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Developing EFL teachers' instructional practices by using ICTs  
The Case of Third Year Students of Mechri El-Missoum High school of Tiaret

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Requirements for the Master Degree in Linguistics.

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## ***Dedication***

I first thank **God** who makes this work possible

I dedicate this Work:

To my dearest Parents, for their unfailing support and prayers

To my grandmothers, **Halima & Aiacha**

To my sisters, **Soumia, Khadidja. Meriem**

To my brother, **Mohamed**

To my closest Friends, **Abd El-Rezak, Abd El-Hak, Zine El-dine, Mostafa**

To all people who know me

To all my family **BENAHMED** and **BENSAID**

Special Thank for all the dearest persons to my heart

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## **Abstract**

Teachers of English as a foreign language in the twenty-first century have the potential to use information and communication technologies in their teaching. Increased access to online tools for students and better equipped facilities make it possible for educators to fully integrate ICT as part of their practices making it a great aid to learning and teaching.

The aim of this study was to investigate the views and knowledge of English language teachers about the effectiveness of using ICT in developing students' language abilities. The research was conducted in the secondary school of Meshri Al-Masoum in Tiaret. Data were collected using two tools: questionnaires (for 04 teachers and 20 students) and classroom observation as another method of confirming the results. Content analysis methods were used to examine the data. The results show that the use of ICT facilitates EFL teachers' practices and student learning process, helps save time, provides more opportunities for more activities, limits non-disciplinary behaviors of students and encourages the leadership role of teachers. As a result, the use of ICT helps English language teachers teach more professionally, attract students' willingness to learn and improve their English level and eases the classroom organization process.

This paper also suggests that the effective right use of ICT can help teachers of English as a foreign language in their teaching career in order to develop knowledge and the skills (reading, listening, speaking and writing) learners need for successful English learning and communicative use.

**Key words:** online tools, ICT facilities, students' willingness.

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## **Liste of abbreviations :**

**ICT:** Information Communication and Technology

**EFL:** English as a Foreign language

**TEFL:** Teaching English as a Foreign language

**OHP:** Overhead Projector

**ELT:** English language Teaching

**CALL:** Computer Assisted Language Learning

**GTM:** Grammar Translation Method

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## *General Introduction*

## General Introduction:

The rapid Progress of the age of technology has made it occupy a great place in different areas of our life. The field most affected by technology is “Education”. This is why more experts are supporting the integration of technology that can increase the overall experience in the English foreign language classroom.

With the great importance of the English language learners have difficulty in learning it due to boredom, lack of focus and motivation. The results are very average. So, what are we going to do to tackle this problem?

Every teacher is responsible for making the English foreign language classes attractive and thinks out of the right way to make that possible. The most effective way is to suggest changing the traditional activities suggested in the textbooks and to show how teachers should exploit technology and be able to creatively integrate it into the classroom.

The teacher is the class manager who plays an essential role providing learning through the use of accessible technological innovations. Therefore, this study aims to answer the following questions:

- How can the use of information and communication technology (ICT) be effective with English language teachers in their teaching English as a foreign language (TEFL) in Algeria?

Answering this question requires the following hypothesis:

- Information and communication technology (ICT) can have a positive effect on teaching English as a foreign language and make the English language lessons very attractive.

This work has been tested in the field of linguistics, and is divided on three chapters; the first chapter is a glimpse of teaching English as a foreign language. It begins with a discussion of the exceptional status of the English language in Algeria and the need to master it. We also covered a set of definitions about some of the concepts that belong to teaching English as a foreign language.

In addition, we shed light on the importance and the use of ICT in learning and teaching English language (TFL) by presenting its advantages and objectives to both teacher and student.

Second chapter is the practical aspect of the research. It will deals with the nature of the analysis and the sample to which it will be applied; it consists of two tools: the first is a questionnaire that was conducted on the section of students of English as a foreign language in the secondary school in Tiaret. The purpose of the questionnaire is to find out whether teachers of Mechri El- Missoum secondary school seek to increase the motivation of their students and change the classroom atmosphere by integrating ICT in their English teaching practices. The second tool is the observation in the EFL category.

Chapter three is a general discussion of the outcomes of classroom teaching in the traditional EFL methods without integrating ICT, giving us a glimpse about the impact of modern technologies on developing proficient EFL teachers. These results also guide us to provide some suggestions and solutions that may help the teacher to enhance the skills of the students (reading, listening, speaking, and writing) using advanced and different technological methods.

*Chapter One*  
*Literature Review*

## **Introduction**

English has become the language of the modern age and is the language spoken and studied everywhere. It is taught at all educational levels, and may be well acquired by the use of ICT which has already changed the way people learn different languages. Therefore, this chapter will discuss the value of the English language in the educational stages. It will deal with the impact of using ICT as a new tool for teaching English as a foreign language and how it can help EFL teachers in their profession as well as EFL students in the process of English language learning.

### **1.1. The Study of TEFL**

#### **1.1.1. Teaching**

Teaching is the act of guiding others and helping them in the learning process. It is a practice that conveys the knowledge to people who are far from the field of study that is being taught. It is a humanistic profession and compassion. It is the utmost feeling of understanding and showing others that you are concerned about them. *“Teaching is the arrangement of contingencies and reinforcements of reinforcement under which students learn.” (Skinner 1968:64)*

Teaching is a matter of personal encounter and especially what role teachers themselves play in facilitating the learning of the language and in particular the foreign languages. The teacher’s work is to help his students how to learn and how they can acquire knowledge inside the classroom and even outside it.

(Applied linguistics courses, 2016)

There are two basic different ways to understand teaching. The first sees teaching as a teacher-centered activity in which knowledge is passed on from someone who has acquired that knowledge to the novice learners: teaching as a means of transferring knowledge. The second sees teaching as a learner-centered activity, in which the teacher ensures that learning is possible for novice learners and supports, guides and encourages them in their active and independent creation of new knowledge: teaching as the creation of auxiliary knowledge.

(Didactic Strategies and technologies for education, 2013, p.23)

### 1.1.2. The Spread of English Language in Algeria

Nowadays, English has become the lingua franca of almost everyone around the world, as it has become the most widely used language for communication. *“One might guess here, if the spread of English continues at the current rate, by the year 2000, it will outnumber non-native speakers than its native speakers.”* (Bray Catchro, 1983, p.3)

According to this quote, we recognize that English is and will continue to be the strongest and the most important among the world’s languages.

Realizing the importance of English as a foreign language in the world, curriculum developers in Algeria have integrated English as another foreign language into the national education system. Given the potential for this foreign language to be taught in a more positive environment in Algeria by making it taught in schools; four years in the middle school which are the basic period for well learning the English language, and three years in the secondary school.

(TEFL in Algeria, 2011, p.33)

Education in Algeria gives its learners the opportunity to learn English as a foreign language inside the classroom as well as outside the classroom. That is why, Richards says: *“In a foreign language environment, there is always an effort to acquire a standard form of English abroad rather than some local form of English.”* (1972:87). for this reason, Algerian schools should pay more attention to enhancing learners’ English abilities, as need reinforcement to help their students to master the English language and improve their level. These improvements can only be achieved with the help of qualified English language teachers since English is an essential subject in our schools and education.

(Fatima Al-Zaghar, 2013, p.10)

### 1.1.3. TEFL in Algeria

In Algeria, English is considered as a foreign language. Teaching English as a foreign language (TEFL) begins in the middle school. From the first year of middle school, learners study English as a foreign language three times a week with an EFL teacher.

Learning English as a foreign language early can develop a lifelong ability to communicate with more people, as Miliani claimed: *“The early introduction of foreign languages is of utmost importance.”* (Miliani 2000:24)

Teaching English as a foreign language in Algeria follow many objectives, we can mention the most important two:

- Helping our society live in harmony with modernity by providing the learner with some language tools necessary for an effective communication.
- Giving every learner the opportunity to access science, technology, and global culture while avoiding its dangers. (The Algerian Curriculum, pg.4)

Teaching English as a foreign language in Algeria should not be limited to the use of the traditional textbooks, but should adopt materials and technological devices, better school facilities and classroom conditions that attract the interest of students, and most importantly, the formation of local teachers with a high level of fluency in the English language (it is close to native fluency in English).

