online learning are poor internet access, low engagement, low motivation, low participation, and low understanding (Zboun & Farrah, 2021). Online learning cannot achieve the desired results in underdeveloped countries such as Pakistan, where a large majority of students do not have access to the Internet due to technical and financial problems. The lack of face-to-face interaction with the teacher, response time, and lack of traditional classroom socialization were some other issues highlighted by college students (Adnan & Anwar, 2020). Farrah, and Al-Bakry (2020) discovered that online learning is ineffective in developing countries where the majority of people do not have access to the internet due to technical and economic barriers.

Moving to the Algerian online learning status, Ghounane (2021) in his research on using Facebook as a learning platform in Algeria, during the COVID-19 pandemic claimed that Facebook was considered as the second leading E-learning tool after Moodle platform. Guerza (2015) investigated how ICT use enhances learners' autonomy, the study result displayed that ICT tools not only help learners express themselves in the target language, but also helped them expose their personal identities. In addition, EFL students at Oran

University have overall positive perspectives on using Zoom sessions (Benmansour, 2021). According to a study performed at Saida University, neither teachers nor students were well prepared for an online learning experience. There are more drawbacks than benefits. According to the study findings, E-learning has become a difficult process due to a lack of technical skills, a lack of experience on the part of the teachers, and the students; social position. The study also discovered that Master's students have unfavorable attitudes toward E-learning and would choose face-to-face interaction in the classroom and handouts over virtual learning (Benadla & Hadji, 2021). Students are opposed to the use of technology; traditional methods like handouts are their favorites (Guessabi, 2021).

2.5 SUMMARY

In a nutshell, ICT integration in education has facilitated the teaching/learning process and made it more efficient. As a result, using ICT leads to new pedagogical shifts. Therefore, this chapter deeply stresses the importance of integrating ICTs in education. It outlined ICT components and kinds as well as advantages and disadvantages of using these new technologies in EFL classroom. It also tackled the new kinds of ICTs that have been used during the COVID-19 pandemic. Moreover, this chapter is devoted mainly to discussing speaking skill, including its components, types, and importance. Speaking as a crucial skill in EFL classes requires the use of ICT, which includes a variety of supporting strategies that aid in the development of the student's oral performance. This chapter emphasizes the relevance of Information and Communication Technology (ICT) in the teaching of speaking in EFL classes. Besides, this chapter sheds light on previous researches on the attitudes and challenges of ICT integration in general and in oral performance in particular. Overall, the purpose of this chapter was to provide a theoretical overview of the most vital role of ICTs in improving student oral performance.

CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

Research methodology is the pathway through which researchers need to conduct their research. It depicts the process through which these researchers construct their problems and objectives, as well as deliver their findings based on the data collected during the study time (Kassu, 2019). This section is the methodological part of the research. It aims at providing a clear description of the steps, participants and the data collection method employed in the research. This chapter is devoted to analyze the data obtained from the interview and the questionnaire given to second year students from the English department at the University of Mohamed El Bachir Ibrahimi. The results obtained will be analyzed stastically using The Statistical Package for the Social Sciences (SPSS). Bear in mind, the objective behind the investigation is to examine students' attitudes and challenges towards ICT integration in oral performance during COVID-19. In this research, the researchers used the mixed-method as a technique of data collection.

3.2 RESEARCH DESIGN

A mixed method was chosen to investigate students' attitudes and challenges towards ICT integration in oral performance during COVID-19. Thus, the exploratory sequential mixed-method was used as follows; the researchers first gathered the qualitative data of the participants' opinions, and then gathered the quantitative data to follow up with the answers.

3.3 POPULATION AND SAMPLING

3.3.1 POPULATION

The general population for this study consists of all second-year students from the English department at Bordj Bou Arreridj University, in which they are 209 undergraduates.

3.3.2 SAMPLING

The objectives of choosing a sample is to achieve maximum accuracy in the estimation within a given sample size and to avoid bias in the selection of the sample (Ghedeir & Nesba, 2020). Therefore, the sample of the current study is drawn from the previous population. The number of the participants is determined based on Krejcie and Morgan (1970) table (Appendix C), in which it consisted of 139 participants. However, 13 respondents participated in the interview. It should be noted that all students participated in the study on a voluntary and random basis.

