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Use of Technology as a Promising Tool In Foreign Language Context: Case of First and Second EFL Year in the Department of English at the University of Tlemcen.

Dissertation submitted to the Department of English as a partial fulfilment of the requirements for Master Degree in language studies.

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Dedications

I dedicate this research to those who support me and encourage me to accomplish my educational path with their advice and prayers, my parents.

I would like to express my sincere gratitude to my brother Zakaria, who helps me to supplement this research. Also I am very thankful to my friend and partner Miss Benrahal Faiza for her patience and support.

Dedications are extended to my family members, my friends and schoolmates and to everyone who helped me all along my educational process.

Khawla

Dedications

I dedicate this work to my family, my dearest father, my lovely mother, my beloved sister and my fiancé Adel Mohamed farah and his family for their support and help.

I also dedicate this work to all my friends, Bouayed Debbagh Amina, and my partner Bouazza khawla and Belarbi Fatine and all my classmates who were always present to encourage me.

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Abstract

Due to the development of technology, new innovations have been introduced in education. In this extended essay.it is an attempt to shed light on the role of using technology in ELT, and on its importance in both teaching and learning. The purpose behind this study is to know the necessity of using technology and its benefits and whether students are motivated by the use of technology. It also attempts to explore the most used technological tools. To construct this work, a case study is conducted at Tlemcen University, in the Department of English at the level of first and second year EFL students. The research instruments that are used are questionnaires addressed to both teachers and students and observation inside classrooms. Finally this dissertation is extended to help would-be teachers for professional teaching in order to enhance language learning.

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Key to abbreviations and acronyms

AI   Artificial Intelligence

CALL   Computer Assisted Language Learning

CAI   Computer Assisted Instruction

CMC   Computer Mediated Communication

EFL   English Foreign Language

ELT   English Language Teaching

HCI   Human Computer Interaction

ICALL Intelligent Computer Assisted Language Learning

ICT   Information Communication Technology

TELL   Technology Enhanced Language Learning

TELL   Technology Enhanced Language Learning

PC   Personal Computer

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GENERAL INTRODUCTOIN

General introduction

To precisely understand the importance of technology in education, there is a need to define the term « technology » as the functional application of learning practically in a special area. It is a method of accomplishing a functional principally using technical procedures, ways, or information. Nowadays, technology has a direct link with teaching and the development of new technologies thrust educators to include these in classroom use. In the same time this application can directly affect how these technologies carry on to take a form. To simplify technology is the development of basic tools. Thus technology in classroom is very important to the learner to under- stand more and more and it will be not boring in the lectures.

ICT is the abbreviation for information and communication technology and is defined as a school object in which student learn how to use computers and other technological devices to store and send information by using internet. ICT had become a very small time of the modern society, a lot of people understand the idea of ICT as a piece of education, beside writing and reading, in the schools the students learn how to use computers in classroom .On the other hand, the word« computer » was changed by « IT » (information technology) mentioning a transfer of focus on computing technology to the ability to store and restore information. In 1990s was the decade of computer communications and information access, particularly with mail and World Wide Web (www), at the same year the CD-ROM became the standard. As a result teachers become focused on the use of technology in classroom. However, there are two categories of ICTs: ICT for education refers to the development of information and communications for technology especially or teaching and learning process, ICTs in education include the choice of

elements of information and communication technologies in teaching and learning process.

Through this research, the importance function of information and Communication technologies (ICT) is to prepare students to collaborate in a rapidly variable world. Where students use to learn, to search, to communicate, and analyze information. However we have noticed that many EFL students have some difficulties and problems in speaking in English, they have problems with vocabulary repertoire, they have also problem of pronunciation. For these reason information and communication technologies has many solutions for learners to help them in their studies and develop their English language. For That raison, this situation has led us to ask the following questions

1. What is the importance of technology in English language teaching and learning?
2. What are the benefits and limitations of use of technology in EFL classroom?

It was hypothesized that there are many reasons that make a student not interested to media inside classroom ; maybe because he is a lazy student or because the different accent that the teacher use it. Through technology students become familiar with academic vocabulary and more motivated, and technology helped teachers better plan for an effective educational system and it increased a positive classroom or atmosphere. Finally, with the use of technology we may face difficulties in both learning and teaching.

Concerning data collection, seven teachers were selected to answer our questionnaire particularly questions are made for them. And a sample of first and second-year EFL students was chosen to respond the questionnaire. Both teachers and students are from the English Department of the University of Tlemcen. The questionnaire of teachers aims at their opinions and

experiences in using technology in classrooms as an educational strategy. And for students' questionnaire, the aim is if the learners use ICT in their classes or not. Students' questionnaire composed of nine questions, and the teachers six questions

This research is divided into two chapters. The first one is to introduce the entire research, and the literature reviews present how to use technology in the development of learning and teaching process, and also the importance devices and gadgets of technologies that are used in classrooms and given a detailed of different materials that used in teaching and learning EFL classes, and what is information and communication technology ;this chapter containing definitions and the explanation of our topic.

The second chapter contain with the analysis of the data collection of teachers and students questionnaires. This chapter explains whether teachers and students are aware of the advantages of using technologies in classroom and finally, an analysis of their answers

CHAPTER ONE :

LITERATURE REVIEW

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CHAPTER ONE : Literature review

1.1 Introduction

The need of different techniques for teaching EFL leads teachers to use technological tools which help them to facilitate learning and serve their learners needs.

On the other hand ,technology has increasingly become an integrated part of our live. As a number of English learners are growing up, different teaching methods have been experimented to see the effectiveness of English language teaching. As a result, the technology has proved to be successful in replacing the traditional language teaching. The tradition of English teaching has changed with the development of newer technologies such as multimedia technology. Our research concerns these of educational technology in EFL teaching and learning. It defines the necessity of the use of technology, describes some technological tools and their role in EFL learning and teaching and their impact on ELT. At the end of this chapter we site some benefits and limitations of the use of technology.

1.2 The growth of ELT through technology

The tradition of ELT has changed with the advent of technology because it provides many options to make teaching more effective .

Since there are more English learners each year, different teaching methods have been carried out to test effectiveness of the teaching process. One method involves Multimedia in ELT and these help students to learn more effectively, it has been tested and widely accepted to teach English in modern world.

The use of English has increased but the majority of teachers still teach in traditional manner and till now days they are still useful. However, there are more opportunities for students to learn in different ways and to gain confidence practice, especially for ESL learners who learn the language for more just fun.

> *" if we want our students to be able to find meaningful work and*
> *be contributing members of a global society, then we need to*
> *prepare them for their future, not our past"*
>
> **(Demski, 2012:63)**

In this quotation, Demeski wants to push teachers to motivate their students to be familiar and to be in touch with all what is new.

Technology facilitates the kinds of learning, thinking and analyzing, they learn to access information and analyzing it. In the article The use of multimedia technology in teaching and learning communication skill. An analysis, there are description the growth of ELT through technology as " there are more Non-native than Native users of the language and diversity of context in terms of learners age, nationality, learning background etcetera has become a defining characteristic of ELT today"

According to this analysis one can understand that the language learning and teaching has become easier with the use of technology. The main reason behind the increasing of non-native speakers each day is the internet use and the rapid development of multimedia technology and it application to teaching.

So, generally speaking the technological innovations have gone hand in hand with the growth of English language teaching since the opportunities for today's students are limitless.

1.3 What is TELL

Technology Enhanced Language Learning (TELL) deals with the impact of technology on teaching and learning. TELL includes use of computers, software presentations, podcasts, audio, animation, video...etc.

This technology enhanced language learning has importance to support teachers of foreign language in facilitating language learning, this technology should be part of classroom management and should be like one of the teaching tools or aids.

> *"teachers need to seek ways of using technology as a learning tool for their students even if they do not master the technology and can not act as an expert"*
>
> *(Jounassen 1999 :13)*

What Jounassen mean in this quotation is that teachers should create a technological atmosphere inside classroom by using TELL activities such as bringing a sample of an audio dialogue, and ask students to prepare another one, doing exercises using computers in ICTs labs...etc.