(Naziha Benosmane, 2006, p.38)

Teaching English to non-native speakers provides a great cultural exchange, and allows you to explore your language from a whole new perspective. TEFL may offer the opportunity to travel the world and impart your knowledge of the English language to motivated and enthusiastic students who are eager to interact with a native speaker. This takes you out of your comfort zone into a job market that always needs willing and motivated teachers. (John Barnes)

## **1.2. The characteristics of professional EFL teacher**

In teaching English as a foreign language, the greatest responsibility in the classroom lies with the teacher. The role of the teacher is not only to measure the abilities of the learners in terms of product but also in terms of process and he can realize this if he/she makes extra efforts to push the students to do the work and understand foreigners well the language because hard work always brings success.



Teaching/acquiring English as a foreign language requires professional teachers with personal qualities and specific training. A skilled teacher is someone who can meet the need of students, make the classroom comfortable, and have a good sense of humor, and being interested in foreign languages and other cultures. On the other hand, successful EFL teaching is not only about the personality of the teacher, but also about understanding the real students' need for foreign language learners. These problems cannot be avoided only by using traditional teaching methods such as textbooks, instructional text, vocabulary, grammar and exercises which are called printed language because it is important for the teacher to apply his/her methods and abilities in order to change the printed language to language that expresses a living mind. There are some points that any professional EFL teacher should highlight in their classes:

- Background knowledge on the subject being taught.
- Using effective technological methods.
- Get answers to every question asked in class.
- Possess the necessary cognitive knowledge to satisfy the learners' curiosity.

Like Anderson (2009), many other scholars believe that *“any teacher should possess some inner abilities that allow him undertake his task successfully. The teacher then, likes an artist, a painter, a singer, or a writer should possess some qualities that are crucial in his profession.”*

(Applied Linguistics courses, 2016)

The teacher also needs to pay attention to three questions:

- What English language should teach?
- How can the practice be purposeful?
- How to prepare and implement a series of interesting, well-organized lessons?

According to the general belief, English teacher can be found easily but getting a good one can be very difficult. So, the teachers must be familiar with the field they are teaching. In addition, the case of being a good teacher requires the characteristics of being patient because not all students have the same level of English proficiency and must show good confidence. With today's generation of computer companions, a

good teacher will be required to have a compulsory computer skill, especially for English language teaching.

(Luisa Fernanda Rodriguez, 1980, 307-38)

### 1.3. ICT New Tool for Teaching

The term ICT, or information and communication technology, refers to forms of technology used to transmit, process, store, create, display, share, or exchange information by electronic means. This broad definition of ICT includes technologies such as radio, television, video, DVD, telephone, satellite systems, computer and networking hardware and software, as well as equipment and services associated with these technologies, such as video conferencing, e-mail, and blogging.

(Mohammed Abdulkareem A.Al Kamel, Dr Santosh . Chouthaiwale, p.30)

The term ICT is defined as “*Forms of technology used for creating, displaying, storing, manipulating, and exchanging information.*” (Meleisea, 2007, cited in Nguyen, Williams and Nguyen, 2012, p.3). It should be noted that the term ICT includes not only computers such as desktop computers, laptops or notebook computers, but also radio, television, CDs, DVDs, projectors, printers, interactive whiteboards, satellites, modems and Wi-Fi networks, smart phones, tablets. Moreover, it also includes technologies such as social networking. (Anderson 3)

ICT has witnessed great development during the last decades. This development has not only changed the way we live and understand things, but has greatly affected teaching and the way we learn. Just twenty years ago, the classroom still consisted of blackboards, cassette players, calculators, and very limited internet access. While nowadays, both teachers and students have many options with the use of technology in their classes. Materials such as interactive whiteboards, projectors, tablet computers, smart phone applications, and many other internet resources make up academic devices and tools as is prevalent in today’s schools.

(Ioana Lorena Dumitrean, 2017/2018, p.5)

Information and communication technology (ICT) has opened up new opportunities to restructure language and learning/teaching settings. Nowadays, ICT has offered different approaches and brought new challenges to languages learners as well as teachers. The responsibility for learning tasks has shifted towards the learners and this has led to a fundamental change in the roles of teachers. *“The general finding supports the fact that technology has the capacity to afford opportunities for powerful teaching and learning environments.”* (Hermans, Tondeur, Van Broak, and Valcke, 2008)

(Babak Ghasemi and Masoud Hashemi, p.3098)

#### **1.4. The Use of ICT with Foreign Language Learners**

Foreign language learners must adapt to the new role of ICT in the learning process. They have been given new responsibilities with the spread of foreign languages, and this requires greater commitment such as the desire to learn, think about and improve modern learning strategies, and make choices regarding individual learning style.

ICT is often said to increase motivation (Grabe & Grabe, 2005). It is much related to learner autonomy (Duda, 2005). In other words, must be able to make their own decisions related to their learning; define their own goals and objectives, choose contents and materials, methods and techniques, organize their learning, and evaluate their progress. This means that ICT is suitable for their independence because it provides them with the opportunity to acquire quickly, comfortably and freely. This is more evident in the use of the internet which is a global library and resource center where information can be accessed quickly and efficiently, learners can thus benefit from a wide range of indigenous language materials and resources that can be selected according to learning needs, goals, methods, strategies, and preferences. (Richards, 2005)

(Babak Ghasemi, Masoud Hashemi, p.3098)

The use of technology with foreign language learners has many reasons; we can summarize it as follows. First of all, technology exposes learners to native language. Second, it allows access to wider sources of information and different types of language. In addition, it provides foreign language learners with opportunities to connect with the outside world. Next, technology emerges and directs a learner-centered approach. Finally, it develops learner

autonomy, which is, allowing learners to rely on themselves and their mental abilities. (Tenio, 20)

The integration of ICT into the teaching of English as a foreign language will affect all learning processes in the future much more than it does today. *“As a matter of fact, the use of technologies provides learners with unprecedented opportunities to practice English and involve themselves in authentic environment of language use.”* (Kramsch and Thorne, 2002)

(Moustari Soumia, 2012, p.32)

Educators and researchers believe that ICT:

- ❖ Provides more autonomy for the learner, more self-directed activities and organization of learning processes.
- ❖ Encouraging interactive work.
- ❖ Advocating for a change in the distribution of the learner’s role whereby learners assume teaching functions.
- ❖ Enable contents to be constantly updated with minimal effort.
- ❖ Provide faster access to educational materials.
- ❖ Provide greater opportunities for individual forms of learning.

As it can *“attracts their attention and elevates their interest in learning.”* (Kuo, 2009, p.25)

(Anthony Fitzpatrick, 2004, p.18)

### **1.5. The Need for ICT Integration in TEFL**

In recent years, there has been great interest in how to integrate ICT as a means to improve the efficiency and effectiveness of teaching at all levels and especially, in teaching English as a foreign language.

There is a wide range of effective programs to support teaching English as a foreign language that have been educationally selected and used creatively and motivating, enabling teachers and learners to engage in tasks in ways not possible with printed materials. ICTs have the potential to support non-specialist teachers, by identifying and using models of native speakers of the English language to acquire language skills, or to expand the range of

voices in the classroom. Through the use of the learning platform, ICTs can complement training programs to help maintain support over the coming years by training increasing numbers of teachers to teach EFL at the primary level. According to Daniels (2002) *“In a very short period of time, ICT has become one of the basic building blocks of modern society. Many countries now consider the understanding of ICT and the mastery of basic ICT skills and concepts as part of the core of education.”*

(Babak Ghasemi, Masoud Al Hashemi, 2011, p. 3097)

ICT enhances interactive teaching methods and provides teachers with many opportunities for creativity. When using technology in an educational way, the teacher stimulates his students' curiosity about how languages work, raises the level of cognitive challenge, and increases their ability to be independent in using the English language.

