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**Improving EFL Learning through Digital Literacy in Oral
Expression Sessions: The case of second year (L2)
Students at Salhi Ahmed University Centre of Naama.**

Dissertation Submitted to the Department of Foreign Languages in a Partial Fulfillment
for the Degree of Master in Applied Linguistics.

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Many thanks to all my friends and classmates.

Dedication

I dedicate this work to my parents, who encouraged and supported me working on this investigation.

To all my family, and to my sweetheart, sister, and best friend: Sarah Battate.

Abstract

The notion digital literacy has become a subject of debate in recent educational theories in the field of information technology (IT). Basically, digital literacy or literacy via technology has an efficient role in enhancing the learning process and making a successful environment for EFL students who have positive attitudes towards the use of several digital tools. Furthermore, this respected dissertation is designed to second year (L2) EFL students in the session of oral expression at Ahmed Salhi university centre of Naama. Therefore, the data gathered in this research aims at discovering digital literacy tools used by EFL students. Besides, finding out the students' attitudes towards digital literacy tools. Then, investigating the benefits that can be observed behind the use of digital literacy tools. Moreover, this study is based on a mixed research approach, i.e., it is a combination of quantitative and qualitative data. In this respect, a questionnaire was distributed to the informants to know the digital literacy tools used by them in oral expression session and to find out their attitudes towards using them to enhance their speaking skills whereas the classroom observation to observe the benefits behind using these tools. Eventually, the results obtained from the data collected show that using digital literacy is so beneficial in the learning process and (L2) EFL students use distinct tools which are smart phones, tablets, power point and computers in oral expression session and they have positive attitudes towards them.

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List of Abbreviations and Acronyms

D.L: Digital Literacy.

EFL: English as a Foreign Language.

ELL: English Language Learners.

IT: Information Technology.

ICT: Information and Communication Technology.

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General Introduction

General Introduction

In the 21st century, the appearance of the technological advances has altered the way people read, write and communicate. This is today known as Digital literacy which is viewed as synonymous with Information and Communication Technology (ICT). In education, ICT is becoming prevalent at universities and the learning process is dramatically changing as well. Its usefulness is obvious in its potential for the improvement of EFL learning, allowing learners to promote new competencies and skills as well as to take advantage of its use.

Accordingly, the central aim of this research is to shed light on the amelioration of digital literacy on EFL learners in which distinct electronic tools are used by them in oral expression session.

The main question of this work is the following:

- To what extent does the use of digital literacy enhance the learning process of second year (L2) EFL students at Salhi Ahmed, Naama university centre?

The main hypothesis of the main question is as follows:

- May be the use of digital literacy improves the learning process in which students can assess information with a noticeable motivation and interest towards the subject being learned.

This work attempts also to answer the following sub-questions:

- What are the sorts of digital literacy actually used in EFL oral sessions?
- What are the students' attitudes towards digital tools as means to improve language speaking skills?
- What are the benefits that can be observed behind the use of digital literacy tools in EFL oral sessions?

The following sub-hypotheses of the above sub-questions are:

- May be students use projection (PowerPoint), smart phones, tablets and computers.
- May be they have positive attitudes, they may feel autonomous and independent in speaking while using these tools.
- Perhaps the use of digital literacy actively engages students and facilitates a better and speedy grasp of information.

Consequently, this dissertation consists of two main chapters, the first chapter ,the theoretical one, introduces digital literacy by defining the term and giving the most important notions about it .More interestingly, it discusses the phenomenon in oral production sessions. Additionally, It shows the main tools used by students and its role in enhancing EFL learning. Whereas the second chapter, the practical one, introduces first the Algerian education and ICT, Then the analysis and interpretation of the data gathered where two distinct research instruments were used, a questionnaire for students and a classroom observation. In addition, some suggestions and recommendations about digital literacy in EFL learning are put forward.

Chapter One

Digital Literacy and its Basic Notions

Chapter One: Digital Literacy and its basic notions

1.1. Introduction.

1.2. Definition of Digital Literacy.

1.3. Types of Digital Literacy

1.3.1 ICT Literacy.

1.3.2. Information Literacy.

1.3.3. Media Literacy.

1.3. 4. Visual Literacy.

1.4. Potential Digital Tools for Educational Use.

1.5. What is Speaking Skill?

1.6. Oral Production in EFL Sessions.

1.7. Digital Literacy and some Basic Competences.

1.7.1. Definition of Digital Competence.

1.7.2. Digital Literacy Skills.

1.8. The Benefits of Digital Literacy.

1.9. Conclusion

1.1 Introduction

The first chapter sheds light on the notion digital literacy in EFL classrooms as “21st century skills”. Also, shows its meaning and types and gives an idea about some of its basic competences. Then, It exposes its benefits for the improvement of EFL learning.

1.2 Definition of Digital Literacy

The notion digital literacy traced back to the year 1997 by Paul Gilster. In his book “Digital Literacy». He introduces the term and gives its definition putting much focus on the ability for understanding, appreciating and using the information in mutual forms that the computer can save.

Furthermore, According to the U.S. department of education (2015) Digital Literacy (hereafter D.L.) is defined as the skills concerned with technology use to permit its users finding, estimating, arranging, creating and transmitting information.

In view of that, Richard Lanham (1995: 198) contends that: **“Two decades ago, literacy has extended its reach from meaning ‘the ability to read and write’ to now meaning ‘the ability to understand information however presented”**

The central idea that can be reflected from this saying is that in the past, literacy’s sense was limited in just the fact that one is able to read and write. However, today, It means being able to comprehend information in all forms (written, printed, electronic, audio, video etc.)