There are other activities that a learner may practice outside classroom like audio recording playback, reading online journals it may help them to learn much more vocabulary, listening English songs and reading its lyrics, this can develop spelling...etc.*"The use of technology for teaching and learning is moving their institution in the right direction"*(Healy et Al,1999:17)

This means that technology has a real impact in learning ; it motivates students to learn more all the time, develops communicative competence, it improves teaching efficiency, increases interaction between teachers and students, provides abilities for English teaching outside classroom.

1.4 Necessity of using technology in language learning and teaching

As the popularity of English is expending day by day and worldwide, the teachers of English feel the need of change in their language teaching methods. However, multimedia technology plays a positive role in improving activities and initiatives of students and teaching effect in the classrooms.

The use of technology in language classroom in college level can help teachers to teach English efficiently and promote English language skills of students. So, technology, whether for classroom purpose or for official purpose, has to be implemented for its pedagogical value.

The necessity of multimedia has been discussed for the following purposes:

- To cultivate student's interest in study.
- To provide student's communication capacity.
- To improve teaching effect.
- To improve interaction between teacher and student.

1.5 Educational technological tools:

Is the study of facilitating information and developing performance by creating and suitable technological procedures and its the practical use of technological tools in learning.

> *« The implementation of constructivist notions of theory into practice has been attempted in many learning environments and most recently in technology and higher education »*
> *(Doolittle, 1999; Roth & Lee, 2007:07).*

It's simply defined as a variety of tools that help students in learning, educational technology also called « learning technology » is contains the use of technology in learning and teaching.

1.5.1 The impact of ICT on ELT:

« ICT is the abbreviation for information and communication technology: a school subject in which students learn how to use computers

and other electronic equipment to store and send information » Cambridge Dictionary. ICT is the technology desired for information in particular the use of computers. According to Daniels (2002) « ICT s have become within a very short time, one of the basic building blocks of modern society. Many people understand the concept of ICT as part of the core education, beside reading, numeracy (numbering and counting) and writing » ICTs refers to computers ,however we use it in school much more for students learn. Pelgrum and Law (2003) state that in the end of 1998s, the word « computer » was replaced by « IT » (information technology) indicating a shift of focus from computing technology to the capacity to store and retrieve information. In that year, they called computer by « IT » and they use it to store and restore information.

1.5.2 ICT tools

Communication tools: « The various methods of sending information between people and places, especially phones, computers, radio…etc. and its also the exchange of information and expression of feeling that can result in understanding » Cambridge dictionary. Communication is the operation of transferring information from one person to another by using words and body language. Communication tools are divided into two types ; synchronous and asynchronous.

-**Synchronous:** Synchronous learning is the teacher and learner are physically separated each one of the miss on his house, they using Skype, Google Talk, MSN, audio/ video…..

-**Asynchronous:** Asynchronous learning is to prepare the course before the course takes place, it means the learner is free when he wants to study the lecture for example, e-mail, newsgroups, YouTube (he can see some videos when the teacher explain more about the lecture.

-**Technology**: Technology contains the use of materials, methods to make life of human being more easier and productive. It has always been part of

teaching in classroom, in other words, technology has changed the schools and classrooms, teaching with technology has become very important now day, we use it a lot in classrooms (data show, video, sounds….)

-Graphics :Graphics refers to images such as diagram and photograph, it can encourage and motivate the understanding ability of language and are visual Images on surfaces for example wall, screen, paper.

-Animation :Animation is the display of 2- D or 3-D arts and it is the invention of motivate movement by using images, its used to make special development in movies, video games.

-Video:« Video is a digital recording of an image or set of images » Myriam Dictionary. Video is composed of images and sounds in the same time. if we compare video with animation, video can offer more information but i twill consume more space than animation

-Sounds :It is the music or speech that is saved in computer.

1.5.3 Computer Assisted language learning:

CALL is defined by Levy (1997:p. 1) **« as the search for and study of applications of the computer in language teaching and learning »**. However, the coming of the internet has given birth of ICT. CALL is an access to language teaching and learning in which they use computer to help to the presentation in classroom. In the 1950s and 1960s, the first computers used for language learning at university campuses. In the 1970s, they invented personal computer (PC) by William Ought red. Call focused on the advancement of technology and pedagogy. According to Warschawer (1996. p. 3-20) « CALL has developed gradually over the past thirty years and can be categorized into three phases:

- Behavioristic CALL (1960s- 1970s)
- Communicative CALL (1970s -1980s)
- Integrative CALL (1990s – today).

CALL has developed quickly to this years and it has three categories ; the first one is behavioristic CALL ; is the technological definitions of computer, in this notion, the students observe the information, practice and retrieve.

In the 1960s and 1970s the primary format of computer –assisted language learning distinct repetitive language practices, it was established on the behaviorist learning model and like the computer was viewed as small that a Mechanical mentor that never developed. Behaviorist CALL was first designed in that time of mainframe system, it was fundamentally used for wide drills, grammar education and translation tests. The second one is communicative CALL which is the communicative process of foreign language teaching.

> *« It emerged in the 1970s and 1980s as a reaction to the behaviorist approach to language learning. Proponents of communicative CALL rejected behaviorist approaches at both the theoretical and pedagogical level. They stressed that CALL should focus more on using forms rather that of the forms themselves. Grammar should be taught implicitly and students should be encouraged to generate original utterances instead of manipulating prefabricated forms »*
>
> **(Jones & Fortes cue, 1987; Philips, 1987).**

Learning was an inspired process of invention, expression and development; it was replaced by (PC) that allowed the major possibilities for individual job. Finally, the integrative CALL focus on the use of internet and multimedia. « The most stage of Computer-Assisted Language Learning is integrative CALL. Teachers have moved away from a cognitive view of communicative language teaching to a socio-cognitive view that emphasizes real language use in a meaningful, authentic context Integrative CALL seeks both to integrate the various skills of language learning (listening, speaking,

writing, and reading) and to integrate technology more fully into language teaching (Warschauer & Healey, 1998). At the end multimedia networked computer supply a framework of informational, communicative tools that is available to the learners.

1.5.4 CALL connected with acronyms

CALL: Computer Assisted Instruction is a self –learning technique, and it is used to text, graphics, sounds and videos. It refers to the use of the computer as an instrument to improve education.

*ICALL: Is the abbreviation of Intelligent Computer Assisted Language Learning, it is the study of using some methods and techniques for language and learning.

*AI: « AI » is the abbreviation of Artificial Intelligence, John Maccartley, who coined the term in 1955, defines it as **« the science and engineering of making intelligent machines ».** AI is a branch of computer science that develops intelligent computers and it's making a computer in the same manner of humans thinking. AI is an achieve by studying how humans thinks, and how a study, decide things and work to solve problem.

*HCI: Human Computer Interaction is the understanding of technology that peoples use and how peoples use computers, such as mobile phones, I pad, etc. It's a specialty of many fields and it's the study of the communication between people and computer.

*CMC: Computer Mediated Communication is the use of implementation of computer to monitor multimedia and messages based on communication to supply more efficient ways of doing things. CMC is a communication between computers such as e-mail, messengers …. etc.

1.5.5 E-Learning

> *« defines e-learning as the delivery of a learning training an education program by electronic means, e-learning involves the use of a computer or electronic device (eg: mobile phone) in some way to provide training, educational or learning materials. »*
>
> *(Derek Stockely ,2003:06)*

E-learning is an educational system that the students enable to learn in any time, they are free, the learners study through internet, however, in the past they were used a CD-ROM.

The origin of e-learning is linked with the growth of computers and it's a new style of learning.