The teacher should think critically about teaching English with technology, new methods rather than old ones used in the classroom. Teaching through technology has many advantages. The Internet provides up-to-date and up-to-date data, it stores a huge amount of information that can be retrieved quickly and easily. For English language teaching purposes, technology facilitates the work of the teachers, enables the teacher to pass on more information to more students in a shorter time. Teachers must play their part in providing an easy teaching environment that opens learners' minds to new possibilities. As Zepp (2005) points out, *teachers must link education goals to the effective use of ICTs.*

A good teaching environment needs to be coordinated with a good learning environment. This can be achieved if teachers have a positive attitude towards ICT. *Teaching using modern technology must have a positive attitude to motivate learners, facilitate their teaching tasks and guide them (Pramela 2006).*

(Babak Ghasemi, Masoud Al Hashemi, 2011, p. 3101)

The use of information and communication technology has positive effects in teaching English. Its effect depends largely on the way it is used, teachers' motivation, and prior knowledge of it.

The following effects are most evident when ICTs are used to support English language teaching:

- The possibility of adapting the educational materials easily, in accordance with the conditions and the needs of the learner and his response.
- ICT allows to respond to correct information. It also provides access to reliable materials on the web.
- Possibility to integrate basic tools (texts, images, audio and video clips...) to develop basic English language skills.
- English lessons become more interesting and less ordinary, which enhances the participation of learners.
- ICT enables you to focus on one specific aspect of the lesson (pronunciation, vocabulary...), instead of being confused.

(Padurian and Marjan, 2009, p. 12)

## 1.6. Technological Devices Used in EFL

Information and communication technology (ICT) means are numerous and some of them will be presented in detail in this paper as follows:

**1.6.1. Audio devices:** The most common and most widely used devices used by modern language teachers are still the CD player and audio recorder. Recently, the web has served as an additional source of authenticated listening materials thanks to the possibility of fast downloading using MP3 programs.

**1.6.2. Video:** The use of sound-linked moving images provides learners with the possibility to recognize all the important elements of spoken communication: gestures, conjunctions, vocalizations, intonation, all embedded in natural and cultural contexts. It provides devices such as DVD players, video tapes, web resources, and camcorders with ease.

**1.6.3. Television and Radio Broadcasts:** Both satellite and terrestrial radio and television programs provide easy access to contemporary, culturally rich programming for the English language learner. The immediacy of current technology programs ensures learners' exposure to the language is up-to-date and embedded in the real world of native speakers. It is more effective when combined with face-to-face training courses in educational institutions. Broadcasts are particularly useful for

reaching a larger number of learners who might not normally consider learning English, but who might be attracted by attractive courses.

**1.6.4. Overhead Projectors:** Projector, which is a new method of teaching, is very useful and an alternative to chalk and talking. This type of multimedia also ensures high quality teaching. It is an important visual aid for displaying context on the large class. OHP allows teachers to use pictures and graphs and reduces teacher work by drawing it on the blackboard. Using more than OHP Complex resources can be brought into any classroom and are easy to use, versatile, and easy for students to take notes from.

**1.6.5. iPods:** iPod, one of the multimedia devices, helps users to create, deliver and exchange text, text, audio and video as per the requirements. Thus, it is clear that ELT has evolved largely due to the flow of technologies.

**1.6.6. Computers:** With the introduction of the multimedia computer, the learner and the teacher have a tool that can combine all the advantages of the above-mentioned media into a compact and easily accessible form. The computer can be used as a local machine (standalone) or within a network. The important role that computers play is enabling teachers and students of English language to engage in world-wide exchanges and communication.

(Anthony Fitzpatrick, 2004, p. 12)

## 1.7. The Benefits of Using ICTs in EFL Classroom

In the same way that the use of ICTs affects students, teachers and their learning and teaching processes, the potential of ICTs has been shown to be a powerful tool for foreign language teaching, particularly in the English as a Foreign Language (EFL) discipline. As mentioned earlier, when referring to the role of ICT in English language learning and teaching, it is important to consider the impact of technology nowadays due to the unstoppable growing presence of digital media. The role of ICT is now more important than ever due to the fact that the majority of learners use their technological devices every day to search for information on any topic, talk about the latest news, communicate with friends through social networks, use different applications for different purposes, etc.

In the field of education, especially in the case of learning English as a foreign language, it has been demonstrated that technology can be used by students not only singly, but also collaboratively when they work in teams or develop a project in groups. At the same time, it enhances their motivation and inclusion. When learning and acquiring a foreign language such as English, motivation plays a very important role.

(Ioana Lorena Dumitrean, 2017/2018, p. 9-10)

Many authors have highlighted the benefits of ICT in language learning. Darasawang and Reinders (2010) stated that an online language support system helps in promoting learner autonomy. Another factor that contributes to ICT is motivation. *“The flourishing of multimedia technology including visual aids, sounds, videos, animations, etc. motivates learners, attracts their attention and increases their interest in learning”* (Ko, 2009, p. 25).

Moreover, Internet connectivity gives learners access to a huge amount of original material to make learning English more enjoyable (Dang, 2011). That is, applying online resources for activities in and out of the classroom can lead to enhancing their competencies in listening, speaking, reading and writing.

For example, according to Kelsen (2009, p. 3), “YouTube has the potential to connect learners with authentic English input through what is likely already part of their life experience...and provides a context in which they can interact, exchange ideas, share feelings, and engage in an environment web list”

(Dang Hoang Tri and Nhung Hong Thi Nguyen, p. 34-35)

In the teaching and learning process and especially for students of EFL, the helpfulness of ICT and the different types of technologies is necessary and essential to increase the teacher’s and student’s efficiency since it becomes a part of the real life of the 21st century. “In the technological revolution and the information age, using technology in teaching English becomes a fact of life” (Chapelle, 2001, p. 1, Jung, 2006)

(Daniela Tamo, 2014, p. 299-302)



## 1.8. ICT capabilities

The research conducted so far has shown that the most important achievements of ICT in the field of education are as follows:

- Raising the quality of learning and teaching it to students and students.
- Easy access to a very large volume of information and knowledge available in the world.
- Quick and timely access to information in a very short time.
- Reducing some educational expenses.
- Improving the quality, accuracy and scientific texts of academic disciplines.
- Indirect creation of learning experiences.
- Create an interest in learning.
- Increase learning opportunities.
- Teachers can assess students, collect necessary information and provide appropriate feedback to students.

(Babak Ghasemi and Masoud Al Hashemi, 2011, p. 3099)

## 1.9. Improving Students' Four Skills Using ICTs

In the following paragraphs, each strategy is explained with its corresponding skills regarding its improvement through the use of ICT.

**1.9.1. Reading Skill:** In terms of reading skill, ICT provides teachers and learners with the possibility to find a large amount of texts online. Whereas in the past, texts were only available in the form of books, newspapers and magazines, and reading and understanding the text was possible only through print sources and a printed dictionary to look up the meaning of words, nowadays teachers can provide students with many articles. Today, texts are more than just words or symbols.

Lindner states in his project "ICT and the Four Key Language Skills" that *"it seems clear that the advent of ICT has had a very significant impact on our reading habits in everyday life. When we take the train or bus, we rarely see anyone carrying a real book or newspaper in hand. Instead, people hold their noses over tablets, e-books and of course computers and*

*smartphones*” (13). This of course affects all members of society, including those who work and study in the field of education.

Students can read texts online using their tablets or laptops during class, or individually at home. With a huge variety of topics, teachers can choose the topics that are most attractive to students, match the level of the class, and engage them in the reading process. One option is to use e-books. Which improve students' reading ability because of its many advantages that printed books do not provide.

