

# The Use of Modern Technology to Enhance EFL Learners' Listening and Speaking Skills

Tamador Mohamed Abdalrahman Hmed Al Neel

PhD Research Scholar, English Language Lecturer at Jazan University/KSA  
Contact info: (Email: [tomador.alneel@gmail.com](mailto:tomador.alneel@gmail.com), Tel: 00966532866491)

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**Abstract:** The current study aims at investigating the implementation of modern technology at Jazan University, KSA to enhance EFL learners' listening and speaking skills. This study is significant because it might help in integrating technology in the university education system to promote listening and speaking skills to affluent level. The participant were 100 English Language staff members who were asked to show their perspectives on the suitable technological tools to be used in developing students listening and speaking skills. Then 10 teachers were observed to examine the degree of using technology in teaching listening and speaking skills. Moreover, 100 students were asked to show how frequency do they use technology to learn listening and speaking skills. All the participants' responses were taken into account, Some significant findings are drawn: Jazan university English language Staff members consider CALL as a an effective tool for e-learning, such as internet, VLC, and different learning websites. In addition to this, they believe that CALL tools such as, recorder/gramophone and mobile digital devices like laptops, iPods facilitate learning English language listening and speaking skills in many ways. Moreover, they think that CALL tools such as laps, computer software programs and language games can be used to teach and learn listening and speaking skills to a fluent level. The findings also show that students 'rarely' or 'never' use CALL and MALL technology in learning listening and speaking skills, except of a few items. From the result obtained in the above table, it seems that the students 'never' use technology such as Virtual Learning Class (VLC), "Social Media Online Discussion Groups", and Mobile Apps, in English listening and speaking. However, it seems that technological items such as, "surfing internet" to access language learning websites, "Media Lectures (ML)", "YouTube' videos to learn English language listening and speaking skills were sometimes used by them. Therefore, it is possible to say that the students were inclined towards the using technology they do not tend to develop their communicative competences.

**Keywords:** CALL: Computer Assessing Language Learning, MALL: Mobile Assessing Language Learning, VLC: Virtual Learning Class, EFL: English as a Foreign Language, ML: Media Lectures.

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## I. INTRODUCTION

Foreign language learners find it difficult to master Listening and speaking skills so that they can communicate effectively. They don't get sufficient opportunity to practice these skills in EFL classrooms. The instructors also don't expose their students to authentic materials which can help learners to imitate native speakers and be familiar with native voices. The researcher, therefore, would like to introduce the use of modern technology in EFL classes to improve students listening and speaking skills. The association of technology in English in the last few years had made a remarkable changes in learning processes and has started to pay attention to the effect of the new technology and their role in learning English as second language. Moreover, in the light of the current technology advantages Computer Assessing Language Learning (CALL) and Mobile Assessing Language Learning (MALL) can play a vital role in classroom and out classroom practice of speaking and listening skills. Modern Technology is a valuable tools to enhance teaching and learning, for both students and teachers, for example; for students technology provides opportunities to communicate more effectively and to develop literacy skills in critical literacy. It is a valuable tool for communication, interaction and responding, and viewing and representing English. and for teachers to play such an important role as agents of change and innovation to facilitate the process of learning English language. In particular, it is important to determine which instructors among the EFL teachers at Jazan University are adopting the modern technology for instructional and

professional development purposes and why some may avoid using them for such purposes. Moreover, the researcher intends to check the contribution of this technology in creating new possibilities for students to learn English language listening and speaking skills.

***The Purpose of The Study:***

The current study is intended to raise EFL learners and teachers awareness about the importance of modern technology in English language teaching and learning and how it could be used to develop their listening and speaking skills effectively.

***Questions of the Study:***

The study addressed the following questions:

1. What are the most effective technological tools needed to deliver English language authentic materials for listening and speaking skills ?
2. To what extent do EFL teachers and students use technology to teach/learn English listening and speaking skills.?

