INVESTIGATING STUDENTS PERSPECTIVES TO IMPACT OF USING TECHNOLOGY TO DEVELOP LIBYAN EFL SPEAKING AND LISTENING SKILLS IN SEBHA UNIVERSITY

By

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Abstract

This paper explores the use of Technology as a aid material in teaching speaking and listening skills at the English department of Sebha University /Libya. The participants were 34 students from the first, second and semesters in English department of Sebha. A questionnaire was used in the investigation. The study was quantitative in nature and employed a numerical approach. The results showed that students liked the idea of using of YouTube in a Listening and Speaking courses. As a result, this study recommends the use of YouTube as a supplementary source for teaching Oral skills.

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LIST OF ABBREVIATIONS

ELT- ENGLISH LANGUAGE TEACHING

ESL- ENGLISH AS A SECOND LANGUAGE

EFL- ENGLISH AS A FOREIGN LANGUAGE
CHAPTER ONE

INTRODUCTION

1.1. Introduction

This dissertation investigates students’ perspectives towards the impact of using technology to develop Libyan EFL learners’ speaking and listening. This chapter deals with four sections. Section one is the aim of the study, section two is the research problem. Section three is the significance and section four is the research question.

1.2. Research Problem

2. A research problem is defined as “a statement about an area of concern, a condition to be improved, a difficulty to be eliminated, or a troubling question that exists in scholarly literature, in theory, or in practice that points to the need for meaningful understanding and deliberate investigation”. Accordingly, the researchers try to gain meaningful understanding of the phenomena using technology in learning English as a second language.

2.1. Aims of the study

This study is intended to reach a number of aims for teachers and students. One of these aims is to investigate whether using Technology videos helps learning Speaking and listening and adding teaching as supplementary material to these courses. Next this study will show University students modern technology to study English and give them access to a large source
of online teaching video. Additionally, the study aims to offer some recommendations for EFL learners, tutors and education institutions.

2.2. Research questions

1. This research attempts to find an answer to the following question:
What are the student perspective towards using Technology videos to enhancing listening and speaking?

1.5. Significance

This dissertation is significant because it is one of few studies that shed the light on effect of learning English and examine the effective use of Technology for learning Speaking and Listening. This is significant because it may offer some suggestions for teachers in how to use technology in English lessons and develop their teaching.
1.6. Outline of the dissertation:

This study is organized in five chapters: chapter one is the introduction. Chapter two deals with the literature review in which the researchers shed light on the most important previous research chapter three is methodology. chapter four deals with the analyzing and discussing. Chapter five deals with the conclusion in which the main points is the main findings, limitation and recommendation.

CHAPTER TWO

REVIEW OF LITERATURE

2.1. Introduction

This dissertation investigating students perspectives the impact of using technology to develop Libyan EFL speaking and listening skills in Sebha University. This chapter discusses four issues. the first section focuses on the definition, importance and ways of learning listening. Section two deals with definition, importance, and ways of speaking. section three is the technology; overview and benefits for learning oral skill. section four deals with the importance of using technology for activities and learning speaking

This chapter is the theoretical background which is concerned with issues related to speaking and listening skills. The study is focusing on, e.g. their definitions, importance, ways of teaching these sub-skills as well as going through the definition, importance and benefits of
using Technology for teaching English and specifically for teaching speaking and listening skills.

...while we got a general idea about this chapters we will go to the definitions, the importance and ways of learning and teaching

2.2. Listening skill; definition, Importance and ways of teaching

Listening is a receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us. Listening in any language requires focus and attention. It is a skill that some people need to work at harder than others.

2.2.1. Definition of listening skill

Listening is a central component of the oral communication in which the individual takes the roles of speaker and listener through a verbal and nonverbal component. In terms of defining listening, Witkin (1990) argued that there is a lack of an agreement on an exact definition and he said “No one theory about what listening is” (P7). Listening is still can be defined variously and many definitions can be given to this skill. According to Miller and Goodith (2001), "listening is not merely talking, it means taking a vigorous human interest in what is being told us. You can listen like blank mall or like a splendid auditorium where every sound comes back fuller and richer" (Miller, Goodith, 2001, 48).