3.4 RESEARCH INSTRUMENTS

In this study, quantitative and qualitative methods are employed as approaches. The quantitative part is a questionnaire, while the qualitative deals with a semi-structured interview. The questionnaire was chosen to answer the first research question of the study, and investigate a large number of responses. Whereas, the interview was used to answer the second research question, and pursue in-depth information about students' challenges. (Table 1)

Table 1: Research Questions and the Instruments Used in Data Collection

Research questions	Instruments
1. What are EFL students' attitudes towards ICT integration in oral performance during the COVID-19 pandemic?	Questionnaire
2. What are the encountered obstacles and challenges students have faced while using ICT in oral performance during the COVID-19 pandemic?	Interview

3.4.1 QUESTIONNAIRE

The questionnaire used for this study is adapted from the questionnaires designed by Fitri et. al. (2021) and Kopinska (2020), it is considered suitable for this research. The questionnaire is composed of two sections. The first section asks the participants about their demographic information such as age, gender, while the second section is comprised of twenty (20) items, which ask the participants about their attitudes towards ICT integration in oral performance during the COVID-19 pandemic.

3.4.2 INTERVIEW

The interview used, was adapted from the interviews, designed by Muslem (2021) and Khatoony and Nezhadmehr (2020). This latter consists of six (06) items, which ask the respondents about their challenges while using ICT tools in classroom oral performance during the COVID-19 pandemic.

3.5 DATA COLLECTION

Data collection occurred during the second semester of the academic year 2021-2022. The study participants were informed at the beginning about the purpose and the objective of the study. It should be noted that all participated on a voluntary basis.

3.5.1 QUANTITATIVE DATA COLLECTION

The researchers distributed the questionnaire to second-year English students at Bordj Bou Arreridj University whom they met on campus without any special arrangement. The distribution was handled by the researchers during students' ordinary sessions. The participants were allotted up to 15 minutes to answer the questionnaire. The questions were designed to get overall feedback from the students' about their attitudes towards ICT integration during the COVID-19 pandemic. (Appendix A)

3.5.2 QUALITATIVE DATA COLLECTION

A semi-structured interview was scheduled at Mohamed El Bachir El Ibrahim University, Bordj Bou Arreridj. The meeting was conducted on two different days. The interviewees were 15 second-year English students, randomly selected from different groups. The interview took place in separate classrooms in the English department. The duration for each student's interview ranged between 10 to 15 minutes. First, an interview consent form and questions template (Appendix B) were presented and explained to the participants to inform them about the current study and the procedures of the interview, and get their consent to record it via smartphones. Every interview was then transcribed word by word from the original audio records to be analyzed and interpreted. The interview consists of six items. The first item (I1) is concerned with students' learning conditions during the pandemic while using ICTs. The second item (I2) is set to explore students' delivery of their oral performance with the use of communication technologies during the COVID-19 pandemic. Items (I3, I4&I5) seek to investigate students' difficulties and challenges in using ICTs, and how do they improve their oral performance when they face these difficulties during the epidemic, in addition to the factors that caused these difficulties. Item (I6) examines whether or not online learning constitutes an obstacle for students to promote their oral performance.

3.6 DATA ANALYSIS

As this research is a mixed-method design, the researchers first conducted the quantitative data to gather the participants' perceptions, and then gather the qualitative data to follow up with the answers. For the data analysis, the quantitative data was analyzed using SPSS, while thematic and content analyses were used to discover and categorize reoccurring themes and answers in the qualitative data.

3.6.1 QUANTITATIVE DATA ANALYSIS

The descriptive statistics were used to analyze the questionnaire for this study, which answered the first research question about students' attitudes toward ICT integration in oral performance during the COVID-19 pandemic. The analysis of data gathered from the questionnaire were analyzed using SPSS. The sample of the students' questionnaire consists of 37 male and 102 female. Thus, the majority of participants are female (71.8 %) (Table 2). Primarily, (71.8 %) of the students were between (19-21) years old. However, (14.1%) were between (22-24) years old. (Table 3).

Table 2: Demographic Information of Participants (Gender)

	Frequency	Percentage
Male	37	26,1
Female	102	71,8
Total	139	97,9
Total	142	100,0

Source: conducted by the researchers based on the questionnaire data

Table 3: Demographic Information of Participants (Age)

	Frequency	Percentage
	2	1,4
19-21	102	71,8
22-24	20	14,1
24 and more	17	12,0
Total	142	100,0

Source: conducted by the researchers based on the questionnaire data

3.6.2 QUALITATIVE DATA ANALYSIS

The purpose of the semi-structured interview is to find out about the obstacles that EFL students had in their oral performance while using ICTs during the COVID-19 pandemic. The results of the interviews were manually examined. The researchers colored and labeled the reoccurring themes after transcribing the participants' recordings. In the semi-structured

interview, the participants were coded as shown in Table 1. M 12 denotes a male responder with the number 12 as his interview code. F 5 also denotes a female respondent with an interview number of 5.

