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The Use of Educational Technology in EFL Teaching and Learning:

Case of EFL Learners at Ibn-Khaldoun University of Tiaret

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Dedication

This work is wholeheartedly dedicated to our beloved parents, who have been our source of love , support and inspiration , who gave us strength every single time we thought of giving up .

To our friends and classmates who shared their ideas and words of advice to accomplish this study.

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Abstract

The purpose behind this academic research is to shed light on the role of using educational technology and its importance in the field of EFL teaching and learning. Nowadays, it is commonly known that the everyday use of technology has a positive impact in our life, there are several technological tools and devices meant to facilitate the teaching and learning process. In the past, the teaching and learning process of language were done between the instructor and the learner without any additional material to help its flow , However , the presence of technology today made learning so much more than a limited process, with its appealing options to improve students language, develop their different skills and get them even more involved in their studies, a case study was conducted at Tiaret University , specifically , the English department ,where students and teachers were selected as the sample population , questionnaires were used as research instruments and data collection tool , the data collection was analyzed quantitatively. The findings of the study revealed that teachers and their learners encourage the use of educational technology and support it; the results obtained affirm that using ICT tools in EFL classrooms have a positive impact on both learners and teachers; it enhances language learning and keeps students motivated. Moreover, all the participants recognized the importance of using educational technology and its significant role in the field of EFL.

Key words: Educational Technology, EFL, Teaching, Learning, ICT.

List of Content

List of Content

Chapter Two: The Use of ICT in the Algerian ELT Departments

List of Content

List of Content

List of Tables

List of Figures

List of Figures

List of Abbreviations and Acronyms

ICT	Information and Communication Technology.
Ed-Tech	Educational Technology.
EFL	English as Foreign Language.
TEFL	Teaching English as Foreign language.
ESL	English as Second Language.
ELT	English Language Teaching.
CLT	Communicative Language Teaching.
TELLE	Technology Enhanced Language Learning Environment.
FASFA	Free Applications for Federal Students Aid.
CALL	Computer Assisted Language Learning.
CDC	Cirrucolom of Development Council.
SI	Supplement Instruction.
CD	Compact Disk.
DVD	Digital Versatile Disk, Digital Video Disk.
VHS	Video Home System.
OHP	Over Head Projector.
OECD	Organisation ofr Economic Co-operation and Development.
GDP	Gross domestic product.

General introduction

Technology is transforming education today, and it will continue to do so tomorrow. Educational technology uses digital mediums in order to enhance teaching and learning in the classroom and online environments.

Education Technology is a collection of knowledge, and devices which enable the application of technological tools in the field of education. In other words, it is about solving educational problems through the use of ‘’ICT’s’’ Information and Communication Technology. Meanwhile teachers can plan the learning process and optimize the teaching task through it. This is possible through the use of technical means such as computers, televisions, etc. Although there are teachers who still believe that the “Traditional Methods" are still valid and useful in teaching, moreover there are others who support the use of educational technology. The latter consider that the use of computers, the Internet, cell phones, tablets or digital whiteboards, for example, brings a long list of advantages, such as: It is a way of modernizing the education, in keeping with the technological era we had to live.

It provides teachers with a long list of resources and tools on which to base their explanation of the subject. It allows students to better understand the content of the class, because everything is more visual and interactive. For all these benefits and many more, Algerian universities promote, support and encourage not only bet on new forms of education, but especially to fully integrate technology in the field of education. Educational technology is not considered as a new discovery; it has been applied in schools and educational centers in general for several decades. It provides teachers with great advantages when presenting In front of his student by illustrating the lecture using educational tools such as projectors**.**

Nowadays, Teaching and learning English through traditional methods became a difficult task. The use of books, blackboard and chalk are almost utilized in our

classrooms. However, modern technology are invading the world by new educational tools .Therefore, we need to look into ways in which we can incorporate it in the development of teaching and learning English. This study has a set of objectives which are:

- To find out if these educational aids are available in our university.
- To investigate whether these educational tools are being integrated into EFL classrooms.
- To investigate whether these new technologies are helping the teaching and learning process.
- To investigate whether the educational technology could help the student to enjoy English learning.

Educators' interest toward using technology in classrooms has increased because of its great impact on English learning. The overuse of the traditional methods affects negatively students-teachers engagement and learners' motivation. Therefore, ICTs has to be included in the academic curriculum. This study focuses on highlighting the importance of teacher and learner practices and boosts the learning process. At the level of University, ICTS' contribute to attract learners' attention to educational system as they become familiar with technology tools. They easily prefer to engage in more activities. This research is based on the following research questions:

- What are the main reasons behind using Educational Technologies in EFL teaching and learning?
- Do the teaching aids help teachers and students enhance EFL learning?
- How can educational tools impact EFL teaching and learning?

To address this research questions we formulated the following hypothesis:

- The use of educational technologies in EFL teaching and learning could be very effective because they lead to better learning achievements.
- The teaching aids enhance EFL Learning and Teaching as they help teachers offer better instruction and learners become more interested and motivated in their learning.
- The educational tools can impact positively EFL teaching and learning in numerous positive ways.

1.1 Introduction

Teaching and Learning English as Foreign Language through Technology has become a new trend in Foreign Language Education. Technology is playing a greater role during class and home study, as computer-assisted instruction and interactive media technologies supplement the traditional use of the chalk and the blackboard. Based on previous studies, Zhang (2003) states that increasing connection between English and technology creates new demands for College English education.

This theoretical chapter is about using Educational Technologies in Teaching and learning English. Starting by general study about the use and the impacts of technology and what it supports in teaching and learning and what also the benefits for both teachers and students. Then we move to the definition of Information and Communication Technology (ICT) in education, and the teacher role using ICT's. Additionally, the role of social media and social Networking like (E-mail, Facebook, Blogging, and YouTube) in English Teaching and Learning (ELT). In the other hand, integration of Digital media in classroom such projectors and PowerPoint's. Also, the study has included the benefits of learning outside the classroom.

1.2. Educational Technology

Educational technology, sometimes termed (Ed-Tech) is the area of technology that deals with facilitating e-learning, which is the learning and improving performance by creating, using and managing appropriate technological processes and resources. The term educational technology is often associated with, and encompasses, instructional theory and learning theory. While instructional technology is "the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning," according to the Association for Educational Communications and Technology Definitions and Terminology Committee, educational technology includes other systems used in the process of developing human capability. Thus Abdul Kalam (2004) states that are a kinds of development of the teaching community on which teachers should change their mindset to enthuse students by restricting be the means of

technology and what educational technology includes, but is not limited to, software, hardware, as well as Internet applications, such as wikis and blogs, and activities. But there is still debate on what these terms mean. Technology in education is most simply and comfortably defined as an array of tools that might prove helpful in advancing student learning and may be measured in how and why individuals behave. Educational Technology relies on a broad definition of the word "technology." Technology can refer to material objects of use to humanity, such as machines or hardware, but it can also encompass broader themes, including systems, methods of organization, and techniques. Some modern tools include but are not limited to overhead projectors, laptop computers, interval devices and calculators. Newer tools such as smart phones and games are beginning to draw serious attention for their learning potential. Media psychology is the field of study that applies theories of human behavior to educational technology.

1.3 Information and Communication Technology

UNESCO (2002:123) defines ICT as ***"forms of technology that are used to transmit, process, store, create, display, share or exchange information by electronic means."***

Indeed, it is required for information transmission through using several electronic devises on which information are processed to store knowledge that creates new environments out of displaying applications, sharing and exchanging data.

Christenson (2010) defines ICT as access to information through telecommunications. It is similar to information technology (IT) which includes the Internet, wireless networks, cell phones, and other communication mediums. This can be a general definition of ICT with the focus on communicational aspects which is an integral base for learning and teaching. According to the definitions of ICTs, educational environments or institutions can benefit from using ICTs. Since it provides students and teachers the ability to build an interactive and communicative environment through using ICT in schools, this study tries to show how those features of ICT can be used for the improvement of teaching and learning the English language.

Using ICT in teaching English as a foreign Language in higher education has always been a real challenge to the Algerian teachers for a number of reasons, among them: the lack of language laboratories and equipment, teachers' motivation and attitudes toward technology and teachers' training skills. The main factor concerns whether ICT are worth trying, as teachers might argue. It has to do with the teachers' belief in the technologies benefits, in other words, do ICT really help achieve pedagogical purposes?

When the information and communication technologies i.e. ICTs began to be utilized in foreign language teaching , teachers started using such technologies in order to facilitate language learning and teaching process. Recently with the widespread use and application of ICT in education, the teachers' role in using ICT has shifted from being the main knowledge providers to facilitators of learning languages via ICT.

Knowing, that the use of technologies have changed from being considered as 'presentation tools' to 'supportive tools' in language teaching classes. Researchers found that teachers who facilitate the learning process through the use of ICTs are more productive and this has been seen in the works of both karimi and mokhtainia (2004) where they found a strong relationship between English proficiency and internet use.

ICTs have been identified as a major focus area for language learning. And this is derived from the fact that the systematic organization of the language learning process can only be gained through the introduction of technologies in the classroom.

1.4 ICTs in Education

ICT in education has been evolved from one decade to another. Due to the increasing demands of ICT used in education and advancement of ICT, researchers, educators, policy makers are trying to incorporate the ICT into the education system. From the revolution of technology starting from radios (1920s), to televisions (1940s), to stand alone computers (1950s) and the Internet era (1990s) and other allied information technology are changing our lives (White, 2005). The importance of ICT in the field of education is a new innovation that is important to bring the current education system to a better level (A. Alzaidyieen, 2009).

In many countries technologies are increasingly important in the field of education. A simple method of an interactive presentation will save the teachers' time in a classroom. Furthermore, by having an interactive presentation it will enhance the efficiency and effectiveness of the teaching process. Other than that, educational technology will be important for increasing student performance in the future and technology has become an essential necessity in the teaching and learning processes (A. Alzaidyieen, 2009; Leung, 2009). Education can be transformed using ICT that will bring new capabilities and capacities towards learning process (White, 2005). Furthermore, many researchers argue that educators should prepare and embrace a "paradigm shift" in order to achieve an effective transformation in the "information age" (Mathie, 2000).

As mentioned by Taylor (2007) he suggested that in order for any views about technology to be changed, the society has to developed an understanding of the application of computing in education depends upon seeing all computer use in application as in one of three methods. The three modes that the computer will function are as a tutor, tool and tutee (Bull, 2009). Computers as a tutor is an application designed by developers with a certain objectives that they want to convey to the students whereas a computer as a tool is where the educators use the computers as an aid or application to help them in their teaching and learning processes. Meanwhile, a computer as a tutee is where the students will use the computers in dealing with the process of learning.

According Muniandy and Tan (2010) the emergence of Internet and the World Wide Web, the education industry has once again being affected by the new technology. It has expanded the teaching and learning process to all new level of education. Thus, variety of new theories and learning approach has emerge together with the technology such as e-learning, distance learning, online learning and blended learning. The web has change the ways of people communicate. Wikipedia is an example of a project that uses the web that allows the users to share ideas openly and freely. Other than that, social networking websites such as Facebook and YouTube allow the users to share their ideas and exchanged information as well as interest.

Furthermore, Alzaidyieen (2009) states that there is a large amount of researches done on the using ICT in teaching and learning and from the researches it can proves that there is a lot of advantages and benefits from ICT when it is incorporated with education. For example, the advantage that ICT can bring in education is such as increasing the motivation.

1.5. The Impact of Technology on the Teaching-Learning Process

To meet the first education goal, the government further states in detail that technology education should provide 'industrial-standard' experience to both teachers and students. This means that the education department, the curriculum development council, the quality assurance department, the examination authority, schools, as well as teachers and students, should have closer communication and a closer relationship with industry in order to understand and gain experience related to new technology. Reviews of the curriculum should also be carried out more frequently. More flexibility in subject matter and the teaching and learning activities provided in schools should be permitted.

For the second education goal, 'technology' should be understood and considered in a new and different way, not as an 'unchanged element' in the curriculum and teaching and learning activities. In detail, in the curriculum, technology should not be considered as some well-defined/determined matters for students to learn. Technology changes day by day, so the contents of technology subjects should also be changed day by day. Taking it to a further extreme, an invention or discovery of today might be considered as an outdated fact (or history) by students tomorrow. Thus, the curricula and subject contents of technology subjects should have different scope, directions, approaches or ways of exploration for students at different levels and with different individual interests. Based on these, technology education should be more student-centered and problem-based, so that students can discover and explore knowledge by themselves. Semple (2010) declared that the construction of knowledge can be got from the learner's experience. that means is grounded from a constructivist learning theories.

In other words, students' role has changed. In general, by adopting Stoll and Fink's (1996) ideas about school and curriculum change, there are three levels of students' learning in technology: knowing, doing, and being. At the 'knowing' level, students studying technology should acquire knowledge of a specific topic or project from their first-hand experience.

At the 'doing' level, students should actively participate in processes such as initiating the topic of the project and their involvement, acquiring problem-solving skills, using different technologies in collecting data and learning to collaborate with others through the project. Lastly, at the 'being' level, they learn to be caring for others, act responsibly and accept others in the process of doing the project. In more detail, for example, students should 'respect cultural differences and the rights of others, as well as developing a sense of social responsibility in performing technological activities'. (Curriculum Development Council, 2000: 12) The technology teacher's role must also therefore be changed in order to match the students' changing role.

Teachers have to be creative in offering additional opportunities to cater for a wide range of student interests and ability levels. As mentioned by Glasgow (1997), teachers' roles must now be to coach or guide students through a variety of experiences in which the 'process' of reaching the outcome is more important than the actual outcome or work product. In brief, the roles of teachers have been shifted:

- From decision-maker to facilitator.
- From instructor to co-operator.
- From master to learner.

The third educational goal is actually the extension and further confirmation of the goal of design and technology mentioned in the previous section. Instead of offering technology subjects to girls and students with special needs piecemeal by certain schools without a good planning and official policy, the new curricula put this goal in a more

formal way and claims curricula and schools should minimize barriers to students wishing to study technology subjects.

Although this long-term goal is still not a compulsory policy due to constraints existing in some schools, this goal on the one hand affects the resource arrangements of schools, such as timetabling, teacher arrangements, facilities for helping students with special needs, while on the other hand further confirming that technology is a 'core' subject, or, in the words of (CDC) the Curriculum Development Council (2001) a key learning area for all students.

1.5.1The Use of Technology for Administration and Classroom Management

Here are a number of benefits of classroom management technologies to both instructors and students. Instructors can create content online, combine it with any number of audio and visual content, and deliver it to students. They may also more easily monitor student progress in class since assignments can be uploaded and quizzes given online. Classroom management software also provides a common ground for communication in cyberspace, making it an important tool for online classrooms. Information and files can be transferred effortlessly between the instructor and unlimited numbers of students.

1.5.2. The Use of Technology to Facilitate Teaching

Technology provided for shifting the traditional roles of teachers and students both within and outside the classroom. Because technology enabled student access to multiple resources and perspectives, as well as levels of inquiry not otherwise available, it was possible to decrease the reliance on the teacher to provide answers and content to the class and shift the role toward guiding students to manage their own learning. Educational reform efforts have consistently reported that student -centered practices is the most effective way to prepare the students for the 21st century. These reform efforts are based on a new definition of "good" teaching-that is, teaching that facilitates student learning through the use of technology.

Through the previous studies, Cox and Marshall (2007) shows that teachers only need a traditional– centered approach when developing ICT skills in the classroom. The teachers are having high confidence and competency in using ICT in classroom even though it does not represents the types of ICT used. This is because they believe that ICT is a tool could help in learning process especially to relate with real life practices. This factor has reform the teaching method to integrate ICT in order to create and construct knowledge for the students. The research shows that the relationship between competency and confidence could reflect the balances between training and pedagogically focused approaches in ICT professional development. With this,the school management could make sure that there are sufficient supports for the teachers to integrate ICT in the classroom.