## **II. THEORETICAL FRAME WORK**

***Definitions of CALL:***

Computer Assisted Language Learning (CALL) refers to using computer technology to learn and teach second/Foreign language. Levy (1997:1) defines CALL as “the search for and study of applications of the computer in language teaching and learning.” The main goal of CALL is to “improve the learning capacity of those who are being taught a language through computerized means” (Cameron 1999: 2). Stockwell (2012: 1) describes Computer Assisted Language Learning as “the approach to teaching and learning languages that uses computers and other technologies to present, reinforce, and assess material to be learned, or to create environments where teachers and learners can interact with one another and the outside world.”

Technology Enhanced Language Learning (TELL) is an alternative term to CALL and emerged in 1980s, its purpose was to provide more accurate description in accordance to conducted activities within CALL (Levy 1997: 81). The TELL Consortium that was founded in 1993 incorporated TELL in the journal of CALL-Austria as TELL&CALL. The academic community that was working on integration of computer technologies with language learning noticed the necessity to change the original term and acronym. It was connected to the fact that practitioners and theoreticians thought alike; emerging technological applications and tools were the potential for enhancing rather than just assisting language learning and classroom practice (Thomas et al. 2013: 20).

***The Importance of CALL***

Technology is affecting how languages are learnt in the current time period. Computer-assisted language learning is the one method used in the present time (Reinders & Thomas, 2012). it can be discussed that a fully integrated phase of CALL has been entered. It has become the prevailing teaching method used for the teaching of a second language, internationally and nationally, and CALL can be linked directly to language teaching in the future (Hubbard, 2008). The use of technology has the opportunity to improve language teaching and learning by balancing the quality of education between contact with both the teacher and the students and not influencing negatively on educational goals (Hoopingarner, 2009). Computers facilitate language learning for the students, as concluded by Bush’s (2008) because the learners can use it when they want and when the time is appropriate.

In the education system, new technologies are stimulating changes to the teaching process which exceed the traditional lecture and group work format and introduces an educational environment with games and activities (Alsied, & Pathan, 2013). These environments for new learning prompted students to use a second language in an environment that simulates real life and allow second language students to take control over their own learning without relying on the teacher (West & Bleiberg, 2013). One significant benefit of using CALL from the second language perspective is the promotion of self-technology-based learning, by daily accessibility which gives an opportunity to learners to use their second language often (Warschauerto, 2010).

Lin (2010) concluded in his research that the learners accepted a computer-supported environment for learning when they were learning the second language. CALL is very important in a multilingual global society to incorporate technology

into the learning of a target language (Godwin-Jones, 2013). The use of CALL in relation to listening and speaking skills is less widespread when compared to reading and writing. For this reason, students have less opportunity to develop and learn autonomy with respect to their speaking and listening skills (SAN, 2007).

### ***Behavioristic CALL***

Behavioristic CALL came into being in the late 1960s and was used widely in the 1970s under the influence of the *Audio-Lingual Method* of language teaching. In this stage of CALL, repetitive language drills were used, and the computer did not allow students to work at an individual pace, which hindered motivation (Warschauer & Healey, 1998).

### ***Communicative CALL***

Warschauer and Healey (1998) pointed out that it was during the period of the 1980s that behavioristic approach to language teaching was being rejected at both theoretical and pedagogical level, and personal computers were creating greater possibilities for individual work at school. Communicative CALL corresponded to cognitive theories which stressed that learning was a process of discovery, expression and development. Under the influence of *Communicative Language Teaching*, advocates of communicative CALL argued that computer-based activities should focus more on using forms. Moreover, the focus was not so much on what students did with the computer, but rather what they did with each other while working at the computer.

### ***Interactive CALL***

By the 1990s, communicative CALL began to be criticized. New second language acquisition theories and socio-cognitive views influenced many teachers and led them to use more social and learner-centered methods. This time, emphasis was put on language use in authentic social contexts. Task-based, project-based and content-based approaches all sought to integrate learners in authentic environments, and also to integrate the various skills of language learning. In integrative approaches, students are able to use a variety of technological tools as an ongoing process of language learning rather than visiting the computer lab on a weekly basis for isolated exercises (Warschauer & Healey, 1998).

