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The Use of Technology as a Learning and the Promising Tool in Foreign Language Context

The Case Study of Third Year EFL Students at Naama University Centre

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Fulfillment for the Degree of Master in Linguistics

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Dedications

IN THE NAME OF ALLAH

This work is dedicated to all whom I know
with a special emphasis on:
My beloved mother, who supported me
during all the stages of my life from the date
of birth up to now, to the soul of my father,
to my sisters, and brothers.
Finally I would like to thank my faithful
family and friends who motivated me to
complete this research and reach my aim.

Acknowledgements

Abstract

Education is a light that shows the right way to human being. The main purpose of education is making a learner literate. Information and Communication Technology (ICT) is a new phenomenon that has been used in this field. The utilization of ICT in education is in progress in Algeria. It has become a major issue in education because it facilitates teaching and learning processes for teachers and students. Therefore, the aim of this study is to discover the impact of the use of ICT tools on teaching English as a foreign language. To assess this problematic, the researcher has opted for certain research instruments for collecting the required data including, teachers' interview and students' questionnaire. The chosen sample was 3rd year EFL students and EFL teachers at Ahmed Salhi University Center. The collected data are analyzed both quantitatively and qualitatively. The main results attained what was expected and hypothesized by the researcher. The results prove that a great number of teachers believe that ICT is an important tool in enhancing their EFL teaching and students learning since it allows them to express their thinking in better and different way .In fact ,technology has great impact on the teaching and learning processes. Hence, teachers are willing to accept this technology in their students learning despite of many problems and challenges.

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EFL: English as a Foreign Language

ELT: English Language Teaching

ICT: Information and Communication Technology

General Introduction.

General Introduction

The teaching of English language has changed from teacher-centered approaches to learner-centered in which different tools, techniques, strategies and methods have been used by teachers in their teaching process. More recently, the use of technology as a tool to develop the different language skills has received great attention so that ELT teachers are frequently exposed to new practices.

According to Dennison et al. (1997), technology is affecting education in two harmonious ways. It is changing the content and methods that teachers use to instruct and, at the same time, it is changing the methods by which students learn. The influence of technology in education is a common phenomenon. Within English language teaching, the fast development of Information and Communication Technology (ICT) prompts changes in the ways and methods of teaching and preparing learners for a continuous learning and effective use of the language to communicate. It provides various types and forms of information; from sound, video, images and animation. Therefore; this study seeks to investigate the impact of using ICT tools on the teaching of English at the university center of Naama. This study attempts to assist the study of this problem through the use of questionnaire and interview to see how this phenomenon is viewed in Naama University Centre, and is it considered and used by both teachers and learners.

This study aims to answer the following research questions:

1- What are the technologies (ICT tools) most used by EFL university teachers?
2- How do students view the use of ICT?
3- What are the benefits and drawbacks of using ICT tools in classroom?

To answer these questions, the following hypotheses are proposed:

1- The technologies that are most used by EFL university teachers may be: computers, data-show, slides, videos, audios, and so on.
2- Students may consider ICT as an effective way that provides them with information they need and encourages their learning.

3- Although the impact of using ICT tools may have brought advantages to the teaching of the English language as allowing students to get involved and attracting their interest in lessons; however, it also may have disadvantages such as the misuse of ICT tools by students in useless things rather than using them in their studies. The educational effectiveness of ICT tools depends on how they are used and for what purpose, like any other educational tool or mode of education delivery, ICT tools do not work for everyone, everywhere in the same way.

In other words, the general purpose of the study is to explore the effectiveness of ICT tools on the teaching of the English language. More specifically, the current study aims to illuminate (a) the technologies (ICT tools) that are most used at the University Center of Naama; (b) Students' and teachers' perceptions towards the use of ICT tools in teaching/learning process; (c) the advantages and disadvantages of using ICT tools by teachers and learners.

This research work is divided into two chapters; the first chapter contains the literature review. It talks about the subject in general, and includes what the other researchers say about the use of information and communication technology in the teaching. It includes the definition of information and communication technology, and some characteristics of the media used in education. Different types of media are used ranging from face to face to contact to integrated multimedia. The chapter also presents the importance of the use of information and communication technology, in addition to some advantages and disadvantages of ICT. While, the second chapter includes the methodological part of the study and the analysis of the gathered data. It provides the researcher with answers to his questions and confirms or disconfirms the hypotheses.

CHAPTER ONE

Chapter One

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1.1 Introduction

The first chapter of this research work aims at giving a general view about the use of information communication technologies in the field of education. It defines some keys concepts related to it .In addition to this it sheds light on the different types of media used, its use and after it describes the impact of Information and communication technologies on teaching and learning process; how it is helpful for the teachers and the learners; and finally concludes with the obstacles which teachers might face while using the ICTs.

1.2 Definition of ICT in Education

ICT (information and communications technology – or technologies) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning. ICTs are often spoken of in a particular context, such as ICTs in education, health care, or libraries. The term is somewhat more common outside of the United States (Margaret Rouse 2005). The use of computer and internet in different settings (formal and non-formal) are grown in recent years. There have been also traditional technologies such as the telephone, radio and television which have for over forty years been used for open and distance learning.

According to Moursund (2003), ICT includes the full range of computer hardware, computer software, and telecommunications facilities. Thus, it includes computing devices ranging from handheld calculators to super computers, the full range of display and projection devices used to view computer output, and the local area networks and wide area networks that allow computer systems and people to communicate with each other. It also involves digital cameras, computer games, CDs, DVDs, cell telephones, telecommunication satellites, and fiber optics; in addition to computerized machinery, and computerized robots. The term ICT as applied to education, is used to facilitate not only delivery of instruction, but also the learning process itself.

There is a range of ICT options; from video conferencing through multimedia delivery to web sites. These can be used to meet the challenges faced by teachers today. In fact, ICT will be able to provide more flexible and effective ways for lifelong professional development for today's teachers. As a result both teachers and students will get huge benefits for their empowerment and development.

1.3 The Characteristics of Media Used in Education

Different mediums are used in education. Neil Butcher (2003) proposed some media used in education such as:

1.3.1 Face-to-Face Contact

This type of contact is direct interaction between educator and learner and between learner and learner. This interaction influences by some factors like the educational purpose of a face-to-face contact, the way in which it is designed, and the number of learners involved. It also permits individual interaction between educators and groups of learners and, in some instances, between individual learner and educator.

Face-to-face contact allows educators to monitor moods, participation, attendance, and levels of engagement. Increasingly, due to the cost of face-to-face contact, it is coming to be viewed as an unnecessary luxury. This has been influenced by the tendency of many educators to use face-to-face contact to communicate the curriculum to learners. Many distance education methods seek to use this medium in combinations of other media or replace some of the traditional functions of face-to-face contact with some technologies.