Teachers who have gone through ICT course are more effective in teaching by using technology tools as opposed to those that have no experience in such training. A school in Ireland reported that teachers who did not develop sufficient confidence avoided using ICT (Winzenried, Dalgarno & Tinkler,2010).

1.5.3 The Technologies that Support Various Students Learning Styles

The advantages of using computer technology for language learning in the contemporary world is that language learners can choose the learning materials they are interested in or that are useful to them available at standalone computers or accessible via the Internet at school or at home with or without teacher support. and it has been shown that learners with visual and kinesthetic learning styles are more likely to benefit from using computers for language learning. While those with auditory and tactile learning styles can benefit from using interactive videogames, software's and other technologies to help them learn a foreign language. According to Becker (2000), computers are regarded as an important instructional instrument in language classes in which teachers have convenient access, are sufficiently prepared, and have some freedom in the curriculum. Computer technology is regarded by a lot of teachers to be a significant part of providing a high-quality education.

1.5.4 The Use of Technology to Support Activities and Homework

By using a computer, students can learn more about the language than they would by doing their homework with paper and pencil. Students get immediate feedback on their answers and help when they need it. In addition to better learning results, teachers can take advantage of the convenience of having homework automatically graded and recorded. Students can also benefit from emailing homework because they may take their homework more seriously when they know it will be graded by a teacher who gives a direct feedback to his/her learners. Technology is aligned to learning styles has been used to engage students and support learning (Chen, Toh and Ismail,2005;Larsen,1992).

1.6. ICT and Teachers' Role

Education has been described by Dilts and Delozier (2000) as involving the provision of four different kinds of support for learning: guiding, coaching/training, teaching and mentoring. Guiding is a process of directing another person along a path. It involves attending to the external context and supporting learning by providing maps for people when faced by changed or new environment.

Coaching and training are concerned with the improvement of behavior based on some analysis of current performance e.g. when they give exam practices. Teaching, on the other hand, focuses on the acquisition of general cognitive abilities, on learning and understanding, rather than on what the person can do e.g. when they spend a lot of time presenting and explaining new material.

Lastly, mentoring involves drawing out and validating a person's unconscious competences. Thus, while guiding operates more at the level of the environment, coaching and training relate to behavior, teaching is concerned with capability, and mentoring takes us into the area of beliefs about oneself, and ultimately into values. Teachers act as guides when they issue reading lists and give advice on resources e.g. supervising original work.

Teachers are mostly present their lectures through using ICT's. It is more important for the teaching practices and the administrative tasks for instance teachers are needed to use (record keeping, lesson plan development, information presentation, basic information searches on the Internet).

1.7 The Use of Technology in EFL Teaching

English has increased in popularity so has the need for qualified teachers to instruct students in the language. It is true that there are teachers who use 'cutting edge' technology, but the majority of teachers still teach in the traditional manner. None of these traditional manners are bad or damaging the students.

In fact, till date they are proving to be useful also. However, there are many more opportunities for students to gain confidence practice and extend themselves, especially for ESL students who learn the language for more than just fun. For them to keep pace with ELT and gain more confidence they have to stride into the world of multimedia technology.

1.7.1 Benefits of Technology for EFL Teachers

The integration of ICT in language teaching and learning is also beneficial for teachers. According to Connelly and Clanandin (1988) technology helps teachers become developers of their own curriculum; thus, they can tailor assignments and instructions to sustain a positive interaction to increase learners' interest and motivation.

Ranging from *tape-recorders to websites*, technology helps teachers develop a highly interactive class which is a value according to advocates of Communicative Language Teaching (CLT). Moreover, with the emergence of CLT (1960s), language teachers needed to adapt their teaching styles and adopt new techniques to enhance learners' communicative competence. Consequently, through the use of technology teachers gained access to communicative tasks that utilize information gap, Allow speaker autonomy and provide feedback to the interlocutor. In addition to this, an effective exploitation of ICT allows teachers to create *real-world settings* in the

classroom which is a primordial component for the development of communicative competence.

Butler-Pascoe and Wiburg (2003) highlight the effectiveness of technology to support *the acquisition of language skills*. While using technology, it becomes easier for teachers to design listening passages, reading texts, pronunciation activities, and writing tasks.

Assessment is a basic step in language learning and teaching. Sometimes it is described as a learning and teaching map via which learners get to know where they stand and teachers also become aware of their teaching achievements. Wilson and Davis (1994), Darling (1997), Chao (1999) and others suggest that traditional assessment in its standardized form is unfair as it limits students' performances to *small units of behaviors.* In general, the purpose of this paper is to demonstrate the extent to which technology has a deep influence on language teaching and learning practices. As far as assessment is concerned, it is important to point out that technology helps teachers set up environments for assessment that "support *project-based* and *product-based learning"*. That is, a learning that demonstrates what students have learned and then to develop related rubrics, checklists, or other forms of alternative assessments for evaluating student learning.

1.7.2 Benefits of Technology for EFL Learners

In the past, teachers used to complain about the difficulties of setting up an atmosphere which caters for the needs of learners with their various learning styles. Nowadays, it is due to technology that some learners no longer feel marginalized in the classroom. In this respect Butler-Pascoe and Wiburg (2003:7) assert that "***multimedia provides the multiple modalities needed to meet the needs of students with different learning styles and strategies".*** Simply put, the integration of technology in language classes triggered learners' satisfaction and autonomy.

In most second language learning contexts, learners' exposure to L2 was limited to the classroom; this problem has been successfully solved with ICT for this latter provides longer exposure to L2. In the realm of ICT, learners are set into two categories.

- Techno-pros (students who have a good mastery of technology and can use it in their learning).
- Techno-pals (students with very limited skills in using technology as a learning tool).

The two categories cooperate with each other in sharing knowledge about technology and language which in fact promotes students-students interaction.

Butler-Pascoe and Wiburg (2003) devoted a part of their work to the description of twelve attributes of a successful Technology-Enhanced Language Learning Environment (TELLE). It is important to mention the most interesting attributes since they are overlapping. A successful use of technology

- It provides interaction, communicative activities, and real audience. A good technology generates learners' interaction not only among themselves but also with the material used for teaching. It also introduces authentic audience which creates communication and develops learners' communicative competence.
- It also supplies comprehensible input". The integration of technology expends learners' experience with language as opposed to the limited experience offered in traditional classrooms.
- It supports development of cognitive abilities". Using technology, learners develop research skills, critical thinking, and inquiry-based learning in a way that they become responsible for their own learning and check the validity of information they receive in or outside class.
- It facilitates focused development of English language skills. Since language skills (listening, reading, speaking and writing) are the basis for language learning, learners are supposed to have enough room for a balanced practice of the four skills in order to be competent in L2. Technology as a personalized tool for learning allows learners to have enough practice of the four skills
- It meets affective needs of students. This is the most striking aspect about technology in language classes. It is taken for granted that computers can never replace teachers' affective support for learners. Yet**, *" the self-esteem of second language learners is enhanced***

when they produce accurate, attractive work using word processing and desktop publishing"
Farida Karim Alli

With technology in the classroom, students gain greater control of their education and they can learn at their own pace. One important fact that remains is that no child is the same and every child learns at their own pace. Integrating technology into the classroom can aid students in learning at a rate that's comfortable for them, enabling them to retain information better. For example, lessons or activities on tablets or laptops give students the opportunity to read directions, process information, and complete their work at their own pace. This also gives the teacher time, allowing them to give students extra assistance and attention when it is needed. As the world becomes increasingly reliant on the use of technology, we have a responsibility to teach children how to incorporate it into their learning. It is an added bonus that research shows that using technology in the classroom motivates children to learn.

1.8 Non-Classroom Learning

According to Benson (2001) learning outside classroom is defined as any learning that takes place outside the classroom and involves self-instruction, naturalistic learning or self-directed naturalistic learning. This statement is similar to Pearson in Inozu, Sahinkarnas, and Yumru (Inozu, Sahinkarnas, and Yumru, 2010) who say that the appreciation of the shape of behavioral pattern that is gained by the students outside the class will contribute to a broader understanding the differences of second language fluency and proficiency.

Referring to this definition and considering the students device characteristics which were identified by their wish-learning natural actions, they needed a strain of linguistic process exposure that is designed in a natural and casual way. Talking about language picture , it is necessary to take a look at extensive hearing as suggests by Ridgway (Renandya, 2011) that the idea behind extensive reading can be applied to listening. He also adds that the students' crucial need to ample practice in actual

listening so that they learn by oral language process. The forms of extensive listening can be guided through dictations, read- aloud, self-directed listening for pleasure that students can do outside the classroom s Renandya & Farrel (Renandya, 2011).

The idea of extensive listening is appropriate to be implemented since classroom activities involve more intensive listening and speaking that make the students feel to be tested instead of to be guided. Spears and Lea as cited by Rahayu (Rahayu, 2012) said that computer-mediated communication allows users expression their "true mind, authentic self, unfettered by concerns of self- presentation. It shows that authentic expressions are gained more outside the class. Inozu, Sahinkarnas, and Yumru (Inozu, Sahinkarnas, and Yumru, 2010) conducted a research to identify the nature of language learning experiences beyond classroom. The out-of-class materials that they found after performing a survey are summarized into 18 materials. It was dictionaries, internet, music, grammar books, vocabulary exercises, reading books, computer programs, television programs, videotapes/DVDs, newspapers, television news, magazines, audio tapes/cassettes, CD Rooms, punctuation exercises, dictation exercises pronunciation books/tapes, and radio news. Based on the data, internet can be the answer of outside-the-class activities, although the internet tools are not clearly explained in the research.

Richards (2014) answers the details on how to select and use internet tools as a form of learning English outside-the class. To develop communicative skills through using English as a medium of social interaction is necessary in order to maintain and extend the learners' proficiency. It is a good start to use English as an interactional and transactional use beyond a formal instructional setting. Richards (2014) summarizes some forms of English use which are trough chat rooms, self-access centers, interviews, language villages, and comments. In fact, expanding the learners' proficiency in different skill areas can be achieved through digital games, listening logs, online resources, social media, and comments.

As has been mentioned, learning outside the classrooms is so crucial for learning English that is to say the learning tools enhances the learning abilities and develop the

English language which empowers the learning skills and make the student enjoy learning and that leads autonomy.

1.9 The Development of the Internet and Software's Teaching

There is a clear need for language teachers to engage with technology. The rapid development of the internet and software's offers new opportunities for teachers in giving lectures, in communication with their students, for the creation and presentation of learning activities, and the management of course materials and assessments. This new context for teaching and learning represents a challenge for language teachers to understand how to implement technology effectively in their teaching. the study of the skills needed by language teachers to teach their students through the use of ICT's. In recent years, language teachers have been exploring ways in which ICT can be employed to make language learning more effective and motivating for students (Vallance, 1998; Donaldson & Kotter, 1999; Yang, 2001; Chien & Liou, 2002).

1.9.1 Social Media

According to Merriam Webster dictionary , social media is defined as a form of communication (such as websites for social-networking and micro-blogging) through which users create online communities to share information, ideas personal messages and other contents e.g. videos…etc. Social media is divided into two categories Synchronous and Asynchronous communication tools.

The synchronous communication tools are defined as a tool on which enable real-time communication and collaboration at a same time and different place, meanwhile the asynchronous enables communication and collaboration over a period of time through different time and different place (Ashley,2003).

The synchronous tools are for instance the audio-visual conferencing, chat and instant messaging, Twitter, Skype….etc. It has some advantages in the sense that they offer a spontaneous reaction, updated data and immediate feedback. The asynchronous

tools have a less immediate interaction, and the delayed response will cause information to be out-of-date, and their selection depends on the purposes of correspondence between senders and receivers, therefore; the teaches and the students will be able to communicate in real time or share information for later use e.g. E-mail, web-board, web blogs, streaming audio-videos…etc

Social media provides the learner with the possibility of participating in actual, real-time, relevant conversations taking place online, the target language with or without the help of an experienced teacher by his/her side.

1.9.2 Social Networking and EFL Learning

Social networking is defined as a creation and maintenance of personal and business relationship especially online (Merriam Webster dictionary). Forms of social networking in electronic media have provided alternative contexts of language development.

A number of social networking sites are helping students learn English and becoming more interested in the language. Groups of internet interests affect the teaching of English language. And online community participation has the ability to propel language learners beyond the boundaries of institutional identity.

Social Network Sites (SNS), such as Facebook, Twitter, YouTube, Instagram, and MySpace, have attracted millions of users, many of whom have integrated these sites into their daily practices, and allowed users to connect based on shared interests, political views, or activities (Clarkson, 2013).

Furthermore, blogs can be used for language learning which provides the ability to comment on other people's blogs as well as people post comments on your own, it is a key to blogging. The development of a language is not normally the primary goal of the student who is participating in a blog but a blog is a place that can provide a foundation for reflecting on the language learning.

1.9.2.1 E-mails

By using E- mail instead of using the telephone to make long-distance calls, teachers and students can save money. Students can initiate discussions with their teachers or with their students any time of day, and from a number of places, rather than only during class or work hours, resulting in an increased student– teacher and student–student interaction.

A student does not need to wait for an the teacher's permission to talk, giving students even more control over what topics to raise and when They can also communicate their thoughts at their own pace, leading to further opportunities for self-expression. Professional productivity increases when teachers use technology efficiently and using E- mail, Facebook, Twitter, and YouTube services is one way to do this.

1.9.2.2 Facebook

A limited number of studies indicate that teachers 'interactions with their students on Facebook can improve the learning process, motivation, and interaction.

Facebook benefits which include interaction, communication, social relationship, and participation, suggests that Facebook can be beneficial for learners' motivation. On the other hand, some findings reveal that teachers' interactions with their students on Facebook are disadvantageous due to several reasons such as time-management, perception, the level of self-disclosure, credibility, and ethical problems.

The students can be joined in a Facebook group as a form of casual interactions of both the lecturer and the students. The group can be treated as similar as an announcement board so that both participants could share valuable information in a more casual interaction. This can be more effective than texting the class leader or even texting the students' one by one.

The lecturer can give the instructions of certain assignment in the Facebook group, or sometimes bring an issue presented in a shared link and the students put their comments in it.

1.9.2.3 Twitter

Twitter is a social networking and micro-blogging technology that enables users to send and read posts from others. Posts cannot be greater than 140. Characters this computer generated text like messages are called “Tweets”.

The users who join twitter network and read messages are called “Followers”. The specific function of this technology allow for sharing of quick informative messages, posts, or links. Tweets can be either public or private and a user chooses the level of security.

Twitter can be used to disseminate short tidbit of information quickly. Thus Twitter is an excellent resource in getting a quick message blast out to advisees. For example, a Tweet can let students know that the deadline is approaching to drop a course for the semester or remind them about a workshop on time management. Twitter accounts for college students should be arranged by topics of interest. So if a student is interested in learning more about available majors then he/she will become a follower of that Twitter account, which might be called “majorsatstateU”.

Since most students, traditional and adult learners, have over-extended lives, Twitter can be used to keep students on task to meet important deadlines. For example, an advisor can send out Tweets about items that should be completed in preparation for fall registration, placement testing, or the FASFA form deadline for financial aid. Tweets can help students think of things they might have otherwise forgotten or not considered.

This approach is completed by posting a question to followers. An example might be, “Do you need some additional help in your College Writing Course?” This might get students interested and thinking about attending walk-in tutoring or Supplement Instruction (SI) sessions. It provides academic support to students enrolled in courses that are historically challenging. This evidence-based program, developed by Deanna Martin at the University of Missouri--Kansas City in (1973), utilizes SI Leaders (undergraduate students who have successfully completed the course) to facilitate active group learning sessions focused on demanding content.

Tinto (1993) states that, Twitter can also effectively be used to promote and publicize an event, like an upcoming group advising sessions. This Web 2.0 technology can better ensure that those living on and off campus are informed on college happenings, thus potentially leading to an increased sense of community. When students feel connected and integrated into a college community, retention rates are usually increased due to this affinity to the institution.