### ***Internet-based CALL***

In several studies, the internet has been found to strengthen students' linguistic skills by fostering their overall language learning attitudes (Son, 2008), self-instruction strategies (Harris, 2003) and self-confidence (Dooly, 2007). Similarly there is evidence that students can improve their perceptions, attitudes and motivation in language learning by using the Internet (Al-Jarf, 2007).

### ***Language Skills in CALL***

The integration of technology has changed the practice of teaching in the classroom, and will keep changing language teaching as current technologies develop faster than ever (Hoopingartner, 2009). While CALL is used extensively in the language teaching and some technology, it could be used with more than one language skill (Stockwell, 2007). According to the research carried out by Lin (2010), who states that the video-based CALL had a positive effect on aspects of language learning such as nouns, verbs and adjectives in students with diverse levels of proficiency. There are many sites which provide teachers with materials to provide to teach their learners such as social media which promotes interaction among learners (Istifci, et al 2011). CALL is the base of learning and teaching language, it gives benefits to the learner, like multimedia applications and interactive activities which are engaging (Genc, 2012).

### ***Speaking Skill in CALL***

Speaking is a language skill in which CALL is being used more with the advancement of technology involved with audio applications which can be video, audio, recorded or live. Learners have the opportunity to interact with other learners and in combination with other teaching methods, it provides a great way to aid in language learning (Levy, 2009). Task-Based Speaking courses to promote the speaking skill of language learners through the use of technology to record their speaking allow learners to listen and make the corrections for improving their pronunciation where needed ( Kirkgoz, 2011). The Task-Based language learning concentrates mostly on meaning rather than structure. Furthermore, students can improve their pronunciation through interaction with computer programs and voice recognition software (Hoopingartner, 2009). In Kim's study (2012), it was found that CALL helped to improve pronunciation of students in their second language. In Kim's research, it was found that learners improved their pronunciation language through the use of technology by using "Accent Modification" software, resulting in visual feedback to improve the pronunciation of

language. Additionally, Lord's research (2008), stresses that learners have the ability to improve their speaking pronunciation of the language by using period technology, such as computer talking software, mobile apps, online chatting. It is important that the learners gain awareness of the phonetic aspects of the language. Bahrani (2012) states that the exposure of learners to audiovisual technology in an easy setting can improve their speaking skill of language. The uses of CALL simultaneously with peer interaction can be used to improve students' speaking skills of language.

### ***Listening Skill in CALL***

Most recent technology has given CALL an increased access to a vast collection of not only audio but video sources too. The teachers and students can access audio files anywhere and anytime. The accessibility of computer programs allocates a very flexible arrangement for the students as they can stop, replay and slow down both video and audio as they learn intonation and sounds of the language (Levy, 2009). The use of CALL expands to make the learners close to native speakers, especially via the internet (Hoopingartner, 2009). The CALL programs use repetitive listening activities and students can access these not only in the school and in work, but also individually to improve listening and understanding. In addition, language listening skills can be strengthened by current CALL as the framework which can target students at the advanced level. According to a study by Sato, Matsunuma and Suzuki (2013), listening to CALL audio software facilitated a quicker vocabulary recall by students. Additionally, the students have the ability to improve their listening comprehension skills at the level studied when they use digital stories in the target language. Recent technologies allow teachers to add a descriptive layer to real live videos/ audios. For example, when the learners listen to a clip more than once, captions may be used on the first listening, but the second time may not include captions, resulting in decreased anxiety amongst students. Winke, Gass and Sydorenko (2010) state that the learners gain a better understanding which retrieve students previous knowledge by using technology such as graphic organizers, You Tube videos and themes.

### ***Smart-Phone Technology***

Mobile phone is initially made to make and receive call using radio wave by sending signals on the wave. However, currently mobile phones provide different services like SMS, EMAL, GPS, Bluetooth and other services. Dr Martin cooper of Motorola is the first person to demonstrate the first hand held phone in 1973. Moreover, Dyna TAC 8000x is the first commercially available phone. As a result of attractive means of communication and applications of mobile-based communication, in the twenty years from 1990 to 2011, mobile phone users increased from 12.4 million to over 5.6 billion.