Rost (1994) argued that Listening is the ability to identify and understand what the speaker is saying through understanding his accent, pronunciation, grammar, vocabulary and grasping his meaning. Those sub components of listening are well explained by (Rost, 1994) as he draws a particular list of components to master when dealing with this skill such as; Discriminating
between sounds; Recognizing words; Identifying stressed words and grouping of words;
Identifying functions (such as apologizing) in conversations; Reformulate what the speaker has said.

Listening is the key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated. The next section will talk about the importance of listening skill

2.2.2. Importance of listening skill

Listening is the most critical communication skill. Listening skill should be a major area of concern to teachers and students of a second or foreign language. Rebecca (1993) argued that listening is a fundamental language skill, but it is often ignored by foreign and second language teachers. Probably the reason why listening was being avoided by EFL teachers is that because it was considered as a passive and as a receptive skill and the focus was on literal comprehension (Bouziri, 2015).

Listening is very important for all levels of education. “Listening is even more important for the lives of students since listening is used as a primary medium of learning at all stages of education” (Gilakjani & Ahmadi, 2011, p. 979). Listening is also important at the level of relations between individuals: “When people will see that you've become more attentive to what they say they will treat you better and you will then realize the importance of listening” (Sharma, 2011, p.1). The importance of listening comprehension lays in the concept of considering it the first thing students learn and through it the learners will learn other things, this means that it is considered to be the gate that provides learners with the knowledge.

2.2.3. Ways of teaching listening skill
There are many ways of teaching listening. In order to help students and facilitating the improvement of their listening abilities in classroom, it is helpful to divide a listening activity into three distinct stages: the pre-listening, the while listening and the post listening. According to (Hedge, 2000) the stages are:

1. The pre-listening stage:

   In this stage called” introductory or preparatory”, students are required to bring their attitudes, previous knowledge about the topic… they are going to tackle. They should be given a reason to listen, a chance to discuss and predict what they are going to hear since the teacher cannot let his student do a listening blind of information and without any point of reference, in addition to the pre-teaching of some vocabulary which may be problematic can also be a useful part of this pre-listening stage

2. The while listening stage:

   This phase refers to the time of listening in classroom. Most teachers use tape recorders for their classroom listening practice. While-listening, activities guide the students to collect or catch the necessary information for an overall listening comprehension, those activities ensure the active nature of the process in the fact that grasping every word when listening is not necessary, as well as involving the students to develop good listening habits, which consists in getting the information and immediately performing something with it.

3. The post listening stage:

   The feedback to a listening activity in general is important. It is good for students to realize they have been doing something useful and interesting. For that reason, post listening activities
refer to all activities which can be practiced after the second phase. Those listening activities are used as a springboard onto other language skills such as reading, speaking and writing.

2.3. Speaking skill; definition, Importance and ways of teaching

2.3.1 Definition of speaking skill

English language has four language skills (reading, writing, listening and speaking). Language is a means of communication (Martinich, 1984, p. 10) and it's used in two forms; written and oral. Speaking is considered as one of the two oral skills “Listening and Speaking”. Speaking is the form of oral correspondence between the speaker and the hearer in transforming ideas for reaching the goal of communication (Taufiqulloh & Suwandi 2009). Speaking deals with the ability of learners to communicate and interact with each other in order to express an opinion, intention, and viewpoint or to achieve a specific goal. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown; 1994; Burns & Joyce, 1997). Furthermore, in almost any setting, speaking is the most frequently used language skill. As Rivers (1981) argued, speaking is used twice as much as reading and writing in our communication.

2.3.2. Importance of speaking

In general, language is a tool for communication and we communicate with other people to express our ideas and opinions and in exchange to understand and know others ideas as well. Therefore, any failure or gap happens in communication will result in misunderstanding problem between the speaker and listener. Speaking is important process as it is the activity of conveying or exchanging meaningful information between two or a group of persons (Windahl & McQuail, 1993), allowing a connection between two entities to take place (Rodriguez, 2006: 16). The
exchange of thoughts, messages, or information happens by speech, visuals, signals, writing, or behavior (Cabeza & Kingstone, 2001: 187). According to Brown and Yule (1983) Speaking can serve one of two main functions: transactional (transfer of information) and interactional (maintenance of social relationships) (Brown and Yule, 1983: 3).