1.9.2.4 YouTube

EFL classes with access to the necessary technology can make good use of YouTube and other online video-streaming sites. However, it is important to realize that there are some limitations. First, YouTube is limited to what copyright restrictions allow. If students are determined to focus on certain clips that are not available on YouTube due to copyright infringement laws, then students will have to procure these clips on their own.

Secondly, given the vastness of the YouTube library, a certain amount of structuring and guidance from the teacher might be necessary in order to prevent students from spending unproductive hours perusing the site.

A third consideration teachers might need to take into account is the nature of much of the material on YouTube. Although the site does not allow nudity, there is a fair amount of risqué content and provocative language available.

According to Toksabay (2010), teachers of younger students would be well advised to take this into account. Finally, certain countries have placed bans on YouTube and other video streaming sites. It means that classes in those countries might have greater difficulty accessing useful online video.

However, YouTube remains a valid resource for teachers seeking to enhance their lessons with lively, topical content, and further research into the use of the site (as well as other online video-streaming website) would be very welcome for the EFL community.

Further avenues for academic inquiry might include, but are not limited to, comparing different video- streaming sites for the type of content provided and technological advantages available or determining the degree to which students are already accustomed to YouTube and the frequency with which they use it. Additionally, YouTube clips in similar genres, but from different creators, might be compared for effectiveness.

Finally, different video media VHS, DVD and YouTube could be compared with each other with regard to the availability of content, the quality of data storage, ease of access, and student/teacher preference.

1.10 Digital Media

Digital Media that is used in teaching foreign languages can be defined as a set of technical, visual, behavioral, critical and social skills required to use current language learning.

Using new digital media let students work on their own projects outside of school. That means they can realize their own ideas with student-centered work at home. Although this kind of work should only be used as a means to add to their work, there are many different projects that could be done at home and which have certain advantages over work at university.

1.10.1 Overhead Projectors in Foreign Language Teaching

The overhead projector (OHP) is probably the most common presentation tool available to a teacher in the classroom or lecture It is therefore a very good starting point for most people when preparing and using learning resources. It can help the teacher overpass and overtake multiple challenges in foreign language teaching.

1.10.2 Learner-control and computer Assisted Foreign Language Learning

Learner-control is one of the most important elements in communicative computer assisted foreign language learning (CALL). Researchers have claimed that learning takes place when learners interact with their environment while interaction takes

place when the learner can control the learning environment. Students prefer being in control of the learning process rather than being on the receiving end of it. Control gives individuals the opportunity to make choices and to affect outcomes, resulting in the student feeling more competent and the activity having greater personal meaning and intrinsic interest. In this case, computer is an intermediary; it is merely a part of the entire learning process (Hartoyo 2008,11) .

Some theorists have suggested that individuals may benefit from having control over instruction. The importance of learner-control has been discussed in foreign language teaching and learning. Researchers have indicated that effective language learning requires the learner's control and active involvement in the learning process. With such a control, learners are able to make instructional decisions, experience the results of those decisions, and discover the best tactics for different situations in the process. In this way, learners learn how to learn and learn how to adapt to the different learning circumstances in the real world.

Control and interactivity have been reported to facilitate deep learning, by actively engaging the learners in the learning process (Evan & Gibbons, 2007). Given opportunities to adjust the amount and difficulty of input, for example, learners can avoid the danger of frustration through "information overload" (Pennington, 1996, p. 9). Nonetheless, this feature may pose challenges for learners whose metacognitive knowledge is not yet sufficiently developed for them to exercise effective control over the learning process (Wenden, 2001). Learners may, for example, encounter problems when they choose materials which are at an inappropriate level or present cultural problems (Pusack & Otto, 1997).

1.10.3 Realia in Presentation

The use of realia, and objects presentation media evokes the four senses of touching, seeing, smelling, and hearing in the language learning classroom. They also lend themselves easily to kinesthetic and tactile learning styles. Teachers who make the effort to connect the students' language learning with the use of authentic materials in the

classroom will see the benefits as students' emotional centers are engaged in the learning experience resulting in long- term concentration for further learning.

Chavez (1998), states that learners enjoy dealing with authentic material since they enable them to interact with the real language and its use. Also they do not consider authentic situations or materials innately difficult. However, learners state that they need pedagogical support especially in listening situations and when reading literary texts such as the provision of a full range of cues (auditory and visual including written language). There were many teachers have used Realia in teaching learning process.

1.10.4 PowerPoint

PowerPoint and slides are among the most used teaching tools in today's education. They have many advantages, such as portability, availability in most settings, and easy operation. Preparation is relatively simple and becoming increasingly so. Both are easily updatable; slides are simply replaced or re-sequenced and PowerPoint is edited through cut-and-paste techniques. Both consist of individual displays that are basically composed of slides. According to Draouin (2013) students are typically prefer lectures with PowerPoint and believe they learn more with PowerPoint – a pattern that points to the gap between students' learning and their perceptions of their learning.

1.11 EFL Learning via Internet

The establishment of Internet as a formal educational tool is not easily realized in terms of the EFL teaching and learning context. The conventional mode of teaching has been long established, and it takes both awareness and courage to change it. The inadequate financial support from the government makes it impossible for a university to set up classrooms equipped with advanced technology. In this case, an English website can be established by the joint effort of both teachers and students since teachers are not more acquainted with computers and Internet than students. Through this website, teachers and students can share and exchange information and experiences about English learning. In this way, communication between teachers and students and among students

will increase. More English websites will be introduced and more English learning materials will be shared and there will be more chances for students to practice language skills, reading, writing, listening and speaking, since there is no time limit in this virtual classroom.

Sharing resources available on the Internet is a one of important factor leading to teachers' and learners' failing to integrate Internet into English teaching and learning is that both teachers and learners are not familiar with the resources available on the Internet.

Finnemann (1996) outlines the most common uses of the Internet for language teaching by dividing the resources available on the Internet into two broad categories: teacher-centered resources and student–centered resources. Moreover, Ames (2001) states that teacher-centered resources include foreign language magazines and newspapers and reference books. While a great many of student-centered resources can also be found on the Internet.

Students can access a variety of websites to research the countries and cultures that speak English. They can also practice grammar and vocabulary skills with interactive language programs and develop listening and speaking skills by consulting interactive web pages.

The amount of information teachers and students can find on the Internet tends to be unlimited. However, university teachers and learners have not realized the importance of the resources and made their efforts to find and use them in their English teaching and learning. Therefore, teachers and students should enrich the established website with related resources and share them with each other.

With the increasing access to computers and Internet, teachers as well as students will be more acquainted with the integration of Internet with EFL teaching and learning at university educational settings. However, the conventional EFL classroom still dominates language learning field, and Internet is still a supplement to the formal classroom. Therefore, teachers will have to face up to the challenge of equipping themselves with

computer literacy and Internet in the new education-with-technology era. New generations of students who grow up as a net generation should also facilitate the process of English learning on the Internet.

1.11.1 E-Learning

According to Crick (2014) Technology-enhanced learning (TEL) is developing quickly but before rushing to implement new e-learning technologies, it is important to consider how individuals learn. This will help make learning more student, rather than teacher, centered and should result in deeper learning.

The growing use of both computers and the Internet in foreign language teaching has widespread implications for the language teaching programs. As computer access increases, so does new learning technologies foreign language teaching and their use, especially when it comes to offering the learners a new perspective that allows them to easily pick up and learn the language. And also focus on skills development and encourage language learners to take more responsibility for their learning,

1.11.2 E-Libraries

Increasing numbers of libraries are seeking innovative ways to make library instruction informative and attractive to engage distance learners. Librarians are struggling to balance the act of applying new instructional technologies to extend their reach to their students and making the best use of their limited budgets. Finding the right tool to match the instruction needs in different academic environments can be a challenge with so many options available.

According to (Arms 2003), E-library is a managed collection of information with associated services where the information is stored in digital format and accessible over a network. In the other hand the quality of education is crucial to the economic development and social stability of a nation as it helps develop crucial humanitarian values like equity, tolerance, and peace. These values lead to sustainable national development, environmental protection, and improved family health, along with

responsible participation in democratic, social, and political processes (Durodola & Olude, 2005).

1.11.3 Web Conferencing

Web conferencing has become popular in education thanks to users' acceptance and the understanding that online meetings are cost-effective by saving time and reducing expenses incurred with travel. Web conferencing tools now provide participants with the face-to-face capability to see and talk to each other over the air

Web conferencing classes are not exactly like traditional learning in a classroom setting. However, with the technologies evolving to minimize the downside in proximity issues, distance learners can get connected and can be interactively involved in the sessions. virtual meeting, virtual conference, web conference (Stephens & Mottet, 2008; Wikipedia), e-conferencing (Shi & Morrow, 2006), online conferencing, etc. Web-conferencing system include built-in audio conferencing and video conferencing tools, chat rooms or shared whiteboard (Reushle & Loch, 2008), which support real-time collaboration, instant interaction and feedback (Wilkinson & Hemby, 2000; Reushle & Loch, 2008). Synchronous web meetings with VOIP (Voice over Internet) or advanced video capabilities enable such interactions that resemble closely face-to-face class experiences.

1.12 Conclusion

At the end of this theoretical chapter, integrating technologies in our classes is playing a great role for learning and teaching English language thus teachers and students should be aware about how to use it successfully. Therefore, the success of technology is dependent on the teacher ability to integrate it correctly and like that technology will never replace his importance in classroom. Meanwhile students should take the advantage of technology appropriately; otherwise it poses negative effects on their studies.

2.1. Introduction

This chapter aims to shed light on the status of the use of educational technologies in the Algerian context. It spells out the measures and statistics of the use of educational technology in the field of ELT and make clear the position of the Algerian higher educational system regards the implementation of new technologies in English teaching, and discuss various practices adopted by the Algerian Ministry of Higher Education regarding ICTs as a tool of education en general .

It will give details on the journey of the Algerian educational system, going through a succession of actions in its strategy of education: from a purely French colonial system during the colonial period, to a monolingual country after the implementation of the Arabization policy. The focus of the chapter will be on the ELT departments of the Algerian Universities, trying to capture the potential contribution of ICTs to teaching and learning in EFL.

2.2 The Educational Technologies in the Algerian Schools

According to the latest figures published by the IUT (2005), the number of Internet users in Algeria was just over 15% in 2012, compared to 41.4% and 55% respectively for Tunisia and Morocco. And it's not just the raw numbers that are worrisome. In fact, between 2005 and 2012, the number of internet users only increased three-fold while our neighbours did much better. Thus, for the same period, Tunisia and Morocco increased their numbers of Internet users by 5 and 7, respectively.

Worse still, Algeria is lagging behind all the Arab countries and only Djibouti, the Comoros and Mauritania have worse results. The Algerian result (15, 2%) is well below the average for developing countries (30, 7%), the world average (38, 8%) and even less so for developed countries (76, 8%).

In terms of internet in Algerian households, the ambitious Ousratic program launched in 2005 and which planned to connect all Algerian families by 2010 did not produce the expected results, far from it .In the field of education, the pupil/computer ratio in 2011 was 44 for high schools and 120 for middle schools. In comparison, the

figures from 2003 (so 10 years) show that this ratio was less than 10 in most developed countries. The average debt-to-GDP ratio in OECD countries rose from 10 to 5 between 2000 and 2006 .

All the previous statistics claim that Algeria must take serious and courageous ICT measures to, at least, bridge the digital divide that has widened with neighbouring countries and Arab countries. A major investment is required in the equipment and networking of schools (primarily those in the primary cycle), but especially in the training of teachers, who are the keystone of the entire education system. Despite commendable efforts in this area, very few of them integrate educational technology into their daily practices, with the exception of some of the pioneers in this field. According to many accounts, the most common use seems to be the use (especially by science teachers) of a computer and a multimedia projector to illustrate certain concepts in the course. This problem is even more acute at present, since a very large number of teachers are still recruited without any pedagogical training, let alone an educational technological training.

According to the Minister of Education at the time, about 60% of Algerian colleges did not have a computer lab in 2011. According to some middle school teachers and students, even when this laboratory exist, it is used very little (often not at all), even in the major cities of the north of the country.

In secondary school, all Algerian high schools are equipped with at least one computer lab. However, with the exception of students in the technical-mathematical stream, only students in the first year of secondary school are required to take a computer course (on the Windows environment and some office suite software) taking place in the laboratory. In other words, entire cohorts of Algerian students cross the primary, middle and secondary cycles and arrive at the University having attended a computer lab for no more than a single school year, at a rate of a small number of hours per week.

It is true that many teachers ask their pupils to carry out documentary research, using the Internet, on specific subjects related to their course. But very often, instead of this activity being carried out in a computer lab under the supervision and guidance of the

teacher in charge of the subject, students use the local cybercafé instead. It is common knowledge that some of the managers of these places have found a vein in exploiting the shortcomings of the education system. They prepare "take-away" researches on various subjects which they then sell to the students for a few dozen dinars the printed sheet. This raises the question of the pedagogical purpose of this collective deception.

In summary, the various practices discussed show that the integration of educational technology in Algerian schools is more a physical integration than a pedagogical one. In this regard, the pedagogical integration technology is not only placing equipment in classrooms, going to the laboratory 40 minutes a week, using computers as an electronic worksheet, using software without specific purpose. Although physical integration is a necessary step in relation to pedagogical integration, that "technologies are integrated when they are used continuously to support and further the objectives of the program and to engage students in meaningful learning.

On the other hand, it is important to note the disparities in terms of equipment between the different cycles of education and that primary education is the poor relation of the integration of ICTs in Algeria. On the contrary, the pyramid should be completely reversed and the Algerian school would have much to gain by targeting the youngest pupils as a priority. New structures must be created to accompany a real technological shift. Examples include the establishment of an association of teachers, who use computers for teaching purposes, the organization of an annual congress to encourage the sharing of experiences, the further training and upgrading of future techno-teachers, and the establishment of an annual Minister of Education award to reward the best educational innovations using educational technology. Add to this the need to rethink training in the use of ICT for new teachers and the creation of a platform for the dissemination and sharing of pedagogical experiences for each subject area. (Dias ,1999 ,Learning and Leading with technology :Integratng technology,p27)

International pedagogical twinning must be strongly encouraged to give our students the opportunity to open up to the world and to communicate with young people from different cultures. National pedagogical twinning is of strategic interest. In addition to

allowing for effective educational integration when used wisely and addressing some of the educational disparities between the different regions of the country, they will give our young people the opportunity to get to know each other, to become familiar with local traditions, customs and languages and to create links between them in order to build a sense of belonging to the same country, a same nation. This type of twinning can go beyond the classroom and become general to teaching staff and even to the directorates and allow trips of pedagogical interest between the twinned classes.

As for the digital book, it is imperative to start thinking about it seriously so that we do not fall behind yet on another aspect of the world of Education. Since its design and implementation require collaboration between educationalists, publishing specialists and computer scientists, this will certainly make it possible to rethink both the content and the design of the textbook. This synergy can only be beneficial for the paper version of textbooks and teaching guides (which are currently far from international standards) and which will certainly co-exist, for a while, with the digital version, as is currently the case in Western countries.

The commission responsible for monitoring and implementing the "e-education" strategy of the Ministry of Education should be in charge of these different educational projects.

2.3 The Algerian Higher Education and Technology

Algeria has gone through a succession of actions in its strategy of education: from a purely French colonial system during the colonial period, to a monolingual country after the implementation of the Arabization policy, to an open country in the twenty-first century. However, when the winds of alteration blow, you can be caught between the preference to build protective walls and the wish to fix the energy by conducting windmills. When the winds of change blew over the Algerian educational system, it had to adopt a renovation policy to keep pace with time. However, no chain being stronger than being weakest.

It is consoling to know that the representatives of the Algerian education worry about the position of educational technologies use in Algeria, and more precisely at the

universities. Algerian Higher education is witnessing a process of modernization which can be seen in the two following reforms : the implementation of the European system Master Degree Doctorate (LMD) and the development of technological information and communication for education (ICTs) .