1.3. Types of Digital Literacy

According to Martin (2005) digital literacy includes a connection between various types of literacy among which:

1.3.1. ICT Literacy

The acronym ICT stands for Information and Communication Technology that encompasses all technological tools that are actually used for communicating, creating, disseminating, storing, and managing information.

In the same context , ICT literacy is defined as: **“ICT literacy is using digital technology, communication tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society”**

(qtd in The Australian Council For Educational research,2016:03)

The essential idea that can be drawn from the above definition is that, ICT Literacy is comprised of a series of mental procedures that show its role in raising a social awareness.

1.3.2. Information Literacy

Numerous studies have been conducted on information literacy .On the one hand, according to The American Library Association (2000), Information Literacy is to understand when the information is necessary and being able to determine, estimate and apply efficiently the required information.

On the other hand, Mackey (2010) represents information literacy as “The Metaliteracy” in a digital era for the reason that it supplies an advanced reasoning needed for the connection between diverse tasks by means of several media sorts in a collaborative setting.

1.3.3. Media Literacy

The evolution of “media” including, video, audio, etc. plays an essential role in our lives and significantly the learning process. Likewise, Media literacy facilitates analyzing, interpreting and presenting the information in such settings.

In this context, Aqili and Nasiri (2010, 452) state that: **“Media Literacy is the way people analyze and interpret messages from mass media”** Thus, it can be said that Media literacy is a speedily ongoing area in parallel to evolution of new media and the invention of ICT tools.

1.3. 4. Visual Literacy

The growing domination of visual images in all parts of our daily lives notably in education becomes popular nowadays. According to the Merriam Webster Online

Dictionary, Visual literacy is” The ability to recognize and understand ideas conveyed through visible actions or images (as pictures)”

In the same vein, For Chauvin (2003) visual literacy is the ability to access, analyze, evaluate and communicate information in any variety of form that engages the cognitive processing of a visual image. So that, Learners will be capable for some basic processes that involve their mental capacities through a visual image.

1.4. Potential digital tools for educational use

According to the English Oxford Living Dictionaries, Smartphone, PowerPoint, e-book, Tablet and computer are defined as the followings:

- **Smartphone**

A mobile phone that performs many of the functions of a computer, typically having a touch screen interface, internet access, and an operating system capable of running downloaded applications.

- **PowerPoint**

A software package designed to create electronic presentations consisting of a series of separate pages or slides.

- **E-book**

An electronic version of a printed book which can be read on a computer or a specifically designed handheld device.

- **Tablet**

A small portable computer that accepts input directly on to its screen rather than via a keyboard or mouse.

- **Computer**

An electronic device which is capable of receiving information(data) in a particular form and of performing a sequence of operations in accordance with a predetermined but variable set of procedural instructions (program) to produce a result in the form of information or signals.

1.5. What is speaking skill?

Teaching English as a foreign language (TEFL) demands from learners whose first language is not English to gain knowledge of the four skills which are the followings: listening, speaking, reading and writing. In particular, the speaking skill strives at promoting abilities in oral production. What is more, It has distinct sense according to each researcher's standpoint.

Bygate (1987) asserts that the notion Oral expression entails first, to make the right option while applying language forms and to follow the exact arrangement, that seems in a manner that is in parallel to that of native speakers. Second, to produce the meanings correctly so that listeners would comprehend them. (ibid) Speaking remains an interacting skill between learners.

To put it simply, Speaking is considered as the chief skill needed from learners so that they become fluent speakers.

Additionally, Hedge (2000: 261) conceives speaking as: **“A skill by which people are judged while first impressions are being formed”**

To put it another way, Speaking is deemed crucial for the reason that it has gained more consideration in foreign language learning .Also, because it reveals people's mind and reflection.

1.6. Oral production in EFL Sessions

One of the principal tasks of teachers dealing with English Language Learners (ELLs) is to make an efficient communication possible for them orally.

Basically, there are numerous definitions of Oral Production. First and foremost, Hymes (1972) defines Oral skill as: **“The capacity to communicate effectively within a particular speech community that wants to accomplish its purpose”** In other words, it means being able to communicate correctly and appropriately in a suitable context.

In this respect, Chastain (1988, 330:358) believes that: **“Speaking is a productive skill and it involves many components”** That is to say, speaking is more than uttering the correct sounds or being grammatically correct.

Correspondingly, EFL learners are frequently much more focusing on enhancing their speaking skills. And this necessity comes into sight with the advancement of communication tools and globalization. Also, the significant status of English as a worldwide language.

1.7. Digital Literacy and some basic Competences

Basically, Digital literacy is considered as a set of digital skills and competencies needed for an effective use of digital and ICT tools.

1.7.1 Definition of Digital Competence

“Digital Competence is the set of knowledge, skills, attitudes (thus including abilities, strategies, values and awareness) that are required when using ICT and digital media. To perform tasks; solve problems; communicate; manage information; collaborate; create and share content” (qtd. in Ferrari 2012: 3)

In other words, Digital competence denotes using ICT efficiently .Also, being able to remain updated and aware about the current changes in technology for the sake of a successful learning.

1.7.2 Digital Literacy Skills

Nowadays, Students seem to be in touch with all digital tools effortlessly. Admittedly, young students are born into a digital world interactively where they are using texting via smart phones, video streaming, and social networking.