> *« Since the 1960s, e-learning has involved in different ways effecting business, education, the training sector, and the military. »*
>
> *(Fletcher and Rockaway,1986:95)*

In 1924 was « the first testing machine », it was the first item in electronic learning, it was failed in that time, after that in 1954 they were invent the first « teaching machine » Harvard professor comprise it for utilize in schools. Than in 1960s they were create « computer based training » for teaching so he can help them in learning it was the first computer in the world established practicing program. Thus, in 1970s they make computer mouse in New Jersey of technology it was the first in this city. After ten years (1980s) they discovered personal computer and finally, in 2010 they create social media online learning such as Facebook, Twitter, Instagram, WhatSapp to facilitate learning on internet and help the students to more understand the lessons on internet they can even use YouTube videos to understand more and to see some videos on their lectures.

1.6 Learning Vs training

The difference between learning and training is linked together, but its individual parts of educational methods. Training gives information and knowledge through talking of manifestation in a way that guides the trainee, while learning is a process of absorbing information in order to raise proficiency and capacities to a set of context. Whatever the objectives, the advantages of training and the role of trainer is very significant, it can have a large impact on the result of a lecture of the learner.

1.7 Teaching's beliefs in technology

Computers and technologies in general do not seduce learners, so these tools such as cameras and digital recorders change the idea of teaching environment. A lot of people do not accept changes quickly in their lives, with using technology students' roles change in the classroom, when learners have problem, they first ask help from their friends so here students solved the problem without teacher input, and students learn how to solve their problems without asking him/her.

In classroom, students talk to his/her friend, so here teacher prefer using some technological tools such as computers and headphones to be more concentrate in the lecture and be more quite. Teaching theories is different from one teacher to another; Kerlinger (1965:19) has defined the term theory of teaching

> « *is a set of interrelated constructs, definitions, prepositions which present a systematic view of teaching by specifying relations among variables with the purpose of explaining predicting* »
>
> *(Kerlinger ,1965:19)*

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In this definition mean the aim is to understand and how to control classroom in teaching.

1.8 The role of teachers in multimedia classrooms

In multimedia classrooms, because of communicative approach, teacher and student roles shift with the integration of technology a closer relationship seems to develop between students and teacher. The multimedia classroom is very different than a traditional classroom; the teachers of multimedia classrooms have to attain sound competencies and skills on different types. Of advance technologies to integrate those in class to enhance learning, that is why the use of multimedia would revolutionize the teacher's role and learner's role, so teachers should guide students to construct their thoughts through activities such as problem solving, decision making, goal setting and managing achievements.

1.9 Traditional Vs modern education

Traditional and modern educations are both related to each other and different from each other. We can say that the modern education is just a new version of the up gradation of the traditional education; modern education is divided from the traditional one.

Teaching styles have changed significantly over the years. Traditional (conventional) techniques used repetition and memorization of information to educate students, they were not developing their critical thinking and decision making kills. On the other hand modern learning encourages students to collaborate and therefore be more productive, so both traditional and modern teaching methods are useful and effective in today's education,

it's all about balance, we need to know where the traditional method works best and when it's right to try innovative approaches.

1.10 Benefits and limitations of new technology inside classroom:

The use of technology when teaching is very beneficial, students become more aware, motivated autonomous and collaborative than in classes where not using technology, it create a positive classroom atmosphere, increase creativity and the teacher feel more comfortable and non-traditional,

The use of technology for teaching and learning are beneficial but there is some limitation too.

The technical problems in the managements of the multimedia lab may cause a real problem for those teachers who dealt only with computers to perform their courses. Some students may not be familiar with the use of computers and this is another issue with the use of technology in languages learning there will be rise of plagiarism and when plagiarism increased automatically the level of the learners decreases.

1.11 Conclusion

This theoretical chapter has focused on providing a general view concerning the use of educational technology and its influence on the EFL teaching and learning process. It has explained the historical background of the growth of ELT through technology and the role of teachers in multimedia classrooms, it has described some technological tools and their role within the educational system, it has also defined traditional and modern teaching and has illustrated some benefits and limitations of the use of technology. At the end this chapter gave an overview of the benefits and limitation of the use of technology.

2. CHAPTER TWO

CASE STUDY AND RECOMMENDATIONS

2.1 The aim of the research

2.2 The sample

2.3 Introduction

2.4 Analysis of the observations

2.5 Analysis of student's questionnaire

2.6 Analysis of teacher's questionnaire

2.7 Conclusion

2.8 Recommendations

2.1 Aim of the research

The purpose of our research is to find out whether the EFL classroom was beneficial for both students and teachers and increasing an oral competency and ability.

2.2 Sample:

The sample of this research was belong to the department of English at university of Tlemcen, this target population is from First and Second year EFL students from different groups.

2.3 Introduction

The role of technology as an aid in foreign language teaching and learning is increasing. Educators are recognizing its ability to create both in dependent and collaborative learning environment, that is to say, a large number of English language teachers around the world use computer in teaching English language and it is up to the learner whether to deal with this development or not.

The second chapter is devoted to an explanation of research methodology and design focusing on data collection and analysis.

It presents the objectives of this research work and denotes the analysis of the collected data and gives a discussion and recommendations of the main results.

2.4 Analysis of the observation

As researchers we observed some English language classrooms concerning first and second year EFL especially in oral module. We found that the teacher was using multimedia projector, presentation software, small group discussion and student led activities. The teacher was showing a slide and

asked students to read out a passage shown on the slide; then he was asking different questions on the passage. Thus the teacher was teaching the reading skill. And sometimes the teacher was using pictures and illustrations and after he played a video clip and asked students to watch and concentrate on pronunciation; by the end of listening the teacher asked students questions from that video. Thus the teacher was teaching listening skill and was focusing on pronunciation. On the other hand, we observed that students respond with this method of teaching, we found that students were participating, sometimes they were giving wrong answers but they keep trying to communicate and some of them were feeling shy to participate.

To conclude, we observed that teacher could easily interact with students by the use of technology and students were also very interactive, and this to build up communicative teaching, but the size of classrooms was very small and a large number of students were in the class and this lead to a misunderstanding and listening of the videos.

2.5 Analysis of student's questionnaire

The questionnaire consists of 9 questions and the learners composed of 30 students from a different years and groups, case study of first and second years in EFL classroom from Tlemcen's University. We have given an obvious information about the questionnaire and asked them to answer and justify all the questions.

Q1: As a student, are you satisfied with the teaching tools and materials used in classroom ?

Most of the learners answered by « yes », they are satisfied with using computers and technological devices in school i. e 66. 66 % (20 students) .And 16. 67 % of students reply by « no », they are not okay with it and finally, 16. 67 % (5 students) response by « somehow ».

Table 2. 1. The satisfaction of students with technology

Opinion	Number	Percentage
Yes	20	66.66%
No	5	16.67%
Somehow	5	16.67%
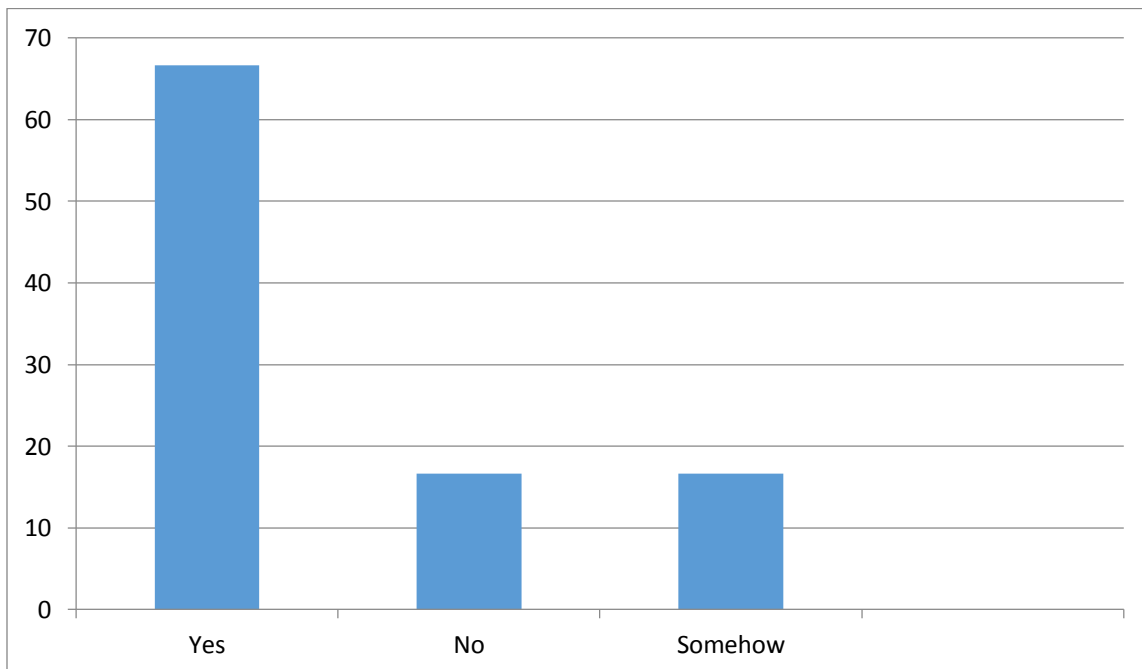
Figure 2. 1. The satisfaction of students with technology.