Table 4: The Respondents Codes of the Qualitative Study

Gender	Code	Interview number
Male	(M)	12
Female	(F)	5
Total	/	13

3.7 SUMMARY

This chapter provides an overview of the research design, instruments, population, and sampling through which the study was conducted. In addition, the questionnaire and the interview's data collection methodologies are pinpointed. After gathering the data from the questionnaire and interview, they were analyzed using SPSS. In addition, the researchers transcribed the recorded voices in order to analyze the interview data.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.1 INTRODUCTION

In this chapter, the study's results are pointed out. According to the research design, results are categorized into two sections; quantitative and qualitative results. In the first section, the results are reported through the use of Mean (M), Standard Deviation (SD) and using a Likert scale; SD: strongly disagree, D: disagree, N: neutral, A: agree, and SD: strongly agree. While the qualitative one is reported by themes. Moreover, the major results that are gathered for each research question are discussed in connection to other researchers' investigations in order to draw the conclusion and answer the research questions. The results indicate that second year EFL students have positive attitudes towards ICT integration in oral performance, besides some challenges which are categorized into four themes; technical problems, lack of experience in using ICTs, interaction problems between students and instructors, and lack of teachers' training.

4.2 QUANTITATIVE RESULTS

4.2.1 STUDENTS' ATTITUDES TOWARDS ICT INTEGRATION IN ORAL PERFORMANCE DURING COVID-19 PANDEMIC

The questionnaire of the study is analyzed through descriptive statistics. (Table 5) which revealed the mean scores of some items were medium, (M=3.88) and none of the items scored a Standard Deviation (SD) lower than (SD=1.032). The results show that the items with the highest statistical analysis of mean scores are: item 1 (The use of ICT is important in delivering oral performance, especially during COVID-19 pandemic) with a mean score of (M=3.88; SD=1.09), item 20 (The use of ICT in my classes helps me to complete the work in my oral tasks) with a mean score of (M=3.61; SD=1.17), item 16 (I become more interested to ICT use in oral performance during the pandemic) with a mean score of (M=3.53; SD=1.07). By contrast, the items of the lowest mean scores are: item 13 (The use of ICT during the pandemic does not motivate my oral performance) with a mean score of (M=3.08; SD=1.25) and item 15 (The use of ICT during the pandemic in oral classes is boring) with a mean score of (M=3.12; SD=1.37), item 14 (It is difficult to use ICT to promote oral performance during the pandemic) with a mean score of (M=3.22; SD=1.35).

The results are depicted based on the percentage as well, in which 43% among students agree that the use of ICT is important in delivering their oral performance especially during the pandemic. In the same vein, 30.3% of the participants are strongly agreed upon the item mentioned above. Moreover, 14.1% of them are neutral towards it. On the other hand, 6.3%

among the participants strongly disagree with the latter and 4.2 % of them are disagreeing.

Table 5: Percentages, Means and Standard Deviation of Students' Attitudes towards ICTintegration in Oral Performance during COVID-19 Pandemic

Items	Percent					M	S D
	SD	D	N	A	SA		
The use of ICT is important in delivering oral performance, especially during COVID-19 pandemic.	6.3	4.2	14.1	43.0	30.3	3.88	1.09
The use of ICT during pandemic makes oral tasks more enjoyable.	6.3	12.7	21.1	43.7	14.1	3.47	1.09
The use of ICT during pandemic enhances my level in oral performance.	7.7	21.1	21.8	32.4	14.8	3.26	1.18
The use of ICT during pandemic upgrades my oral performance with more updated materials.	6.3	16.2	31.0	27.5	16.9	3.33	1.18
The use of ICT during pandemic helps me increase my speaking quality and oral performance.	7.7	15.5	16.2	40.1	18.3	3.47	1.14
The use of ICT during pandemic helps students to understand the materials in more effective way in delivering an oral task.	8.5	17.6	14.1	35.9	21.8	3.46	1.25
The use of ICT during pandemic encourages the students to be more active and involves their engagement in oral performance.	8.5	20.4	19.0	32.4	17.6	3.31	1.23
The use of ICT during the pandemic increases students' interest and motivation toward oral performance.	9.9	17.6	22.5	32.4	15.5	3.27	1.21
The use of ICT during the pandemic decreases students' oral performance dueo lack of feedback.	8.5	18.3	24.6	26.1	20.4	3.32	1.24
The use of ICT during the pandemicenhances oral performance among earners.	7.0	17.6	25.4	34.5	13.4	3.30	1.13
The use of ICT during the pandemic enables students to interact effectively with teachers using oral performance.	9.9	18.3	21.1	31.7	16.9	3.28	1.24
The use of ICT during the pandemic makes students more productive in their oral performance.	7.0	21.1	20.4	28.9	20.4	3.35	1.23