Truly, most of them do not need to be convinced to use technology. Furthermore, the time spent by them doing what they like, for sure, enhances their skills.

Subsequently, According to Boyd (2014), Poore (2011) and Mueller et al (2014), Students need to obtain digital literacy skills without any formal instruction. They are more likely to stay uninformed users of ICT.

In view of that, The European Commission (2008) defines Digital literacy as: **“The skills required to achieve digital competence .It is underpinned by basic skills in ICT and the use of computers to retrieve, assess, store, produce, present and exchange information”**

The main idea resulted from the above definition is, that digital literacy consists of several basic ICT skills, which direct to digital competence.

Furthermore, according to Karpati (2011) these skills are represented in the followings:

- **Accessing information:** is a fundamental skill which represents the fact of recognizing the basis source of information and knowing the right method for gathering such information.
- **Evaluating information:** is the ability to locate whether the information is proper, existing, beneficial or effective. It becomes a mandatory part of digital literacy schedules where one depends on other literacies. Meanwhile, it provides students with valid knowledge that is usable in further literacies.
- **Integration:** Another important skill which denotes both interpreting and representing information due to the utilization of ICT tools.
- **Creation:** is a central part in digital literacy where students extend their thinking skills and knowledge thanks to ICTs rise.
- **Communication:** is a chief skill that is deeply shifted by means of the appearance of digital literacy and ICT. The latter contributes in conveying information, and engaging with various audiences for the sake of presenting information appropriately.

By and large, additional research done by the European Commission indicates that digital literacy and digital competence are two terms used interchangeably in the academic domain.

1.8 The benefits of Digital Literacy

Digital literacy plays a crucial role for the enhancement of EFL learning as it has numerous benefits.

Basically, Digital literacy has a constructive influence on the learning process. In this context, Karpati (2011) assumes that digital literacy has a positive impact for a prosperous learning where accessing and evaluating information also integrating skills and communicating will be an easy option for students.

Additionally, Digital literacy:

- Allows students to connect with other institutions or universities virtually.
- It is very adaptable with either a computer, smart phone etc.
- Presentations via projection keep students engaged.
- Students may share the works digitally at the end of the session.

Significantly, Medrano (2015) states that:

On the one hand, technology in the classroom is crucial in a way that it develops learners' independent research and cross-technology proficiency.

On the other hand, students like much more the fact that technology is integrated into their programme. Smart phones, tablets, computers and the internet are similar tools to what they are using in their daily lives. They are already accustomed with these technological mediums that keep them connected with other learners, their tutors, teachers and supervisors as well as their institution.

Additionally, distinct instruments such as websites, e-books, learning games, applications and virtual tutoring facilitate students' learning.

Eventually, digital tools can help to find the learning's topics in the session, and set up various methods for teaching according to each learner's different learning needs.

1.9 conclusion:

The chapter was devoted to the theoretical framework about digital literacy and its basic notions for the improvement of EFL learning. The next chapter is about data analysis and results.

Chapter Two

Practical part: Data Analysis and Results

Chapter two: Practical part: Data Analysis and Results

2.1 Introduction

2.2 Algerian Education and ICT

2.3 Sample Population: Students' profile

2.4 Data Collection Phase

2.4.1 Students' Questionnaire

2.4.2 Classroom Observation

2.5 Data Analysis phase

2.5.1 The Analysis of Students' Questionnaire

2.5.2 The Analysis of Classroom Observation

2.5.3 Results Interpretation

2.6 Suggestions and Recommendations

2.7 Conclusion

2.1 Introduction

This chapter presents data analysis and results of this respected dissertation also gives an interpretation then, some considerable suggestions and recommendations are included at the end of the investigation.

2.2 Algerian Education and ICT

Algeria is supporting and assisting Information Communication Technologies (ICTs) to promote the advancement process in general and the progression of the educational system in specific which significantly paves the way for the evolution of an ICT policy framework in company with an application programme.

Obviously, the policy for implementing ICT in the field of education exists in Algeria but to implement it in a successful way requires an enormous, solid base and great resources needed as well. In addition to that, There is a lack of the adequate learning materials .Nonetheless, the growth and supplying of equipments also some necessary learning materials have a central spot of ICTs'policy for improving education.

What is more, advanced programmes and sophisticated technological devices are still not affordable in all universities.

All in all, the field ICT was founded to enhance the knowledge already obtained from the very first Algerian educational system. And in spite of the above obstructions, ICT has gained a massive appreciation and attention from both instructors and students.

2.3 Sample population

Sampling is the process of selecting a number of individuals who represent a larger group to carry out a study. The informants selected for this research are second year License (L2) EFL students at Ahmed Salhi University Centre of Naama. The sample was chosen randomly because it was not possible to gather the whole students only forty (40) students have answered the questionnaire given to them. The main

reason behind choosing (L2) EFL students is that they are convenient as a sample and they study oral expression twice a week where they are more likely to use some digital tools.

2.3.1 Students' Profile

The sample of subjects presented in this study comprises of forty (40) students, eleven (11) are males and twenty nine (29) are females.

2.4 Data collection phase

Data collection is a systematic gathering of data for a specific purpose from diverse sources. The research instruments used in this investigation are: classroom observation to describe what actually happens during the session and a questionnaire given to students to know the technological tools used by them in oral expression.

2.4.1 Students' questionnaire

In this research instrument, the students were given a task to answer eleven (11) questions (see appendix), fifty (50) questionnaires were distributed and only forty (40) ones were collected back. The questions are concise, understandable and easy to be answered. The following questionnaire is structured and both open ended and multiple type questions have been used in this investigation. The questions are the followings:

Question one and question two: Gender and age.