1.3.2 Text

The term 'text' is commonly used to refer to scripted words and other related signs like numbers (Bates, 1995, p116). Text includes graphics such as pictures, charts, diagrams, and maps. It is often debated whether text or face-to-face contact has been or is the more dominant teaching medium, which has the greater influence, and which is the most useful. Text can precisely represent facts, abstract ideas, rules, principles, and detailed, lengthy or complex arguments. It is good for

narrative or story-telling, and, in the hands of a skilled writer, can lend itself to interpretation and imagination (Bates, 1995, p119). Text can be delivered by using facsimile, print or computer technologies (including e-mail, databases, web sites, or on CD-ROM).

1.3.2.1 Technologies for Delivering Text

Text can be delivered by using print, computer applications, or communication technologies.

A/ Print

Print is so important in education. In distance education programs print is used either as the main delivery technology for courseware or in combination with other media and technologies. Printed materials can take a number of forms: newspaper supplements, one-page letters or circulars, posters, booklets, workbooks and textbooks. Some items in national newspapers have often been used in education systems in such subjects as health care and rural development. The most cost-effective way of getting educational material to large numbers of readers is the use of newspaper distribution networks is often. Newspapers are also used as a vehicle for communication and contact between and among students, course developers, instructors, and tutors.

Some schools use textbooks which are written for classroom use. Others are written in a personal style, including self-assessment questions and review tests or questions at the end of each section or chapter. Where textbooks are to be used for independent study, they often need to be complemented by a study guide or course guide with commentary and notes. Some online courses use standard textbooks or course readers as a basic resource, giving online guidance on which sections, chapters, or articles to read for later discussion through the conferencing system.

There are also workbooks which are written for independent study with personal style. They are modified to the course and student. Explicit study objectives, a clear table of contents, a glossary of any new or technical terms introduced, completed examples, and many in-text activities, such as exercises and self-assessment and

review questions should be included in well designed unit. Students may be encouraged to annotate units with their comments and answers to exercises and quizzes, and then compare their responses with model answers at the end of the unit.

B/ Computer Applications

Most computer applications make wide use of text. Online services and databases are the main two computer applications which are frequently used in tandem and are mainly text-based. Online services play an important part in education, including subject-related databases and library services, online access to information about courses, and links to administrative services such as registration and fee payment. Increasingly, however, personal computers with web browsers have become the most common mode for accessing online services. Another is the hypertext protocols used for web-sites. It is used for linking parts of documents to other documents. Clicking on a 'hot spot' in a hypertext document activates a hypertext link in the underlying software, taking the reader to the item or information linked to it. These items may be text, audio, graphics, or video documents.

Electronic mail also makes extensive use of text. It enables a user to send text messages from a personal computer over a data network (such as the Internet) to one or more recipients. Recipients can be a teacher or students. Teacher can use email to easily send the same message to every student in a group, and a group of students can use e-mail to work together on an assignment.

C/ Communication Technologies

Much of the discussion above is based on the levels of interaction required between the recipient and the sender. The communications technologies which used to support interaction are frequently separated into two broad categories:

- Asynchronous technologies, present of the participants is not necessary. Examples include postal correspondence, electronic mail, and computer conferencing.

- Synchronous technologies, which require participants to interact at the same time. These technologies contain telephony, audio-conferencing, audio-graphic conferencing, video-conferencing, and multi-user object-oriented environments (MOOs). This is an important conceptual distinction for making decisions about which technologies to use to support educational processes.

1.3.3 Audio

One of the primary ways in which humans communicate is by using sound or audio. Many educational initiatives use audio as a key component. They use this medium for conversation, debate, counseling, and lectures. Bates attests that a great deal of the educational use of audio centre around the human voice. A great advantage of listening to a voice is that it can be modulated, in other words, the voice can vary in pitch, intonation, pace, volume, and emphasis. Thus, 'audio is possibly the most undervalued of all media. Audio technologies are cheap, easy to use, accessible and generally educationally effective' (Bates, 1995, p138). Audio resources are effective for supporting communication skills and for explanation of concepts. They can be used in combination with other media (such as text, graphics, or video) and are important for teaching appreciation of music or identification of sounds.

1.3.3.1 Technologies for Delivering Audio

Audio can be delivered using radio, audiocassette, music/audio compact discs, or computer applications.

A/ Radio

Known as 'the most accessible technology in terms of cost and comprehension', radio has been used in education ever since it became available. Radio has been

used in many countries to teach a wide range of subjects at the school and college level, it has been used for school broadcasts, in-service teacher support and training, and adult literacy and basic education campaigns. In combination with tutorials, print materials, local listening groups, and face-to-face meetings. Several large distance teaching universities around the world use radio in many of their distance education courses.

B/ Audiocassettes

Audiocassettes are less attractive than technologies such as the Internet or television but, they have a more positive impact on learning processes than radio. Educators and learners will have the power to record audio resources for asynchronous use by the help of audiocassette recorders. Learners are allowed to control the duration of the listening learning process by using recorded audio resources. In combination with print materials, simultaneous audio and visual stimulation are permitted by audiocassettes, while students can move between media at their own pace. This flexibility is important in resource based learning and learner-centered education. The use of audiocassettes also allows teachers and students the opportunity to leave their hands and eyes free.

The extent of encouraging interactivity is the educational value of audiocassette resources. For example, a 'tape teacher' or sound special effect can encourage students to practise pronunciation, translation, grammar, or to turn the page of a printed text. This supports communication and language skill development. Audiocassette resources can encourage students to summarize in written form what they have heard, so, it reinforces the mastery of two skills oral and written. Through the use of audiocassette resource, students will be familiar with an argument or even a story or play. They show students how an events occurring in the wider society are linked to course materials. Audiocassettes are useful in motivating students and allowing them some opportunity to experience an unfamiliar event if they include a commentary about an event or experience.

1.3.4 Video

Video is a good medium for providing students with an opportunity to view what they would not usually experience. Video can be used to show different things .it

shows text, graphics, a lecture or presentation. Video can also show what is being explained, as it happens in the 'real world'. A good story can be presented without interruption, enabling viewers to see processes played out over time. When used on videocassette or computer, video can be seen continuously. It can be interrupted and reviewed at will.

Video resources have an educational impact that depends on the extent to which instructional designers include interactive learning activities for students. Viewers, whether adults or children, do not come to the screen with 'empty minds', but have prior learning experiences that are relevant to how they access and use visual information.

1.3.4.1 Technologies for Delivering Video

Range of technologies can also be used for recording and replaying video materials. Video can be delivered via terrestrial or satellite television broadcast, using videocassettes or videodiscs, as part of video conferences, or across the Internet.

A/ Television

Unlike radio programs, television programs are far more costly to produce and to transmit, especially if they are broadcast over public networks and anticipated to meet production standards similar to those of news, documentary, and entertainment programs. In distance education course, television used to demonstrate scientific or laboratory experiments, to broadcast case studies, field trips, or performances, and to help visualize sequences of events. In cultures where television viewing is passive and recreational, thus television is not medium of education for students.