Mastering speaking skills makes the speaker a well-rounded communicator who is proficient in the four language skills. Such skillfulness provides the speaker with several distinct advantages which let them enjoy sharing idea with others and managing to understand and respect their own selves (Ranson, 2000). Mastering speaking skills helps the speaker to gain the attention of the audience and hold it till the completion of his/her message. Speaking skills are important to achieve the career success. Speaking enhances one's personal life by giving opportunities for travel, promotion, scholarships, or to attend conferences, international meetings, represents organizations in international events.

2.3.3. Ways of teaching speaking skill

Developing speaking skills is of vital importance in EFL/ESL programs. Oral skills should be taught before writing skills. Time for oral rehearsal of the sentence is of key importance as well. Nunan (1999) argued that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language. Therefore, speaking instruction is important because it helps students acquire EFL speaking skills thus engage and interact naturally with native speakers. In addition, speaking can raise learners’ motivation through applying the most suitable activities in the classroom which will create a more dynamic and funny environment. Ashour (2014) listed various ways of teaching speaking:

1. Conversation:
It is the largely informal talk between two or more people is the most usual type of spoken discourse.

2. Discussion:
It is the form of extended conversation, where students talk together about what they have learnt, how to find something out, how to plan an activity, or how to solve a problem.

3. Role-play:
It is a social or human activity in which participants take on and act out specified roles, often within a predefined social framework or situational blueprint (a scenario).

4. Simulations:
These are very similar to role-plays but are more elaborate. A simulation is a game that involves a hypothetical set of circumstances similar to those a negotiator is likely to confront in the real world.

5. Information Gap:
It is transmitting, communicating and sharing information that happen within organized activities in pairs, small or large groups. Activities include instructions (giving directions), descriptions, comparisons, and narrations.

6. Brainstorming
Brainstorming is a technique for producing creative ideas in group idea-generation sessions.

7. Storytelling
It is relating a tale to one or more listeners through voice and gesture.

8. Interviews
It is a strategy in which each pair of students prepares a speaking time during which they ask each other questions about their lives and interests.
9. Story Completion:

Students sit in a circle to practice free-speaking activities. The teacher starts to tell a story, but after a few sentences he stops narrating. Then, students structure the story.

10. Playing Cards

It is the strategy of taking notes and flow in debates. In this game, students should form groups of four. Each suit represents a topic.

11. Picture Narrating

It is the activity which aims to narrate a story by retelling or reacting to many stories or one picture.

12. Picture Describing

In this activity, students are given one picture and asked to describe what it is in the picture.

13. Find the Difference

For this activity students can work in pairs and each couple is given two different pictures.

2.4. Technology ; overview and benefits for teaching oral skills

Same as any other online source in the internet, Technology website is a source which can be very useful if the teachers know how to use it properly for the sake of helping them present their lessons in a more effective and efficient way.

2.4.1. An overview of Technology

The role that technology plays in English classes cannot be ignored nowadays. Technology is considered as one of the most useful tools in ELT classrooms. Khalid (2012) defined Technology as "a video-sharing website on which users can upload, share and view videos. It is created in 2005, and it was founded by Chad, Stevechen, and Jawal Karim, who were employees in PayPal Company" (Khalid, 2012, p. 527). He further added that Technology began as a...
venture technology with about 11.5 million investments. The domain name is www.technology.com, and then it is developed as and grew rapidly as more than 100 million video views per day. Technology is classified as the third most visited website on the internet (Khalid, 2012, p. 528). Technology offers students with millions of videos, which help teachers to bring interesting videos to the listening and speaking classes.

2.4.2. Importance of using Technology for teaching oral skills

The use of technology has become an important part of the learning process in and out of the class. Every language class usually uses some form of technology, for its vital role in both helping and improving language learning. Therefore, the advancement in technological tools have made it possible for teachers to create a more advanced and flexible environment to the traditional classroom. In addition, it makes the teaching and learning processes more interesting and meaningful for both teachers and students.