The use of ICT during the pandemic doesnot motivate my oral performance.	12.0	23.2	21.8	26.8	14.1	3.08	1.25
It is difficult to use ICT to promote oral performance during the pandemic.	10.6	24.6	20.4	17.6	24.6	3.22	1.35
The use of ICT during the pandemic noral classes is boring.	15.5	20.4	19.7	21.8	20.4	3.12	1.37
I become more interested to ICT use in oral performance during the pandemic.	4.2	14.1	22.5	39.4	17.6	3.53	1.07
It is difficult to have an access to the echnological resources in oral classes.	6.3	17.6	22.5	30.3	21.1	3.43	1.19
The use of ICT during pandemic helpsme to expand various resources in oralclasses.	8.5	14.8	20.4	38.0	16.2	3.40	1.18
The use of ICT during the pandemic provides convenience in assessing and monitoring the students' progress in oral performance.	4.9	13.4	30.3	37.3	12.0	3.39	1.03
The use of ICT in my classes helps me tocomplete the work in my oral tasks.	6.3	12.0	19.0	36.6	23.9	3.61	1.17
Total						3.37	1.19

Concerning the results of the first research question, the statistical analysis results show that the majority of second year EFL students argued that the use of ICT is important in delivering their oral performance during the COVID-19 as shown in item 1 with a mean score of (M=3.88;SD=1.09). In the same vein, students claimed that ICT helped them to complete their work in oral tasks (item 20), (M=3.61; SD=1.17) and make it more enjoyable (item 2) with a mean score of (M=3.47; SD=1.09). They also become more interested in using it as shown in item 16 (M=3.53; SD=1.07). It is concluded that the general attitude of the participants are in accordance with the importance of ICT use in delivering oral performance during COVID-19 pandemic, which is in accordance with Fekih (2015) findings that ICT plays an important role in oral production courses. Also, ICT assisted students in improving and overcoming their challenges in delivering their oral production. Furthermore, the findings demonstrated that using ICT tools is advantageous in progressing students „performance. In addition, the integration of ICT in EFL classrooms gives access to learners to familiarize with language during lectures, also to get along with native speakers. That is mainly why teachers should be highly aware of its use in order to achieve positive learning outcomes. Similarly, another study

conducted by Souici (2013) revealed that the integration of ICT in oral expression classrooms is vital. In addition, students are not motivated to study their oral expression because their teachers used the traditional way of teaching.

In addition, students consider the use of ICT as a way to enhance their level in oral performance with a mean score of ($M=3.26$; $SD=1.18$) in item 3. Likewise, a large number of students reported that they agree on the use of ICT in helping them increase their speaking quality and oral performance ($M=3.47$; $SD=1.14$) in item 5. Others confirmed that the use of ICT upgrade their oral performance (item 4) with a mean score of ($M=3.33$; $SD=1.18$). Therefore, it is concluded that ICT use enhances and upgrades students' level in oral performance. This is in line with previous research in which most students considered ICT as a tool that enables them to enhance and upgrade their speaking abilities. Students declared that using ICTs helped them to overcome difficulties while speaking the target language, they approved that the use of these technologies enabled them to better their English speaking (Azzouz & Ben Chouikh, 2018). Khliil (2020) considered ICT integration as the most excellent technique that enhances students' speaking. Both students and teachers believe that technology may be used in the classroom as a useful and multifunctional tool for teaching and learning. They affirmed that EFL teachers should use ICTs in the classroom in addition to the traditional methods of teaching. Hence, it will be possible to improve language activities and develop student participation, resulting in the improvement of their speaking skills.

Besides, less than half of students believe that ICT increases their motivation toward oral performance ($M=3.27$; $SD=1.21$) as shown in item 8. This is consistent with Ghedeir & Nesba's study (2020) that found that the use of ICT increases students' motivation and their speaking performances. It is also consistent with a study by Reguig Berra (2015) who found that the use of high technologies increases students' motivation and improves their oral performance. Therefore, there is a strong relationship between ICTs and students' achievements in oral performance. Naciri (2014) also disclosed that ICT increases students' willingness to learn English by promoting autonomy and helping them feel more competent. Using ICTs in the classroom has a significant impact on learning in general and speaking abilities in particular.