B/ Integrated Multimedia

A number of different media can be integrated and used in education. The integration of media has, however, also long been a frequent strategy used in the traditional classroom environment. To exemplify, a teacher might give details of a concept (face-to face contact), while writing notes or comments onto a chalkboard (text). Before finishing a worksheet (text), Students might then watch a television

program (video), and discussing their answers in a group (face-to-face contact). The media which can be integrated help in increasing the convergence of information, communication, and broadcasting technologies. Text, audio, and video material can be accessed via a single platform by the use of computer technology allows. Moreover, because all three media can be stored as digital files, they can increasingly be accessed in a different ways. As an example, this three media can be stored and extracted directly from electronic databases, accessed via the Worldwide Web, spread on CD-ROM, or broadcast and accessed using televisions and set-top boxes. To present elements of course content using computer based system where digitized text, audio, graphics, animation, and video are integrated this is the meaning of multimedia in education. These elements can be presented in many different ways, allowing learners to choose their own path through the courseware using keyboard or mouse interactions. Knowledge of subject matter, instructional design skills, and familiarity with authoring software are needed to develop good multimedia courseware. Multimedia courseware may be presented on a CD-ROM for use on a standalone personal computer or over the Worldwide Web through networked computer terminals. The availability of Web browser software and tools for Web software development create appropriate environments for education and training. These environments may join courseware resources such as hypertext pages, multimedia to scheduling aids with tools allowing trainers, teachers , and other participants to interact both asynchronously (email, computer conferencing) and synchronously (audio and video links). The environments can be shaped in various ways to support different types of learning activity (individual, small group,). They can also contain aids for instructors for course design, class management, testing, and evaluation.

1.4 The Importance of Using Information and Communication Technology in Education

The use of ICT in education has an impact on learning and teaching process. Dr. Heidi Hayes Jacobs stated that technology is needed to be integrated seamlessly into the curriculum instead of viewing it as an add-on, an afterthought, or an event. The

following impacts seem to be the most obvious ones when using ICT to support foreign language teaching:

➢ The teaching materials can be adopted with ICT according to circumstances, learner's needs and response.

➢ The use of recent/daily news is enabled by ICT; it offers access to authentic materials on the web.

➢ Alternately skills can be used and join together (text and images, audio and video clip...).

➢ Lectures become more motivating and less ordinary.

➢ ICT enables to focus on one particular aspect of the lesson (pronunciation, vocabulary...).

The use of ICT in teaching a foreign language has various advantages such as:

1) **Capacity to control presentation:** This capacity marks the difference between computers and books. Books have an unchanging presentation, while a computer is not the same. It can combine visual with listening materials, text with graphics and pictures.

2) **Novelty and creativity:** The lesson can be present using different materials, not like in teaching with textbooks, where all classes presenting a certain topic are the same.

3) **Feedback:** Computers provide a fast feedback to students. It not only spots the mistake but also corrects it; sometimes even provide students with the appropriate advice.

4) **Adaptability:** Teachers adapt computer programs to suit their students` needs and level of language knowledge. Unlike books, which are taught irrespectively of students` problems and produced in a single uniform format, computer programs are more learner-friendly.

5) **Cultural understanding:** The teacher can help students to be familiar with the ways of life of people whose language they are learning, by the use of Radio, television, movies and the Internet. Thus, they can visit the distant

places without leaving their home. The landscapes, the people and their tradition can be seen by students, thus making the learning of language as a part of a cultural experience (Korkut, Uluc, Isisag 2012).

1.5 Barriers to the Implementation of ICT in Education

There are different barriers and limitations that come across the use of ICTs in education which are:

a. Lack of Resources

The efficient use of ICT would require the availability of tools, supplies of computers and their proper maintenance .Implementing ICT demands other resources, such as printers, computers, multimedia projectors, scanners, etc - which are not available in all the educational institutions . High-speed internet connection is another problem for integrating ICT into the teaching-learning situation. But internet access can be very poor in some places. (Md. Shahadat Hossain Khan, Mahbub Hasan, Che Kum Clement.2012)

b. Insufficient Funds

Effective implementation of technology into education systems involves considerable funding. ICT-supported hardware, software, internet, audio visual aids, teaching aids and other accessories demand huge funds. Mumtaz (2000) stated that many scholars proposed that the lack of funds to obtain the necessary hardware and software is one of the reasons teachers do not use technology in their classes. Afshari, Bakar & Su-Luan et al. (2009) state that efficient and effective use of technology depends on the availability of hardware and software and the equity of access to resources by teachers, students and administrative staff.

c. Teachers' Attitudes and Beliefs about ICT

Teachers' attitudes have been found to be major predictors of the use of new technologies in instructional settings (Almusalam, 2001). Mumtaz (2000) states those teachers' beliefs about teaching and learning with ICT are central to integration. To be successful in computer use and integration, teachers need ''to

engage in conceptual change regarding their beliefs about the nature of learning, the role of the student, and their role as teacher'' (Niederhauser et al. 1999, p. 157). Hence the successful use of ICT into classroom largely depends on teachers' attitudes and belief relating to these. In fact, it has been suggested that attitudes towards computers affect teachers' use of computers in the classroom and the likelihood of their benefiting from training (Kluever, et al, 1994).

It is found that less technologically capable teachers, who possess positive attitudes towards ICT, require less effort and encouragement to learn the skills necessary for the implementation of ICT in their design activities into the classroom. Therefore, teachers who have positive attitudes towards ICT itself will be positively disposed towards using it in the classroom (Moseley & Higgins, 1999). Moreover, Harrison and Rainer (1992) found that participants with negative computer attitudes were less skilled in computer use and were therefore less likely to accept and adapt to technology than those with positive attitudes. They concluded that changing individuals' negative attitudes is essential for increasing their computer skills. Therefore, if teachers want to successfully use technology in their classes, they need to possess positive attitudes to the use of technology.

d. Lack of Familiarity with the Technology

Sonia Jurich (2001) stated that prior experience or sufficient training is essential for many teachers to use technology. They lack an adequate understanding of the technology potential and limitations, and they are unable to deal with even the smallest technical glitches that will certainly occur. For these teachers, the technology is a dream never realized. "There can be infinite uses of the computer and of new age technology, but if teachers themselves are not able to bring it into the classroom and make it work, then it fails." Nancy Kassebaum

e. Lack of Access

The Internet is one of the most important technologies, and is also the most expensive, in the sense that they need existing infrastructure, or a massive initial investment to make this structure .Less expensive technologies are also less powerful. For instance, radio is inexpensive to buy and can be used anywhere in the

world. In places without electricity, solar-powered stations can broadcast radio programs to a relatively large audience. However, radio does not have the multimedia and interactive capabilities of the Internet, and requires a captive audience, which must be present during broadcast time (Sonia Jurich. 2001).