Q2. Do you think that by using technology in the classroom you will be more motivated to learn and speak English ?

In this question, we need to know the thinking of learners when they use technology in the classroom, if they will be more motivated to learn and speak English and the result is 30 % answered by « maybe ». 60 % (18 students) reply by « yes ». And the last group 10 % of them (3 students) responded by « no ». This consequence mean that learners are satisfied and motivated of using ICT in classrooms, and they are divided into two groups, most of them accept learning with technology and using computers i. e they do not have problem with learning through devices, however the minority of students don't want to use ICT in classrooms.

Table 2. 2. Motivating the students to learn and speak English with technology.

Appreciation	Number	Percentage
Yes	18	60 %
No	3	10 %
Maybe	9	30 %
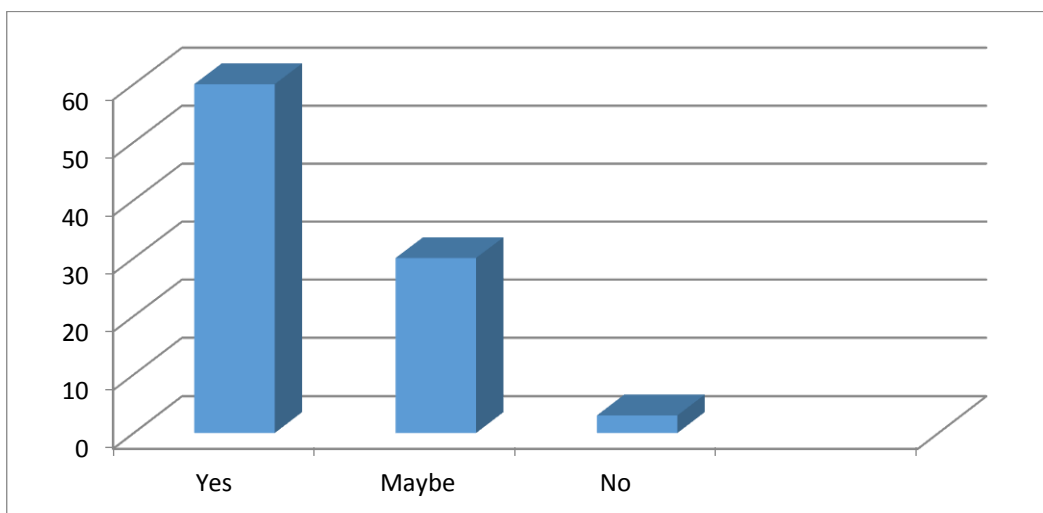
Figure 2. 2. Motivating the students to learn and speak English with technology.

Q3. Among these technological devices and electronic gadgets which one is the most effective to be implemented in classroom ?

In this question, we want to know what students prefer as a device and electronic gadget and which one is the most practical to be performed in the classroom, so the half of them prefer to use mobiles 50 % (15 students) as a technological tool, and 33. 33 % of students choose Laptops, it can help them to learn alone and understand more than learning with all ; and finally, data shows 16. 66 %

Table 2. 3. The effectiveness of technological devices.

Technological devices	Number	Percentage
Mobiles	15	50.00%
Laptops	10	33. 33 %
Data show	5	16. 66 %
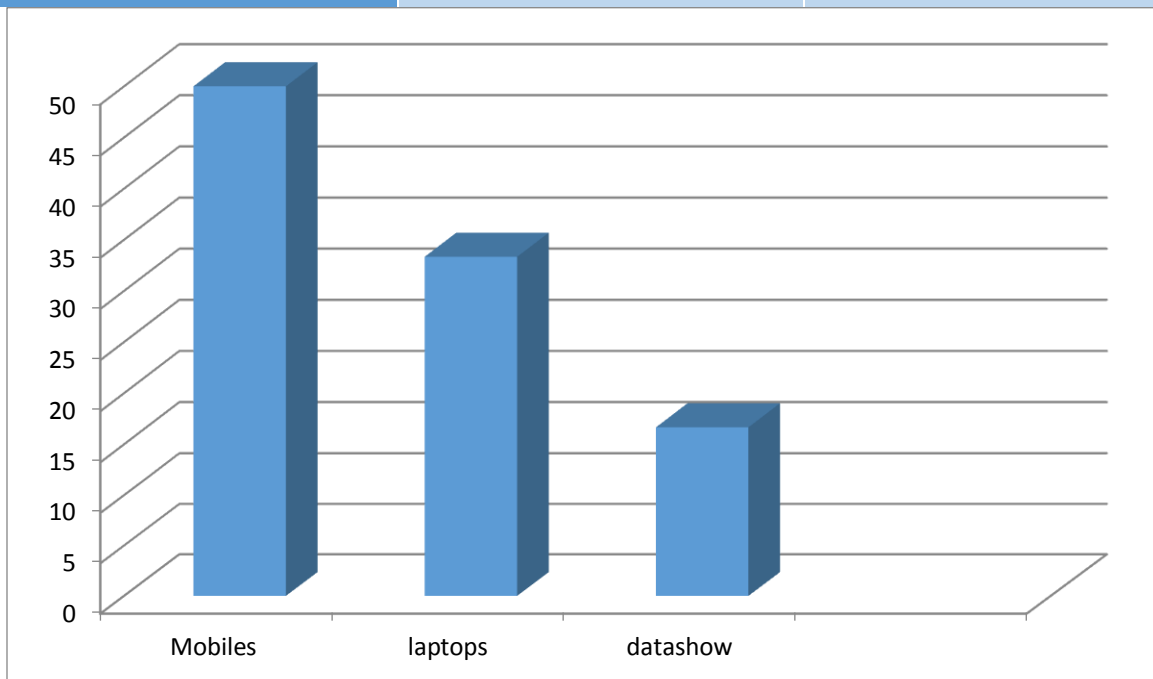
Figure 2. 3. The effectivness of technological devices.

Q4. What do you think of the use of technological devices and gadgets in the EFL classes ?

Many students understand this question that using technology gadgets in the EFL classes are more helpful to understand the meanings and lectures. 33. 33 % (10 students) of them answered by « good », they prefer some devices in classroom and the minority of them reply by « bad » they don't like them. To conclude the majority of learners answered that they develop in learning skill when they used technology and automatically they develop the speaking skill at the same time.

Table 2. 4. Using of technology and gadgets in the EFL classes.