### ***Mobile Assessing Language Learning (MALL)***

Mobile Assessing language learning is a way in which mobile devices are used to carry out teaching learning process. It enables learners to learn in anytime and anywhere manner. Due to accessibility of mobile devices by individuals, rapid evolution of wireless and mobile technology, the use of mobile learning became real. Primarily, language learning using mobile phone was restricted to getting the meaning of a word or pronouncing a word. However, the current multimedia facility of mobile phones made language learning using mobile smart comfortable for teaching languages intelligently along with consideration of personalization and contextualization of resources to learners. Moreover, research based learning methods are twisted to integrate with mobile phone learning to fulfill the need of convincing language learning contents to students. Because, the mobile phones have the capacity and performance of providing and storing video and audio contents which improve the listening and speaking skill of language learners

## **III. METHODOLOGY**

### ***Participants***

In the present study, a sample of 100 teachers at English Language Center (ELC) at Jazan University and 100 students in Abuarish College for girls, Jazan university in Kingdom of Saudi Arabia. They were asked to respond for a questionnaire to show the their perception about technological tools needed to present English language authentic materials for listening and speaking skills. Moreover, the researcher investigated whether EFL teachers and students use technology to teach/learn English listening and speaking skills. All the results were took into account. The teachers have different qualifications (B.A , High Diploma, Masters and PhD degrees).

### ***Instrument***

To answer the research questions, the researcher used questionnaires and observation check list as an instrument to collect data about using technology in EFL classes to enhance the teaching and learning listening and speaking skills.,

the questionnaire is based on 5-Likert scale (*Strongly agree to Strongly Disagree*) and 4-Frequency scale (*always, sometimes, rarely and never*), It contains items related to the research hypothesis. (**Appendix A**). The observation check list examine the practice of listening and speaking skills using technology in EFL classes (**Appendix B**).

**Procedures**

The researcher designed the questionnaires and the check list to examine the research hypotheses. The tools were sent to the jury members for validation. The researcher do the piloting study to check the reliability of the instrument. Then, the questionnaires were distributed to 100 English language teachers at Jazan University. The participants were asked to response for the questionnaire statements. The percentage and frequency of each response was calculated, interpreted and discussed below. The research also performed class room observation for different language skills to check the teachers actual practice of technology. 5 teachers per each skill were observed, the result of the observation was also presented in form of table and graph and discussed.

**IV. DATA ANALYSIS AND DISCUSSION**

The analysis centered on the questionnaire which answered the research questions, What are the most effective technological tools needed to present English language authentic materials for listening and speaking skills ?; and To what extent do EFL teachers and students use technology to teach/learn English listening and speaking skills.? (**See appendices A ; B and C**). The results were presented on the following tables to show the frequencies, percentage of each item in the questionnaire.

**Table 4.1: CALL Teaching and Learning Tools**

This section deals with some technological tools suggested to be used in Teaching and Learning Listening and Speaking Skills:

Items	Technology Tools	SA		A		N		DA		SDA	
		N	%	N	%	N	%	N	%	N	%
1	English Language Laps assist teaching and learning Language listening and speaking skills	60	60	21	21	10	10	05	05	04	04
2	Interactive board can be used as a tool for promoting interaction	38	38	10	10	22	22	18	18	12	12
3	Computer graphics can develop students pronunciation.	19	19	22	22	25	25	30	30	04	04
4	Computer software programs can be used to teach and learn English listening and speaking skills	80	80	10	10	02	02	08	08	00	00
5	Internet provide language games that can develop listening and speaking skills	100	100	00	00	00	00	00	00	00	00
6	Websites such as "Learning from A to Z" to teach and learn listening and speaking skills	60	60	21	21	09	09	10	10	00	00
7	Video and Audio chat application can develop speaking fluency	43	43	11	11	27	27	17	17	02	02
8	Watching videos from you tube enhances listening skill.	51	51	23	23	15	5	17	17	02	02
9	Recorder/gramophone develop pronunciation, stress and intonation.	75	75	11	11	04	04	00	00	00	00
10	Mobile digital devices like laptops, iPods make learning listening and speaking easier.	49	49	23	23	17	17	01	01	10	10
11	Discussion Forums develop students communication and critical thinking.	21	21	15	15	29	29	18	18	17	17
12	Virtual Learning Class to learn listening and speaking skills.	80	80	10	10	07	07	03	03	00	00