The Algerian Ministry of Higher Education has put up a virtual national commission of education in order to uphold a way of teaching which leads to the educational institutions to muddle through the growing number of students , take in hand the lack of teachers and smooth the progress of access to education .

2.4 Algerian Educational Policies Vis-a-Vis Technology

In Algeria, the new programs do not exclude the integration of new technologies in the field of education and politicians renew each time their desire to revolutionize teaching / learning with ICT. After the desire to "democratize" the computer tool with the project "a computer for all" in the early two-thousand years, it is the desire to integrate technology in education with the objective of "d" increase the number of computers in schools, but these computers become real working tools accessible to teachers who are required to change their role, more demanding than the traditional role, and especially to students since any training and new acquisition targets the learner. **(** Hocine Khelfaoui, 2005**) .**

To this end, specific political projects have been put in place since 2002. These projects include the project of setting up a technological transportation that meets the needs of communication and scientific information and research .The second project is to provide universities with the necessary technological tools for both class and distance learning (videoconferencing, data-show, etc.) .

Finally, let us add the project of the virtual library of human and social sciences . It remains that with a concrete observation we note that very few results emerged from these political reforms.

In fact, the impact of these measures remains rather limited, because of the numerous shortcomings, often indicated by the operators and the persons in charge of their

application. These shortcomings, of a very diverse nature, sometimes fall under the conditions of the exercise of research, sometimes of the institutions which frame the research, sometimes again of the State. Faced with facts, which stubbornly highlight the gap between, on one hand, statistics, legal texts and speeches, and on the other, the observable reality, those responsible for research can only see and acknowledge the failure of ICT-related research projects.Failure to comply with the provisions of the 1998 law , the absence of a national governing body, the insufficiency of the financing rate in relation to the gross domestic product, the absence of evaluation of the results of this activity, are some of the causes to explain this failure.

Even though these difficulties hold back the movement for the formal integration of modern technologies into education and higher education as a pedagogical tool, teachers and students frequently resort to these technologies in a consistent way. free, but in the context of course development or for information retrieval and acquisition.

2.5 Obstacles Facing the Use of ICT in Algeria

In Algeria, the lack of consultation in decision - making, the responsibilities and decision-making centers in the school system, and negative influence of the various current problems in the education system, probably the most main obstacles to the integration of educational technologies.

2.5.1 Lack of Financial Resources

The number of computers for each facility remains insufficient and very few teachers use them, they are not convinced of the educational value of these technological tools and use them only for management purposes. and the preparation of examinations. In addition, there is a reduced internet speed if students work at home as well as computers with performance access to high school materials only during the opening hours of the establishment. (Dalila Berass & Rachid Brahimi ,(2007), Pour une unversitè sans craie et sans tableau , Le quotidien d’Oran)

2.5.2 Unavailability of Digital Resources

Relative insufficiency in quantity, quality and the relevance of educational digital content and resources is one of the points to stress about. Other issues of ICT integration are related to their appropriation by teachers, funding, development, standardized indexing and the identification, evaluation and certification of content digital rights, respect for copyright and safety for young students in the field of Web surfing. Teachers always criticize the quality and validity of the digital content that is available on the web.

2.5.3 Lack of Teacher Training

In Algeria, initial teacher training does not focus on the use and pedagogical integration of educational technologies. Perrenoud identified ten new teaching skills, including: Using technology new "ICTs". Lebrun (2004), for his part, states that:

"The importance of information, technical support and pedagogical support to teachers is a priority for technologies to really catalyze a pedagogical renewal. Without this, the new technologies will at best reproduce the old pedagogies." (Lebrun , 2004: p257)

In other words, that is to say that if teachers are not trained in these technologies, in many cases, they simply risk maintaining traditional methods using a new medium. The too little sharing of didactic material designed by teachers who do not have even a personal computer, the short time for learning ICT and no recognized time for the creation of digitized didactic material. Added to this is traditional practices that provide themselves poorly to a pedagogy that integrates educational technologies. Indeed, the majority of teachers associate educational technologies with a heavier task and a host of technical problems and see it as a threat to the power of the teacher in his class.

2.6. ELT and Educational Technologies

The use of information and communication technologies remains very varied, because the new technologies themselves are a multiplicity of instruments and very different tools. Some authors will refer to ICT as ***" an extremely heterogeneous construct"*** (Baron, 2005: 1), which may cover the aspect of ***"an image, a database, an encyclopaedia, a learning environment ..."*** (Baron and al, 2007: 3), which can be linked to fields as different

as psychology, education, pedagogy, or audiovisual .Thus, it would not be too much to say that educational technologies in general affect these areas in a complex and diverse way.

Obviously the focus is on the relationship and influence of technology on the field of education, and especially on the learning of English as a foreign language (EFL) at the University. However, to grasp this, one must first define how technology can be used in relation to learning a foreign language and teaching it.

Historically, the relationship of language with computer science was established as soon as the latter came into being in the 1950s. This report is at the origin of a certain development of technologies. Béziat (2010) notes that the first work of putting at the service of the languages of the computing is contemporary of the emergence of the computer science itself. The TAL (automatic language processing), which mobilized computer scientists and linguists in the 1950s for the development of machine translation programs, is one example. Subsequently, since the 1970s, the world witnessed a permanent link between technology and education.

This relationship then developed logically in the field of language learning. François Mangenot (2001) explains this report very strongly. Two reasons, according to him, contribute to this relation, one is sociological and the other is didactic:

Modern language learning is one of the areas where we have the most - and the earliest - interest in applying the computer tool. This is probably due to both the exponential growth of the social demand for language learning and a certain tradition of self-learning in this area; another less positive reason might be that the vision of language learning, up to the end of the seventies, was very behaviourist and therefore suited tool and practice applications that it was realized at the beginning of educational informatics. (François Mangenot 1988, P 133)

These words imply that the interest in the use of computer is mostly as a tool of language learning due to its efficiency in the field and its importance regarding the social demand for language learning.

And the computer was the ally of learning from its emergence, and still is so far, especially with regard to the emerging countries. Thus, the computer can be a tool that supports language teaching and the medium, including didactic software that facilitates

acquisition (Legros Crinon, 2002: 18). This usage remains the most important, according to Crinon (2002), for learning a language. Three other uses are to be distinguished in its classification: the use of the computer freely without it carrying any didactics, it is up to the user to program his teaching (The Microsoft office software is a significant example). The less of using a specific software which have a didactic and educational role certain, such as games language support, or games of scrabble for example. Finally, the use of consumer products, online and offline, electronic books, CD-ROMs and cultural or scientific sites, sites offering digitized literary texts."

All of these uses show how the relationship between technology and language learning in general can be productive. If we transpose these general uses into the specific domain of learning English as a foreign language, it would be wise to address the issue through the illumination of pedagogical currents that have, to varying degrees, encouraged, or not, to use the technological tools such as computers.

Towards the end of the fourties and early fifties, the modern methods of this era of language learning, such as the Audio-Oral Method, could easily cope with the use of the computer. These pedagogical currents, which professed that "language was conceived as a network of syntactic structures that must be acquired in the form of automatism" , as an absolute principle, could only benefit positively from the contributions of the computer, which is the tool average of excellence to inculcate automatisms. It is the same for the Structural-Global Method that emerged in the sixties. Its conception of language as a global and structured form that must be totally assimilated without fragmentations can also have as an assistant the technological tool. In the sense that it could very well, through audio books, oral exercises or screenings of films with subtitles, present the language as an organized whole and solidarity that cannot be broken down. (Demeziere, 1986, p31).

So the methods of the fifties and sixties readily agree with the use of technology as an educational tool. Ironically, it is in the seventies and nineties, years in which computer science has fully democratized, and that methods of learning less disposed to use the computer as a direct learning tool. The communicative approach and the actional

approach will make the computer a simple tool for traditional teaching. They both argue that language is primarily a communicative competence and relegates the purely linguistic and syntactic competence to the background. Thus, it is up to the teacher henceforth to appreciate the need to use the computer in class for example. And it will eventually be used as a teaching medium only, and it is certainly the most common use in the field of languages (Demeziere, 1986, p17).

At the end of the nineties and the beginning of the two-thousand years, the technologies evolved rapidly and exponentially. If the democratization of computers was done in the eighties, it is the very way of apprehending these technologies that was democratized in the two-thousand years. Anyone can manipulate a computer with more or less initiation thanks to software already programmed unlike the old programs that required the knowledge of a specific computer language. Thus, the independence of the users is more taken compared to the computer scientists and consequently, that of the teachers and the learners (Demaiziére, 1986).

The teacher should not be asked to fulfil with the constraints of a programming language, not originally planned for his needs. It is offered tools designed for teaching and in particular for a thorough analysis of messages written with a certain freedom. Added to this is the radical banalization of the Internet, which has finally led to a diversification of technological uses for teaching and learning foreign languages. Both teachers and learners become engaged with the constant changes and multiplicity of new technologies (Albero, 2004).

However, all these numerous uses sometimes escape the analysis as to the degree of their efficiency. In the features of this wave of technologies in the field of learning a foreign language, the learning of a language through the exclusive use of multimedia is unthinkable.

2.7 Conclusion

This chapter attempted to shed light on the use of the educational technologies in the Algerian educational settings. It highlighted the status of educational technologies in the Algerian university and particularly in the Algerian ELT departments.

The present chapter, tried also to explain the Algerian Educational policies regards to the implementation of educational technology in ELT and pointed out the most important obstacles to an even better implementation of educational technologies in ELT and the different perspectives of teachers and students towards ICTs in general.

Indeed, the reform of the Algerian education system, which began in the early 2000s, had four objectives, one of which was to "introduce new information and communication technologies as means for education and training. It is up to the Algerian community to make these promising technologies the tools of choice for innovative teaching and effective learning for the benefit and success of students, future autonomous citizens, responsible and competent citizens of Algeria.

3.1 Introduction

The research study considering the Use of Educational Technologies in Teaching and Learning EFL at Department of English , Ibn Khaldoun University of Tiaret. In order to assess how beneficial to use technology for both students and teachers either to learn or to teach English as foreign language (EFL), providing the survey form to gather different opinions concerning the subject.

3.2 Research objectives

This study aims at giving details out of the research methodology for the actual investigation. It includes the elements which the research is conducted, throughout the participants of the study (students/teachers/instruments of data collection). Moreover, the chapter is including the procedures of data collection as well as the method of analysis.

3.3 The sample of population

The study addressed the EFL teachers and students of Tiaret university, which considered (15) teachers and (30) students who were selected to respond the survey. The large populations are chosen randomly for the data collection.

3.4 The instrument

The study below is based on the instruments that are included in the investigation, teachers and students questionnaire.

3.4.1 The description of questionnaire

The questionnaire is a set of questions asked to the target respondents, the two questionnaires were to investigate the impact of using technologies, by influencing the teaching strategies to promote the learning capabilities. Both of open and close ended questions can be use to the questionnaire in order to collect data. It is included (yes, no and multiple choices questions) thus, teachers and students were asked to give their opinions in a full statements.

3.4.1.1 Teacher's questionnaire

The teacher questionnaire were used to gather the quantitative data consisted open ended and multiple-choice questions . The questionnaire were done by a random (15) LMD teachers of English Department at Ibn Khaldoun University of Tiaret.

3.4.1.2 Student's questionnaire

This questionnaire were given to random (30) LMD students in order to give their personal opinions toward the use of educational technologies about Learning English at Ibn Khaldoun University (Tiaret). In a form of open ended and multiple choices questions.

3.5 Research Approach

The study is provided in a quantitative research approach. This approach is frequently considered to be appropriate within a single investigation. Quantitative research is a form of research that characterized by the collection of the information which can be analyzed, moreover, the results are typically use in a statistical table and graphs.

3.6 Data collection

The data collection of students and teachers survey contains a questions relies to their personal information. For teachers (age, gender, teaching speciality, teaching experience, levels that teacher teach).For students (age, gender, level).

The finding from this study will help us to figure out the participants and lead us achieve an appropriate instructional design.

3.6.1 Mid-term survey

In the first section of the survey there are (11) questions for students and teachers about the use educational technologies in learning and teaching .This study was measured

by asking the participants about their knowledge about the impact of teaching and learning throughout using technologies by using an open ended form of questions .

3.6.2 End-of-Term survey

The data collection in the second section was providing the teachers overview (experience, perception and attitudes) towards the use of technology in multiple-choice questions. Also, for the students by ticking the appropriate boxes relied to their points of views.

3.7 Data analysis

Throughout the survey items the data will be studied and analyzed in table, graphs. This study is based on only one research instrument which is the quantitative method which is crucial to evaluate the data collection that are based on teachers and students questionnaire.

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3.8 Findings and results

A/ Teacher's survey analysis

Table 3.1: Teacher's age

Option	Numbers	Percentages %
25-30 years old	6	40
31-39 years old	6	40
40-49 years old	2	13
Over 50 years old	1	7

Based on the table above, it can be found that (40%) of teachers age goes between (25-30) years old in the number of (6) teachers. Moreover (40%) of teacher age between (31-39) years. and also (2) of them in the age (40-49) indicates (13%). finally a single teacher who is over (50) years old has the percentage of (7%).

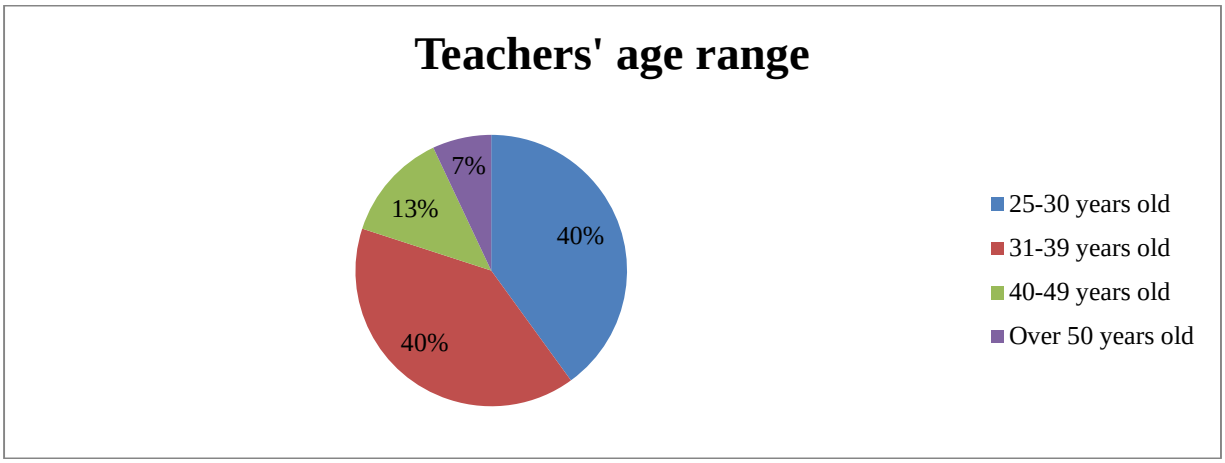

Figure 3.1: Chart pie of Teacher's age

Table 3.2 : Teachers Gender

Option	Number	Percentages
Male	8	53%
Female	7	47%

The table above and the pie chart below are about teacher gender, the result is noticeable that (15) teachers the number of (8) Male in the average of (53%) , and (7) female in the average of (47%) are responded in our survey.

The following pie chart expresses clearly the percentages of male and female (teacher gender).