Variation	Number	Percentage
Good	10	33. 33 %
Bad	5	16. 66 %
Acceptable	10	33. 33 %
Excellent	5	16. 66 %
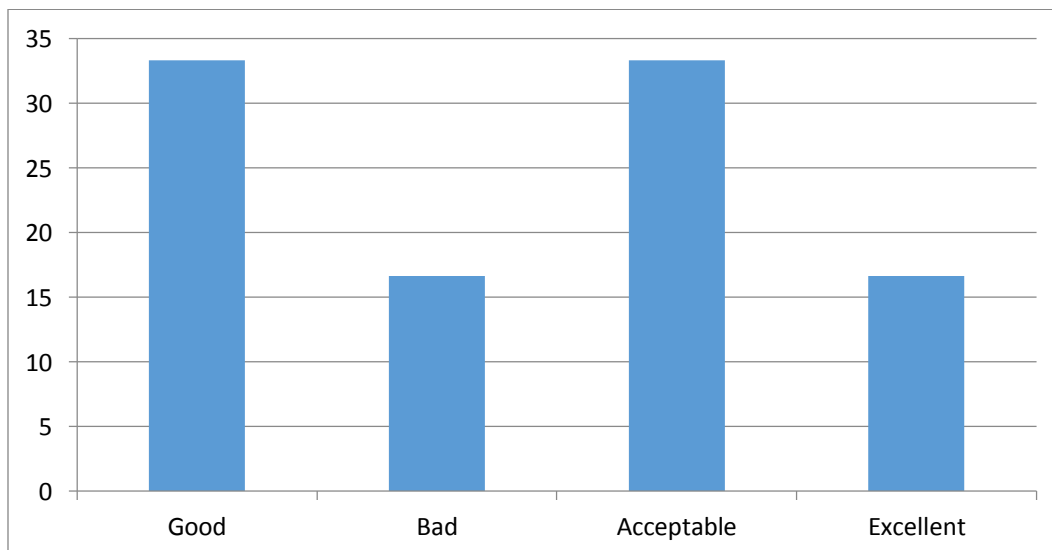
Figure 2. 4. Using of technology and gadgets in the EFL classes.

Q5. Do you like lectures when teachers use technology in EFL classroom ?

The data collected show that 56.66 %   of students like lectures when teachers use computers, and 16. 66 % of them (5 students) answer by « little bit », they like and dislike using computers in classrooms and finally, the majority of them answer by « no » (5students) they are not really estimate those kinds of lectures.

   These results explain that not all the learners like using computers in their studies, but the majority of them don't accept it. However, the majority of the students like using computers they said that it helped them a lot in learning.

Table 2.5. Average of lectures promoted with technology

Appreciation	Number	Percentage
Yes	17	56. 66 %
Little bit	5	16. 66 %
Not too much	5	16. 66 %
No	3	10 %
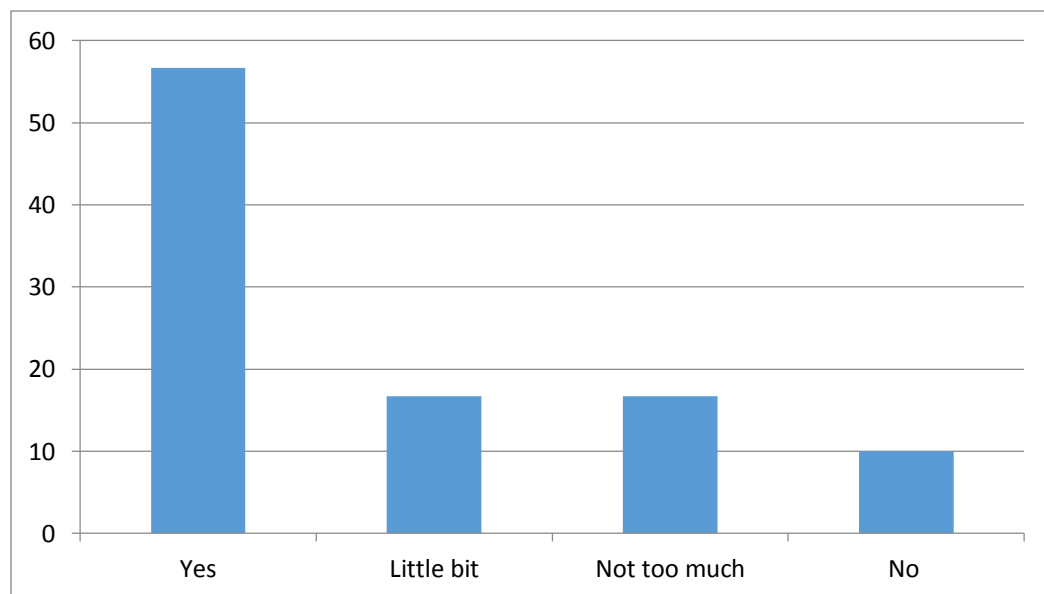
Figure 2. 5. Average of lectures promoted with technology.

Q6. Are the technological devices present in your daily life ?

This request shows to us that using technology is very present nowadays in most of learner's life. We can observe that 40 % (12 students) are very present in their lives, it means that they accept technology in learning environment, so that help them to learn and understand more and more. Yet the majority o them answered by not using it too much in their daily life.

Table 2. 6. The presence of technology devices and gadgets in learner's life.

Opinion	Number	Percentage
Not too much	8	26. 66 %
Very present	12	40 %
Yes, it is	10	33. 33 %
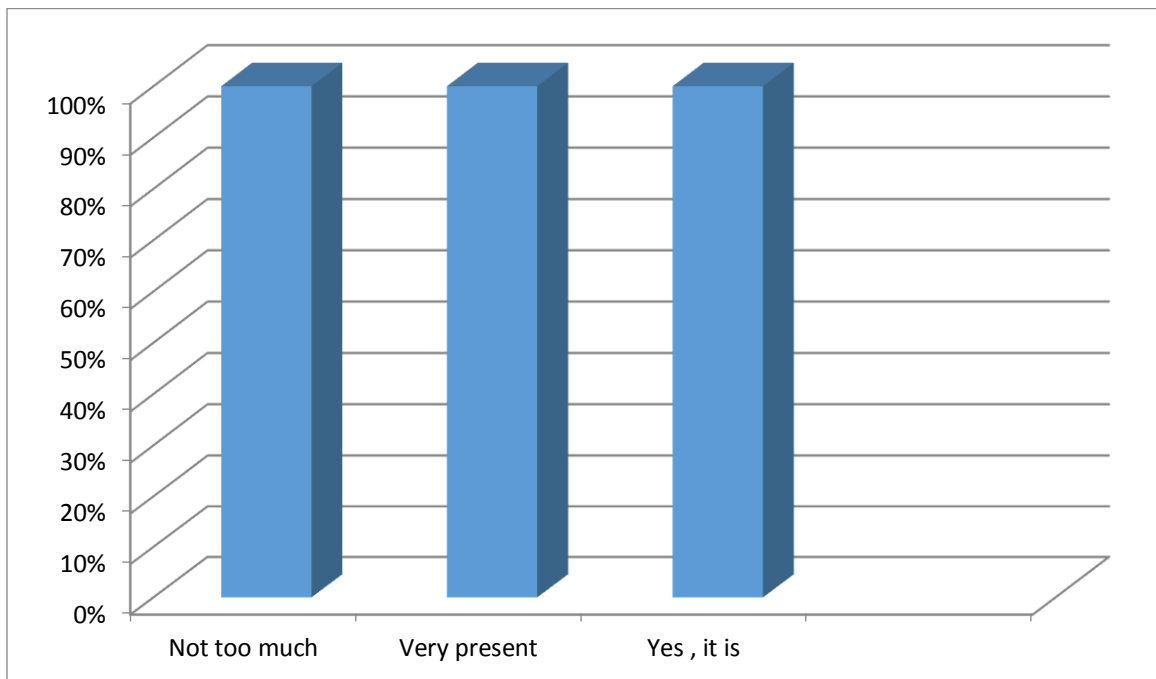
Figure 2. 6. The presence of technology devices and gadgets in learner's life.

Q7. Which lecture do you prefer, traditional or technological lessons ?

The above question shows that lectures promoted with computer technology are more likeable than the traditional lectures, the outcome was that 79. 33 % (22 students) replied by using computes in classroom to facilitate teaching and learning, while only 26. 66 % (8 students) like traditional lectures without using technological devices.