Moreover, the results in item 6 demonstrate that a number of students agree with the effectiveness of ICT use in understanding the materials when delivering oral tasks ($M=3.46$; $SD=1.25$). On the other hand, the results showed that the use of ICT during the pandemic encouraged students to involve their engagement in oral performance, they become more active, ($M=3.31$; $SD=1.23$) (Item 7) and productive as shown in item 12 with a mean score of

($M=3.35$; $SD=1.23$). The finding resonates with Ghavifekr & Rosdy's (2015) findings in which the use of ICT in teaching enables students to be more active and engaging in the lessons. Moreover, the use of ICT tools creates a good learning environment for teachers and students.

Numbers of students believe that using ICT fosters the interaction among them and their teachers as stated in item 11 with a mean score of ($M=3.30$; $SD=1.13$). Additionally, students approved that ICT enhanced their oral performance among each other (Item10). Likewise, Ghavifekr & Rosdy (2015) found that the effectiveness of ICT lies in encouraging students to communicate more with their classmates.

Furthermore, participants in item 18 said that the use of ICT helped them expand various resources in oral classes ($M=3.40$; $SD=1.18$). Besides, others agree that ICT helped in assessing and monitoring students' oral performance (item 19) with a mean score of ($M=3.39$; $SD=1.03$). On the other hand, some students claimed that the lack of feedback caused a decrease in their oral performance. (Item 9) ($M=3.32$; $SD=1.24$) However, some participants stated that using ICT during the pandemic did not motivate them to speak maybe because they prefer face to face learning as shown in item 13 ($M=3.08$; $SD=1.25$). This is inconsistent with a study conducted by Reguig Berra (2015) who encountered that the use of high technologies increases students' motivation, learning's effectiveness, and improves their oral performance. Others believe that, the use of ICT during the pandemic in oral classes is boring (Item 15) with a mean score of ($M=3.12$; $SD=1.37$). Items 14 and 17 show that half of students agree that having an access to technological resources in oral classes is difficult (Item 17), and it is difficult to promote their oral performance using ICTs (Item 14).

Finally, based on the overall mean ($M=3.37$; $SD=1.17$) it is concluded that Second Year EFL students at Bordj Bou Arreridj University have positive attitudes towards ICT integration in oral performance during COVID-19 pandemic. This is similar to Ghedeir and Nesba's study (2020) which concluded that most participants have positive attitudes towards the use of ICT in learning and improving their oral performance. Furthermore, using ICT to practice speaking increases learners' autonomy and prepares them to communicate in English with confidence and competence.

4.3 QUALITATIVE RESULTS

4.3.1 STUDENTS' CHALLENGES TOWARDS ICT INTEGRATION IN ORAL PERFORMANCE DURING COVID-19 PANDEMIC

Concerning the second research question, this aimed to find the key challenges that second-year students at Bordj Bou Arreridj University have faced in delivering their oral performance during the COVID-19 pandemic. Based on students' responses four main challenges are found; 1) Technical problems, 2) Lack of experience in using ICTs, 3) Interaction problems between students and instructors, and 4) lack of teachers' training.

4.3.1.1 TECHNICAL PROBLEMS

Students indicated that one of the obstacles of ICT use in oral performance during the COVID-19 pandemic was internet problems, they revealed that the Algerian connection is poor, especially for students who live in remote areas, in these conditions students cannot be in connection with the lessons or their teachers, as a result, no oral performance is achieved *"...some of us live in remote areas where there is no internet but there is electricity. I mean, the conditions are harsh"* (F/7). Besides network issues, some students claimed that they did not have the necessary ICT equipment like computers and smartphones, etc. as stated in a female response;

"I faced challenges while using ICTs during COVID-19; the most important challenge is that I do not have a Computer at home in addition to network problems" (F/4).

"I had difficulties using ICT in oral performances. For example, when my phone broke, I could not find another way; I did not study for a while" (F/8).

"I have faced small difficulties like technical errors; since we are the digital generation we are aware of how to use ICT" (M/10).

The same result was observed in the study of Lassoued, Alhendawi, and Bashitialshaaer (2020) who found that one of the challenges in obtaining quality distance learning during the COVID-19 epidemic, according to teachers and students, was the slow internet in many outlying places, which caused broadcast disruptions and made it difficult to follow classes. Another study conducted by Bouguerni and Bouchenak (2021) revealed that 34 percent of respondents said they lacked the requisite ICT equipment to participate in the E-learning program, such as a computer, a smartphone, a modem, reliable internet access, and so on.