1.6 Conclusion

The first chapter has dealt with the importance of integrating ICT tools in the teaching of English language. Teaching English as a foreign language requires a prior knowledge about the methods used and how they can be helpful in our classrooms. Integrating information and communication technology in EFL classrooms is a new subject. This new phenomenon started to be used by teachers and students, it is very helpful in both teaching and learning processes; the types of technologies are also described according to their different roles in the educational system. But there are some problems that confront the teacher during the use of information and communication technology especially in the developing world.

Eventually the researcher can say that, the current study is an attempt to support the previous studies. It helps in answering questions on the roles of ICTs in education, existing promises, limitations and the challenges of its integration in education systems.

CHAPTER TWO

Chapter Two

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2.1 Introduction

Unlike the previous chapter which is theoretical, based on previous findings and works on the research topic, the present chapter is totally practical. Since the ultimate goal of the research is to identify and highlight the Impact of Using ICT tools in the educational process besides teachers' and students' opinions towards its use and its effects; a sample population in addition to a set of research tools have been selected by the researcher aiming at reaching the results of this study through testing the reliability and validity of the previous research hypotheses. Therefore, this second chapter highlights the research procedures, data collection methods and finally conludes with some suggestions and recommendations

The current research is an exploratory case study that seeks to investigate the impact of using ICT tools in education, in order to assess how ICTs can be beneficial for students and teachers to learn and to teach the English language. Thus, it explores the effectiveness of the ICT tools in education according to both teachers' and students' perspectives.

2.2 Objectives and Aims of the Study

Undoubtedly technology has really impacted everyone's lives. Its impact on education has been tremendous recently compared to the traditional face-to-face approach which is still common for teaching a foreign language. It is because of technology that more and more individuals in general and students in particular are becoming more interested in learning foreign languages; and thus, it can be said that language teaching and learning has gain a second life.

This study attempts to get information about learners' and teachers' points of view concerning technology in general and ICT tools in particular and of course without forgetting its effects on learners.

2.3 Research Design

The main function of research design is explaining the plan that the researcher sets out to answer his research questions. The research design sorts out the specific details of the researcher's investigation. **"Research design is the plan and structure of investigation so conceived as to obtain answers to research**

questions". (Kerlinger, 1986; p279). This plan sets out what the researcher will do starting from formulating the hypotheses to the final analysis of data. The main goal of research design is guiding the researcher to come up with results that are judged to be reasonable. For this investigation, the researcher has opted for a case study

2.3.1 Case Study

Case study is concerned with explaining and understanding the specific mechanisms between causes and effects. Therefore, it focuses on specific intense, item or phenomenon in action and tries to answer or suggest how and why something has happened. Yin (1984:23) defines the case study as:

> **"An empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used".**

2.4 Sample Population

Sampling is considered as the process in which the researcher chooses a number of people from a given population to make his study. The sample is a finite part of a statistical population whose properties are studied to gain information about the whole (Webster, 1985). Sample size refers to the number of people from whom the researcher obtains the data.

Sampling is an important step in a research since it deals with the population from which the researcher is going to gather the required data. Vocrell (in Tejero, 2006; p43) defines sampling as "A strategy which enables the researcher to pick a sub- group (sample) from a larger group (population) and then use this subgroup as a basis for making judgment about the larger group".

Samples can be divided into random/probably sampling design, non-random/non-probability sampling design. The choice to use probability or non-probability sampling depends on the goal of the research. When a researcher needs to have a certain level of confidence in the data collection, probability sampling should be used. (MacNealy,1999)

Probability sampling is defined as "every subject or unit that has an equal chance of being selected" from the population (Fink, 1995). It is important to give everyone an equal chance of being selected because it "eliminates the danger of researchers biasing the selection process because of their own opinions or desires" (Frey, et al. 2000). Probability sampling is a way for researchers to assemble a sample with little or no cost and/or for those research studies that do not require representativeness of the population (Babbie. 1990).

2.4.1 Teachers' Profile

The target sample in this study is teachers and 3rd year LMD students of English at the University Center of Naama. Those samples were selected under the random/probability sampling; the samples should be a miniature model of the whole population. Otherwise, the results from the samples will be misleading when applied to the population as a whole.

The teachers involved in this study are (5) EFL teachers at the University Center of Naama. They have taught English for all levels, their teaching experience ranges from 6 to 17 years.

2.4.2 Learners' Profile

The target population of this research work is (25) EFL students at the University Center of Naama. For the sampling of this study, all students are chosen randomly.

2.5 Data Collection Instruments

Every research work involves research instruments to gather the required data for the investigation such as questionnaire, interview, classroom observation, etc; Alison Mackey, Susan M. Gass (2011:75) stated that "The backbone of any survey study is the instrument used for collecting data". The process of collecting data is considered as a hard task, that why O'Leary (2004:150) noted:

> **"Collecting credible data is a tough task, and it is worth remembering that one method of data collection is not inherently better than another. Each method needs to be**

weighed up and considered in light of your own research goals, as well as the method's inherent pros and cons"

The data collected in any research are taken or recorded by different tools like camera video, any type of recorder, note taking, and so on. Using these instruments help the researcher to keep the information with him and analyze it at the appropriate time. For this study, the instruments that are used to gather information are a questionnaire for learners and an interview for teachers.

2.5.1 Questionnaire

Dornyei stated in his book (2007:102) quoting from Brown (2001:6), that questionnaire is defined as **"any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers"**. Questionnaires are used extensively to gather data on current conditions, practices, opinions and attitudes quickly and in a precise way (Orodho, 2008). It is a printed form consisting of a list of questions submitted to different subjects to gather information about the topic under investigation.

2.5.1.1 Learners Questionnaire

Students' questionnaire is composed of twelve (12) questions. Ten (10) are closed questions in which the respondents are going to choose from given response options, and two (2) are opened questions in which respondents are going to write down their answers. The questionnaire contains two parts; the first part is about the demographic information, and the second part covers questions about students' perception of ICT use in learning English. The gathered data will be analyzed quantitatively.

2.5.2 Interview

Interview can be defined as "an extendable conversation between partners that aims at having an 'in-depth information' about a certain topic or subject, and through which a phenomenon could be interpreted in terms of the meanings

interviewees bring to it" (Schostak,2006:54). It involves "conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation" (Boyce, C. & Neale, P. 2006).

Three major types of interview were identified by Babbie (2007); the standardized (or structured) interview, the semi-standardized (semi-structured) interview, and the unstandardized (unstructured) interview. The differences between each type are largely concerned with how the interview is structured.