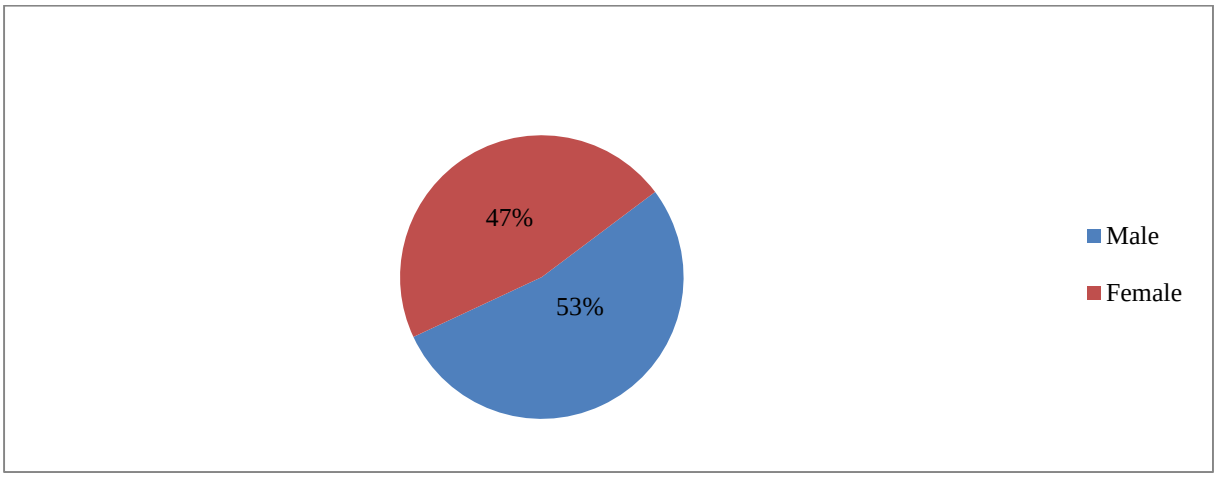

Figure 3.2: pie chart represents percentage of teacher gender

Table 3.3 : Teaching experience

Teaching experience	Numbers	Percentages
1 to 5 years	5	33%
6 to 15 years	7	47%
16 to 25 years	2	13%
More than 25	1	7%

This table contains the teaching experience, as it has been shown that (5) experienced teachers from 1 to 5 years indicate (33%) ,and (7) of them who are in the field from 6 to 15 year has (47%) ,and only (13%) in the number of (2) teachers who have been teaching from 16 to 15 years, lastly just only one teacher in the percentage of 7% who have been teaching more than 25 years . the figure below explains clearly the table above .

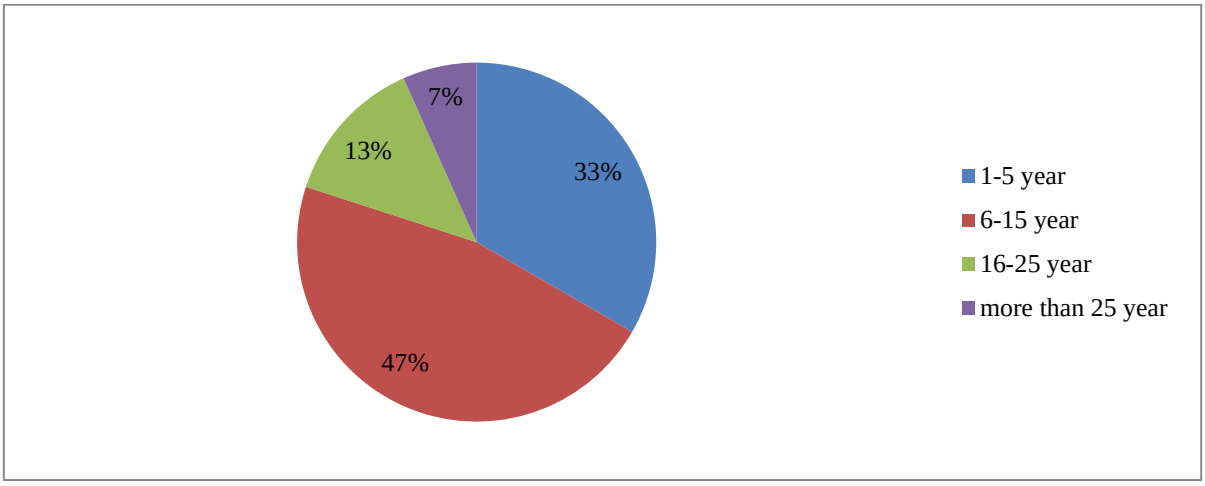

Figure 3.3: Pie chart represents the percentage and the year of teacher teaching experience.

Table 3.4: The teacher teaching levels

Levels	Numbers	Percentages
1st year License	3	20
2nd year	2	13
3rd year	4	27
Master 1	4	27
Master 2	3	20

The table above is about teacher s teaching levels .As it is mentioned the teaching level starts from (1ST year License to the 2ND year Master).in the number of (15) teacher we find that there are some teachers are teaching in different levels thus we find that the number on the table not equal with their number.

(3/15) Teacher teaches in the level of 1st year License have the percentage of (20%).

(2/15) Teacher teaches in the level of 2nd year License have the percentage of (13%).

(4/15) Teacher teaches in the level of 3rd year License have the percentage of (27%).

(4/15) Teacher teaches in the level of 1st year Master have the percentage of (27%).

(3/15) teacher teaches in the level of 2nd year Master have the percentage of (20%).

The following chart expresses clearly the teachers teaching level:

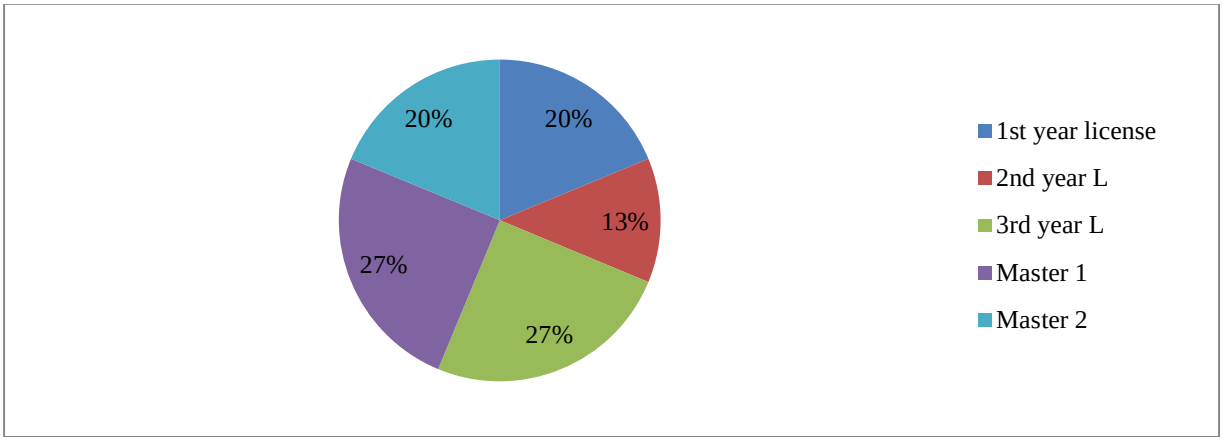

Figure 3.4 : chart pie represents percentage and teaching levels of teachers.

Section 1

Table 3.5: The use of Educational tools in teaching.

Educational tools	Numbers	Percentages
Blackboard	10	67%
Overhead projectors	3	20%
Smart board	0	0%
Others (- tabs-computers)	2	13%

Back to the table above , the use of Educational Tools in teaching is hugely based on using Blackboards to teach because (67%) in the number of 10/15 of teacher are using it , meanwhile (20%) in the number of 3/15 are using overhead projectors, and no one use smart-boards. Lastly (13) in the number of 2/15 teacher are using other tools such as Tabs and computers.

The following pie chart expresses clearly the use of Educational tools in teaching:

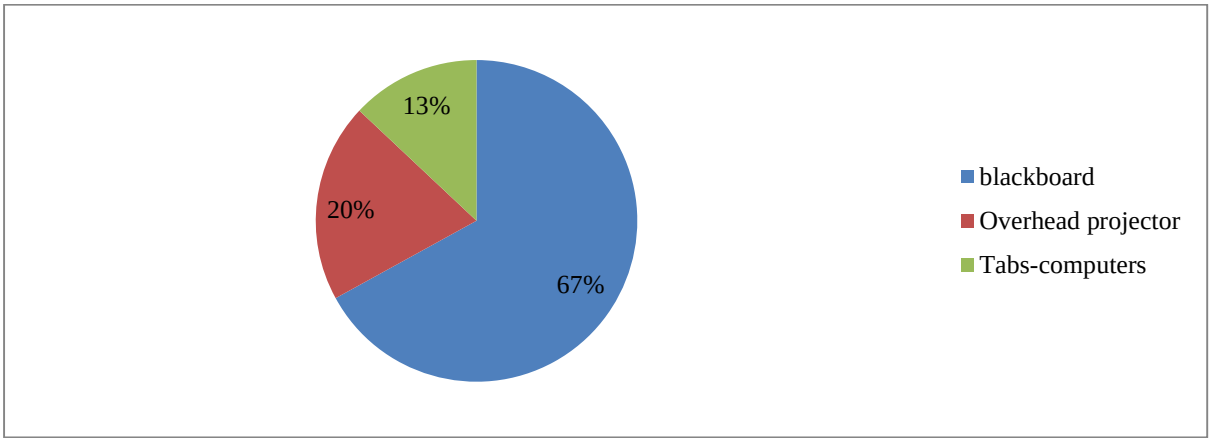

Figure 3.5: Chart pie about teacher responses and percentages toward using Educational Tools in teaching.

Table 3.6 : The use of ICTs

Questions	Always		Sometimes		rarely		Never	
1.do the teaching aid material vary while you present the lecture?	N	%	N	%	N	%	N	%
	3	20	9	60	2	13	1	7
2. Do you feel that learners are more interested the lesson while using educational technologies?	N	%	N	%	N	%	N	%
	8	53	5	33	1	7	1	7
3. Do the educational technology help you to offer as much information as possible in a short time?	N	%	N	%	N	%	N	%
	4	27	7	47	2	13	2	13

The table shows the integration of ICTs. It concerns three open-ended questions which has 4 answers (Always, sometimes, rarely and never).

First, the question one was: do the teaching aiding materials very while you presenting the lecture?

Teacher responses was: (3/15) teachers in the percentage of (20%) of them answered by Always (9/15) has the percentage (60%) said sometimes ,(2/15) teachers in the average of (13%) rarely and (1/15) in the percentage (7%) said never.

The second question was: Do you feel that learners are more interested while using Ed-Tech?

Teacher responses was: (8/15) teachers representing the percentage of (53) answered by Always , (5/15) teachers (33) claimed that Sometimes the Educational Technologies integration makes the learner more interested the lecture .Lastly two single teachers answered by rarely (7%) and never (7%).

The third question was: Do the Ed-Tech help you to offer as much information as possible in a short time?

The teacher responses was: (27%) who has the number of (4/15) teachers who claimed that offering information in short time can be Always through the help of Ed-Tech, then (47%)in the number of (7/15) teacher their responses was sometimes. Additionally (13%) in the number of (2/15) teacher said rarely. Finally (13%) responded by never.

The following graph gives the idea about the different responses.

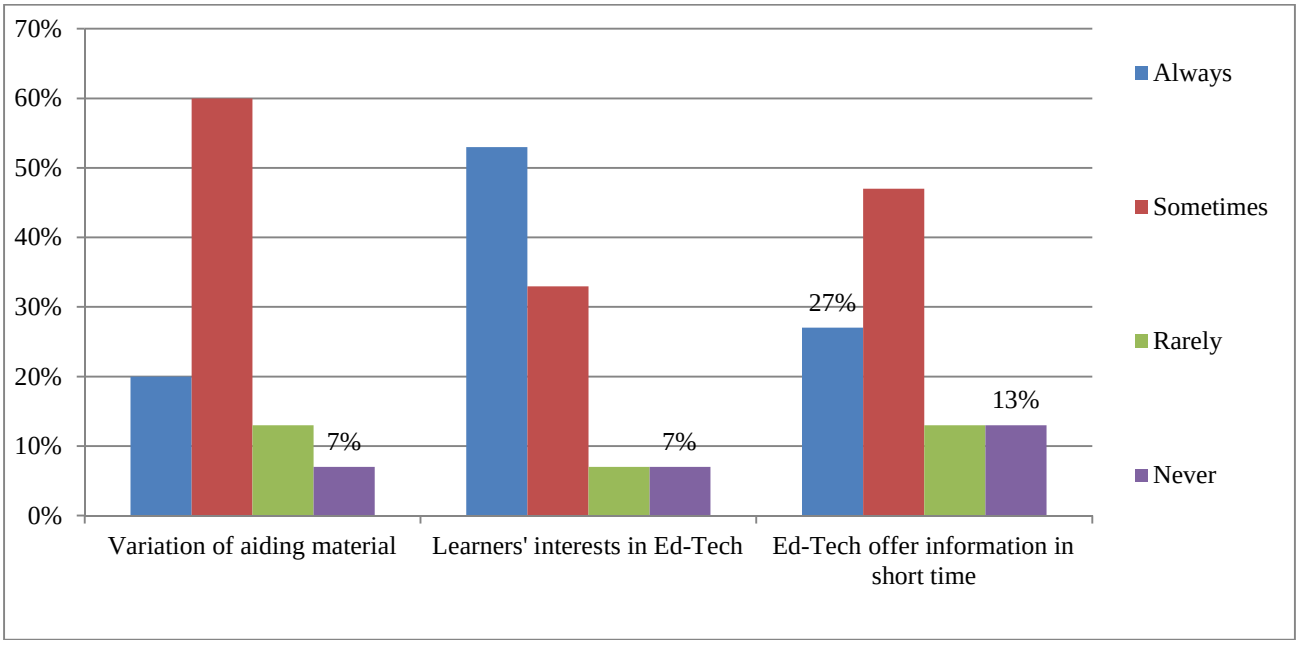

Figure 3.6: Graph about using ICTs in the field of Aiding Materials Variation, Learners interest in Ed-Tech, offering information in short time through Ed-Tech.

Table 3.7: Students Interest of Using Ed-Tech while Teacher Presenting the lecture.

Options	Numbers	Percentages
Always	8	53
Sometimes	6	40
Rarely	1	7
Never	0	0

The table and the chart pie are about students interest of using Ed-Tech while teacher presenting the lecture. Concerning this question we find that most of teachers (8/15) answered by (Always), which they represents the percentage of (53%).On the other hand, (6), (40%) are claimed that (Sometimes) the teacher find students are interested Ed-Tech while he presents the lecture. One single teacher represents the percentage (7%) who answered by (Rarely) . And no one said (Never).

Teacher's who answered by (Always) explained that students are much excited the digital generation rather than traditional one. Others who claimed (Sometimes) explained that student interest refers to the way that teacher present either in using Ed-tech or without it, and also teacher has to balance between integration of educational aids and his role. As for the (Rarely) we find that teacher should be centered in the classroom thus Ed-Tech should be taken rarely for making student concentrate only with teacher while he explain lecture.

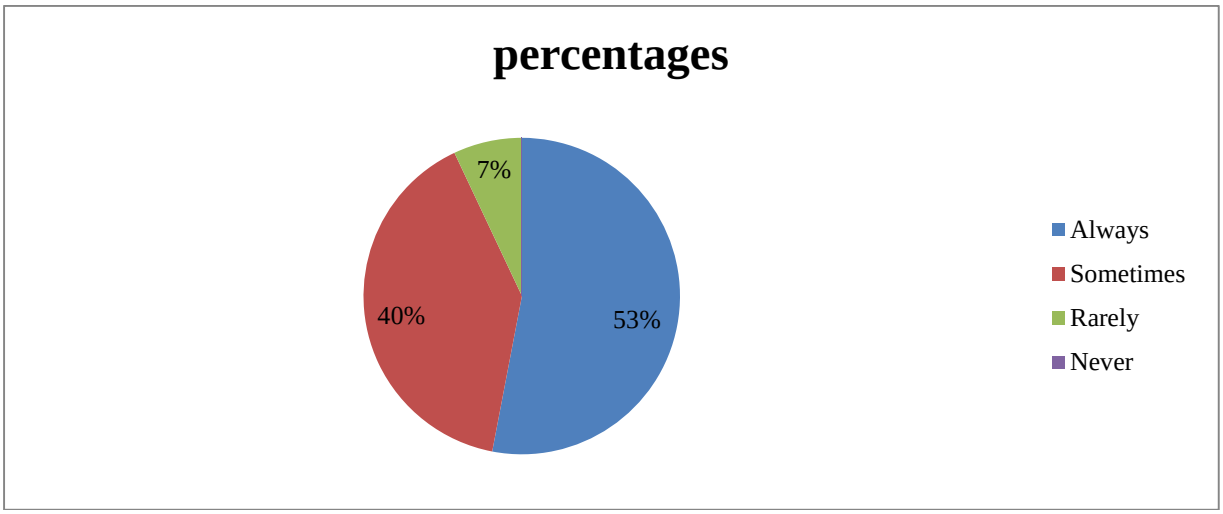

Figure 3.7: Chart pie about students interest of using Educational Technology while teacher presenting lecture.