They also revealed that downloading course materials and participating in live group video discussions is difficult due to slow internet speeds. The interviewees noted that, although being paid for, internet connectivity is frequently unavailable for unknown reasons. Al-Balas et. al. (2020) revealed in their study that poor internet coverage is a common obstacle for E-learning students, with 69.1 percent of students citing it as their main issue.

4.3.1.2 LACK OF EXPERIENCE IN USING ICTS

The second main challenge that prevents some students from using ICT tools to improve their oral performance during the pandemic was their limited knowledge and experience of it. Students are unfamiliar with applications as ZOOM, Google Meet, and E-learning platforms. During these conditions, students were not able to engage and develop their oral performance. One of the male respondents said that:

“I did face lots of difficulties: I have a lack of skills in using ICTs; I am not familiar with ICTs, it was hard” (M/ 12).

Another female claimed that:

“Yes, I have a lack of using technology, and the epidemic came suddenly, so the distance learning type was not helpful enough to do the oral performance” (F/7).

“Some students are not familiar with ICT tools but during COVID-19 they were forced to use it” (F/5).

“Lack of knowledge about how to access platforms” (F/9).

The same finding was mentioned in Muslem's (2021) study who found that successful online learning relies heavily on technology. As a result, students must have the ability to use technology, which has become a requirement of learning. Consequently, students who are unable to operate technology will find it difficult to study online. This is also in line with Rababah (2020) who stated from students' responses that they had not been instructed to use platforms, which was the main challenge in their learning in ICT environment; where eight out of twelve of the participants declared that they were unable to use these platforms.

4.3.1.3 INTERACTION PROBLEMS BETWEEN STUDENTS AND INSTRUCTORS

In light of the aforementioned, the majority of participants declared that during the period of the pandemic, there was a numerous absence of interaction between them and their teachers, due to the fact that they were only studying through PDF, they did not have the chance to talk with their instructors the same as they did in the normal classes. As a female (13) stated:

“There were no ways to improve oral performance because we were only studying from pdfs”. And “It was a big change when we start learning using the internet and online learning. I lost touch between the teacher and I, so that made it harder to study especially with PDFs and platforms” (M/3).

From this perspective, we can say that the interaction between students and teachers during the pandemic is less than the interaction in the traditional classroom.

“...We rarely meet teachers, so we cannot speak fluently, and ameliorate our capacities. The teacher just posts some videos in E-learning platform or uses some applications” (F/4).

“My learning conditions during COVID-19 while using ICTs were really bad, it was a disaster because the use of ICTs was limited to uploading PDFs from E-learning platform or Facebook groups, also sending our works and tasks via email without any interaction neither with teachers no with each other” (F/5).

“I didn’t have a chance to deliver my oral performance to the teacher. However, I tried to improve it on my own by using apps to talk to people like video games, I tried to interfere with people and deliver my oral performance there” (M/ 12).

The same result was encountered in a study conducted by Benadla and Hadji (2021) who found that 75.23 percent of students mentioned that there was no apparent interaction between them and their teachers, in which instruction was reduced to just sending and receiving messages with a few keystrokes. The majority of them agreed that their inability to digest and comprehend the contents given throughout the courses was due to a lack of engagement with their lecturers.

4.3.1.4 LACK OF TEACHERS' TRAINING

The final challenge that was mentioned by some students is that teachers are not trained enough to teach in online classes. There are some instructors, who are completely untrained to use technological tools, this case created an issue to students during the COVID-19 pandemic, because they could not be in contact with their teachers and increase the value of their oral performance. As a female (5) noted:

“and as we all know during COVID-19 we faced a technology chock, especially our teachers, because most of them prefer the traditional way of teaching, so the lack of training constitutes a real problem and challenge” (F/5.)

The same thing was mentioned by another female respondent (2)

“Not all teachers use visual applications to teach us, others did not know how to use these technologies, so they avoid using them” (F/2).

“Teachers did not even use ICTs to improve students' oral performance” (M/3).

The finding of this study is similar to Benadla and Hadji (2021) who found that teachers' lack of technical skills and teaching style are not adapted to the online environment are the main problems. According to their findings, 35.2 percent of teachers were unwilling to develop their online teaching skills; furthermore, 30% of students stated that the primary difficulty was the teachers' inability to adapt to the online environment. In addition, the findings are consistent with Bouguerni and Bouchenak (2021) study which declared that teachers' lack of ICT skills is a challenge encountered by students. 39% of respondents declared that some teachers did not give any content on E-learning platforms or participate in any online learning events because they do not know how to utilize these new technologies or do not have the requisite resources to engage in E-learning.