Table 2. 7. Learner's lesson type choices

Types of lectures	Number	Percentage
Traditional lectures	8	26. 66 %
Technological lectures	22.	73. 33 %
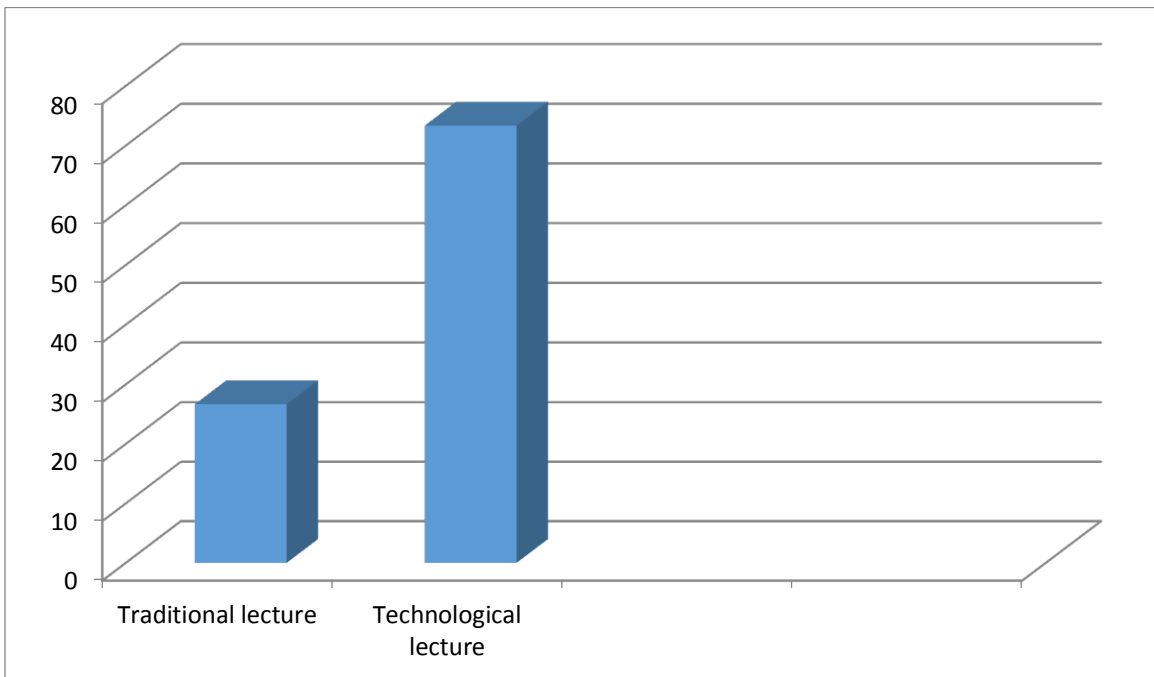
Figure 2. 7. Learner's lesson type choice.

Q8. Your level in English will be more efficient, if teachers introduce some technological devices ?

This question has shown that using technology in classroom is very present in student's life. We can observe that 26. 66 % respond by »probably« that perhaps when teachers use some technological devices it could be more efficient. Yet 63. 33 of the students are with this device, and finally, the minority of them replied by « no », they don't think by using such devices they can understand more.

The majority of students answered that, they develop in learning skills when they used technology, and automatically the develop of speaking skill at the same time

Table 2. 8. Using some technological devices to understand more

opinion	Number	Percentage
Yes	19	63. 33 %
Not sure	3	10 %
Probably	8	26. 66 %
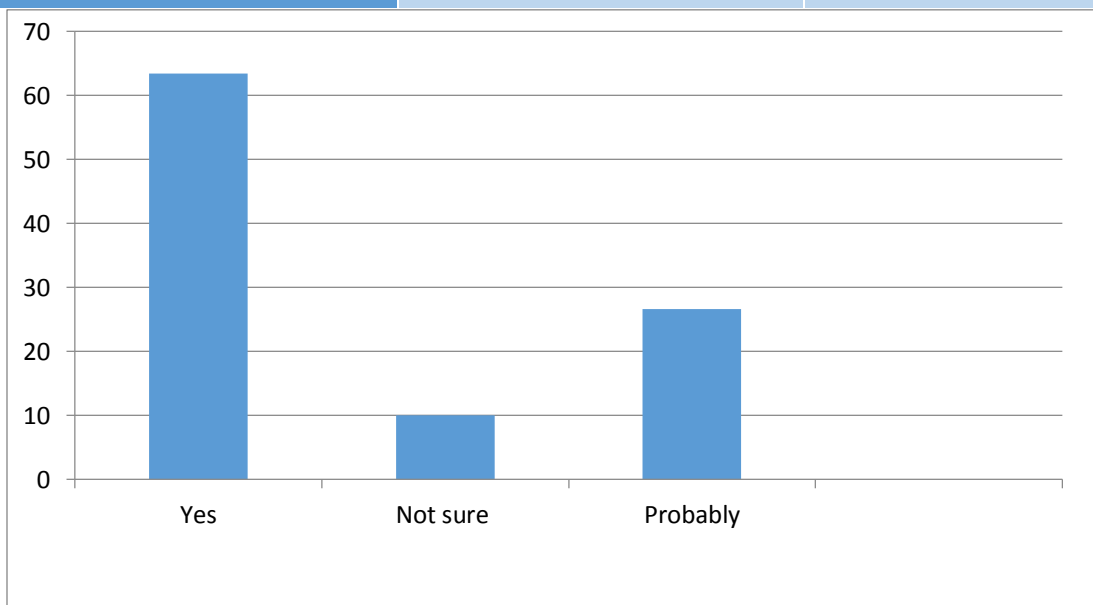
Figure 2. 8. Using some technological devices to understand more.

Q9. In your opinion, the pronunciation of teachers enough to improve your English especially in listening and speaking skills ?

The answer permits to realize that teacher's pronunciation is very important, 40 % of students said that it's « enough » to speak very well, but 33. 33 % answered by « maybe », sometimes it can be enough but sometimes not and finally the minority of learners replied by « no ».

Table 2. 9. The average of teachers pronunciation

Opinion	Number	Percentage
Enough	12	40 %
Not enough	8	26. 66 %
Maybe	10	33. 33 %

Figure 2. 9. The average of teachers pronunciation.
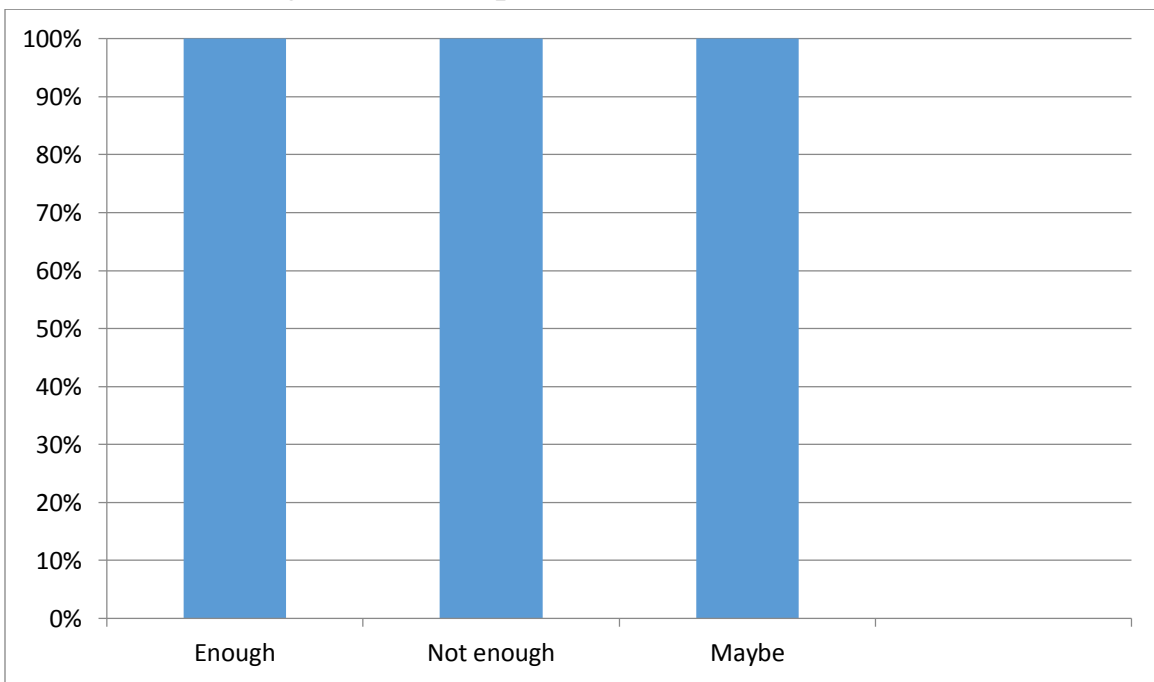
2.6 Analysis of teachers' questionnaire

The questionnaire composed of 6 questions, 4 are open-ended questions and 2 is close-ended questions. We select many open-ended questions to justify and understand more and more and to take many information from teachers. The teacher sample consists of 7 teachers from Tlemcen's University.