**1.9.2. Speaking Skill:** In ancient times, in order to practice speaking skill, students usually had to read written texts aloud. Today, speaking, which for many researchers is one of the most difficult skills along with listening, is improved by requiring students to prepare an oral presentation and talk about it in front of the rest of the class. When preparing the oral presentation, students can use their laptops, tablets, or smartphones to search for information.

Another activity is showing students TED videos on YouTube about academic and cultural aspects, or about anything related to the unit they are working on, and asking them to give their opinion about it at the end. Another activity that also involves the use of videos and the results are usually entertaining and funny for the students is watching people speaking with different dialects of English.

Nowadays, it is very easy for students to watch videos where people communicate and note their vocabulary, pronunciation patterns of certain words, use of grammar and grouping, etc. In her article “ICTs to Enhance Speaking Skills” Coboraj emphasizes that in the case of speaking, it is possible to the teacher may use the interactive whiteboard to provide students with all kinds of materials that interest them (845).

**1.9.3. The Listening Skill:** Whereas in the past teachers had to carry an audio cassette player with them in order to do a listening activity with students, today teachers can use a computer and projector to enable students to watch online English videos on YouTube, compare different dialects, or watch favorite films or series in English Get used to pronouncing different expressions, listening to songs in English, etc.

According to a rapture article titled “Computer Aided Language Learning to Improve Students’ Listening Skills”, “The application of an appropriate teaching method plays an important role in the teaching/learning process including teaching listening as a skill” (1150). Furthermore, she argues that students have difficulties understanding native speakers and in producing a native English accent and pronunciation, and that students in most classes lack enthusiasm and act as passive listeners. Emphasizes that Computer Assisted Language Learning (CALL) is a way to motivate students and take an active part in the learning process (1150).

Furthermore, students can now use online dictionaries such as the Oxford English Dictionary which also provides correct pronunciation, as well as providing a definition of the word in question. The same happens with the use of podcasts and online recordings that give students the opportunity to pause and replay the parts they didn't understand. Aside from all the online resources available.

**1.9.4. Writing Skill:** In the past, it was very difficult to find ways to access instant information when you type. Teachers, professors and students had to find different books and volumes of encyclopedias, articles and various papers in libraries, newspapers and magazines. It was common practice to use traditional tools such as pen and paper or a typewriter, as well as a printed dictionary on hand in case there was a need to look up words and their meaning.

Nowadays, with the great development of information and communication technology (ICT), it has become common to use laptops, tablets, e-books or smart phones to write instead of using pen and paper. Furthermore, many students are required to write their writing using Microsoft Office applications such as Word, send it via email, or use Google Drive and share the writing with the teacher. In this way, it is not only easy for teachers to correct because handwriting legibility is no longer an issue, but they can also check if students know how to present a paper appropriately by taking into account elements of accuracy such as using margins, line spacing, font size, etc. Lindner adds that *“these interactive functions that computers can provide compared to traditional writing instruments, such as pen and paper or a typewriter, are a great resource for both teacher and students. They provide corrections clear and fast and thus enables the learner to work at his own pace”* (17).

(Ioana Lorena Dumitrean, 2004, p. 18-24)

### **1.10. Classroom Design and Organization**

The integration of ICT into teaching should be an important component of the school education project and its implementation that should actually take place within the school. At the same time, there should be a plan describing the management of ICT in alignment with the school's infrastructure and resources. There are cases where the school infrastructure does not allow the installation of ICT on a large scale.

Traditional classrooms must be rearranged with new technologies by providing more energy, innovative tools and seating, in addition to having rooms with connecting doors, printer, scanner and screen that allow students to give their presentations, enjoy learning, and increase their English skills and knowledge. Changing classroom design requires creating three main spaces for student use; Networked computer services, modern offices with a digital whiteboard and screen connected to the teacher's computer and a private space with wireless internet access. (Gillian Eddy, 2011, p. 3)

Regarding the ICT devices that a high school should be equipped with, this includes many technologies. At a minimum, each classroom should include a computer or laptop, along with a digital projector and speakers. If not, then most classes, rather than having a whiteboard, should merge a file Whiteboard or interactive whiteboard. The new technologies and innovations have changed the way that English is learned in the classroom, as it begins in changing the classroom itself. New technologies devices such as projectors, interactive whiteboards, laptop computers and wireless internet have opened up the classroom to the outside world. (Garry Motteram, 2013, p. 2)

(Ioana Lorena Dumitrean, 2017/2018, p. 36)

### **Conclusion**

To conclude, this chapter focuses on showing the importance of teaching/learning the English as a foreign language (EFL) in Algerian schools by giving a status to the implementation of information and communication technology (ICT) as a positive impact for improving the teachers' EFL knowledge and their future career in order to facilitate the EFL

understanding for the learners, since, it has a great role, benefits, and objectives that change the classroom conditions.

*Chapter Two*  
*Research Methodology and Data Collection*

## **Introduction**

Research is defined as the careful study of a particular concern or problem using scientific methods. It is a valuable phase that provides answers to different matters. It is a set of selections prepared on the basis of some theoretical and practical conditions leading to a structured research work and, more importantly, some well-controlled findings. The current chapter is designed accordingly.

This part of the work is to investigate teachers' and students' point of view toward the use of ICT in teaching English as a foreign language and how can ICT change the classroom atmosphere and how can EFL teachers develop their students' level and enhance their skills.

### **2.1. Participants and Setting**

To have an exact result about the teachers' use of ICT in their EFL classes, a small-scale questionnaire was designed, administered, and then analyzed. A summary of the outcomes is demonstrated in this chapter because these research methods are based on collecting, analyzing and then interpreting the data.

This chapter is the practical side; thus, it based on a functional analysis. This later is applied on a set of pupils in Mechri El-Missoum High School which is the secondary school in which I studied for three years, and the teachers of the English language there are new (which means that they are not affiliated with the traditional school). So, to obtain better results, a quantitative questionnaire that is a kind of a written interview, containing 07 questions was designed for 20 students (12 female students and 8 male students) of third year literary and foreign languages stream, their aged between 17 and 19 years old. Those students are chosen to be the members of the sample of this study for different reasons. First, because they are third year students, they have normally acquired a good deal of English language (they can participate and interact with their teacher in English), and they are chosen because they are relevant to the context of this study (learning English as a foreign language). Finally, like all the current generation they are in touch and involved with the electronic news and technological devices. Students' questionnaire is divided to four-sections and designed with a total of 7 items in the close questions format. The first section elicited background information. The second section, was restricted to as few as two options (Yes/No questions). The third section consisted of the items in the close-ended format of three questions includes very complex lists of options that the student can choose from (e.g., important, motivating,

interesting, not interesting). The final section dealt with optional questions to investigate students' perceptions and expectations of the use of ICT in English language learning.

Besides 08 questions for 04 EFL teachers (3 female teachers and 1 male teacher) who are teaching EL more than four years, they have recently graduated from the university, and they are the professors of the new generation, which has a good relationship and knowledge of modern information and communication technology. Teachers' questionnaire is divided to four-section in which the first one is about the professional experience. The second section dealt with two dichotomous questions (Yes and No questions). The third section contained three direct items for the purpose of obtaining data that will help to answer the main questions of this research. The final section containing three optional questions dealt with the implementation of different methods of teaching (ICT and its devices and the traditional method) in class.

The second instrument about data collection techniques and data analysis procedures is observation which is about teaching EFL by and without ICT in the EFL classroom.

## **2.2. Data Collection Tools**

To answer the research questions and collect data about implementing ICT in EFL teaching, we utilize the following research tools:

### **2.2.1. Questionnaire**

The questionnaire is a list of questions that are answered by many peoples, and in this part of research, is designed to gain further perspectives for the situation of teaching English in the secondary school for teachers and students, whether they like the use of ICT or they prefer the traditional method. The questionnaire might be the main instrument that can serve as means of collecting an exact amount of data with a minimum of time and efforts. It is easy to control, as it also provides a general view of the investigated problem which is difficult to obtain by other means of investigation. Questionnaires allow the gathering of reliable and valid data, relatively, in a short time. Often a questionnaire uses both open and closed questions to collect data. This is beneficial as it means both quantitative and qualitative data can be obtained.