The aim behind these two questions is to find out the respondents' concern and significance depending on their gender and age.

Question Three: Economic status.

The respondents were asked about their economic status for the sake to know if each one is able to bring a technological medium during the session.

Question four: How often do you practise oral expression session per week?

The goal behind asking this question is to know the frequency of practising oral expression.

Question five: How well do you like oral expression session?

The objective of this question is to discover the levels of preference towards oral expression session.

Question six: Are you familiar with the use of technology in the classroom?

The purpose behind asking such question is to know if students are accustomed with technology use or not and it may raise their awareness about using it in the classroom.

Question seven: Participating in class discussions using an electronic medium?

Whether it is an e-book, tablet or a Smartphone.

This question aims at discovering the electronic tool used by students in classroom participation.

Question eight: Presenting your work .Whether orally or via using projection (PowerPoint presentation)?

The objective of this question is to know the means used by students to present their works either orally or via a PowerPoint presentation.

Question nine: Do you prefer learning through digital tools?

The purpose of this question is to find out the desire towards learning through digital tools.

Question ten: To what extent do you think digital tools have affected your learning process?

This question drives to measure the impact of digital tools on the learning process.

Question eleven: “The use of digital tools improves your language speaking skills”, Are you strongly agree, agree, neither agree nor disagree, disagree or strongly disagree.

This question attempts precisely to reveal the extent of digital tools’ improvement on language speaking skills.

2.4.2 Classroom observation

A section of data that was collected and analyzed while undertaking this study is the result from a research instrument which is classroom observation. The respondents of this observation were second year license (L2) students of English at Ahmed Salhi , university centre of Naama.

Johnson and Johnson (1998: 41) state that, classroom observation is “**a means of undertaking research into what occurs in classrooms by attempting systematically to observe and keep records of classroom events**”

The aim from doing classroom observation is to notice what is actually happening during the session. Thus, in this study, the purpose from doing such observation is to discover the benefits that can be observed behind the use of digital literacy tools in EFL oral sessions

2.5 Data Analysis Phase

In the data analysis phase, the questionnaire is analyzed in the following tables and pie-charts. After that, there is an analysis of classroom observation.

2.5.1 The analysis of students' questionnaire:

Question one: The following table exposes students' gender.

1. Gender:

Gender	
Male	Female
11	29
27,5%	72.5%

Table 2.1.1: Gender

From the above table, It can be noticed that the majority of the respondents are females who represent (72,5%) of the sample, and (27,5%) represents males.

Question two: The table below represents students' age.

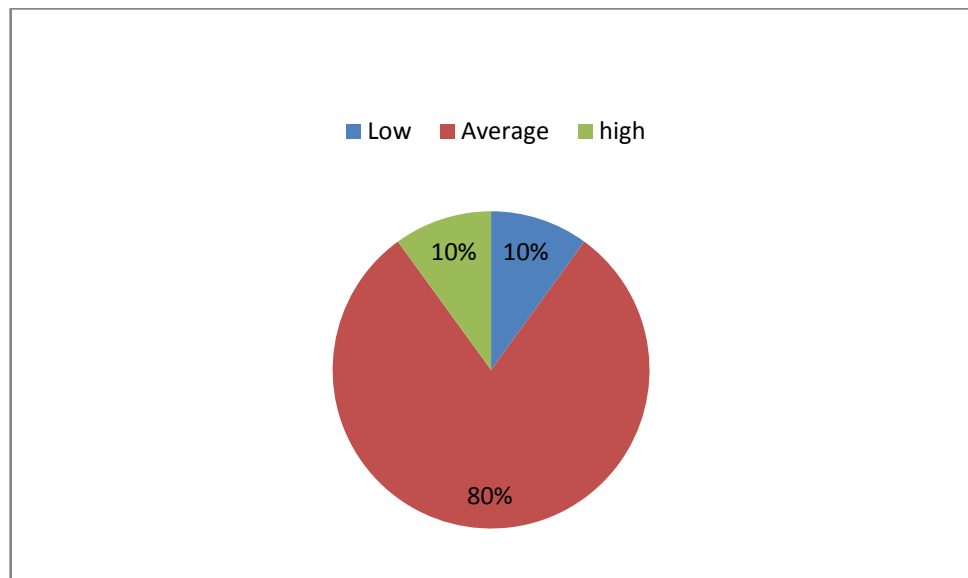
2. Age:

Age		
Between 19 - 25	Between 26 - 35	More than 35
28	10	02
70%	25%	05%

Table 2.1.2: Age

The above table shows that (70%) represents the informants from the age 19 to 25 years old, while (25%) represents the ones who are between 25 to 35 years old, whereas those more than 35 years old represent just (05%) of the population.