2.5.2.1 Teachers' Interview

Teachers' interview is a structured (or standardized) interview which consists of a set of pre-determined questions so that all the interviewees answer the same questions and in the same order. Dornyei (2007:135) stated that:

> **"The researcher follows a pre-prepared, elaborate 'interview schedule/guide', which contains a list of questions to be covered closely with every interviewee […] Such tightly controlled interviews ensure that the interviewee focuses on the target topic area and that the interview covered a well-defined domain, which makes the answers comparable across different respondents".**

This interview contains nine (9) questions; both types of questions are included, closed and opened questions.

2.6 Data Analysis

2.6.1 Learners' Questionnaire Analysis

Learners' questionnaire is divided into 2 parts; the first part presents the demographical part in which students are asked about their gender and age:

Table 2.1: Learners' Demographic information

	Males	Females
Age	22-25	22-24
Absolute Frequency	17	8
Relative Frequency	68%	32%

The second part contains questions in order to figure out students' perception of the use of ICT in learning English:

Question One: Are you satisfied from the teaching tools and materials used by your teacher in the classroom?

The result shows that all the respondents are satisfied from the teaching tools used by their teachers.

Question Two: Do you like lectures when teachers use technology in their classes? And why?

The attained result reveals that all students like when their teachers present the lectures with using technology. Therefore, the research can say that the presentation of lectures using technology has to be taken into consideration.

Different justifications were collected; students said that technology provides authentic materials for learning as well as more information, it helps in transmitting

the lesson in a better way and facilitates the discussion about what is learned, it makes them more interested in learning and motivates them to be creative.

Question Three: Which lecture do you prefer?

Traditional lectures / Use of technological tools in teaching and why?

By this question, the researcher intended to know whether students prefer the traditional lectures or the use of technological tools in teaching. The gathered results noted that the majority of students support the use of the technological tools.

Twenty one (21) students prefer the use of technology in teaching, while four (4) students prefer the traditional lectures.

Table 2.2: Students' type of lectures preference

	Absolute Frequency	Relative Frequency
Traditional lectures	4	16%
Use of technological tools	21	84%

Students who prefer the use of technological tools in teaching claimed that those tools make the learning experience more vital and enjoyable and it is less time-consuming, as well as they make the teaching/learning process easier for teachers to present their lectures and for student to instantly understand. In the other hand the students who prefer the traditional lectures who said that the traditional lectures provide more opportunities for the interaction between students and teachers, and even students with each other especially the ones who learn better through cooperative activities. Face-to-face interaction provides them with feedback they need to keep moving.

Question Four: Your level in English will be more efficient if your teachers use some technological devices? Yes / No and why?

Students were asked to answer this question by selecting "Yes" or "No"; therefore, all students' answers were positive.

As what was expected, students consider technology as an effective tool that helps them to be more efficient in English language learning. They provided many justifications; they think technology enhances their self-confidence and supports them to act and think independently; moreover, they said that it creates a positive classroom atmosphere that helps them to develop the four skills; for example, listening to an audio or video recording can reinforce language comprehension as well as language production.

Question Five: English learning can be more fun if we use internet to communicate with people online

Strongly disagree / Disagree / Neutral / Agree / Strongly Agree
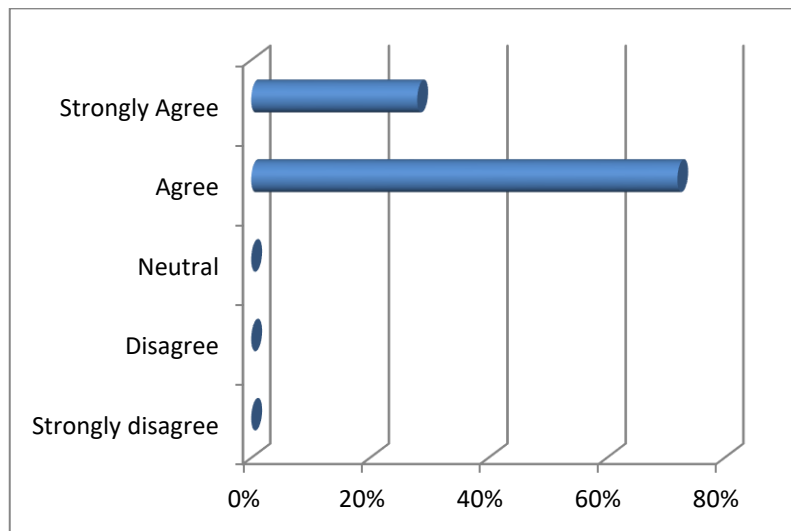

Figure 2.1: The role of Internet for learning English through chat

What is noted from this diagram is that all students think that the idea of learning English through communicating online can be fun. 36% declared that they were strongly agree, and 64% were agree about that.

Question six: The Internet can bring students unlimited English resources

Strongly disagree / Disagree / Neutral / Agree / Strongly Agree

By this question, the researcher wanted to know learners' perspectives about Internet as a tool to learn the English language. Thus, all learners declared that they are strongly agree about that.

Question seven: It is worthwhile for us to learn how to use the Internet for learning purpose.
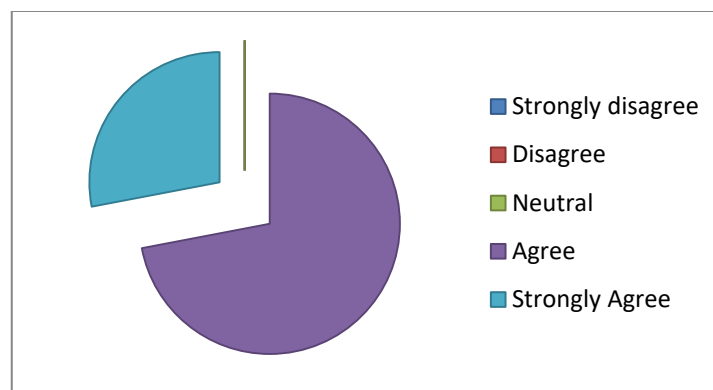
Figure 2.2: The importance of Internet awareness for the learning purpose

This question seeks to find out if it is important to be aware about how to use the Internet for learning purpose or not. Hence, 18 students (72%) were agree and 7 (28%) students were strongly agree that we should be aware about the right use of Internet while using it as a tool for learning.

Question eight: E- mail is a good way for teachers and students to communicate
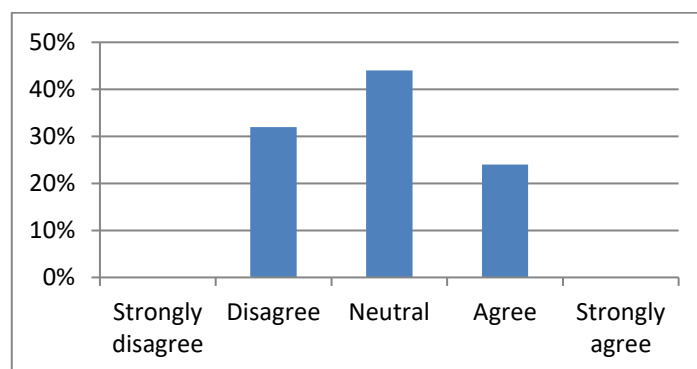
Figure 2.3: E-mail as a mean for students to communicate with teachers

The results illustrates that 24% of the students think that E-mail is a good way to communicate with teachers, 44% were neutral, and 32% were disagree about that.