- 1. Qualitative Questionnaire:** Qualitative questions aim to extract information that is not easily quantifiable such as feelings, behaviors, and motivations for making a



choice. By asking open-ended questions, and following up with “why?”, respondents are given the freedom to express what led them to these decisions. Qualitative research focuses on personalized behavior, such as habits or motivations behind their decisions. This can be gathered through contextual inquiries or interviews to learn more about feelings, attitudes, and habits that are harder to quantify but offer important additional context to support statistical data.

- 2. Quantitative Questionnaire:** Quantitative questions is about collecting information that can be expressed numerically by asking closed questions. Researchers often use it to match up data about specific demographics. It is usually conducted through surveys or web analytics, often including large volumes of people to ensure trends are statistically representative. Even when the survey audience is very large, quantitative research can be targeted towards a specific audience, usually determined by demographic information such as age, gender, geographic location.

### **2.2.2. Observation**

The observation is a basic tool that allowed the observed teacher to gain a lot by getting feedback on his/her development as a teacher. Based on careful remarks of data collected from class observation, some results concerning teachers’ methods and students’ needs and attitudes can be gathered.

## **2.3. Procedures**

The questionnaire was given to teachers of English in Mechri El-Missoum High School in Rahouia\_Tiaret. It is concerned with teachers’ background information and their point of view about integrating technology in EFL teaching. Both open questions and closed ones are included in the questionnaire in order to get as exact information as possible.

The observation was made in an EFL classroom with students of secondary school for three weeks of the English teaching process.

## **2.4. Data Analysis**

The researcher gathered information and data from different sources, which took an amount of time.

### **2.4.1. Analysis of Students Questionnaire Findings**

**Q1: As an EFL student, what do you think of today's ICT (computer, Internet...etc)?**

Options	Participants	percentages
Normal	02	10%
Interesting	06	30%
obligatory	12	60%
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table1:** Students' Opinions' about Today's ICT

The aim of this question is to have an idea about the students' perceptions toward the spread of technology lately. Through the analysis of data collected from the students' answers of secondary school, it seems that the majority of students (**60%**) saw that the use of ICT is an obligation, because they need it everywhere. Unlike, the minority of them (**30%**) seemed that they are interesting about ICT. But the rest of them, (**10%**) said that either the presence or the absence of ICT is the same.

**Q2: Have you ever used ICT for Learning English?**

Options	Participants	Percentage
Yes	16	80%
No	04	20%
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table2:** Students' Use of ICT in English Learning

This question looks at Students' use of ICT for English learning. From the data collected from learners, most of the participants (**80%**) confessed that they depend on the use of ICT in their EFL process because it develops their English level. While, a few amounts of students (**20%**) do not use technology in their learning, they like to depend on their own efforts.

**Q3: If yes, for what reasons do you personally use Internet?**

Options	Participants	Percentage
Study/	10	50%

research		
cultivate	02	10%
entertainment	08	40%
<b>Total</b>	<b>20</b>	<b>100</b>

**Table3:** Students' Reasons behind Using Internet

The results presented in question three aims to know the reasons behind using ICT. The biggest percentage of students (**50%**), use the internet for their studies, it helps them to enhance their skills (reading, listening, speaking, and writing), as it can help them in doing their research easily thanks to the new innovations. While, (**40%**) of students uses the internet as a tool of amusement (for chatting and reading Facebook posts, etc.). And the other (**10%**) use the internet to develop their cultural level (knowing by others' customs and ideas).

**Q4: Do you accept if your teacher use ICT in classroom?**

Options	Participants	Percentage
yes	18	90%
no	02	10%
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table4:** Students' Acceptability Use of ICT in Classroom

Question four aims to know if the students are supporting the integration of ICT in their EFL teaching. It seems that most of students (**90%**) like if their teachers apply and teach them by technology because it is helpful and it can facilitate their learning process and increase their English abilities. Only (**10%**) refused the integration of ICT in their EFL learning, simply because they are not interested by using technology to learn.

**Q5: If yes, what kind of ICT components you want your teacher to implement in classroom?**

Options	Participants	Percentage
Computer	06	24%
Internet	08	32%
videos	04	16%

I Pads	02	08%
Power Point	05	20%
<b>Total</b>	<b>25</b>	<b>100%</b>

**Table5:** The ICT Components that Students like to be used in Classroom

The aim of this question is to know the preferable technological devices from students. The majority of students (**32%**) wish if their teachers teach them using the internet, videos (**16%**) and power point (**20%**). Unlike, the rest of them (08%) wish to learn by using the I Pads.

**Q6: What do you think of using ICT in the English session?**

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
Important	06	30%
motivating	12	60%
not interesting	02	10%
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table6:** students' thought about using ICT in the English session

The researcher's aim from question six is to know about the point view of students toward the ICT in English session. (**60%**) of students considered that teaching English by using technology is motivating (their motivation can be raised if the new innovations are used in classroom.) (**30%**) of students responded that ICT is important for a positive classroom atmosphere. But (**10%**) said that ICT is not interesting in the classroom, which means that they prefer the traditional ways of learning or they are not interesting by the English language itself.

**Q7: Which way of learning do you prefer? Justify.**

<b>Options</b>	<b>participants</b>	<b>Percentage</b>
Traditional methods	02	10%
modern	18	90%

methods		
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table7:** The best way that student prefer to learn by

Question seven investigates the way that student prefer to learn by. The table above shows that the greatest number of learners (**90%**) prefer the modern methods to under encouraging conditions. While meagre number (**10%**) chooses the traditional methods. They are not involved in the use of technology.

### 2.4.2. Analysis of Teachers questionnaire findings

**Q1: What is your personal point of view about integrating ICT in the educational process?**

#### Comment

Question one looks for the teachers' personal thinking about integrating ICT in teaching. The first teacher said that using ICT in the classroom help students to comprehend their lessons and improve their vocabulary knowledge, so that they will be active students. The second one stated that ICT helps in brain storming the ideas, also, to maximize and optimize the amount of learners' interaction. The same thing for the third teacher who said that ICT makes teaching English easier, shorten the time, motivate students and increase their participation and make students understand much more in the classroom. But there was a teacher refused the use of ICT in teaching, he said that ICT makes him weak and it neglected the teacher role in the EFL classroom, and they simply like to work with documents, dictionaries and handouts.

**Q2: As an EFL teacher, do you use ICT in classroom?**

Options	Participants	Percentage
yes	01	20%
no	01	20%
sometimes	02	60%
<b>Total</b>	<b>04</b>	<b>100%</b>

**Table01:** teachers' use of ICT in classroom

Question two aims to know if EFL teachers are using technology in their classes or not. The majority of teachers (**60%**) claimed that they use ICT rarely, just in some situation to push their students to be more active during the class. A small number of teachers (**20%**) are implementing ICT to teach English because of the lack of the needed materials. Unlike to the rest of teachers do not use ICT at all because they are not interesting by its use.

**Q3: If yes, what kind of ICT components do you use to motivate your learners to learn the English language?**

Options	Participants	Percentage
Computer	02	25%
Internet	01	12,5%
Videos	02	25%
tape-recorder	01	12,5%
PowerPoint	02	25%
<b>Total</b>	<b>08</b>	<b>100%</b>

**Table02:** the ICT components that motivate EFL learners.

Question three is to recognize the ICT components most useful for EFL teaching. Some of them (**25%**) depend on the use of computers, videos and power point facilities to teach their students and to well transmit the knowledge because they are more enjoyable and useful, and (**12, 5%**) use the internet (it is not available at school) and the tape-recorder.