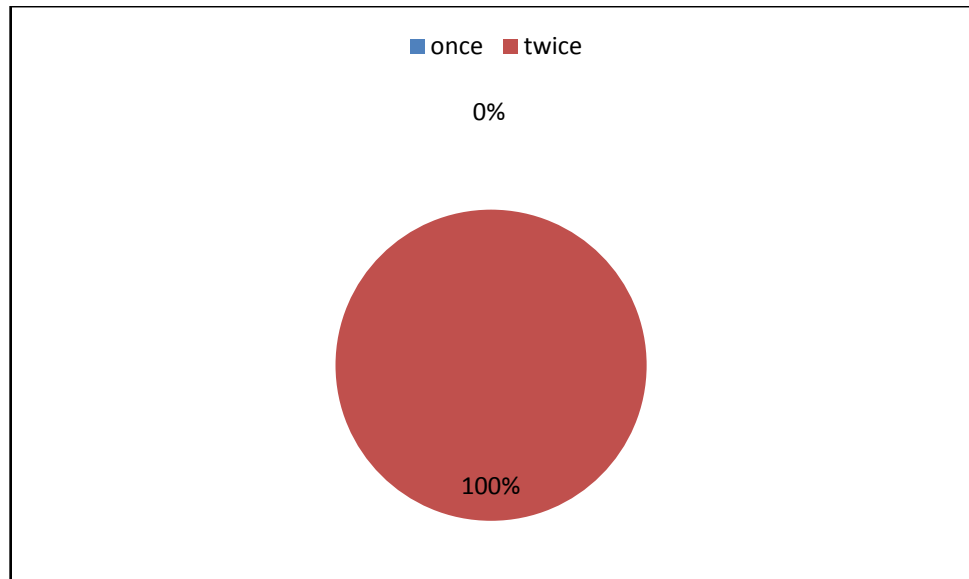
Question three: The pie-chart below symbolizes the economic status.



Pie-chart 2.1: Economic status.

The results show that (10%) of students have low economic status, (80%) of them have the average economic status, while the rest (10%) got the high economic status.

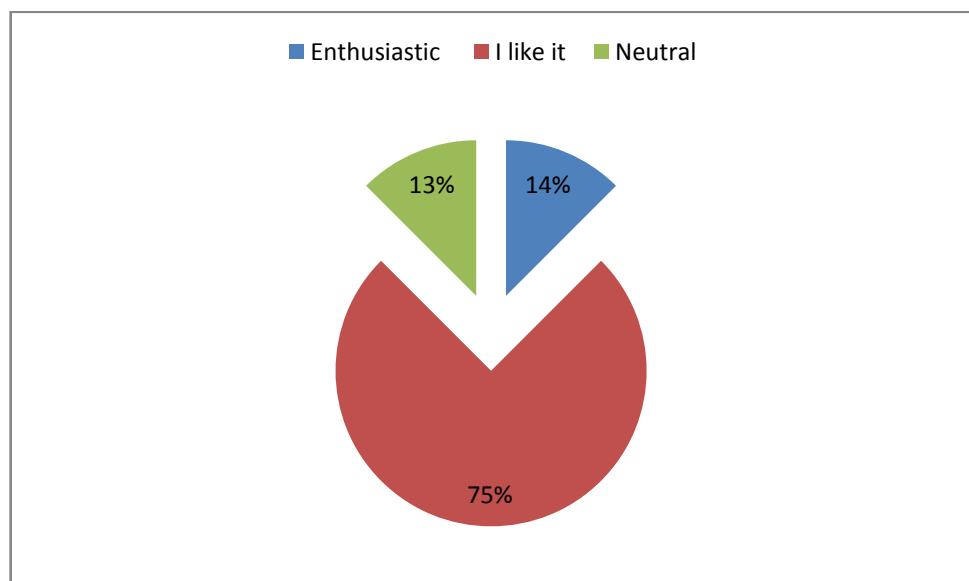
Question four: The following pie-chart depicts the frequency of oral expression practice.



Pie-chart 2.2: The frequency of oral expression practice.

The results in the above pie-chart show that all the informants, forty ones (100%), have asserted that they study oral expression session twice a week.

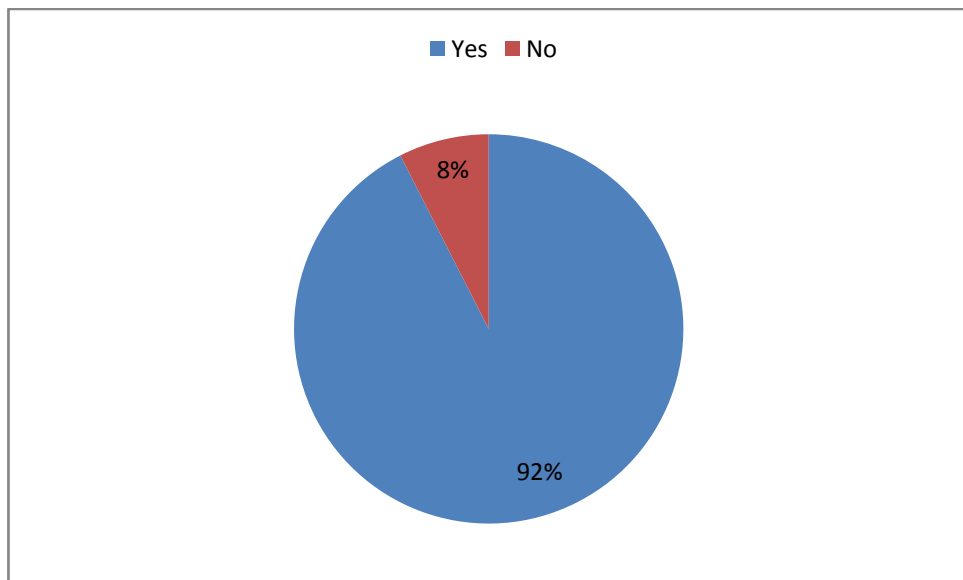
Question five: This pie-chart elucidates the levels of preference towards oral expression session.



Pie-chart 2.3: The levels of preference towards oral expression session.