Question nine: Teachers should change the traditional teaching method and adopt technological tools in teaching.

Strongly disagree / Disagree / Neutral / Agree / Strongly Agree
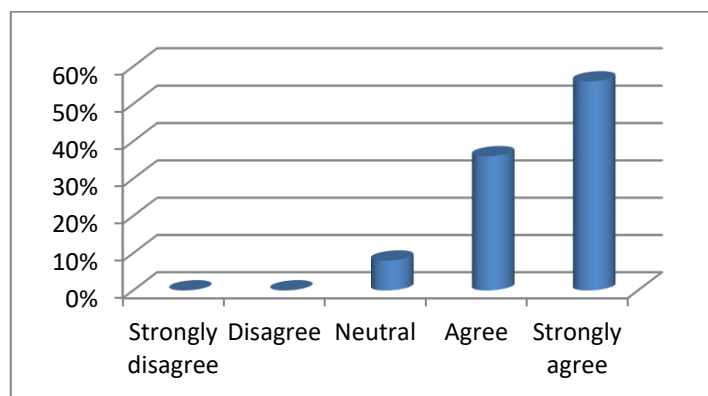
Figure 2.4: The role of technology in teaching

Through this question, the researcher concludes that the majority of students which are 56% were strongly agree with the idea of changing the traditional teaching methods and start using the technological tools. 36% were agree with that, while 8% were neutral.

**Question ten:** The use of ICT will bring more disadvantages than advantages to students' learning.

Concerning this question, all students didn't agree that ICT would bring more disadvantages. On contrary, they think that it has brought more advantages than disadvantages and it can help them in their learning.

Question eleven: According to you, what are the negative aspects of using ICT tools in EFL classrooms?

Concerning the eleventh question, learners were asked to mention some negatives aspects of the use of ICT in EFL classrooms. As a result, the answers were almost the same. ICT tools make students lazy and always rely on those tools; also, they make

them neglect other resources such as books and so on. Internet can provide learners with unlimited references; in fact, there are still some references which might be untrustworthy, it may also entail kind of offensive language as well as using the Internet to access to unwanted websites. Moreover, some teachers are unfamiliar with the use of those tools and that leads them to waste too much time; in addition to the lack of funds which is an obstacle for every university to be able to provide the needed technological tools.

Question twelve: What do you suggest to get rid of those negative aspects of using ICT tools?

The most repeated suggestions to get rid of the negative aspects of using ICT tools were that teachers must have control over the ICT tools in the classroom and manage an appropriate time-frame for the use of those technological tools; also, learners should use those tools wisely and only for the learning purpose without neglecting the traditional sources. In addition, sometimes students find some sources which lack validity; in this case, learners should check any content they find online to ensure clearness and validity, "take what you need and discard what is irrelevant". Furthermore, they suggested to provide more technological tools, and to organize ICT training courses for teachers to be able to use software for preparing and presenting lectures effectively and without wasting time.

2.6.2 Teachers' Interview Analysis

This part was addressed to EFL teachers in order to know how the technological tools are integrated by teachers to facilitate learning English along with teachers' attitudes towards the use of ICT in English teaching and learning.

1st Question: How long have you been teaching?

Table 2.3: Teachers' years of experience

Teachers	Years of Experience
Teacher "A"	7
Teacher "B"	7
Teacher "C"	7
Teacher "D"	17
Teacher "E"	6
Teacher "F"	8

The first question seeks to know teachers' teaching experience. The results revealed that the first three (3) teachers have been teaching for 7 years; teacher "D" has been teaching for 17 years; teacher "E" has been teaching for 6 years, 4 years as a full time teacher and 2 years as a part time teacher; and the last teacher has been teaching for 8 years.

2nd Question: How often do you employ technological tools to teach?
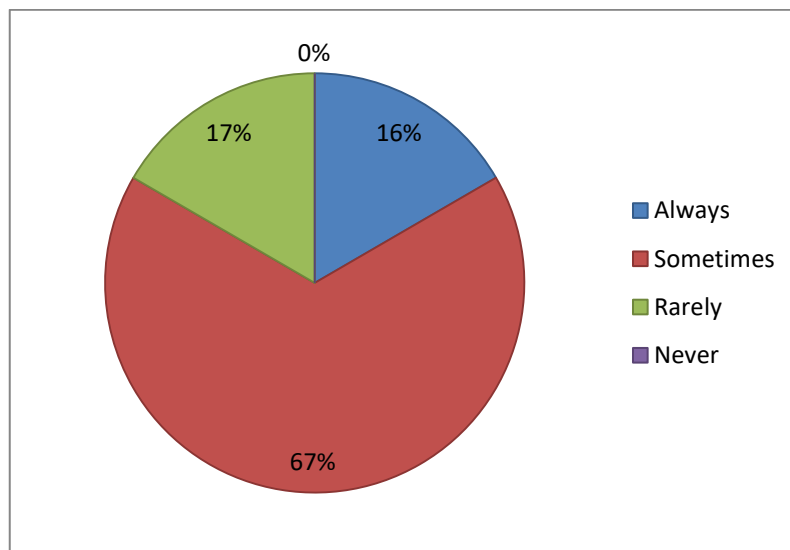

Figure 2.5: Teachers' use of technological tools in teaching

In this question, teachers were asked a multiple choice question to see to what extent they employ the technological tools in their teaching. One (1) teacher stated that he/she always employs those tools, while the majority of teachers said that they sometimes employ the technological tools in their teaching; it depends on the content of the lecture. Only one teacher stated that he/she does not use them that much.

3rd Question: In which skill do you think that the use of ICT is appropriate?

The researcher wanted to know in which skill the use of the technological tools is appropriate. Therefore, most of teachers stated those tools are more appropriate and effective for the listening skill, it helps to enhance students' abilities of listening. Except one teacher who said that the use of ICT can be beneficial for all skills.

4th Question: What do you find more helpful for your students?

Table 2.4: Teachers' opinions about the helpful way of teaching

	Traditional Teaching	Use of Technology
Teacher "A"		✓
Teacher "B"		✓
Teacher "C"		✓
Teacher "D"	✓	✓
Teacher "E"		✓
Teacher "F"		✓

This question sought to get teachers' opinions about which way of teaching is helpful for learners. As the above table shows, the majority of teachers support the use of the technological tools in teaching. They think that the use of technology enables them to prepare a better presentation that makes

learning enjoyable; therefore, it reduces learning stress. While there was a teacher who stated that she prefers both methods since it depends on the content of the subject being taught.