Table 3.8: The Innovative Thinking behind University's Adaption of Technology in the Classroom.

Responses	N	%
Yes	9	60
No	6	40

The table and the following pie chart are about the innovative thinking behind university's adoption of technology in the classroom. We find that most of teachers (9) answered by (Yes) which represents the percentage (60%). (6) Responses claimed (No) in the percentage of (40%).

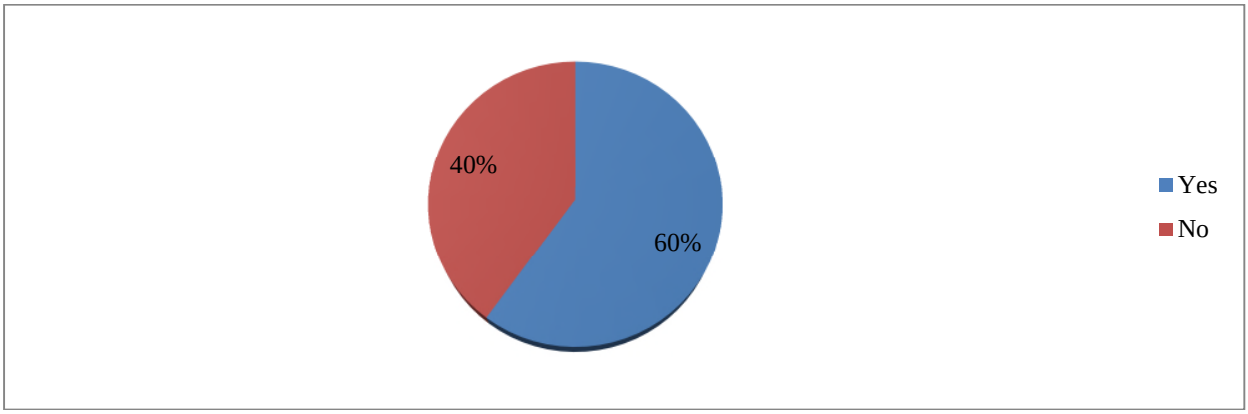

Figure 3.8: Chart pie represents the responses about the innovative thinking behind university's adoption of technology in the classroom.

Table 3.9 : The Use of E-mails to send Assignments.

Responses	N	%
Yes	12	80
No	3	20

The table and the following pie chart are about the teacher use of E-mail to receive student's assignments. Thus we can notice that the majority of teacher reponses (12/15) were (Yes) representing the percentage (80%) who use E-mail to receive the learners work. And (3/15),(20%) responses were (No).

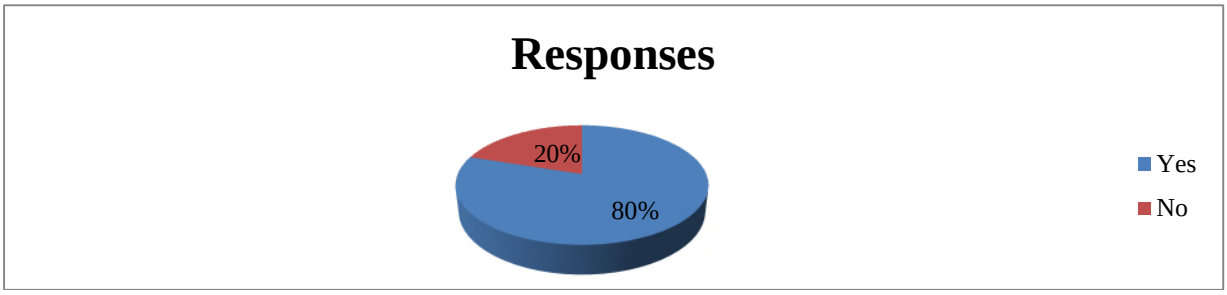

Figure 3.9: Pie chart represents the teacher responses about use of E-mails to receive student's assignments.

Table 3.10: The use of Computer as Instruction in the Classroom.

Responses	N	%
Yes	8	53%
No	7	47%

The following Pie chart and the table above are presenting the instruction of teacher computer use inside classroom. We find that (53%) represent the number of (8) teachers responded by (Yes) and (47%) represent the number of (7) teachers answered by (No).

The Teacher's who responded by (no) explained that they need computer to prepare their lecture only at home moreover they find it installation takes more time . on the other hand those who answered by (yes) they find it a good element to teach by , and computers saving all the needed programs and files present their lectures, also to gain time and ease learning .

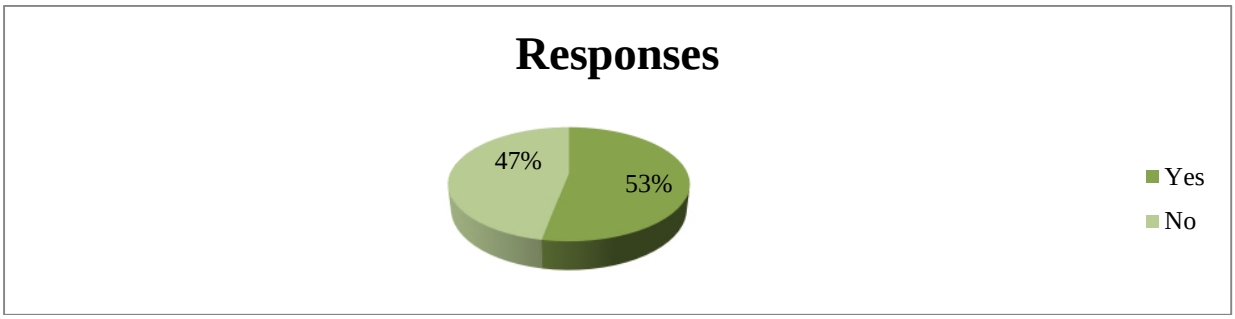

Figure 3.10: Chart pie contains responses and percentages about the instruction of teacher computer use inside classroom.

Table 3.11: Aiding material enriches the learners' knowledge.

Responses	N	%
Yes	13	87
No	2	13

The following chart and the table above are presenting teacher responses about if aiding material can enrich the learner's knowledge. (87%) Representing (13) teacher claimed (Yes), and (13%) representing (2) teachers answered by (No).

The teacher who responded by (Yes) they find educational aiding material help them to enrich the learner's knowledge because it gives an available data which enable teacher to browse through the variety of sample. And it can offer as much knowledge as teacher can , and also it can be easy to find plenty resources about a particular lesson to enrich learner's knowledge. However, some of teacher answered by (No) because they think learner's knowledge should be guided through teacher instructions that due to the best in improving the use of Educational means.

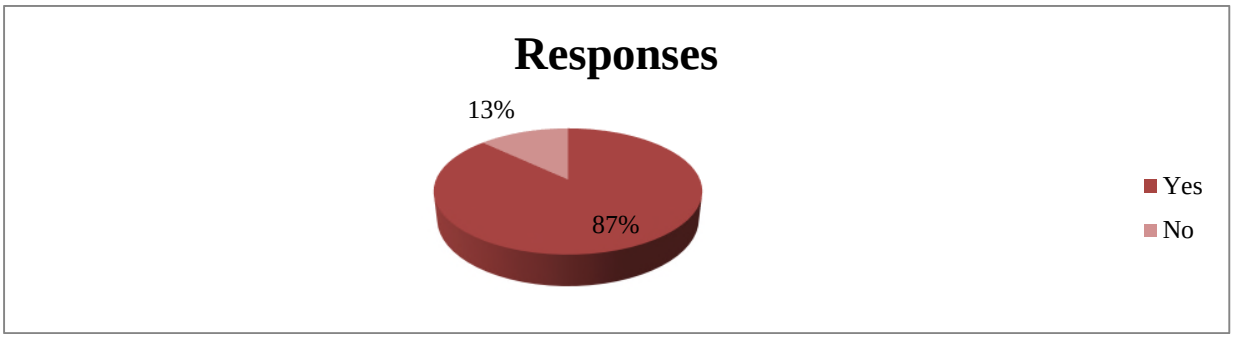

Figure 3.11: Chart pie represents the responses and percentages about if aiding material can enrich the student's knowledge.

Table 3.12: Social media help students to learn.

Responses	N	%
Yes	10	67
No	5	33

The following pie chart and the table above contains the teacher responses (number/percentage) towards the question is social media help student to learn. we find that most of teachers (10/15) ,(67%) are answered by (Yes). And (5/15), (33%) teacher responded by (No).

Most of teachers who answered by (yes) are specified the use of YouTube videos that can offer knowledge. And some of them find that social media like face book and tweeter can enhance learning English skills through chatting. On the other hand some of them responded by (No) because they find social media are used today do not really converge in such goal and students are not using it to learn.

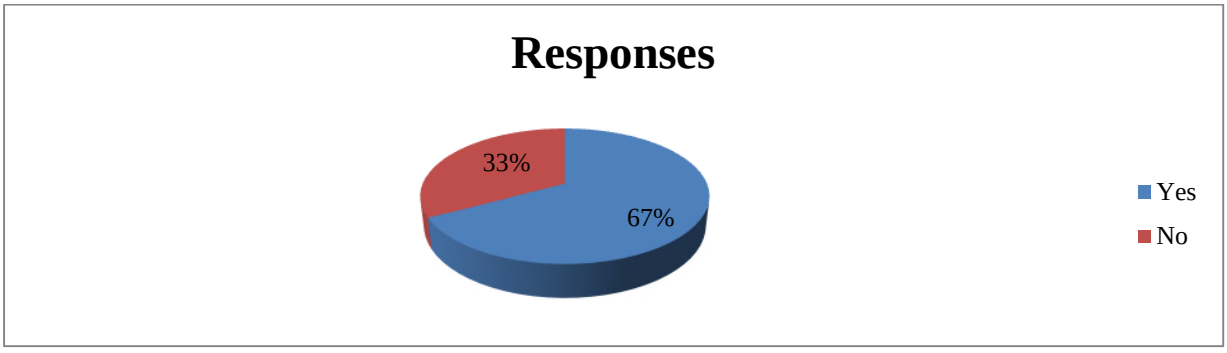

Figure 3.12: Pie chart represent the teacher responses and percentages about students knowledge enhancement toward social media.

Table 3.13: Modern aids replaces role of teacher.

Responses	N	%
Yes	3	20
No	12	80

The following chart and the table above are about the teacher responses on the question (can modern aids take the place of the teacher role?).the teachers responses was (80%) representing (12/15) teacher responded by (No), and only just (20%), (3/15) said (No).

Some teachers who find that modern aids can replace the teacher role because they can offer to much information rather than teachers can do in class. And some of them

said that there are so many effective teachers on social media who can help students to achieve more than class teachers. In the other side most of teacher claimed that teacher role remains very important, especially when it concerns adaptation of the inpute accordance with learners' preferences styles, levels …

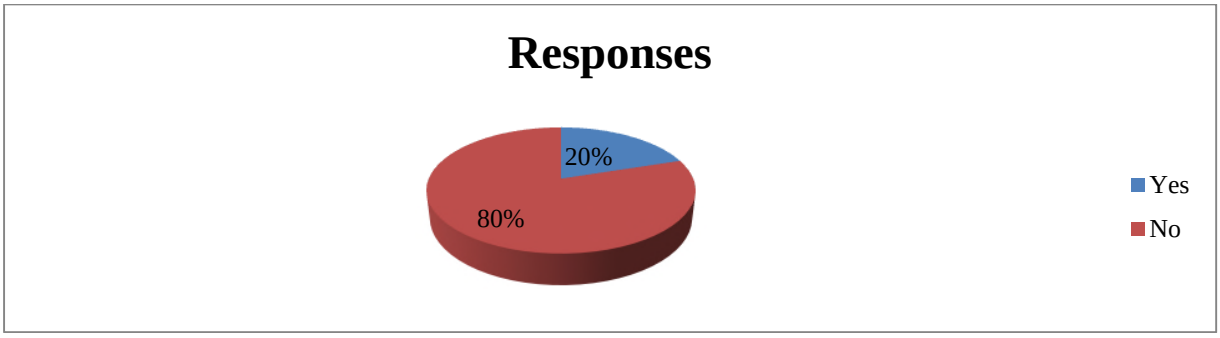

Figure 3.13: Chart pie about the teacher responses towards modern aids replaces the teacher role.

Section 2:

Table 3.14: The ways that is included in Educational Technology courses/experiences in teaching program.

Statements	Teachers number	Percentage
1 .The use of technology for personal productivity (e.g. word, processor, spreadsheets).	2 from 15	13%
2 .The use of technology for informational presentation(e.g. PowerPoint's, digital Madia).	5/15	33%
3 .The use of technology for administration and classroom management (grade/attendance books setting charts).	3/15	20%
4 .The use of Technology for communication with learners (E-mail, online chat….).	4/15	27%
5 .The use of technology to access and use electronic resources (websites, online databases).	1/15	7%
6 .The use of technology to facilitate teaching in specific concepts (computer based course ware, tutorials…).	1/15	7%
7 .The use of technology to support activities that facilitate higher order thinking (collaborative problem based activities that required analysis an synthesis of information).	2/15	13%
8 .The use of technology that support various students learning styles (e.g. use of media for auditory and visual learning).	3/15	20%

The table above and the following graph are about the different ways that is included in Educational Technology courses/experiences in teaching program. We find that (13%) representing (3/15) teachers who use technology for personal productivity . while they

answered that technology help to use the word format and spreadsheets properly and they can benefit from the technology integration in class. And some of them reported that technology makes subjects easy to learn also educational software were designed to help students discover various subject types.

In second statement, the majority of teachers (5/15) in the average of (33%) use technology for informational presentation. We noticed that technological tools ease presentation for teachers especially in seminars and viva voce's.

Thirdly, some of teacher's (3/15), (13%) who use technology for administration and classroom management explained that technology facilitates communication with students even the one's across borders.

Forth, many teachers (4/15), (27%) use technology for communication with learners because it is very useful for dissemination of information and accompany students during the research course , also technology can help students access to everything in a simple way.

Fifth, one single teacher who represents (7%) use technology to access electronic resources because websites and online databases are unavoidable nowadays and teachers consume long hours in searching for data in websites.

Sixth, also it can be highlighted that one more teacher states that using technology facilitates teaching in specific concepts while computer based course ware unlocks educational boundaries and supports virtual or online learning it has even the ability to simplify access of educational resources .