Learners can use Technology as a learning tool that helps them in clear understanding after class; they can explore the topic that studied in the class. Kelsen (2009) stated that using Technology as a motivational tool, and students can use this website as a medium in studying English outside of class. He conducted a study as a Survey of Using Technology as Supplementary material with College EFL Students in Taiwan, and he found that Technology motivates students inside and outside the classroom and it helps them in English classes, but this study deals with using Technology and its effect on students’ English performance in general without focusing on a specific topic in the English language. Technology is one of the online materials that can be embedded in traditional classroom situations. These days Technology has become more popular, especially among adults. This website provides learners with authentic situations and with everyday clips that help them to get
better understanding of their lessons. As many researchers asserted, students get positive indicators when they watch nature and real life videos (Maness, 2004). Watching video in Technology will help students to memorize the events more easily. The researchers in this current study hope to make use of Technology which makes the learning process not only more meaningful, but also with more enjoyment.

2.4.2.1. Using Technology for teaching speaking skill

Technology videos can be used in a various ways to teach speaking skill in the classroom. It also depends on the instructor how s/he is going to use it in his/her classroom. There is no fixed way to use online resources in the class. An instructor is free to do anything that he/she think might be productive for the students. According to Jalaluddin (2016), there should be special instruction from the teachers for the students to use Technology in appropriate ways. He listed some considerations related to the use of Technology for teaching speaking and they are below;

• Select a culturally and socially appropriate video that is useful for language learning
• Play the selected video in the class and pause after one or two minutes
• Ask students to make prediction on the topic about the video
• Then let them watch full video
• Ask them to tell the genre of the video
• Ask students to tell what it is about
• Students may be asked to describe their favorite character in the video, why they like him/her most
• Let the students tell what he/she has said in the video
• Ask them to give their own individual opinion about the video
• Discuss the headline of the video
• At the end, the instructor can address questions of the students related to video, vocabulary and grammar etc. (p. 3).

Wilkins and Watkins (2011) condensed that Since Technology and other online videos are most immediately observed through sight and sound, creative teachers can easily find new ways to use them in listening and speaking or English conversation classes.

By searching through Technology conversations for targeted discussion techniques, students are critically evaluating discourse and immersing themselves in English.

2.4.2.2. Using Technology for teaching listening skill

EFL teachers and learners are always searching for ways to enhance their listening and proficiency through the use of many activities. According to Medoukali (2015), ”Although some traditional activities could be helpful for practicing the listening abilities, the modern ways which the technology provides are better and they give positive results for both teachers and learners” (p.35). He further added that teachers can depend on videos while trying to develop their learners” listening and speaking abilities. Providing the students with real life native conversations along with the printed text to reinforce their understanding and their proper pronunciation could be very helpful (Medoukali, 2015, p. 35).

2.4.2.3. Technology Activities for teaching listening and speaking skills

The best way for EFL learners to practice better on their listening and speaking abilities is through the exposure to videos that contain native English speakers. Watkins and Wilkins (2011) suggested a number of activities that can enhance the learners listening abilities through the use of Technology videos such as:
1. Conversation Analysis

In this activity, the teacher shows selected video clips to the students (or the students could brows Technology to select videos to view). Those videos contain effective or ineffective conversational techniques for the reason of reinforcing the material taught inside the classroom. Students could search for conversations or scenes from TV or from movies but those conversations might suffer because there is no follow-up or lack of clarification questions. Instead of that, students can find more effective videos through the search in Technology and by searching for effective conversations; students could evaluate their understanding of the conversation techniques. Students’ assessment of their understanding could be through the look on the videos they have chosen from Technology; also students could share the videos they have chosen with their classmates (Watkins & Wilkins, 2011).