The results released in the pie-chart demonstrate that (12,5%) of students are enthusiastic about oral expression session and (75%) of them show their liking towards the session while the rest (12,5%) are neutral about it.

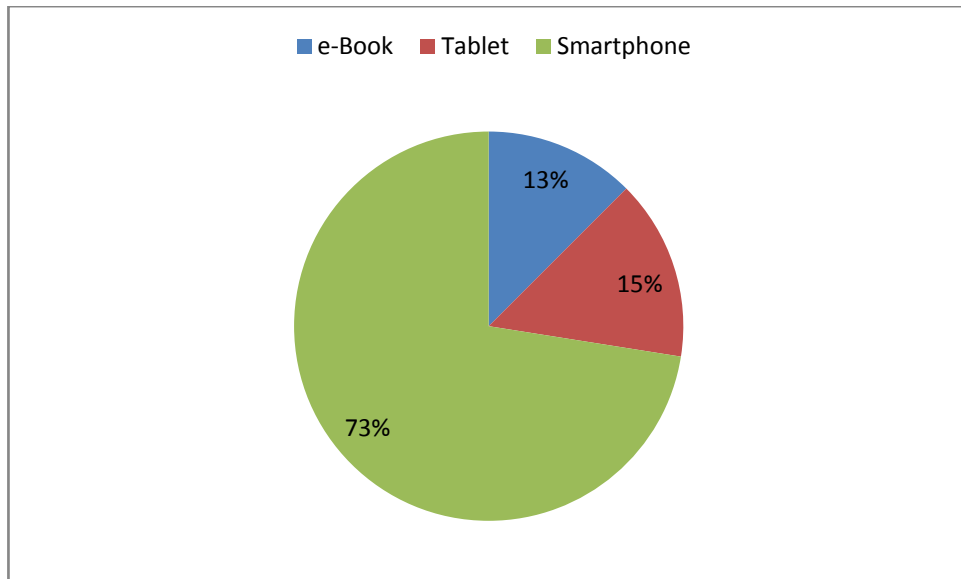
Question six: The pie-chart below represents students' familiarity with technology's use in the classroom.



Pie-chart 2.4: Students' familiarity with technology's use in the classroom.

The result states the majority (92%) of students are familiar with technology's use in the classroom and only (08%) of them are not familiar.

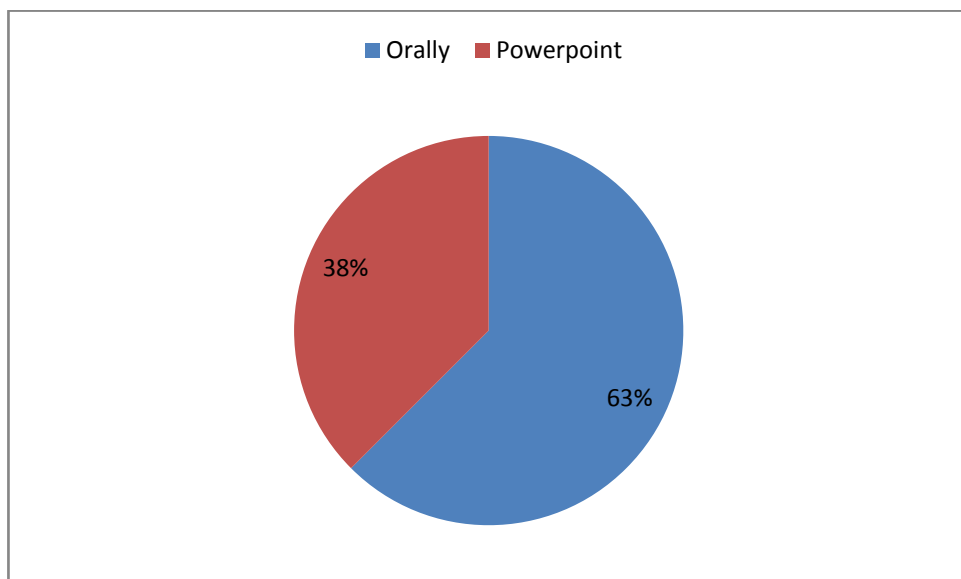
Question seven: This pie-chart presents the electronic tool used by students in class discussion's participation.



Pie-chart 2.5: The electronic tool used in class discussion's participation.

The results obtained from this question indicates that (73%) of students use smart phones in class discussion's participation. While (15%) use tablets and the rest (12%) use e-Books.

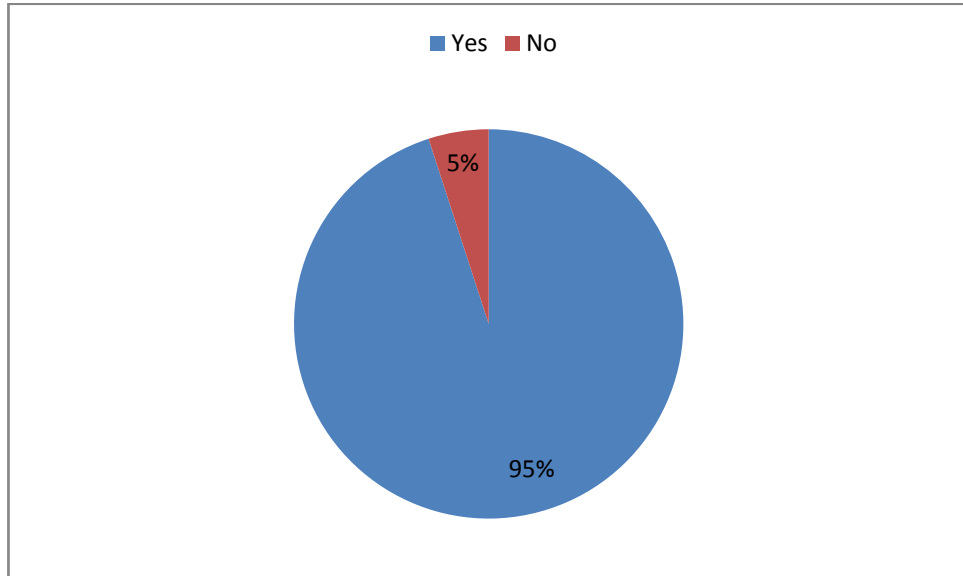
Question eight: The following pie-chart demonstrates the means used for presentations.