5th Question: What are the most common technological tools that could be used by teachers to improve the teaching/learning process of the English language in EFL class?

The researcher asked the EFL teachers to state the ICT tools that can be used to assist the teaching/learning of the English language. Thereby, teachers think that there are plenty of technological tools that can be used to improve the teaching/learning of the English language such as: computer with its softwares, Powerpoint presentations, Data-show, smart boards, phone applications, virtual class courses, podcasts, e-platforms, interactive whiteboard, audios, videos, etc.

6th Question: As a teacher, do you think that integrating technological devices such as computers, headphones, etc, will affect the learners' performance in class?

This question intended to know whether the technological devices affect students' performance or not. Teachers' responses were positive and at the same time they provided different justifications. They think if those technological devices are well exploited, they make the learning atmosphere more comfortable and motivating as well as making students self-confident and participant in their own learning and thus doing well in class. Moreover, ICT tools make learners autonomous when they rely on their own learning styles by choosing and selecting ICT tools that suit their needs if they are used by themselves; otherwise, if teachers implement those tools in their lectures, they will be an aid and a support for teaching to make it interesting not boring and to cater the different needs of their learners. For example, using such tools make learners focused on what they are hearing or watching on screen instead of being disturbed by the rest of the class; they help learners in understanding difficult concepts, getting the right pronunciation and meaning; also, they can an aid for students to learn a foreign language from the native environment.

7th Question: Is your classroom environment appropriate for the use of information and communication technology tools?
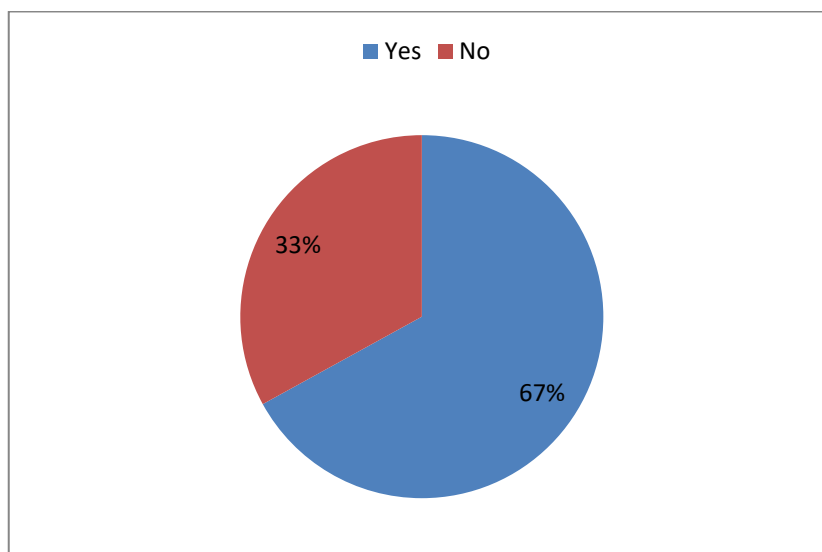
Figure 2.6: Teachers' opinions about ICT use in their classroom environment

Teachers were asked if their classroom environments are suitable for the integration of the ICT tools; as a result, the majority of the informants stated that their classroom environments are appropriate for the use of the technological devices. On the other hand, two (2) teachers said the opposite, their own classroom environments are not appropriate always.

8th Question: According to you, what are the negative aspects of using ICT tools in EFL classrooms?

The results show that most of teachers think that the use of ICT tools in classroom becomes negative when the choice of the content is not appropriate for the students' interest, or when the teacher makes the tool dominant in the classroom in which the students feel dependent, restricted and bored. In addition to that, as teachers mentioned, the lack of experience can lead to wasting time if teachers and students are not professionally trained to use the ICT tools; along with the misuse of those devices by students, instead of using those technological devices in their studies they use them in negative sides; in addition to the class size, large groups may not be appropriate for the implementation of ICT tools. Also, students will be reluctant for the use of traditional ways when making any

research. There was only one teacher who said that there is no negative effect of using ICT tools on the EFL teaching/learning, indeed it can raise students' interest and motivation.

9ᵗʰ Question: What do you suggest to get rid of those negative aspects of using ICT tools?

Teachers' suggestions contained some instructions, mostly for teachers. The majority of teachers suggested training teachers and learners to use those tools appropriately and effectively, they also emphasized on making students aware of the usefulness of those tools and the different softwares used to make learning effective. One of the teachers also noted that the technological tools require smaller groups to be implemented; it must also be noted that one of the teachers stated that teachers should balance between the traditional and technological methods, and make the students feel autonomous to discuss, express their ideas and negotiate the content rather than reading or listening in frigid atmosphere.

2.7 Data Discussion and Interpretation of the Main Results

Today, educating learners to use technology is a major goal of foreign language teaching and learning, which gives importance to the use of new technologies in classrooms and how they can be used. In a typical classroom, the students have only their teacher and classmates to communicate and practice with, but with the use and implementation of modern technology and the internet, students are able to use their communication skills with other people as well as interacting with technology itself. Based on the findings collected from teachers' interview and learners' questionnaire, the researcher will try to interpret and discuss the most important results.

With regards to the first hypothesis which stipulates that the technologies that are most used by EFL university teachers are: computers, data-show, slides, videos, audios, and so on. The results of teachers' interview revealed that teachers mentioned the same technologies which were hypothesized by the researcher; in fact, they even mentioned other devices that would be helpful for the teaching/learning of English such as smart boards, phone applications, virtual class courses, podcasts, e-platforms, interactive whiteboard. From this perspective, the first hypothesis is proved and more have been mentioned.

The second hypothesis is that students consider ICT as an effective way that provides them with information they need and encourages their learning. From the questionnaire of students, the results indicate that students seemed to be more motivated and encouraged when using ICT tools, they confirmed that ICT has positive effects and it enhances their learning abilities and increases their English level efficiency. Teachers also seemed to be supportive for the use of ICT in their teaching and they believed that technology can motivate students' interest in learning; however, both teachers and learners didn't neglect the traditional methods; according to those results, the second hypothesis is right.

In the same vein, the third hypothesis assumed that as much as technology has brought many benefits, it may still have some negative sides concerning its use and implementation on teaching/learning process. According to what was mentioned in the secondary data, ICT has several advantages in teaching/learning a foreign language such as: the capacity to control presentations, novelty and creativity, instant feedback, adaptability, and cultural understanding. On the other hand, technology has some negative aspects as was cited in teachers' interview and learners' questionnaire; students will be reluctant to use the traditional ways while doing any research and rely only on those devices, the lack of validity, the lack of experienced teachers to use technology, or the misuse of those tools by students in negative sides. Teachers also stated some negative sides like making those tools dominant in the classroom which make student dependent, larger groups which may not be appropriate to implement those tools.