**Q4: Which method do you think best serves the purpose of teaching EFL?**

Options	participants	percentage
ICTs	03	80%
traditional methods	01	20%
<b>Total</b>	<b>04</b>	<b>100</b>

**Table 03:** the method that best serves the purpose of EFL teaching

Question number four aims to know the best method for EFL teaching. Almost, the majority of teachers (**80%**) prefer integrating ICT in their practical practices; they found that technology is very useful and necessary for teaching/learning English (even if there aren't enough technological devices at school). But, (**20%**) saw that traditional methods still having their special value in English teaching.

**Q5: What are the students' reactions when you used ICTs?**

Options	Participants	Percentage
Satisfied	03	80%
Unsatisfied	01	20%
<b>Total</b>	<b>04</b>	<b>100%</b>

**Table 04:** students' reaction about using ICT in classroom

The first three teachers (**80%**) mentioned that their students are satisfied of the way they are learning English since the ICT use can increase their level, motivation and helps them to achieve their goals successfully. The other teacher admitted that his students are unsatisfied about the teacher's use of ICT because he dislikes ICT and he has no idea even how to apply it.

**Q6: Do you think that integrating ICT in EFL teaching can motivate your learners?**

Options	Participants	Percentage
Yes	03	75%
No	01	25%
<b>Total</b>	<b>04</b>	<b>100%</b>

**Table 05:** Teachers' perceptions toward the ICT use as a motivation

The three teachers (**75%**) thought that ICT can be considered as a motivation in an EFL classroom, students are always motivated when dealing with technology. The other one said that ICT cannot be motivated, we can depend only on pair/groups work, and some help from the teacher with a positive classroom atmosphere.

**Q7: What were the main constraints you faced when using ICT in classroom?**

**Comments:** After collecting the answers, it seems that all teachers faced the same constraints when implementing ICT in classroom. The lack of electricity was the main obstacles that teachers faced when they decided to apply ICT in the class, the classrooms are not equipped enough, and they feel that the English language is not appreciated at all.

**Q8: Do you have an electronic devices or internet connection at school or at home?**

**Comments:** Two teachers responded that they have electronic devices and internet connection at home as well as at school, unlike the third teacher who has these materials only at home which make things difficult for him to apply ICT in teaching English for his students.

**Additional comments are welcome to be added**

In this point, the fourth teacher that refused implementing ICT in EFL teaching, admitted that there is a lack of experience in teaching on general and a lack of training in EFL in particular, the shortage of technological devices and the internet connection at school. This means that the students are not really given opportunities to learn and to practice English. As he claimed, those three (3) hours a week is far from being sufficient and from reaching the stated goals and objectives.

**2.4.3. Analysis of observation acts****2.4.3.1. Description of the observation**

After the data collected from teachers' and students' questionnaire, an observation of one month (one hour in each session) took place to check the answers for the questionnaire questions and to check the validity and credibility of the answers. The observation is done without informing neither the teacher nor the learners i.e. both the teacher's and the learners' behavior was natural during the observation. The first observation session took place on January 11<sup>th</sup>, 2021 during a reading session whereas the last one took place on February 08<sup>th</sup>, 2021 in a grammar session.

According to the sessions we have attended, we observed that the teacher took too much time talking about unimportant things and sometimes stayed quite with the learners especially in reading and grammar sessions, in which the learners were less motivated and uninteresting. In the reading session the teacher devoted a good deal of time exploring a text



about “counterfeiting” while during the grammar session she spent a long time exploring grammatical points to the learners about “the passive voice”. Classroom observation reveals that the teacher gives learners opportunities to participate through asking questions and allocating turns not only to the good students but also to average learners. In addition to that, we noticed that the teacher was using the Grammar Translation Method (GTM) all the time, which means that the students under this situation will not be able to reach their goals of developing their skills in English.

Concerning the amount of learners’ participation, it was average in the reading session. When the teacher asked a question, the number of learners who wanted voluntarily to give answers ranged between six and eight, whereas, in the grammar session, the learners’ participation was low; when the teacher asked a question only one or two learners gave answers, and sometimes the teacher questions received no response. Our observation showed that the collaborative works are hardly used by the teacher where the individual work is most dominated in the class. The amount of interaction in an EFL classroom is low because of the lack of providing interesting topics and motivating atmosphere of debates and exchanging ideas, especially in grammar sessions. In addition, the teacher does not react toward the wrong answers of her learners. In which, she does not encourage her learners when they make mistakes and give wrong answers. What was most noticeable in the classroom is the absence of ICT that motivate students and encourage them to make extra efforts to increase their level in English.

We attended many sessions with different streams and what we remarked is that the teacher has the same method of teaching with all the other classes not just with the literary ones.

**Conclusion:**

Implementing ICT in EFL classroom is of great helpfulness in learning and teaching process, it can help to enhance the students’ skills in English and increase the interaction and participation in the classroom. ICT has the potential to make teachers more involved in the context of teaching, it can develop their ways and methods of teaching, provide them with extra power and creativity to control their EFL classes and best convey their knowledge and facilitate the fulfillment of students’ needs and reaching the stated objectives of teaching and learning English in the right way.

## *Chapter Three*

### *Discussing the Results and Recommendations*

**Introduction**

After knowing most of the obstacles that Mechri El-Missoum Secondary School students face in EFL courses, we have to give some possible solutions and suggestions, which we hope will solve some of these identified problems, especially for EFL teachers. This chapter ends with a brief summary of the limitations of this study.

**3.1. Discussion of the findings**

Based on the results obtained through teachers' and students' questionnaires and classroom observations, many predictions were made to prove the credibility of our hypothesis that integrating ICT can help teachers in their teaching practices and help them develop and deliver their own teaching methods. It also gives them a great opportunity to perfect their practice, increase their knowledge of the English program and take control of their classroom.

We conclude from teachers' and students' questionnaires that teaching English as a foreign language is not an easy task for students in general and teachers in particular because they are classroom managers, they need to apply ICTs in EFL classrooms to accomplish their teaching task well. And succeed in doing it to the fullest, because English is a very important and necessary language because it is full of challenges. By using ICT, the EFL teacher can develop the skills of his students (reading, writing, listening and speaking) that we talked about in the first chapter to be fully proficient in foreign languages.

From what was mentioned before and after making a general observation of the results, the statistics obtained from the analysis of the questionnaire show that the presence of ICT in the teaching of English as a foreign language is an obligation because most students do not like the way they learn English in school and are not valued for launch. However, the teacher must be familiar with the application of technology in the classroom to suit the needs of their students and their language level.

According to the observation made, we have noticed that even if teachers do not use any technological devices while teaching English due to many obstacles and complete lack of various modern equipment, most students would like their teachers to integrate ICT into the teaching and learning process. Both teachers and students believe that incorporating

technological innovations into teaching encourages students to share and discuss their ideas, make the class more enjoyable and successfully raise the level of achievement, as they can be useful in enhancing students' skills, motivating them, and building an interactive classroom atmosphere. It can also help teachers teach their students according to their individual learning styles.

### **3.2. ICT and teacher professional development**

From the previous questionnaires and class notes, we conclude that teaching English as a foreign language by traditional methods is not effective at all; Students are bored and not interested in studying English because the absence of ICT in the classroom discourages them and lowers their level of English, even for a teachers, teaching without ICT makes their explanations incredibly difficult. On the contrary, the application of information, communication and technology in an EFL classroom has a significant impact on changing the way knowledge is received. For educators, ICT is a practical resource that gives educators ample opportunities to practice their work effectively, as it is a useful tool to improve their educational career and future career.