Q1. Are the teaching methodologies and approaches that you implement in the classroom appropriate for all your students ?

All teachers we asked answered by « yes », this consequence shows that most teachers use computers in their classroom.

Q2. How often you change your teaching strategies in the classroom ?

Five teachers out of seven replied by « always » They change strategies and methods in learning and teaching in their classes, and two of them answered by « rarely » in changing procedures and styles.
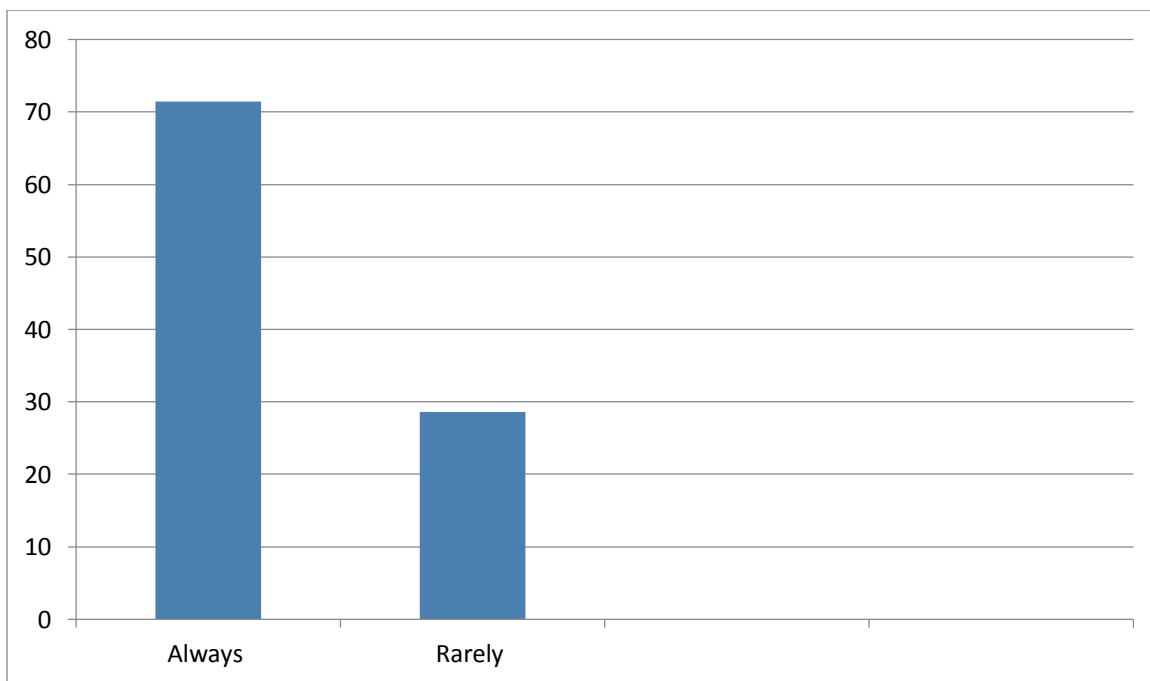
Figure 2. 10. Changing strategies in learning.

Q3. Do you think that ICT is a necessary module ?

Six teachers answered by « yes », it's a fundamental module in teaching and learning and one of them reply by « no », This consequence shows that, most of teachers used technological devices in classrooms.
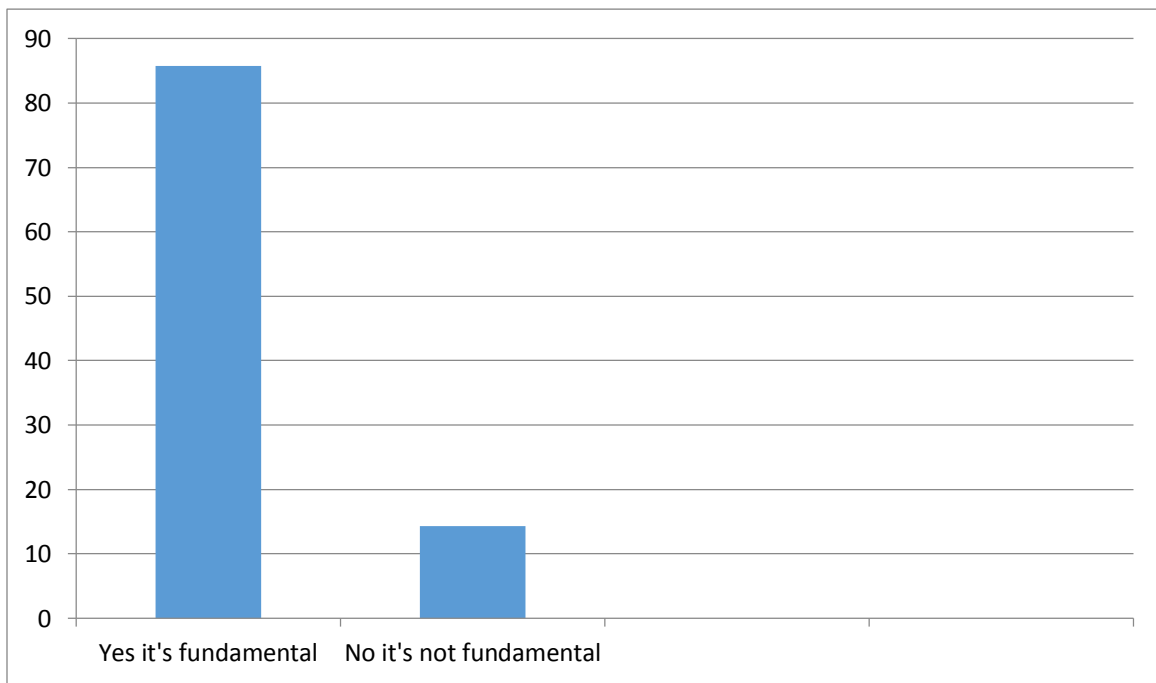
Figure 2. 11. Teachers consideration about ICT module.

Q4. As a teacher what do you think of the use of technology to improve the English language in general and speaking in particular ?