2.8 Suggestions and Recommendations

Based on the previous findings, ICT has a positive impact of the teaching/learning of English as a foreign language. This research work may open a door for future researches. Therefore, all the elements of the educational system must work hand in hand to overcome the above mentioned barriers by reducing and resolving the reasons for the occurrence of these obstacles that confront ICT implementation in education. Here are some suggestions:

- Universities or schools should provide training courses for teachers to gain experience about the effective use of the technological devices.

- More technologies should be involved in teaching EFL to encourage students to broaden their concepts of knowledge.

- Teachers must provide instructional materials to stimulate and increase students' satisfaction in learning.

- Conducting more studies on using electronic media in the academic curriculum at the University Center of Naama, but on a larger simple to increase the generalizability of results

2.9 Conclusion

This chapter represents the data that were collected from the chosen research tools: questionnaires and interview. It includes the answers of the samples and their analysis along with the researcher's interpretation of the results. The data has been analyzed and presented within different types of figures. The information included in this chapter showed that the majority of the EFL teachers and learners enjoy the use ICT in the learning and teaching process. The technologies used differ from one to another. In fact, technology has a great impact on their reactions, helps teachers in explaining and controlling the lessons, and makes faster collaboration between students.

GENERAL CONCLUSION

General Conclusion

The use of ICT makes forceful changes in society; in which it is influencing all the aspects of life. The impact of ICT is felt more and more in the field of education. ICT presents a powerful learning environment for learners in the classroom. It is viewed as an effective tool for renewing educational practice in any field. The motivational aspects of using ICT will be effective only with appropriate planning and guidance from the teacher. The present research work started with an overview of what other researchers said about the use of ICT in teaching foreign language. This is included in chapter one when the researcher has presented the meaning of ICT, the integration of media in education, the importance and obstacles when using it.

In order to fulfil this research and improve it, the researcher has chosen a questionnaire and an interview for the sake of gathering the required. The results got from these methods are presented in figures and tables in chapter two. This study proves that a great number of teachers believe that ICT is an important tool in enhancing the teaching of EFL. They are willing to accept this technology in their teaching despite of many problems and challenges faced by the teachers in using ICT in the teaching of EFL in Algeria. ICT is used by most of the teachers of the University Center of Naama. The use of these tools is depending on the content of the lesson being taught.

This study shows also the role of ICT in the teaching and learning processes and this tool is seen as positive tool that helps both the learners and teachers. This work also includes the benefits of ICT which involve: ICT saves time, energy, and better explain content, it breaks routine, and makes lecture more enjoyable, develop students' ability in learning more effectively, it makes us in contact with native language. Computer helps students to understand concepts in more effective ways; it also helps students to learn because it allows them to express their thinking in better and different ways. However, some teachers are able to explain better without using ICT, some modules do not require the use of it.

ICT is a valuable tool to enhance teaching and learning. ICT facilities help access to education, reinforce the relevance of education, and raise educational quality by helping to make teaching and learning an engaging and active process connected to real life. The use of ICT will prove the benefits in improving Algerian's educational system and giving students memorable lessons if functioned properly. Learning through ICT; is no longer

restricted to the four walls of the classroom, students with internet and enabled mobile phones can do basic searches online and find information that may not be within the teacher's reach. Teachers must exploit ICT with comparable or better technology to liven up their lessons; thereby facilitating better assimilation of the instructional content and keeping teachers side by side of recent updates in their subject matter of specialization.

To sum up, the focus in EFL education has always been on communication and culture, which make the use and access to authentic materials more important. In a typical classroom, the students have only their teacher and classmates to communicate and practice with, but with the use and implementation of modern technology and the internet, students are able to use their communication skills with other people as well as interacting with technology itself.

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Appendices

A/Learners' Questionnaire

Dear student,

This questionnaire is a part of research work which seeks to find out your perceptions and expectations of the use of computer technological tools in English learning and teaching. I would be very grateful if you accept to fill in the questionnaire by ticking and selecting the response that reflects your opinion and comment whenever possible.

Thank you for your collaboration

Part one: Demographic Information

Gender: Male ☐   Female ☐

Age: ….

Part two: Students' perception of ICT use in learning English

1. Are you satisfied from the teaching tools and materials used by your teacher in the classroom?

   Yes ☐   No ☐

2. Do you like lectures when teachers use technology in their classes?

   Yes ☐   No ☐

   Why?

   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   ………………………………

3. Which lecture do you prefer?

   - Traditional lectures (face-to-face interaction with your teachers; i.e, no use of technological devices) ☐
   - Use of technological tools in teaching ☐

Why?

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……………………………………………………………………………………………
……………………………………………………………………………………………
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4. Your level in English will be more efficient if your teachers use some technological devices?

Yes ☐   No ☐

Why?

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……………………………………………………………………………………………
……………………………………………………………………………………………

5. English learning can be more fun if we use internet to communicate with people online ☐

- Strongly disagree
- Disagree ☐
- Neutral ☐
- Agree ☐
- Strongly agree ☐

6. The Internet can bring students unlimited English resources

- Strongly disagree ☐
- Disagree ☐
- Neutral ☐
- Agree ☐
- Strongly agree ☐

7. It is worthwhile for us to learn how to use the Internet for learning purpose

- Strongly disagree ☐
- Disagree ☐
- Neutral ☐
- Agree ☐
- Strongly agree ☐

8. E-mail is a good way for teachers and students to communicate

- Strongly disagree ☐
- Disagree ☐
- Neutral ☐
- Agree ☐
- Strongly agree ☐

9. Teachers should change the traditional teaching method and adopt technological tools in teaching

- Strongly disagree ☐
- Disagree ☐
- Neutral ☐
- Agree ☐
- Strongly agree ☐

10. The use of ICT will bring more disadvantages than advantages to students' learning ☐

- Strongly disagree
- Disagree ☐
- Neutral ☐
- Agree ☐
- Strongly agree ☐

11. According to you, what are the negative aspects of using ICT tools in EFL classrooms?

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12. What do you suggest to get rid of those negative aspects of using ICT tools?

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B/Teachers' Interview

1. How long have you been teaching?

2. How often do you employ technological tools to teach?

   a. Always   b. Sometimes   c. Rarely   d. Never

3. In which skill do you think that the use of ICT is appropriate?

   a. Listening   b. Reading   c. Speaking   d. Writing

4. What do you find more helpful for your students?

   a. Traditional teaching? Or   b. The use of technology in teaching?

5. What are the most common technological tools that could be used by teachers to improve the teaching/learning process of the English language in EFL class?

6. As a teacher, do you think that integrating technological devices such as computers, headphones, etc, will affect the learners' performance in class?

   a. Yes   b. No

   Why? Please justify

7. Is your classroom environment appropriate for the use of information and communication technology tools?

   a. Yes   b. No

8. According to you, what are the negative aspects of using ICT tools in EFL classrooms?

9. What do you suggest to get rid of those negative aspects of using ICT tools?