2. Movie Trailer Voiceovers

This kind of listening and speaking project is useful and entertaining at the same time and it suites the Oral sessions. The main aim of practicing it is to make a better pronunciation and recognize the students’ weaknesses in it. In this activity, students search for a two-minute movie trailer from Technology. After that, the student transcribe the audio of the trailer, then the video can be downloaded by the student and the audio track could be deleted using any kind of free software. After this, students can record their voices on the video instead of the original voice track of the movie trailer. The student has to pay attention to mimicry and synchronization. This activity involves the students using their voices to recreate native-like cadence, pronunciation, and intonation. In the end, the teacher assesses the student’s listening and speaking accuracy (Watkins & Wilkins, 2011).
3. Famous Movie Scene Re-enactment

This activity demands creativity from the part of the students and it is concerned with their English speaking ability; it also suits the Oral sessions where plays and presentations are needed. In this activity, the students are required to choose any scene from any movie and then act like it. This can be either through a presentation in front of classmates, or the students could record it in form of a video clip. The re-enactment could be concerned with certain concepts discussed during the lesson, for instance, if the lesson was about the “stress”, then the student should focus on the stress while performing the re-enactment. The teacher's assessment will be based on the quality of the pronunciation according to what has been discussed in the session (Watkins & Wilkins, 2011).
CHAPTER THREE

METHODOLGY

This dissertation investigating students perspectives the impact of using technology to develop Libyan EFL speaking and listening skills in Sebha University. This chapter focuses on four sections. section one deals with participants and setting, section two is the questionnaire, section three is the instruments, section four is the procedures.

3.1. participants and settings

The samples of this study are 34 ELT students (17 students from 1st semester and 17 students from 2nd semester). They were 5 males and 29 females and their ages were between 18 to 22 years old. All the participants study in the English Department in Sebha / Libya.

3.2. Questionnaire:

The researchers has designed a questionnaire to collecting data. The questionnaire consists of nine items. For the purpose of the study the researchers used multiple choice questionnaire

However, the questionnaire contains two groups of questions. In the first group, the students were asked to answer according the criteria; strongly agree; neutrally; uncertain disagree and strongly disagree. In the second group, the students were given a set of close-ended questions to answer. The students were allowed to add any extra options in the second group of questions.

The researchers adopt different methods of data collection keeping in mind the nature of the study and to ensure the validity of data in order to achieve the stated aims of the study

3.3. Instruments
The questionnaire contained questions designed by the researchers to know the students' overviews and their opinions using technology video as supplementary tool in speaking and listening classes. Questionnaire is a list of research or survey questions that were asked to respondent, and were designed to extract specific information (Ahmed, 2015). see appendix

1.3.4. Procedures

After stating the aims and objectives of the study and methodology, the researchers searched for the required, relevant research data from the research related documents offering information about the topic of the study. After that, a questionnaire was given to 50 ELT students in the English department of Sebha. 34 out of students of 50 returned the answered questionnaires and this process took about one week. After receiving the answered questionnaires, the research data were classified, analyzed and evaluated to draw the conclusion and suggestions regarding the fin
CHAPTER FOUR
ANALYSIS AND DISCUSSION

4.1. Introduction

This chapter will introduce the analysis and the findings of the questionnaire. Data of the analysis is presented in the form of percentages and numbers. The discussion of the findings will be discussed in relation to the aims and the research questions of the study. This chapter deals with three issue. Section one is the analysis of the questionnaire. Section two is the findings. Sections three is the discussion.

4.2. Analysis and findings of the questionnaire

4.2.1. Analysis
- Questions (Group 1)

The following two tables show the students' responses to the given statements according to numbers and percentages:

*Table 1: the analysis of questionnaire (numbers)*

<table>
<thead>
<tr>
<th></th>
<th>strongly agree</th>
<th>agree</th>
<th>Neutral/uncertain</th>
<th>disagree</th>
<th>strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>21</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>19</td>
<td>13</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>11</td>
<td>2</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>7</td>
<td>4</td>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>18</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>1</td>
<td>4</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>7</td>
<td>19</td>
<td>13</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

- Many students have problems with listening and speaking skills
- Technology can change the way that we learn listening and speaking
- Many students demand the use of recent technology for teaching speaking and listening
- Teachers do not use recent technology for teaching listening and speaking skills
- Technology videos are easy to use and understand
- Teachers do not encourage the use of Technology videos to learn and improve listening and speaking
- Technology videos can help students to improve their pronunciation and accent while hearing native speakers
The following table shows the students’ responses to the given statements:

*Table 2: the analysis of questionnaire (percentages)*

<table>
<thead>
<tr>
<th></th>
<th>strongly agree</th>
<th>agree</th>
<th>Neutral/ uncertain</th>
<th>disagree</th>
<th>strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Many students have problems with listening and speaking skills</td>
<td>62%</td>
<td>15%</td>
<td>15%</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>Technology can change the way that we learn listening and speaking</td>
<td>56%</td>
<td>38%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>Many students demand the use of recent technology for teaching speaking and listening</td>
<td>26%</td>
<td>32%</td>
<td>6%</td>
<td>12%</td>
</tr>
<tr>
<td>4</td>
<td>Teachers do not use recent technology for teaching listening and speaking skills</td>
<td>12%</td>
<td>21%</td>
<td>12%</td>
<td>47%</td>
</tr>
<tr>
<td>5</td>
<td>Technology videos are easy to use and understand</td>
<td>53%</td>
<td>18%</td>
<td>12%</td>
<td>15%</td>
</tr>
<tr>
<td>6</td>
<td>Teachers do not encourage the use of Technology videos to learn and improve listening and speaking</td>
<td>24%</td>
<td>3%</td>
<td>12%</td>
<td>26%</td>
</tr>
<tr>
<td>7</td>
<td>Technology videos can help students to improve their pronunciation and accent while hearing native speakers</td>
<td>56%</td>
<td>38%</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>
Questions (group 2)

Table 3: the teachers’ techniques for teaching listening

Item one: What are the techniques that your teacher uses for teaching Listening Skill?

<table>
<thead>
<tr>
<th>Options</th>
<th>Number of students</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Songs</td>
<td>17</td>
<td>50%</td>
</tr>
<tr>
<td>CDs and Speakers</td>
<td>25</td>
<td>74%</td>
</tr>
<tr>
<td>Listening from the teacher</td>
<td>11</td>
<td>32%</td>
</tr>
<tr>
<td>Computer and Projector</td>
<td>10</td>
<td>29%</td>
</tr>
<tr>
<td>Offline Videos</td>
<td>12</td>
<td>35%</td>
</tr>
<tr>
<td>Technology videos</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
Table 4: the teachers’ techniques for teaching speaking

Item 2: What are the techniques that your teacher uses for teaching speaking skill?

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conversation</td>
<td>24</td>
<td>71%</td>
</tr>
<tr>
<td>Discussion</td>
<td>25</td>
<td>74%</td>
</tr>
<tr>
<td>Games</td>
<td>12</td>
<td>35%</td>
</tr>
<tr>
<td>Role play</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Presentation</td>
<td>18</td>
<td>53%</td>
</tr>
<tr>
<td>Story telling</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Picture describing</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Technology videos</td>
<td>0</td>
<td>0%</td>
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</table>

4.2.2. Findings

From the analysis of the questionnaire, it is found the following:

1. 62% strongly agree that they have problems with listening and speaking skills
2. 56% strongly agree that technology can change the way that they learn listening and speaking
3. 32% agree that they demand the use of recent technology for teaching speaking and listening
4. 47% disagree that teachers do not use recent technology for teaching listening and speaking skills.

5. 53% strongly agree that Technology videos are easy to use and understand.

6. 35% said that their teachers encourage them to use Technology videos to learn and improve listening and speaking but unfortunately do not use it in their classes.

7. 56% strongly agree that Technology videos can help them to improve their pronunciation and accent while hearing native speakers.

8. Most of the teachers prefer to use discussions and conversations for teaching speaking.

9. Most of the teachers prefer to use speakers and CDs rather than any other tools of technology.

4.3. Discussion

As mentioned earlier, this research aims to answer the following research questions: Q1: Does using Technology videos as a supplementary resource would enhance Listening and speaking skills for the 1st and 2nd semester students in the English department of Sebha? And Q2: To what extent can Technology videos improve students’ understanding of and performance in English language?

In terms of the first research question and from the analysis and the previous studies, it is found that Technology videos have valuable benefits for teaching oral skills. With reference to the survey results, the researchers noticed that learners like the idea of using Technology for learning listening and speaking as 71% of participants answered that Technology videos are easy to use and understand. They believed that can be used Technology videos can improve students’ performances and understanding in class. Similarly, Whithaus and Neff (2006) found that teachers can use videos as a Web-based mode of teaching and gave them the opportunity to
use videos as a means of learning. In addition, videos can produce interactivity between students that supports social pedagogy.