4.4 SUMMARY

In this chapter, the results are reported and discussed based on other researchers' investigations. Based on the findings from the students' questionnaire, it is concluded that second-year EFL students have positive attitudes toward ICT integration in oral performance during COVID-19 pandemic. However, they have encountered certain difficulties, which are classified into four themes based on the students' interview; technical problems, lack of

experience in using ICTs, interaction problems between students and instructors, and lack of teachers' training.

**CHAPTER FIVE
CONCLUSION AND
RECOMMENDATIONS**

5.1 INTRODUCTION

The last chapter presents the general conclusion of this research, by which researcher concluded that the majority of second-year students in the English department of Mohammad El Bashir El Ibrahim, were aware of integrating ICT tools in oral performance during the pandemic of COVID-19 and therefore held a positive attitude towards it. The researchers in this study also revealed the main obstacles that hinder second-year university students in the English department from using these technological tools. Besides, this chapter also revealed some pedagogical recommendations. Students are requested to rely on ICT tools to improve both their oral proficiency and social skills.

5.2 CONCLUSION

Integrating Information and Communication Technologies (ICTs) in the language educational setting has become a requirement, particularly during the COVID-19 pandemic, in order to improve and facilitate the teaching/learning process. When it comes to learning English as a foreign language, many students' main objective is to become proficient speakers of the target language. One of the most effective strategies for improving pupils' speaking performance is to use ICT tools. From this standpoint, the present study investigated second-year students' attitudes and impediments towards ICT integration in oral performance during the COVID-19 pandemic. A combination of both quantitative and qualitative approaches were used for data collection and analysis, 139 students participated in the questionnaire while 13 respondents took part in the interview. In order to obtain credible answers, two research questions were formulated;

- What are students' attitudes towards ICT integration in oral performance during the COVID-19 pandemic?
- What challenges have students faced while using ICTs in oral performance during the COVID-19 pandemic?

This study is divided into two parts. The first part is a literature review that covers some of the work's core themes, including a theoretical overview of ICT in education, its components, importance, and kinds. Then, it discusses ICT integration in oral performance. The second part presents the framework of the study, which was devoted to the description of the questionnaire and interview findings, data analysis, and discussion. Finally, it provides some ICT-related suggestions and recommendations, as well as a recap of what has been discussed in the prior chapters.

In short, this research had led to conclude that second-year students at Mohammad El Bashir El Ibrahimy University have positive attitudes towards ICT integration in oral performance during COVID-19 pandemic. Students are more conscious of the importance of technology tools in helping them improve their speaking skills. This study also revealed the obstacles that second-year students have faced while using these technological tools, which are categorized into four themes: Technical problems, Lack of experience in using ICTs, Interaction problems between students and instructors, and lack of teachers' training.

To sum up, this study should be seen as the beginning of a new research inquiry with the goal of enhancing the teaching and learning process at the university level since deficiencies will persist, and this piece of research will pave the way for the future studies.

5.3 RECOMMENDATIONS

The following suggestions are highly recommended in order to eliminate the obstacles that both teachers and students face when incorporating ICT into English language teaching and learning:

5.3.1 FOR STUDENTS

- ❖ Students of English are recommended to use ICTs to improve their oral performance, and communicative abilities.
- ❖ Students should use ICT tools to become effective web surfers in order to develop fluency and accuracy, as well as knowledge of the English language community's culture and customs.

5.3.2 FOR TEACHERS

- ❖ Teachers of oral expression are encouraged to employ ICTs in the classroom to transform their teaching methods. Teachers must learn how to improve their ability to teach speaking skills in order to create a positive classroom environment, thus they must be more careful in selecting acceptable teaching materials.
- ❖ Teachers should enable students to use ICT applications when they face difficulties while doing their activities.
- ❖ English language professors should be given training sessions on how to upload content courses to the university's digital platform.

5.3.3 FOR POLICY-MAKERS AND ADMINISTRATION

- ❖ The university administration should provide the teachers with the necessary logistical support. It should ensure that technical assistance is provided, as well as putting all university facilities and professionals at the disposal of both teachers and students.
- ❖ Improve perceptions of the importance of using ICT into oral expression instruction.
- ❖ In order to conduct research and plan courses, students, teachers, and administrators should have convenient access to the Internet.
- ❖ In case that the Internet or equipment is unavailable, the teacher must always prepare a non-technology backup plan.
- ❖ Education officials should highly integrate ICT in teaching and learning activities inside the classroom.