The result from this question is that teachers are all with improving the Englich language particular about speaking with technology. Some of them say for teaching of culture it is necessary to use multimedia devices to play videos and some see it is not necessary.
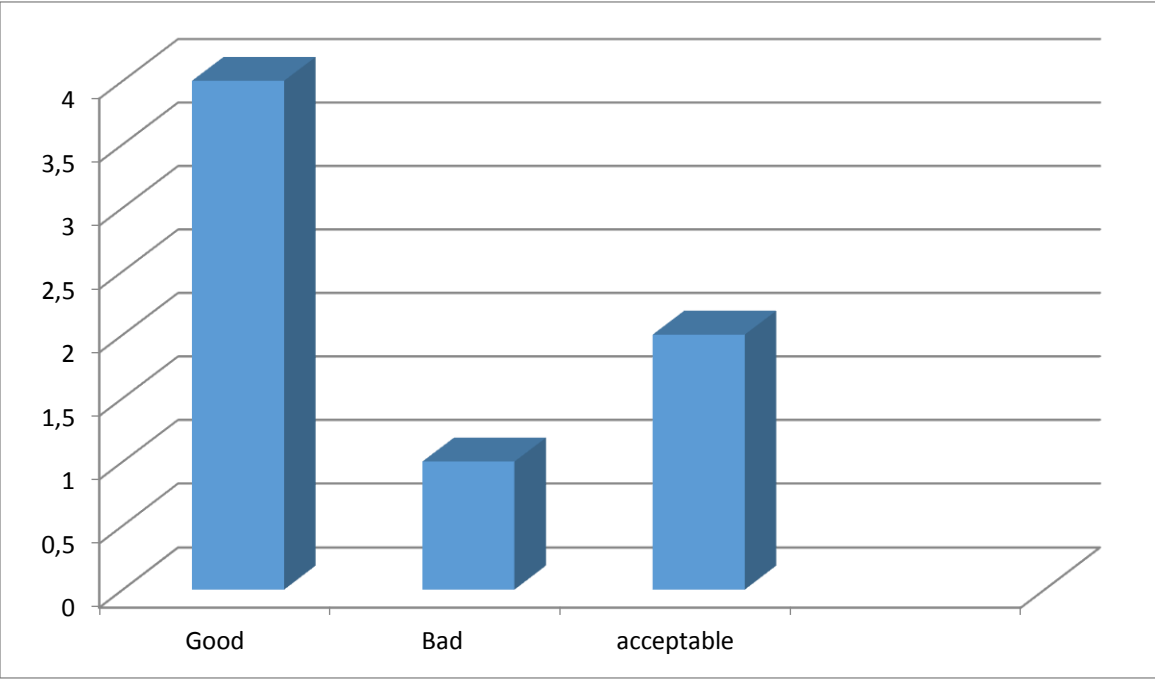
Figure 2. 12. Teacher's opinion to improve English language.

Q5. Do you think that by involving technological devices and electronic gadgets such as computers, headphones, cameras... etc will affect the learners performance in the class ?

All teachers answered by « yes » to this question, they said that by using technological devices such as camera, headphones, cameras in oral lecture, it helps the learner to understand more, it is a vivid method of communicating a message.

Q6. What are the most common technological devices and tools that could be used by teachers to improve the teaching and learning process in the EFL classroom ?

Teachers we asked answered to this question by different answers, they say the most common technological devices to improve teaching and learning process of EFL classes video conference, computers, data show, camera and headphones.

2.7 Conclusion

This chapter developed an overview of the research design and data analysis the analysis of the two questionnaires revealed that the use of technology for teaching and learning English language is really helpful> it is preferable for both teachers and learners to learn how to employ technology in order to be equal with the new development but they do not neglect to the use of traditional education.

According to the result obtained from questionnaires, most of students are motivated to learn via technology and it is really helpful to improve their oral skills, but they need more preparation to use it adequately and they need to use technology and technological not only in oral session. And some teachers also need to develop their competences in using technology aids because they see that technology is only an extra tool.

This chapter also devoted to some suggestion and recommendations concerning the use of educational technology for the teachers and learners.

2.8 Recommendations

In this part we discuss the recommendations that we have developed based on our analysis.

We recommend to integrate more technology inside classrooms and to integrate Google forms that allow students answer few questions that review topics that were covered at the beginning of class. We recommend strategically to follow an online courses for students with low and medium English proficiency. Learners can also develop their vocabulary through the use of computer which can provide audio and visual aids. On the other hand, we recommend teachers for creating an authentic atmosphere inside classes by removing barriers and changing the traditional way of education, they need to collaborate, to overcome any obstacles and break the barriers to the meaningful integration of technology into teaching and learning.

Universities need to provide training courses for teachers and learners to gain experience in dealing with modern technologies, and they should be open minded.

GENERAL CONCLUSION

General conclusion

The result of this study presents that learning and teaching is more functional in compare with traditional education. Thus, using ICT tools will be more active and motivating for teachers and students to understand more, while most of the teachers in this study said that using computers in classroom helps a lot and the incorporation of ICT s is a necessity. During this work we prospect that we have given a lot of ideas and information for our subject.

In this research work, we encountered some difficulties such as the small number of participant (teachers and students) which didn't gave us the wider information and picture about the subject matter. The research is limited to LMD class of second and third –year EFL learners of English language at University of Tlemcen. The teachers' sample composed of seven teachers, while the students' sample composed of thirty students. The result of the study has shown that unfortunately there is not enough ICT tools of the teaching environment of the University for example lack of language laboratories, there is just two in the department of English language and there is not a lot of computers and ICT tools. It was hypothesis that the incorporation of ICT creates a very nice atmosphere in oral classroom's and helps too much students in oral skills and he/she can speak like native speaker.

Finally, as a solution the equipment of information and communication technology needs some considerations in order to raise the capacity of education method.

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APPENDICES

Appendix A: students questionnaire

Dear students, you are politely favored to answer the following questionnaire, its purpose is to investigate the development of the teaching/learning process of the English language through the use of technology as a promising tool for the EFL classes.Please put a cross (X) , and comment when necessary.

Q1. As a student ,are you satisfied from the teaching tools and materials used in the classroom ?

☐ Yes ☐ No ☐ Somehow

Why:...
....
....

Q2. Do you think by using technology in the classroom, you will be more motivated to learn and speak English ?

☐ Yes ☐ No ☐ Myabe

Q3. Among these technological devices and electronic gadgets which one is the most effective to be implemented in classroom ?

☐ Mobile ☐ Laptop ☐ data-show

Why:...
....
....

Q4. What do you think of the use of technological devices and gadgets in the EFL classes ?

☐ good ☐ bad ☐ acceptable ☐ excellent

Why:...
....
....

Q5. Do you like lectures when teachers use technology in EFL classroom ?

☐ Yes   ☐ No   ☐ Little bit   ☐ Not too much

Why:..

....

....

Q6. Are the technological devices present in your daily life ?

☐ Yes it is   ☐ very present ☐ not too much

Q7. Which lecture do you prefer , traditional or technological lessons ?

☐ Ttraditional lectures   ☐ Technological lectures

Why:..

....

....

Q8. Your level in English will be more efficient, if teachers introduce some technological devices ?

☐ Yes   ☐ Not sure   ☐ Probably

Why:..

....

....

Q9. In your opinion , the pronounciation of teachers enough to improve your English especialy in listening and speaking skills ?

☐ Enough   ☐ not enough ☐ maybe

<u>Thank you very much for your cooperation</u>

Appendix B: Teachers questionnair

Dear teachers, you are politely favored to answer the following questionnaire, its purpose is to investigate the development of the teaching/learning process of the English language through the use of technology as a promising tool of the EFL classes.Please put a cross (x) ,and comment when necessary.

Q1.Are the teaching methodologies and approaches that you implement in the classroom apparopriate for all of your students ?

☐ Yes   ☐ NO   ☐ not too much

Q2.How often you change your teaching strategies in the classroom ?

☐ Always   ☐ Rarely   ☐ Never

Q3.Do you think that ICT is a necessary module ?

☐ Yes it's a fundamental   ☐ No it's not fundamental

Why:. . . . .

. . . .

. . . .

Q4. As a teacher what do you think of the use of technology to improve the English language in general and speaking in particular ?

☐ Good   ☐ Bad

Why:. . . . .

. . . .

. . . .

Q5.Do you think that by involving technological devices and electronic gadgets such as computers, headphones , cameras…. Etc. Will effect the learners performance in the class ?

☐ Yes   ☐ No

Why:. . . . .

. . . .

. . . .

Q6- What are the most common technological devices and tools that could be used by teachers to improve the teaching / learning process of the English language in the EFL classes ?

. . . .

. . . .

. . . .

. . . .

. . . .

<u>Thank you very much for your cooperation</u>