The above table displays the teachers' views about authentic CALL tools needed for effective teaching and learning listening and speaking skills. As indicated on the table, the teachers thought that E-Learning can be integrated in English language Learning i.e websites such as "Learning from A to Z" can develop language listening and speaking skills item (6), (81%); besides watching videos from you tube to enhance students language learning, item (8), (74%) ; and also VLC (Virtual Language Class) can be used as a tool for e-learning to learn listening and speaking skills, item (12), (90%). In item (5) Internet provide language games that can develop listening and speaking skills. (100%).

Similarly, the result depicts many CALL tools can be used to develop oral and aural skills, for instance in item (9), (86%) of respondent either strongly agreed or agreed that recorder/gramophone can develop pronunciation, stress and intonation. Again, in item (10),CALL tools such as mobile digital devices like laptops, iPods facilitate learning listening and speaking skills. (72%). Moreover, the result shows that (81%) of the teachers believe that English Language Laps assist teaching and learning Language listening and speaking skills, item (1). (90%) of the instructors think that Computer software programs can be used to teach and learn English listening and speaking skills, item (4).

Another important point revealed is that CALL tools can be used to present linguistic items for the students; as a case of point, When we look at item (7), (54%) of the teachers agreed or strongly agreed that Video and Audio chat application can develop speaking fluency. However, in item (11) only (36%) of them think that Discussion Forums develop students communication and critical thinking.; and also only (48%) of them think that interactive board can be used as a presentation tool to promote interaction among the students, item (2). Only (41%) of the respondents think that Computer graphics can develop students pronunciation, item (3).

It is possible to conclude that authentic CALL tools can be used in learning listening and speaking skills. From the results obtained in the above table, it is apparent that teachers consider CALL as a an effective tool for e-learning using internet, VLC, and different learning websites. In addition to this, CALL tools such as, recorder/gramophone and mobile digital devices like laptops, iPods facilitate learning English language listening and speaking skills in many ways. Moreover, CALL tools such as laps, computer software programs and language games can be used to teach and learn listening and speaking skills to a fluent level.

**Table 4.2: The use of Technology to learn English Listening and Speaking Skills**

The students were asked to show how frequency do they use of technology to learn English language. Listening and speaking skills. The aim was to investigate the actual practice of using technology in learning English language.

Items	Using Technology to Learn English	Always		Sometimes		Rarely		Never	
		N	%	N	%	N	%	N	%
1	I use English-Central Apps to develop listening and speaking skill	50	50	12	12	8	8	30	30
2	I use Podcast Apps (castbox.com) to develop listening skills knowledge	35	35	15	15	25	25	25	25
3	I use Online discussion groups to promote my speaking skill.	20	20	15	15	50	50	15	15
4	I use Internet to find information help me develop listening and speaking skills.	25	25	35	35	20	20	20	20
5	I use youtube.com to learn English listening skill.	40	40	13	13	17	17	30	30
6	I learn language listening and speaking from distance by accessing Virtual Learning Class (VLC).	15	15	23	23	27	27	35	35
7	I use different apps, such as 'Duolingo' and 'Memrise' to learn listening and speaking skills	10	10	33	33	37	37	20	20
8	I use computer programs to learn pronunciation, vocabulary and grammar, listening and speaking skills.	10	10	00	00	40	40	50	50
9	I learn English through media lecturers (ML) to learn listening and speaking skills.	30	30	35	35	00	00	35	35
10	I study language through white smart board to learn listening and speaking skills.	36	36	14	14	13	13	37	37