5.4 SUMMARY

In short, this chapter includes a general overview about the most important points that have been mentioned in the previous chapters. In addition, the researchers suggest some recommendations. For teachers, they are asked to integrate these ICT tools into their oral lessons as well as their need to encourage students to use ICT applications to overcome their oral performance difficulties. On the other hand, policymakers and administration are highly recommended to support teachers with the needed logistical tools and facilitate their access.

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APPENDICES

Students' Questionnaire

Dear students,

You are kindly invited to devote some of your valuable time to fill in the questionnaire at hand, which serves as a data-gathering tool for our research work. It is worth noting that the ultimate objective of this research is to explore students' attitudes towards ICT integration in oral performance during COVID-19. Rest assured that your identity will remain highly confidential and the data obtained will be used only for research purposes. So, please feel free to share your thorough ideas and report frankly your real situation when answering the questions below.

Thank you very much for your collaboration. Your responses are highly valued and your time and efforts are highly appreciated.

Section One: Demographic Information.

Please tick (√) in the appropriate box in each case:

1. What is your gender? a. Male b. Female
2. Age: a. (19-21) b. (22-24) c. (24 and more)

Section Two: Students' attitudes towards ICT integration in oral performance during COVID-19.

1. Please tick (√) the appropriate value on the scale against each item in the list below.

1	2	3	4	5			
Strongly Agree	Agree	Neutral	Disagree	Strongly disagree			
			S A 1	A 2	N 3	D 4	S D 5
1- The use of ICT is important in delivering oral performance, especially during COVID-19 pandemic.							

2- The use of ICT during pandemic makes oral tasks more enjoyable.

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3- The use of ICT during pandemic enhances my level in oral performance.					
4- The use of ICT during pandemic upgrades my oral performance with more updated materials.					
5- The use of ICT during pandemic helps me increase my speaking quality and oral performance.					
6- The use of ICT during pandemic helps students to understand the materials in more effective way in delivering an oral task.					
7- The use of ICT during pandemic encourages the students to be more active and involves their engagement in oral performance.					
8- The use of ICT during the pandemic increases students' interest and motivation toward oral performance.					
9- The use of ICT during the pandemic decreases students' oral performance due to lack of feedback.					
10- The use of ICT during the pandemic enhances oral performance among learners.					
11- The use of ICT during the pandemic enables students to interact effectively with teachers using oral performances.					
12- The use of ICT during the pandemic makes students more productive in their oral performance.					
13- The use of ICT during the pandemic does not motivate my oral performance.					
14- It is difficult to use ICT to promote oral performance during the pandemic.					
15- The use of ICT during the pandemic in oral classes is boring.					
16- I become more interested to ICT use in oral performance during the pandemic.					
17- It is difficult to have an access to the technological resources in oral classes.					
18- The use of ICT during pandemic helps me to expand various resources in oral classes.					
19- The use of ICT during the pandemic provides convenience in assessing and monitoring the students' progress in oral performance.					
20- The use of ICT in my classes helps me to complete the work in my oral tasks.					

Thank you for your cooperation.

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Appendix

B:

University of Mohamed El Bachir

IbrahimiBordj Bou Arreridj

Departement of Foreign

Languages Students'

interview

Dear students,

You are kindly invited to devote some of your valuable time to answer the following questions, which serves as a data-gathering tool for our research work. It is worth noting that the ultimate objective of this research is to examine students' challenges while using ICTs in oral performance during COVID-19. Rest assured that your identity will remain highly confidential and the data obtained will be used only for research purposes. So, please feel free to share your thorough ideas and report frankly your real situation when answering the questions below.

Thank you very much for your collaboration. Your responses are highly valued and your time and efforts are highly appreciated.

Students' challenges while using ICTs in oral performance during COVID-19.

- 1:** Describe your learning conditions during COVID-19 pandemic while using ICTs.
- 2:** How do you keep up delivering oral performance using ICTs during COVID-19 pandemic?
- 3:** Have you faced difficulties and challenges while using ICTs in oral performance during COVID-19 pandemic? If yes, would you tell us some of them, please?
- 4:** How do you improve your oral performance when you face difficulties in using ICT during COVID-19?
- 5:** What are the factors that caused these difficulties?
- 6:** Does online learning constitute an obstacle for students to promote their oral performance? If yes, what are they?

Thank you for your cooperation.

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APPENDIX C:

Krejcie and Morgan Table for Determining Sample size.

Table 3.1

Table for Determining Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*

Thesis

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