Pie-chart 2.6: The means used for presentations.

The results show that (62%) of students present their works orally and (38%) of them use projection (PowerPoint).

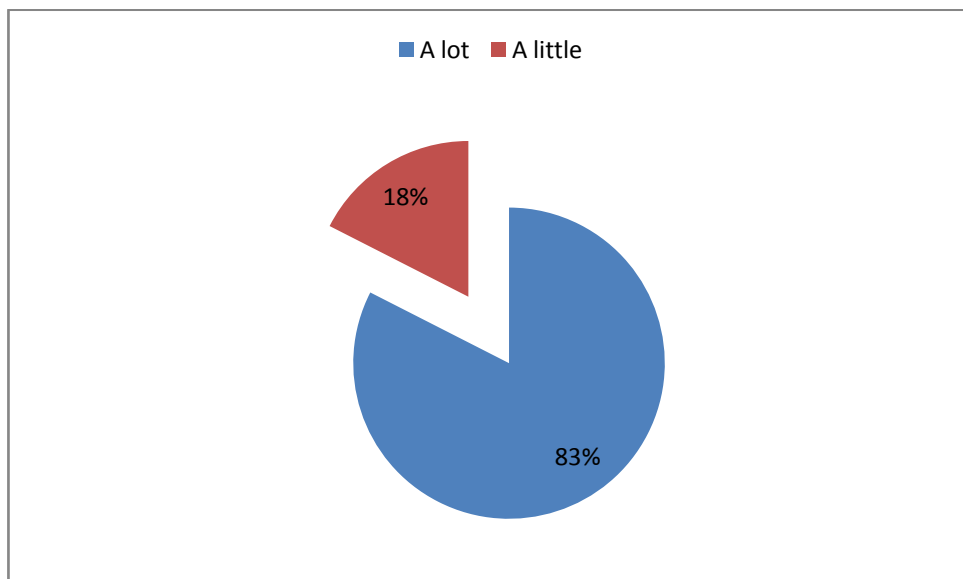
Question nine: This pie-chart illustrates the desire towards learning through digital tools.



Pie-chart 2.7: The desire towards learning through digital tools.

The results obtained indicate that (95%) of students prefer learning through digital tools while (05%) of them do not prefer so.

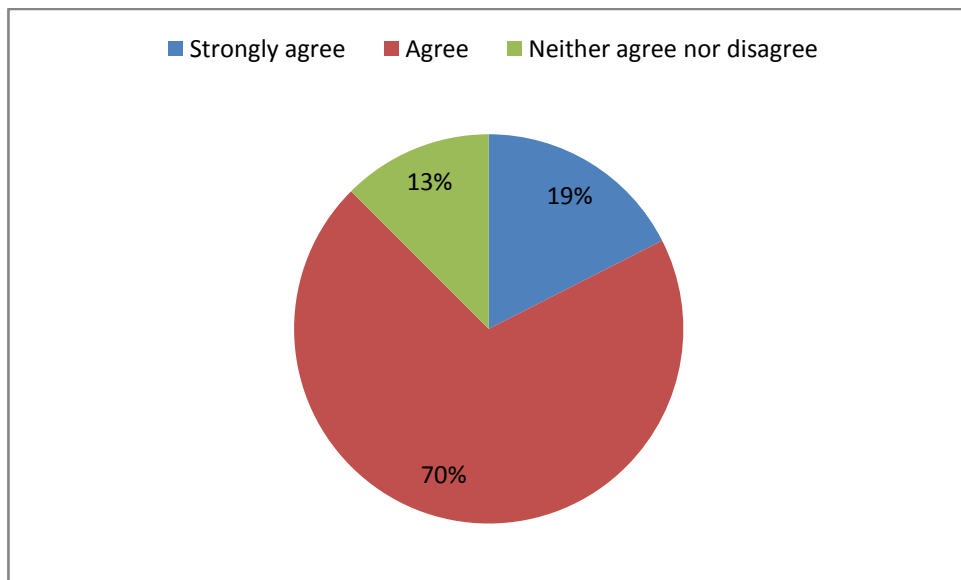
Question ten: The next pie-chart represents the impact of digital tools on the learning process.



Pie-chart 2.8: The impact of digital tools on the learning process.

The results show that the majority (82%) of students find that digital tools have a lot impact on the learning process, while (18%) of them find that they have little impact on the learning process.

Question eleven: This pie-chart demonstrates the extent of digital tools' improvement on language speaking skills.



Pie-chart 2.9: The extent of digital tools' improvement on language speaking skills.

The result of this question shows that (70%) of the students agree on the fact that the use of digital tools improves their language speaking skills, (17%) of them strongly agree whereas (13%) of them neither agree nor disagree on it.