Seventh, we found that (13%), (2 out of 15) teacher use technology to facilitate higher order thinking. Because technology can help teachers in solving collaborative problems

that requires analyses and synthesis of information; however, some find the process is not yet well developed

Finally, it was noticed that (20%), (3) out of (15) teacher use technology that support various learning style because it is effective to use media auditory and visual learning, also technology can motivate learner to feel in control of what they learn and also improves the students learning skills , but the process is not well developed

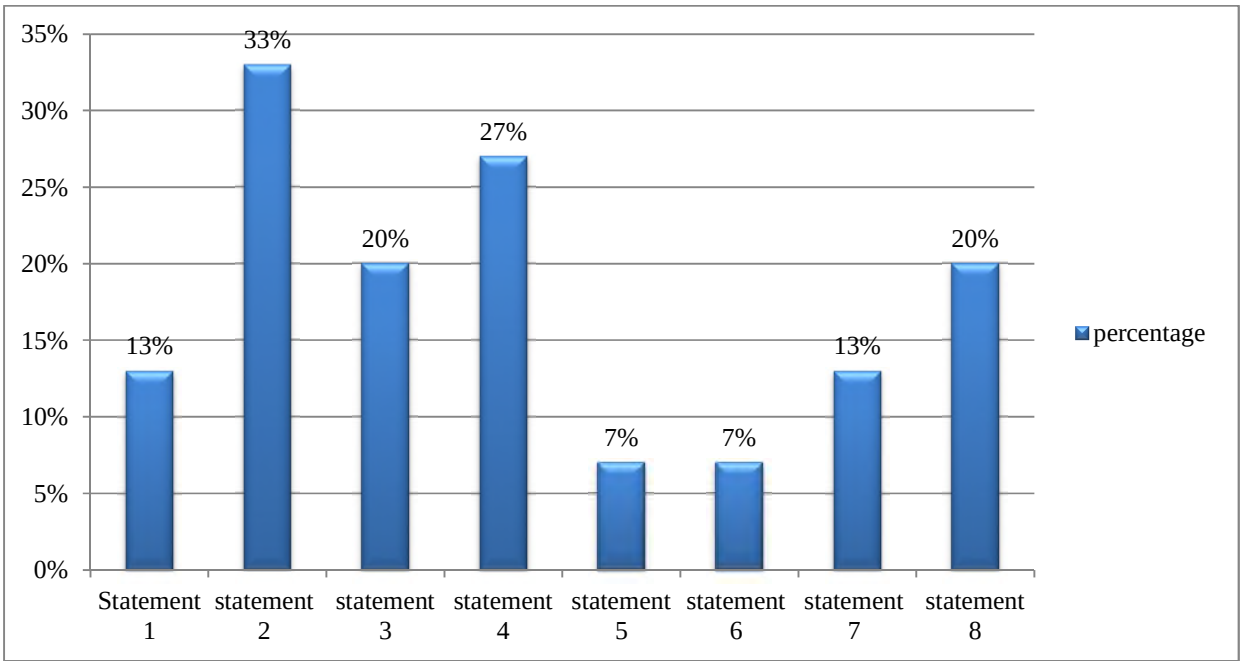

Figure 3.14: Graph represents statements and percentages of teacher ways that is included in Educational Technology courses/experiences in teaching program.

At the end of this analysis some teachers are suggested and recommended some ideas about the use of technology in EFL teaching

- **Any new process of teaching requires both teachers' and students' motivation, commitment, sustainability. If these psychological factors are missing , the avail of means serves nothing.**

- **The first thing is the availability of these technological tools such data shows, projectors plus the formation of teachers use them.**

- **It is recommended to include this issue in training teacher, in a way to make them aware of the importance of these too.**

B/ Students survey analysis

Section one : Background Information

Personal information :

A - Students Gender

Gender	N	%
Male	7	17,6%
Female	23	82,4%
Total	30	100%

Table 3.15: Student's Gender

The first question is about the student's gender. the population of the study are of different gender and different attitudes , one can notice that the majority of respondents are females , in fact , the examiner has recorded eleven males participations out of a total of thirty (17,6%), whereas (82,4%) are female participants. Which means , females are more into the use of educational technology in the filed of EFL .

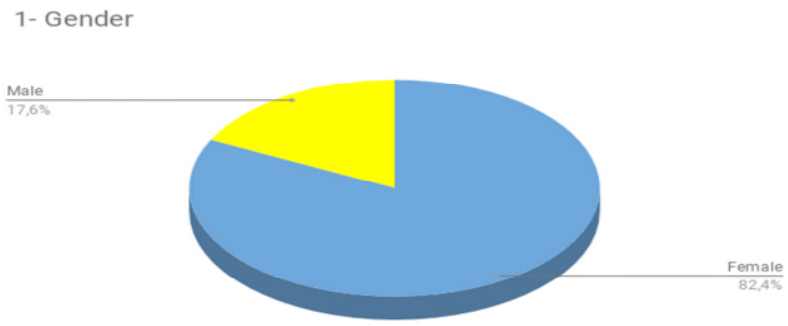

Figure 3.15: Students' Gender

B-Age :

Age	Number	percentage
18 to 20	6	17,6%
20 to 23	4	11,8%
23 to 25	18	64,74%
More than 25	2	5,94%
Total	30	100%

Table 3.16: Student's Age

The table and the pie-chart above indicate that the majority of the respondents are between the age of 23 to 25 years old .They represent the majority of the population of the study, the students aged of 18 years old are the minority of the respondents, students aged of more than 25 years old are few, the last category may be graduated from other specialties and wanted to get the diploma of English as a brilliant addition to their curriculum.

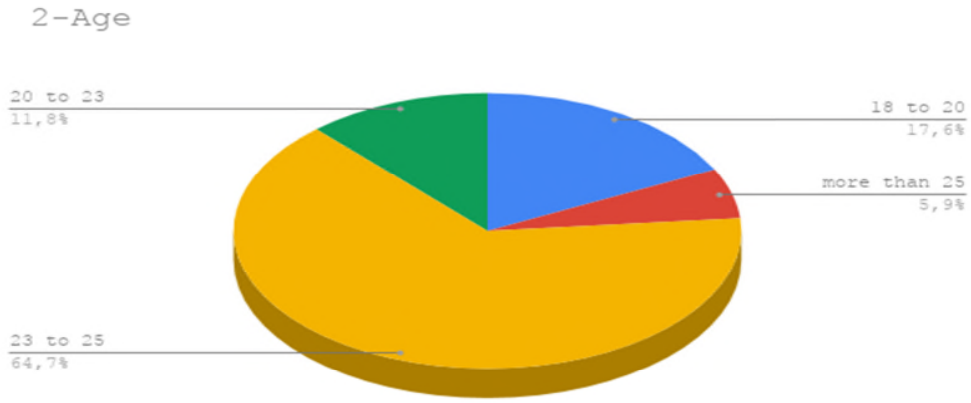

Figure 3.16: Student s' Age

C-Level

Levels	participants	Percentage
1st year	10	33,3%
2nd year	10	33,3%
3rd year	3	10%
M1	4	13,3%
M1	3	10%
Total	30	100%

Table 3.17: Levels of the participants

As it is shown in the table above , the majority of the respondents who participated in the study , are first and second year students ,that means that (66,66%) of the population of the study are somehow new to the department of English , they may have expected learning English to be different than it is actually in the university of Tiaret. Hence, their responses may be a big help to this research.

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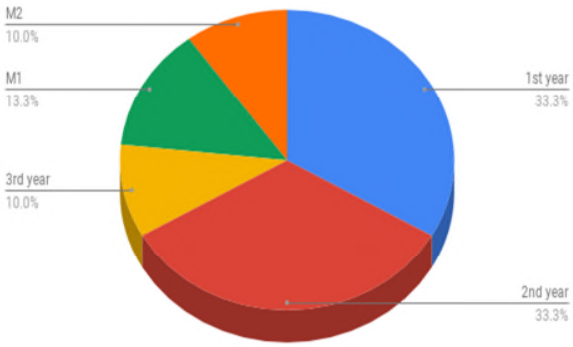

Figure 3.17: Participants' Level

Question 1 : Do your teachers use technological items in the classroom ?

Answers	Number	Percentage
Yes	5	5,9 %
No	25	94,1%
Total	30	100%

Table 3.18: The use of Technology in Class

The questionned students of Ibn khaldoun university – Tiaret were asked to answer the question by ticking yes or no. Therfore , (94,1%) of the respondents stated that their teachers do not utilize technological devices during their sessions , though (5,9%) of the answers were positive , which means that some teachers are trying to implement technology in their teaching process despite the lack of devices in the department of English .

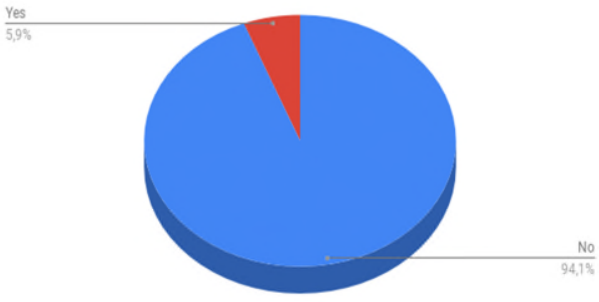

Figure 3.18 : The use of Technology in Class

Question 2: Do you prefer using technology rather than the traditional ways?

Answers	Number	Percentage
Yes	27	94,1%
No	3	5,9%
Total	30	100%

Table 3.19: Students Learning Preferences

In reply to the question above, (94, 1%) of the participants declared their preference of technology as a tool of teaching over the traditional ones , on the other hand , (5,9%) of the questioned students excluded the technological devices from their preferences list , apparently the last group is satisfied with the use of the old teaching ways and they are not seeking any change .

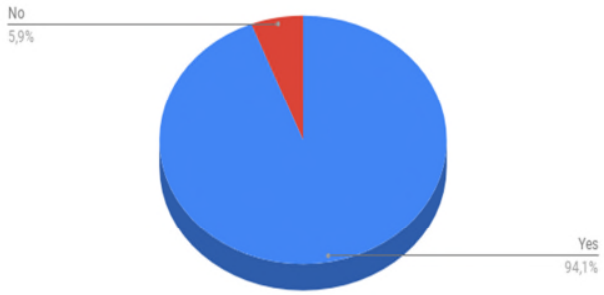

Figure 3.19: Pie-chart about Students Learning Preferences

Question 3: Do you think that the full implementation of ICTs in EFL will be beneficial?

Answer	Number	Percentage
Yes	29	77.5%
No	11	22.5%
Total	40	100%

Table 3.20: The implementation of ICTs in EFL

In reply to the question above, (77.5%) of the responses were positive , which means that the respondents are open to the full implementation of educational technology in the field of EFL, and it shows their readiness , as a step to improve their experience and benefit the most of their learning journey .

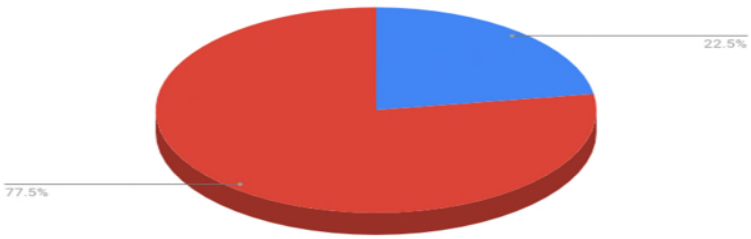

Figure 3.20 : Pie-chart of the implemention of ICTs in EFL

Question 4: .Do you think that the implementation of ICTs will be a problem for some teachers ?

Answer	Number	Percentage
Yes	33	92.5%
No	7	7.5%
Total	40	100%

Table 3.21 : The implementation of ICTs is a problem for teachers

The numbers shown above indicates that the students of english in Tiaret university ,think that most of their teachers will struggle with the implementation of educational technology in the field of EFL ,which means that (92.5%) of the respondents believe that their teachers are incompetent in terms of ICTs ,they may have had it due to an experience or just a random guess .

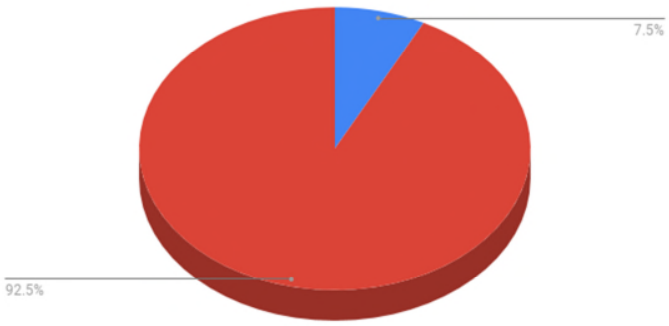

Figure 3.21: Pie-chart about The implementation of ICTs is a problem for teacher

Part two :

Statements	Respondents	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
1	30	83,33 %	16,66 %	0,00%	0,00%	0,00%	100,00 %
2	30	0,00%	0,00%	0,00%	83,33 %	16,67%	100,00 %
3	30	0,00%	0,00%	0,00%	0,00%	100,00 %	100,00 %
4	30	0,00%	0,00%	0,00%	0,00%	0,00%	100,00 %
5	30	0,00%	0,00%	0,00%	0,00%	0,00%	100,00 %
6	30	83,33 %	16,67 %	0,00%	0,00%	0,00%	100,00 %
7	30	83,33 %	16,67 %	0,00%	0,00%	0,00%	100,00 %
8	30	83,33 %	16,67 %	0,00%	0,00%	0,00%	100,00 %
9	30	0,00%	83,33 %	0,00%	0,00%	0,00%	100,00 %
10	30	0,00%	16,67 %	83,33 %	0,00%	0,00%	100,00 %
11	30	0,00%	0,00%	83,33 %	0,00%	16,67%	100,00 %

Table 3.22: Attitudes towards the use of Technology in EFL.

The respondents were asked to rate their attitude towards the use of technology in the filed of EFL , a list of eleven statement was presented in a form of a likert-typed table , the collected data was calculated and ranked as it is shown in the table above . The extracted responses remained to be varied that means that the respondents had a lot to say about the subject matter because of their different points of view within the main context . The generated data affirms that (83,33%) of the respondents agree to the

implementation of technology as a necessary tool in the field of EFL , whereas (16,67%) of the respondents are still in doubt of its importance , as they believe that the traditional teaching ways are more comfortable , and that is due to their ignorance of ICT , (16,67%) of English students claimed that they do not know how to use technology , and affirmed that its use in class make them feel anxious .The data shows that (83,33%) of the students had ticked the (Neutral) column in response to the statements (10 and 11) ,which shows their uncertainty and confusion toward the use of Ed-Tech.

3.10 Discussion of the main results

Educational technology plays a focal role in the field of Education in general. The researcher in the actual study attempts to develop using technologies in teaching and learning EFL. For this reason, the first hypothesis which replays on the question (What are the main reasons behind using the educational technologies in teaching and learning EFL?) , suggests that using technologies in learning and teaching EFL could be very effective because they lead to better learning achievements. The result of the data collected through the use of one research instrument which was student and teachers questionnaires, revealed using technology in education mentioning the case study of all educational levels at the Department of English (Ibn Khaldouns' University ,TIARET). Thus, the research instruments have the results which are obtained from both teacher and student responses that validate the first hypothesis.

The second research question was (Do the teaching aids help teacher and student enhance the EFL learning?). It was hypothesized that teaching aids help teacher for better instruction and the student became more interested and motivated in their learning. Indeed, the data collection reveals the teacher and student responses and the result was sufficient because we found that the students are more interested to learn in a modern ways, hence using the teaching aids can enhance their English learning. Also teacher explains more easily and effectively, as well as students can be more focused in the lecture.

The third research question was (How can Educational tools impact EFL teaching and learning?) it was suggested that Educational tools impacts positively EFL teaching and learning in numerous positive ways. Throughout the previous result of this study it is revealed that technology has positive impacts on the student's knowledge which can enrich and develop his learning skills, and also motivate and create the sense of autonomy for them. Furthermore, the lesson became more comprehensive for them and that leads to teacher learner's interaction.

3.11 Recommendations

- Nowadays students are less motivated by using traditional education in informational age. ICT's impacts on students learning which provides more effective information, thus technology needs to be applied in classrooms at Department of English (Ibn Khaldoun University of Tiaret).
- The Educational Technologies facilitate the teacher-learner interaction because it comes with demonstrations and illustrations that improves learners-understanding
- The teaching aiding materials should be available at the university to empower learner's skills (reading, writing, listening, speaking).
- Teachers should organize discussions on the web and publishing students learning products such as thesis and paper on the course web.
- The university should pay attention to ICT's as it can address issues of access quality and equity of education at all levels.
- It is noticeable that the establishment of teacher-student collaboration in virtual library, online data basis, and networking should be seriously explored.
- For teachers, ICT's should be prioritized and make part of the educational curriculum of our university.