The analysis of the above table shows how frequency Jazan university students use technology to learn listening and speaking skills. (90%) of them 'never' use "Computer Software Programs" to learn language systems i.e. vocabulary, grammar and pronunciation (item (8). , the result depicts that (57% ) of the students at Jazan University 'rarely' or 'never' use mobile 'apps' such as 'Duolingo' and 'Memrise' to learn different language skills compared with 43% of them 'always' or 'sometimes' use Mobile Assisting Language Learning (MALL) in language learning (item 7). (62%) of the students at Jazan University 'rarely' or 'never' learn language through "Virtual Learning Class" VLC, item (6). It is important to mention that the majority of students at Jazan university 'rarely' or 'never' join "Online Discussion Groups" to develop their speaking skills, critical thinking and arts of arguments, item (3); (65)..

In contrary, As can be seen from the table students are not well acquainted with using technology in learning English except of few items. In item (9) the result reveals that (65%) of the students 'always' or 'sometimes' use Media Lecturers (ML) to learn listening and speaking skills.. Again, (60%) of the students 'always' or sometimes' surf internet for listening and speaking learning purpose, item (4). (50%) of the students 'always' or 'sometimes' use white smart board to learn listening and speaking skills, item (10). Moreover, among the mobile application, "English-Central" is well recognized by the students, 62 % of them 'always' or 'Sometimes' use it to develop their listening and speaking skill (item 1). ). (53%) of the respondents 'always' or 'Sometimes' use "YouTube' videos to learn English listening and speaking skills, item (5). he result also shows that (50%) half of the respondent 'always' or 'sometimes' use "catbox" mobile application to develop listening skills, item (2)

Generally, the overall result indicates that the students 'rarely' or 'never' use CALL and MALL technology in learning listening and speaking skills, except of a few items. From the result obtained in the above table, it seems that the students 'never' use technology such as Virtual Learning Class (VLC), "Social Media Online Discussion Groups", and Mobile Apps, in English listening and speaking. However, it seems that technological items such as, "surfing internet" to access language learning websites, "Media Lectures (ML)", "YouTube' videos to learn English language listening and speaking skills were sometimes used by them. Therefore, it is possible to say that the students were inclined towards the using technology they do not tend to develop their communicative competences.

### Analysis of Technology used in Teaching Speaking and Listening Skills

Five teachers were observed in Speaking and five in Listening skills sessions to examine their use of technology in teaching and learning these skills. The following tables show the degree percentages of technology used by the teachers.

Table (4.3.1)

Speaking and Listening Skills							
No	Technology	Not Used		Partially used		Totally used	
		N	%	N	%	N	%
1	Interactive Board	03	60	01	20	01	20
2	E-learning Websites	02	40	03	60	00	00
3	Overhead Projector	01	20	02	40	02	40
4	Internet	02	40	03	60	00	00

The statistical analysis show the frequencies and percentage of the technological aids used by the teachers to teach speaking and listening skills As can be seen from the chart and graph, It is obvious from the table and graph 60% of the teachers partially used "E-Learning Web sites", "Overhead Projector" and "Internet" to teach speaking and listening skills. "Interactive Board" is only partially used by 20% and totally used by 20% to teach speaking and listening skills. On the other hand, 60% of the teachers don't use "Interactive Board" and 20 % - 40% of them don't use "E-Learning Web sites", "Overhead Projector" and "Internet" in speaking and listening skills. There are many internet websites and applications i.e. 'Talk.com', 'chatting social media' that can be use to develop students speaking and listening skills.