2.5.2 The analysis of classroom observation

After the attendance of three sessions with second year (L2) EFL students in oral expression session module, some noticeable points about the benefits that can be observed behind the use of digital tools in EFL oral sessions were taken and they are as follows:

Firstly, students were more interested to find out, for instance, a synonym for a word that their peers once said while presenting and the teacher asked for its synonym, so they checked dictionaries in their smart phones, some in their tablets and few in their printed dictionaries.

Secondly, students seemed autonomous i.e., once the teacher brought them his computer and presented some slides via PowerPoint presentation. Students were taking notes while reading from the slides of the presentation. The latter, gives the opportunity to open a discussion about the topic being presented.

Thirdly, students were excited and motivated to participate when using digital tools in the session .These tools, transmitted knowledge for them in an easier way and made a funny atmosphere for learning.

In addition, using digital tools motivate students to speak the target language which is English.

2.5.3 Results interpretation

The questionnaire strove to discover the digital literacy's instruments used by EFL students in oral expression session. Whereas, the classroom observation attempted to know the benefits of using these instruments.

After analyzing data, on the one hand, the results obtained from the questionnaire showed that second year (L2) EFL students at Ahmed Salhi, university centre of Naama use various digital literacy tools including smartphones, e-books, and tablets in oral expression session. What is more, the majority admitted that digital tools have a huge impact on the learning process. Most of them expressed their familiarity and liking towards these tools and many students agreed on the fact that the use of digital tools has a great improvement on speaking the foreign language.

On the other hand, the classroom observation was devoted to the same sample for the sake of investigating the benefits that can be observed behind using digital tools in oral expression session. Thus, the results denote that the use of these tools in such situation motivates students and attracts their attention. Additionally, it enhances the classroom environment and facilitates the way of exposing data.

Overall, it is worth noting that the use of digital literacy tools has a crucial role in improving EFL learning; it raises students' interest, autonomy and motivation.

2.6 Suggestions and recommendations

Based on the current investigation, it can be suggested concerning the use of digital literacy in improving EFL learning that, not enough materials are available at the university centre. For instance, what is called virtual classrooms in some other universities.

Furthermore, EFL learners need to be taught more skills and competencies related to digital literacy. In this context, The Digital Literacy Three Stage Model was proposed which is one of the most important projects of the e-learning programme of The European Commission (2003), The Digital European Union Literacy project (The Dig Eu Lit) was suggested.

Besides, it proclaims that being able to use ICT and the internet becomes a new sort of literacy (Digital Literacy). In fact, The Dig Eu Lit itself puts forward a three stage pattern of digital literacy mentioned in the following three scales:

➤ **Digital Competence**

Involves a vast framework of themes including the skills, attitudes etc

➤ **Digital usage**

Is the implementation of digital competence within a particular field as in formal instruction.

➤ **Digital transformation**

Is the eventual phase, and is accomplished when digital usage allows innovation and creativity.

2.7 Conclusion

This chapter is devoted to data collection and analysis. It includes the description, analysis and interpretation of the data gathered from two research instruments which are a students' questionnaire and a classroom observation then it exposes some suggestions and recommendations.

General Conclusion

General Conclusion

Learners in the early 21st century are constantly getting information, communicating and using technological tools in their daily life and in education particularly. The use of digital literacy nowadays becomes a necessity for them and has a great role in enhancing their learning process.

The objective of this research is to shed light on the amelioration of digital literacy on EFL learners where they are actually using distinct digital tools in oral expression session.

What is more, this research aims at discovering digital literacy's instruments used by EFL students in oral session. Besides, to find out the students' attitudes towards digital tools as means to improve language speaking skills. Last but not least, to investigate the benefits that can be observed behind the use of digital literacy tools.

Furthermore, the results obtained from the two research instruments which are a students' questionnaire and a classroom observation totally support the use of digital literacy in improving EFL learning. The majority of students use their smart phones, tablets, computers, e-books and PowerPoint presentation in oral expression session. Additionally, they expressed their familiarity and liking towards using digital tools and the majority of them agreed on the fact that digital literacy has a great impact on their learning process and also the use of it improves their language speaking skills.

Eventually, the use of digital literacy in EFL learning is so beneficial and adaptable that needs more awareness about its skills and competencies and its use as well for a prosperous learning process.

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Appendix

Students' Questionnaire

Dear Student,

This questionnaire is a research instrument for the preparation of a master degree dissertation on the importance of Digital literacy (literacy via technology) in the learning process of second year (L2) students of English in oral expression session. Your contribution will be of great help to carry on doing the research.

Question 1

Gender: Male Female

Question 2

Age:

Between 19-25 between 26-35 More than 35

Question 3

Economic Status:

Low Average High

Question 4

How often do you practise oral expression session per week?

Once

Twice

Question 5

How well do you like oral expression session?

I am enthusiastic about it

I like it

I am neutral about it

Question 6

Are you familiar with the use of technology in the classroom ?

Yes

No

Question 7

Participating in class discussions using an electronic medium?

a. E-book

b. Tablet

c. Smartphone

Question 8

Presenting your work?

a. Orally

b. Projection (PowerPoint presentation)

Question 9

Do you prefer learning through digital tools?

Yes

No

If yes, what are these digital tools (state them please)

.....
.....

Question 10

To what extent do you think digital tools have affected your learning process?

A lot

a little

Question 11

“The use of digital tools improves your language speaking skills”

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree(Undecided)
- d. Disagree
- e. Strongly disagree

Thank you very much for your cooperation