The second research question which was "To what extent can Technology videos improve students’ understanding of and performance in English language?". After a comprehensive study of the questionnaire and the comments that the learners provided, the researchers found that the use of Technology in the English classes as a supplementary tool can play an important role. Additionally, the multimodal in Technology can play a leading role in helping learners to understand their English lessons. The results of this study is similar to Sherman (2003), who found that watching authentic videos in the classroom can make the learning process more enjoyable and meaningful. Moreover, researchers have consistently found that Technology is an effective tool that can build learners’ knowledge and help them improve their English fluency. Watching Technology videos can help learners communicate and experience the events in the videos. Moreover, authentic Technology videos have the ability to improve learners’ comprehension and elicit information. Additionally, it gives learners the opportunity to understand the lesson in effective and level.
CHAPTER FIVE

CONCLUSION

This dissertation investigating students' perspectives the impact of using technology to develop Libyan EFL speaking and listening skills in Sabah University. This chapter discusses the main findings of the study. It e

5.1. Conclusion

This paper has been an attempt to emphasize the importance of using Technology in teaching English skills. Technology is emphasized in this study as a helpful tool for learners to more understanding and production of many English situations at the English department of Sebha University. Technology is conceived to be more effective than the textbook-based courses in dealing with the learners' difficulties in speaking and listening classes.

However, the paper does not intend to detract from the role of textbook-based courses in introducing EFL Learners to oral skills. It suggests using Technology as a supplementary tool in speaking and listening classes. In short, the study indicated that Technology was effective in promoting better learning of oral skills. It is recommended that Technology can be integrated into speaking and listening courses. More recommendations are suggested in the next section

5.2. Recommendations

First of all and more importantly, it is recommended that classes must be provided with an adequate number of computers that are connected to the Internet. Moreover, teachers must add Technology as a supplementary tool to English speaking and listening courses. Additionally, teachers also must consider the content, language and length of the selected videos according to the aims of the lesson and the level of the students. Teachers must be trained on how to integrate
new tools of technology in their lessons to have more effective English teaching. Finally, it is recommended that similar research or further studies must be conducted to measure the effect of other tools of technology like mathematics, biology, physics and other subjects or courses.
References


Kelsen, B. (2009) (Teaching EFL to the iGeneration: A Survey of Using Technology as Supplementary Material with College EFL Students in Taiwan. *CALL-EJ* 10(2)


Appendix 1

Questionnaire

Please spare a few minutes from your valuable time to answer this questionnaire

Age: [ ] Gender: [ ]

Q Please indicate your response to the following statements

<table>
<thead>
<tr>
<th>Statement</th>
<th>strongly agree</th>
<th>agree</th>
<th>Neutral/uncertain</th>
<th>disagree</th>
<th>strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many students have problems with listening and speaking skills</td>
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<tr>
<td>Technology can change the way that we learn listening and speaking</td>
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<tr>
<td>Many students demand the use of recent technology for teaching speaking and listening</td>
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<tr>
<td>Teachers do not use recent technology for teaching listening and speaking skills</td>
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<td></td>
<td></td>
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<tr>
<td>Technology videos are easy to use and understand</td>
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<tr>
<td>Teachers do not encourage the use of Technology videos to learn and improve listening and speaking</td>
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<tr>
<td>Technology videos can help students to improve their pronunciation and accent while hearing native speakers</td>
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</tbody>
</table>

Q) Answer the following questions

What are the techniques that your teacher uses for teaching Listening Skill?
(You can choose more than one option and you can add any other techniques)

- Songs
- CDs and Speakers
- Listening from the teacher
- Computer and Projector
- Offline Videos
- Technology videos
- ……………………………
- ……………………………
- ……………………………

**Item 2: What are the techniques that your teacher uses for teaching speaking skill?**

*(You can choose more than one option and you can add any other techniques)*

- Conversation
- Discussion
- Games
- Role play
- Presentation
- Story telling
- Picture describing
- Technology videos description
- ……………………………
- ……………………………
- ……………………………