Table (4.3.2):

Speaking and listening Skills							
No	Technology	Not Used		Partially used		Totally used	
		N	%	N	%	N	%
5	Mobile Apps	03	60	02	40	00	00
6	PowerPoint	01	20	02	40	02	40

7	Plasma and TV programs	05	100	00	00	00	00
8	Computer software	03	60	02	40	00	00

The statistical analysis on the above table and graph shows teachers use of 'Mobile Apps', 'PowerPoint', 'Plasma TV' and 'Computer software programs' ". At the first glance, it is true to say that Plasma TV is not used in teaching speaking and listening skills (100%). The result also depicts that 'Mobile Apps' and 'Computer Software' are not used by 60 % of the teachers to teach speaking and listening skills, only 40% of them partially use these items. 80 % of the respondents either partially or totally use 'PowerPoint' presentation program is in teaching speaking and listening skills, 20 % of them don't use 'Power Point'. 'Mobile Apps' such as, 'dualingu', 'Cambly' can be used to teach students speaking and listening skills.

Table (4.3.3):

Speaking and Listening Skills							
No	Technology	Not Used		Partially used		Totally used	
		N	%	N	%	N	%
9	Recorder/gramophone	01	20	03	60	01	20
10	DVDs	05	100	00	00	00	00
11	Blogs	05	100	00	00	00	00
12	Media Lectures	04	80	01	20	00	00

Concerning teachers use of technology in teaching speaking and listening skills, i.e. 'Recorder', 'DVDs', 'Blogs' and 'Media Lectures' (ML), as can be seen from the table and graph, (100%) of the respondent do not use the technology of 'DVDs' and 'Blogs' to teach speaking and listening skills. Again, (80%) of the teachers don't use 'Media Lectures' (ML), only (20 %) of them partially use (ML) technology for this purpose. Conversely, 80 % of the teachers partially or totally use recorder/gramophone technology to teach speaking and listening skills.

Table (4.3.4):

Speaking and Listening Skill							
No	Technology	Not Used		Partially used		Totally used	
		N	%	N	%	N	%
13	Electronic Portfolios	05	100%	00	00	00	00
14	Online chatting	01	20 %	03	60	01	20 %
15	YouTube	02	40 %	03	60	00	00
16	Language Lab	05	100 %	00	00	00	00

The above table and graph displays some important technological tools to be used in teaching speaking and listening skill. The statistical analysis shows that (100 %) of the teachers don't use 'Language Lab' and 'Electronic Portfolio' to teach these skills. 60 % of the teachers partially use 'You Tube' to teach speaking and listening skills but the remaining 40 % don't use it. Regarding 'Online Chatting' 80 % of the respondent either totally or partially use this technology for the purpose of speaking and listening skill, only 20 % of them don't use it in the process of teaching speaking and listening.

Table (4.3.5):

Speaking and listening Skills							
No	Technology	Not Used		Partially used		Totally used	
		N	%	N	%	N	%
17	Virtual Language Class	05	100	00	00	00	00
18	Discussion Boards	05	100	00	00	00	00
19	Recorded Authentic Materials	01	20	01	20 %	03	60 %

For teachers use of technology items (17,18,19) in teaching speaking and listening skills. The result shows that all the teachers (100 %) don't use 'Virtual Language Class (VLC)' or 'Discussion Board' to teach speaking and listening skills. The majority of them (80 %) either totally or partially use 'Recorded Authentic Materials (RAM)' to teach these skills, only 20 % of them don't use 'RAM'.

## V. CONCLUSION

This study identify the actual practice of modern technology in listening and speaking teaching and learning at tertiary level. The study was conducted in Saudi Arabia, Jazan University, 2016-2018. The aim of the study was to determine the impact of integrating technology into the classroom on students learning; to utilize teachers' perspectives on using

CALL and MALL authentic tools needed for effective learning and teaching of listening and speaking skills; to figure out EFL students use technology to learn English listening and speaking.

In addition to that, the study investigated the concept computer assisted language learning (CALL) and mobile assisted learning (MALL) and described the different tools, software and applications that can be used in teaching and learning language skills. The chapter also described how different types interactive tools (Smart board, Apps, computer software program..etc.) may be used to develop listening and speaking skills.

The researcher used survey check list to examine teachers implementation of different technology tools (CALL, MALL) in teaching listening and speaking skills. Five teachers per each skill were observed. Again, the students were asked to show how frequency do they use technology in learning English language listening and speaking skills.

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