The possibility of using information and communication technologies in teaching English as a foreign language enables teachers to make their classes comfortable. Increased access to online tools for students and better equipped facilities make it possible for educators to fully integrate ICT as part of their practices making it a great aid to learning and teaching. Technology is already a part of students' daily lives and its use in teaching has been shown to have positive effects on language acquisition. It has also been shown that these positive effects result partly from the possibilities available when ICTs are successfully integrated into teaching and partly because of the effects they have on students' emotional factors, such as motivation, participation, and attitude towards the subject. According to Lai and Pratt (2008) *the most obvious effects of ICT use for teachers were not the change of teaching philosophy or pedagogy, as one might hope, but the improved efficiency of management and administration of teaching, accessing resources for preparing teaching materials and presenting lessons.*

### **3.3. Suggestions for teaching EFL**

In recent years, the issue of the use of new information technologies in schools has been increasingly raised. This is not only new technical means, but also new forms and methods of teaching, a new method of the learning process. The main goal of teaching foreign languages is the formation and development of the communicative culture of school students, teaching practical mastery of a foreign language. The teacher's task is to create conditions for practical mastery of the language for each student, to choose teaching methods that allow each student to show his activity and creativity. The teacher's task is to activate the cognitive activity of the student in the process of teaching foreign languages. Modern pedagogical technologies such as collaborative learning, project methodology, the use of new information technologies, Internet resources help to implement a personality-oriented approach to learning, providing personalization and differentiation in learning, taking into account the abilities of students, their level of learning.

In English lessons with the help of the Internet, it is possible to solve a number of didactic tasks: to form reading skills and abilities, using materials from the World Wide Web; improve the writing skills of schoolchildren; updating students' vocabulary; To create motivation for students to learn English. In addition, the work aims to explore the possibilities of Internet technologies to expand the horizons of school students, to establish and maintain external relations and contacts with peers in English-speaking countries.

#### **3.3.1. Using Electronic Dictionaries in EFL Classroom**

For language teachers and learners to participate in an increasingly digital world, they will need to use technology across the English language to meet their educational and personal needs. Not so long ago, electronic dictionaries began to enter the classrooms of English as a foreign language, becoming more and more popular among school students. In addition to reading dictionaries, students can also hear pronunciation, watch explainer videos, and use other functions (links, cross-references, etc.) An environment that can have an impact on student outcomes. This is not surprising - although electronic dictionaries can be used as a tool in the same ways that paper dictionaries can, they are capable of more than those tools, and both learners and educators must understand the

advantages and responsibilities of using electronic dictionaries. Therefore, some researchers consider electronic dictionaries to be valuable tools in teaching and learning English as a foreign language.

Dictionaries are very useful tools for language learning. English learners should give great importance to reading and listening. Thus, dictionaries are simple tools that help language learners to check pronunciation, spelling, and unknown words. More importantly, it gives meanings to words that the user did not understand. Also, in learner dictionaries that most students of English as a foreign language use, they provide information about how a word is used in a sentence. They are used to help a language learner check the meanings of words or phrases they do not understand, as well as the uses.

### **3.3.2. Using Mobile Phone**

The current technological era has witnessed great progress in the world of mobile technology. Mobile devices are now an integral part of everyday life. Due to the fact that mobile devices can be used to serve a number of functions, EFL learners can regularly use them to enhance the learning process and achieve good learning outcomes.

Students can think of a wide range of topics to produce a dramatic project with their mobile phones. To start, they can get ideas from many popular shows on TV, including talk shows, game shows, news specials, and parodies.

### **3.3.3. Blended Learning**

The concept of blended learning appeared to overcome the obstacles of e-learning. This type of e-learning and traditional, ordinary education is an education that does not eliminate e-learning or regular education, but rather mixes the two together, as it combines e-learning activities with face-to-face normal education activities.

Blended learning came to combine the advantages of e-learning and the advantages of traditional education. Blended learning provides flexibility for teachers and students as teachers can design lessons that combine the best of traditional education with the features available in electronic means to achieve desired educational outcomes. Also, blended

learning frees the teacher from the restrictions of the classroom and restricts giving scientific material to the class. As he can benefit from electronic means to give part of the lesson in the traditional classroom and complete the lesson at home electronically or vice versa.

The global emphasis on the use of technology in education is increasing because of its positive effects in teaching foreign languages. MacDonald stated that *“the use of modern technology is not the only source of language education, but if used in the right way, it will have a great impact in the classes of learning English as a foreign language.”*

### **3.3.4. Power-point Presentation**

Something as basic as Power-Point presentations proves to be the most popular among students. Power-Point presentations are delivered in the classroom, remain online, and allow students to revisit the presentations they liked the most, examine new vocabulary items presented in Power-Point reports, and review new knowledge about topics that are most interesting to them. *“PowerPoint presentations can be used in many ways in the ESL classroom as well as in other classrooms. Presentations can be used for initial teaching, for practice and drilling, for games, for reviews, and for tests.”* Don L. Fisher

### **3.3.5. Using Videos in EFL Teaching**

Video is widely used to introduce and stimulate interest in a topic, to give information on cultural background and the occasional general language. This is generally interpreted as the development of listening skills, and refers to the belief that something useful can always be obtained from a video.

Slightly less than half of organizations find video useful for reviewing and presenting elements of the language in context. Video has also been found useful in developing professional competence but is of little use for developing social competence. The way in which the video component of the lesson is handled varies greatly, depending on the group of students, the type of video material and the function it is expected to perform. However, almost all organizations submit and follow video materials.

The video is of course used to develop different skills at different times. It has been found most helpful in developing auditory/oral skills, especially listening skills. Interpreting language skills in a broad sense, the video is useful to stimulate the ability to interpret the interaction of comprehension and productivity skills within a full context. This alerting of the powers of observation and comprehension can be called emotional skills. Video is sometimes used as an incentive to practice reading and writing skills, but not effectively.

### **3.4. Limitation of the Research**

Even if some positive results were identified in this study to confirm the effectiveness of integrating ICT into secondary school teaching and motivation towards English language teaching and learning, some limitations of the current study can be noted before generalizing the results.

The first limitation of this research is the paucity of books in the library and the vast documents available in the websites which impede the correct selection of appropriate information for the topic. The second limitation, is the low number of pupils who answered the questionnaire. Although the questions in the questionnaire were very simple, some students did not understand it because their level of English is very low, and for this reason, we had to give an explanation in Arabic to get the correct information.

### **3.5. Recommendations**

There is no doubt that ICT is a valuable and innovative educational tool that promotes the learning of English as a foreign language, especially in Algerian schools. Teaching English in schools by implementing ICT demands the teachers to be familiar with the use of ICT in class. They need to have enough knowledge and skills, especially in using computers and other technological devices. Hence, English teachers need to use the opportunities offered, such as the internet in developing and increasing the teaching and learning of English, as well as improving students' grammar and the four language skills (reading, listening, speaking, and writing).

The use of technology has positive effects on teaching and learning English. Technology can be applied to teaching practices to enhance and facilitate foreign language learning.



Computer, internet, smart boards, mobile phones, video games, etc. are used in the target language learning process to increase students' motivation and language awareness. The application of ICT will result in a diversity of English language content, pedagogical contexts and methods in the teaching environment. ICT makes the English language an interactive, flexible and innovative environment.

School management should take responsibility for introducing technological devices as a primary concern for EFL teachers to use in teaching when needed. In addition, the Ministry of Education should give greater importance to the intervention of ICT in EFL courses as an essential part of educational programs. ICT in English for foreign language classes has a positive impact on pupils' success. It provides a relaxed atmosphere, enhances language activities and EFL skills and develops student participation in the classroom.

### **Conclusion**

This chapter has covered the general discussion of findings showing that teaching English as a foreign language without the application of ICTs and new technological devices dampens student motivation and reduces classroom participation. Teaching using ICT can be useful for teachers to improve students' EFL skills (reading, listening, speaking and writing) and their knowledge of English. On the other hand, we have tried to provide some suggestions and solutions for teaching English by integrating ICT to help teachers in their work.

## *General Conclusion*

## **General conclusion**

Rapidly growing advances in information and communication technology (ICT) have made potential contributions to English language education over the past few decades. Indeed, the use of technologies provides learners with unprecedented opportunities to practice English and engage themselves in real environments of language use.

These technological opportunities can offer new methods that may change and enhance the learning and the teaching process. Also, the classroom atmosphere can be transformed along with the available equipment namely, Internet, TV programs, Projectors, Email, Blogs, Videos, Electronic dictionaries and so forth.