3.11.1 How to Successfully Integrate Educational Technologies in ELT?

The technology integration process can be described as learning to use technology in the teaching procedure and assimilate the technology to enhance student learning (Dockstader 1999). In this frame of reference, radically, the teachers need to obtain their own technology competence and they are expected to integrate this attainment into the teaching process and hand it over to the students (Gorder 2008). Technology assimilation in the field of ELT, should be done by focusing on student learning and student component should be appropriated as foundation in all integration processes.

General Conclusion

(Gunuc (2016) stated that for the successful and effective technology implementation process in English and other disciplines, the following suggestions should be taken into account, especially by instructors:

- The teacher should know the students ease of access and readiness for ICT and should work on the technology bearing in mind the individual differences of the learners.
- Student-centered approach should be focused whenever technological devices are being used.
- The technology use should be designed in such a way that it can contribute flow of English learning of students.
- The fulfillment that students are required to reach in the four skills (listening, writing, speaking and reading) should be identified and technology should be used based on these accomplishments.
- Technology should be used in such a way that students can use English language creatively and develop basic English skills
- Learners should be cheered to use technology for learning purposes
- The environment for using high-level thinking skills such as critical thinking and creative thinking, should be provided.
- Technological devices are a must in the activities related to English language skills.
- Technological environment should be adapted to English teaching and learning and the technology framework should be organized in this track.
- The teacher should assess and improve himself/herself on his/her technological competency.
- The teacher should follow up-to-date technologies that can be used in the discipline of English, and should hold out the suitable ones in the class/curriculum
- ICT tools should be used frequently throughout the term in the English language curriculum and should be selected for each subject or activity.

- Learning milieu should be based on analytic, collaborative, active and productive technology.
- Social communication plan should be developed in the digital environment for compulsory language skills such as listening, reading, speaking and writing.
- The teacher should amalgamate the technology in a planned and decided manner at the point of acquiring English language skills.

These steps and stages in the implementation progression are essential to the accomplishment of technology integration in English language teaching. Separately from these steps and stages, the use of unstructured, random technology is distant from the integration process, and can cause damage rather than contribute to the advantage of technology in learning outcomes.

3.12 Suggestions

Throughout the investigation of our research we have to check the reasons of the poor use of Technology At department of English in Tiaret. Thus we would like to suggest and highlight the importance of using educational technology in future studies:

- The absence of practical knowledge can be an obstacle for learners well understanding, as well as teacher could not teach only by using blackboard and chalk.
- The integration of technology develops new ways, skills, techniques of learning rather than traditional education .
- Teacher should train about the concept of using some practical applications (hardware, software) and apply them in the curriculum.
- Online work can make student, teacher and administration close to each others. And that facilitate communication between them.
- The university still has no E-library and the students still need E-books for their studies. And university needs to develop a website that can make learners post their (dissertations, essays …).
- Some modules like (ICT's, aural and oral expression and phonetics…) are totally

based on the use technological tools such audio-visual aids.

3.13 Limitation of the study

Our study has contained limitations within which our finding that should be interpreted carefully and some limitations of this study have to be mentioned:

- First, in this empirical study the research presented in our work was limited by data collection instruments, therefore the study consisted only in the quantitative rather than using qualitative approach. Besides, the unavailability of certain materials and tools, also some circumstances we faced are what interrupted the use of essential methods such as classroom observation and making interviews which they can make wider information about the study.
- Second, this study tries to reach a wider area of investigation. But it was only conducted for the University of Tiaret.
- Third, the result of the study may not be accurate as the sampling unit is much smaller compared to the whole population.

The respondents (Teachers/students) are only from the English Department of Ibn Khaldoun University.

3.14 Conclusion

This chapter concerns the field work of the study which is divided in two parts (research methodology and findings or results) of the research study. The papers was conducted to investigate the perceptions of teachers and students about the Integration of Educational Technology in learning and teaching EFL at English department of Ibn Khaldoun university Tiaret, this study is to provide new ways in teaching and learning English where by the more interesting and effective lesson would be created. Teacher-learner investigation is to find out the problem behind the poor of using technology in our classrooms throughout the analyzed surveys. Moreover, this research work has been mentioned the discussion about the results, the recommendations and suggestions for the future studies.

General Conclusion

The previous study was conducted about using Educational Technology in Teaching and Learning EFL at English Department of Ibn khaldoun University. Basically is concerned with the development of the systems and processes and techniques that improves learning.

The study highlighted certain objectives such as investigating the availability of Educational technology tools and whether if it has a good impact on EFL teaching-learning. The overuse of traditional method became a serious matter that preventing student' s to make their learning progress sufficient; however, the aiding material tools has to be included in our academic curriculum.

Taking the role of using technology as element for EFL classrooms and its impact on the EFL teaching and learning process. The research introduced the following research questions:

- What are the main reasons behind using the educational technologies in teaching and learning EFL?
- Do the teaching aids help teachers and students enhance EFL learning?
- How can educational tools impact EFL teaching and learning?

To investigate the research questions above we have suggested the following hypothesis:

4 The use of educational technologies in EFL teaching could be very effective because they lead to better learning achievements.

5 The teaching aids enhance EFL Learning and Teaching as they help teachers offer better instruction and learners become more interested and motivated in their learning.

6 The educational tools can impact positively EFL teaching and learning in numerous positive ways.

The first theoretical chapter was around the use of educational technology in teaching and learning. The previous study was about the use and the impacts of technology and

what it supports in teaching and learning, also the benefits for both teachers and students. The next point was the definition of Information and Communication Technology (ICT) in education, and the teacher role using ICT's. Moreover, it has been included the role of social media and social Networking like (E-mail, Facebook, Blogging, and YouTube) in English Teaching and learning (ELT). In the other hand, the integration of Digital media in classroom such (projectors and PowerPoint's…). Also, the study has witnessed the benefits of learning outside the classroom.

The second theoretical chapter was about the status of the use of educational technologies in the Algerian context. It spells out the measures and statistics of the use of educational technology in the field of ELT and make clear the position of the Algerian higher educational system regards the implementation of new technologies in English teaching, and discuss various practices adopted by the Algerian Ministry of Higher Education regarding ICTs as a tool of education in general.

The study was giving details on the journey of the Algerian educational system, going through a succession of actions in its strategy of education. The focus of the chapter has been based on the ELT departments of the Algerian Universities, trying to capture the potential contribution of ICTs to teaching and learning in EFL.

The last chapter was a field work about the study. Research methodology provided only one research instrument which was teacher-student's questionnaire. The study considered (15) teachers and (30) students, also the large populations have been chosen randomly for the data collection.

The results were obtained from the quantitative data analysis to validate the three suggested hypothesis. Furthermore the questions posed on the teacher-learner questionnaire were taken to reply on the research questions. The collected data gave a different results concerning the use of educational technology, thus the participants'

showed a different attitudes toward the usefulness of aiding materials. However ; some informants indicated their negative opinions in using Educational Technology and they are considered it as the tools that take the role of being teacher and it can be negative on the learner themselves; because it can take them out of the field of Education.

The third chapter was given a recommendations and suggestions for the future studies to consolidate the missed tools, and the adoption of the classroom challenges, as well as the productivity of teaching and learning through the new learning elements.

Lastly, it might include that the actual study has endeavored to show a new thought in the field of Education in technological basis through exploring a numerous perspectives of the connection between learning and technology how it can be positive and what are its negative use. The research work attempted to provide the outcomes of the study process. All things considered, is to be aware and make the attention about the future studies toward teaching and learning English through Educational technology.

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Dear: Teachers

As a part of the preparation of English Master's Certificate, we are required to prepare a questionnaire. The latter is meant to collect and gather data in and can only be done through mutual cooperation. The provided information will be used for the purpose of scientific research.

Thank you.

Personal information:

A- Age:

25 to 30 years old ☐ 31 to 39 years ☐ 40 to 49 years ☐ Over 50 years ☐

B- Gender:

Male ☐ female ☐

C- Teaching experience:

1 to 5 years ☐ 6 to 15 ☐ 16 to 25 ☐ more than 25 ☐

D- Level(s) you teach:

1st year L ☐ 2nd year L ☐ 3rd year L ☐ M1 ☐ M2 ☐

I. Section one:

Please tick (√) the appropriate box (s)

1. Which educational tool do you use in teaching?

Blackboard ☐ overhead projector ☐ smart board ☐

Other tools……

2. Do the teaching aiding materials vary while you present the lecture?

Always ☐ sometimes ☐ rarely ☐ never ☐

3. When you are using the educational technologies at class. Do you feel that learners are more interested the lesson?

Always ☐ sometimes ☐ rarely ☐ never ☐

4. Do the educational technology help you to offer as much information as possible in a short period of time?

Always ☐ sometimes ☐ rarely ☐ never ☐

5. When you use the educational technologies while presenting the lesson .do you find that most of students are more efficient and interested?

Always ☐ sometimes ☐ rarely ☐ never ☐

Why? .....

6. Do you ask your students to use e-mail in order to send you their assignments?

Yes ☐ No ☐

7. Do you use computer for instruction in the classroom?

Yes ☐ No ☐

Why? .....

8. Does the educational aiding material help you to enrich the learner's knowledge?

Yes ☐ No ☐

How? .....

9. Do you think that social media like Facebook , Tweeter and YouTube… help your students to learn?

Yes ☐ No ☐

Please specify? .....

10. Can these modern aids replace the role of teachers?

Yes ☐ No ☐

If yes, How? .....

11. Is there innovative thinking behind a university's adoption of technologies in the

Yes ☐ No ☐

II. Section two:

A. Below are various ways that are included in educational technology courses/experiences in teaching programs. Please indicate if each of this methods relied to your teaching programs by selecting the appropriate box (s)

NB. Please state why/how?

1. The use of technology for personal productivity (e.g. word, processor, spreadsheets) ……. ☐
2. The use of technology for informational presentation (e.g. power points, digital media) ……. ☐
3. The use of technology for administration and classroom management (e.g. grad books attendance, setting charts) ……. ☐
4. The use of technology for communication with learners (via E-mail, Online chat…..) ……
5. The use of technology to access and use electronic resources (through websites, online Databases…) ☐ ……. ☐
6. The use of technology to facilitate teaching in specific concepts (computer-based course ware, tutorials...) ……. ☐
7. The use of technology to support activities that facilitate higher order thinking (e.g. collaborative problem based activities that required analysis and synthesis of information...) ……. ☐
8. The use of technology that support various students learning styles (e.g. use of media for auditory and visual learning…) ☐ ……

B. What are your suggestions and recommendations to introduce the use of Technology in EFL teaching?

……..……
……
……..……

Dear students

As a part of the preparation of English Master's Certificate , we are required to prepare a questionnaire. The latter is meant to collect and gather data in and can only be done through mutual cooperation. The provided information will be used for the purpose of scientific research.

Thank you.

Personal information :

a- Gender :

Male ☐ female ☐

b- Age :

18to 20 ☐ 20 to 23 ☐ 23 to 25 ☐ more than 25 ☐

c- Level :

1st year L ☐ 2nd year L ☐ 3rd year L ☐ M1 ☐ M2 ☐

Section one :

Please tick (√) the appropriate box (s) :

1. Do your teachers use technological items in the classroom ?

Yes ☐ No ☐

2. Do you prefer using technology rather than the traditional ways ?

Yes ☐ No ☐

3. **Do you think that the use of technology in classroom improves the learning process?**

Always ☐ sometimes ☐ rarely ☐ never ☐

4. **Would you say that you enjoy using technology in the classroom?**

Always ☐ sometimes ☐ rarely ☐ never ☐

5. **Does technology keep you motivated during the lesson ?**

Always ☐ sometimes ☐ rarely ☐ never ☐

6. **Do you think that use of educational technologies improve your English language skills ?**

Yes ☐ No ☐

7. **Do your teachers encourage you to type your homework and send It via E-mail rather than writing it on paper?**

Yes ☐ No ☐

8. **Do your university have a site or a forum that you can use to contact your teachers or upload your home work ?**

Yes ☐ No ☐

9. **Do you think that your university website is helpful ?**

Yes ☐ No ☐

Please ,justify your answer

.....

.....

10. Can a technological device be more helpful than a teacher ?

Yes ☐ No ☐

Please, justify your answer

……

…….....

11. Do you think that teaching English as a foreign language should be more technologically-based ?

Yes ☐ No ☐

Section two :

part one :

Tick (√) only one option for each item

	Attitudes to technology	Strongly agree	agree	Neutral	disagree	Strongly disagree
1	Technology is such a help , I enjoy using it					
2	I avoid using technology whenever I can					
3	I think using technology in class is a waste of time					

4	**I believe that technology can teach me a lot in addition to my specialty**					
5	**When my teachers use technology in class I get anxious**					
6	**Students should know how to use technology for their classes**					
7	**I'm very confident when it comes to using technology at university**					
8	**If someone doesn't know how to use technology , he should work on it**					
9	**I believe that I can improve my English language skills using my phone / pc**					
10	**Using technological devices is not important in learning languages**					
11	**Technology has many drawbacks when it comes to studies.**					

We would like to thank you for your participation

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Summary:

The purpose behind this academic research is to shed light on the role of using Educational Technology and its importance in the field of EFL Teaching and Learning.

To work on this research, the case study was conducted at Tiaret University, specifically, the Department of English. Students and Teachers were selected as the sample population, to collect data, some of our teachers and colleagues were kindly asked to respond to a questionnaire, the data collected was analyzed qualitatively and quantitatively. The findings of the study revealed that teachers and their learners encourage the use of educational technology and support it; the results obtained affirm that using ICT tools in EFL classrooms have a positive impact on both learners and teachers ; Moreover, all the participants recognized the importance of using Educational Technology and its significant role in the field of EFL.

ملخص :

الغرض من هذا البحث الأكاديمي هو تسليط الضوء على دور استخدام الوسائل التكنولوجية وأهميتها في المجال التعليمي للغة الإنجليزية كلغة أجنبية. للعمل على هذا البحث ، أجريت دراسة في جامعة تيارت ، وتحديدا قسم اللغة الإنجليزية ، تم اختيار طلبة من اقسام اللغة الإنجليزية والاساتدة كعينة لجمع البيانات ، وقد طلب من بعض أساتذتنا وزملائنا ملء الاستبيان ، تم تحليل البيانات التي تم جمعها من حيث النوعية والكمية. كشفت نتائج الدراسة أن الاساتدة ومتعلميهم يشجعون على استخدام التكنولوجيا التعليمية ؛ تؤكد النتائج التي تم الحصول عليها أن استخدام أدوات تكنولوجيا المعلومات والاتصالات في فصول اللغة الإنجليزية كلغة أجنبية له تأثير إيجابي على كل من المتعلمين والاساتدة ؛ علاوة على ذلك ، أقر جميع المشاركين بأهمية استخدام التكنولوجيا التعليمية ودورها الهام في مجال دراسة اللغة الإنجليزية كلغة أجنبية.

Résumé:

Le but de cette recherche académique est de mettre en évidence le rôle et l’importance des Technologies Educatives dans L’enseignement et L’apprentissage de L’anglais comme un Langue étrangère. Pour mener à bien cette recherche, une étude a été réalisée à l’Université de Tiaret, en particulier au département d’anglais, sur la base de laquelle les étudiants ont été sélectionnés pour collecter des données. Les résultats de l'étude ont révélé que les enseignants et leurs apprenants sont encouragés à utiliser les technologies éducatives: les résultats obtenus confirment que l'utilisation des TICE en anglais en tant que langue étrangère a un impact positif sur les apprenants et les professeurs ; Et son rôle important dans le domaine de l'anglais en tant que langue étrangère.