In this research work, the main objective was to clarify the value of English as a foreign language in Algerian schools and how the use of ICTs can affect the acquisition of this knowledge. The research consists of three main chapters presenting the meaning of the terms EFL and ICT and their place in Algerian schools with reference to the concepts of these last two terms in the first chapter along with teaching English as a foreign language and the importance of information and communication technology in facilitating and changing the teaching profession. The characteristics of a professional EFL teacher are also presented in this chapter and an overview of the use of ICTs with learners of foreign languages and technology in TEFL (Teaching English as a Foreign Language) is provided. In addition, the advantages and objectives behind teaching English as a foreign language in schools are explored in the first chapter.

The second chapter dealt with the description of the sample and the participants on whom the study was applied. Then, a brief look was given to define the data collection tools, namely: questionnaires (for both teacher and student) and class observation which was about data collection techniques and data analysis procedures.

After collecting the required information through the two tools, a summary of the analysis was carried out. An additional questionnaire was also conducted in this part of the work and its findings and results were presented.

While the third chapter was about discussing the results obtained from the questionnaire of teachers and students, as well as the classroom observation, which allowed us to know the reason for the failure to master and teach English as a foreign language in most Algerian schools. By

discussing the results, we can learn how ICTs can help improve teacher development. Finally, a set of suggestions, recommendations, and limitations to the current research are also presented in this part of the research.

Knowing that there are many problems and challenges that teachers face in the use of ICT in teaching English as a foreign language in Algeria, this study proves that a large number of teachers believe that ICT may be an important tool in promoting the teaching of English as a foreign language easily. and their teaching practices, helping learners along with their learning process. Most EFL teachers support the idea of applying ICT in English classes as a motivational tool and as a classroom management guide. This can be a positive force towards the involvement and development of ICT in advancing educational principles, specifically in the teaching and learning of English as a foreign language.

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## *Appendices*

## Students' questionnaire

Dear students you are kindly requested to answer the following questions. Put a cross in the right box (It is possible to cross more than one box)

Age: ..... Sex: .....

1. As EFL student, what do you think of today's ICT (computer, Internet...etc)?

Normal  interesting  obligatory

2. Have you ever used ICT for Learning English?

Yes  No

3. If yes, for what reasons do you personally use Internet?

Study/ research  cultivate  entertainment

4. Do you accept if your teacher uses ICT in classroom?

Yes  No

5. If yes, what kind of ICT components you want your teacher to implement in classroom?

Computer  Internet  videos  tape-recorder

PowerPoint

6. What do you think of using ICT in the English session?

Motivating  important  not interesting



7. Which way of learning do you prefer? Justify.

Traditional method

Modern method

.....

.....

.....

# Teachers' questionnaire

Dear teachers, you are kindly requested to answer the following questions. Your comments are highly required.

- How long have you been teaching English? .....

1. What is your personal point of view about integrating ICT in the educational process?

.....  
.....  
.....

2. As an EFL teacher, do you use ICT in classroom?

Yes

No

Sometimes

3. If yes, what kind of ICT components do you use to motivate your learners to learn the English language?

Computer

Internet

videos

tape-recorder

PowerPoint

4. Which method do you think best serves the purpose of teaching EFL?

ICTs

traditional methods

5. What are the students' reactions when you use ICTs in your classroom?

Satisfied

Unsatisfied

6. Do you think that integrating ICT in EFL teaching can motivate your learners?

Yes

No

7. What were the main constraints you faced when using ICT in classroom?

Comment.....  
.....  
.....

8. Do you have an electronic devices or internet connection at school or at home?

Comment.....  
.....  
.....

- Additional comments are welcome to be added

.....  
.....  
.....

## الملخص

يتمتع مدرسو اللغة الإنجليزية كلغة أجنبية في القرن الحادي والعشرين بالقدرة على استخدام تقنيات المعلومات والاتصالات في تدريسهم. زيادة الوصول إلى الأدوات عبر الإنترنت للطلاب والمرافق المجهزة بشكل أفضل تجعل من الممكن للمعلمين دمج تكنولوجيا المعلومات والاتصالات بشكل كامل كجزء من ممارساتهم مما يجعلها مساعدة كبيرة للتعليم والتدريس.

الهدف من هذه الدراسة هو التعرف على آراء ومعرفة معلمي اللغة الإنجليزية حول فاعلية استخدام تكنولوجيا المعلومات والاتصالات في تنمية القدرات اللغوية لدى الطلاب. أجرى البحث في ثانوية مشري الميسوم بتيارت. تم جمع البيانات باستخدام أداتين: الاستبيانات (لـ 04 مدرس و20 طالبًا) والملاحظة الصفية كطريقة أخرى لتأكيد النتائج. تم استخدام طرق تحليل المحتوى لفحص البيانات. تظهر النتائج أن استخدام تكنولوجيا المعلومات والاتصالات يسهل ممارسات معلمي اللغة الإنجليزية كلغة أجنبية وعملية تعلم الطلاب، ويساعد على توفير الوقت، ويوفر المزيد من الفرص لمزيد من الأنشطة، ويحد من السلوكيات غير التأديبية للطلاب ويشجع على الدور القيادي للمعلمين. ونتيجة لذلك، فإن استخدام تكنولوجيا المعلومات والاتصالات يساعد معلمي اللغة الإنجليزية على التدريس بشكل أكثر احترافًا، وجذب رغبة الطلاب في التعلم وتحسين مستواهم في اللغة الإنجليزية وتسهيل عملية تنظيم الفصل الدراسي.

تقترح هذه الورقة أيضاً أن الاستخدام الصحيح الفعال لتكنولوجيا المعلومات والاتصالات يمكن أن يساعد معلمي اللغة الإنجليزية كلغة أجنبية في حياتهم التدريسية من أجل تطوير المعرفة والمهارات (القراءة والاستماع والتحدث والكتابة) التي يحتاجها المتعلمون لتعلم اللغة الإنجليزية بنجاح واستخدام التواصل.

**الكلمات الرئيسية:** أدوات الإنترنت، مرافق تكنولوجيا المعلومات والاتصالات، رغبة الطلاب.

## Résumé

Les professeurs d'anglais comme langue étrangère au XXI<sup>e</sup> siècle ont le potentiel d'utiliser les technologies de l'information et de la communication dans leur enseignement. Un accès accru aux outils en ligne pour les étudiants et des installations mieux équipées permette aux éducateurs d'intégrer pleinement les TIC dans leurs pratiques, ce qui en fait une grande aide à l'apprentissage et à l'enseignement.

Le but de cette étude était d'étudier les points de vue et les connaissances des enseignants d'anglais sur l'efficacité de l'utilisation des TIC dans le développement des capacités linguistiques des élèves. La recherche a été menée dans l'école secondaire de Meshri Al-Misoum à Tiaret. Les données ont été recueillies à l'aide de deux outils : des questionnaires (pour 04 enseignants et 20 étudiants) et l'observation en classe comme autre méthode de confirmation des résultats. Des méthodes d'analyse de contenu ont été utilisées pour examiner les données. Les résultats montrent que l'utilisation des TIC facilite les pratiques des enseignants EFL et le processus d'apprentissage des élèves, permet de gagner du temps, offre plus d'opportunités pour plus d'activités, limite les comportements non disciplinaires des élèves et encourage le rôle de leadership des enseignants. En conséquence, l'utilisation des TIC aide les enseignants d'anglais à enseigner de manière plus professionnelle, à susciter la volonté des étudiants d'apprendre et d'améliorer leur niveau d'anglais et à faciliter le processus d'organisation de la classe.

Cet article suggère également que l'utilisation correcte et efficace des TIC peut aider les enseignants d'anglais comme langue étrangère dans leur carrière d'enseignant afin de développer les connaissances et les compétences (lecture, écoute, expression orale et écrite) dont les apprenants ont besoin pour un apprentissage de l'anglais et une utilisation communicative réussis.

**Mots clés :** outils en ligne, équipements TIC, volonté des étudiants.