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**Faculty of Letters and Languages**  
**Department of English**

**Teachers' and Students' attitudes Towards  
The use of Information and Communication Technologies (ICTs)in  
EFL Classrooms**

**The Case Of Third Year LMD Students At Larbi Ben M'hidi  
University.Oum El Bouaghi**

**A Dissertation Submitted in Partial Fulfillment of the  
Requirements for the Degree of Master in Language Sciences  
and Teaching English as a Foreign Language**

**By: HAMANI KAHINA**

**Supervisor: MR. HAROUN MELGANI**

**Examiner: Mr. BOULMAIZE DJALLEL**

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## *Dedication*

*In the Name of Allah, the most gracious, most merciful, all the praise is due to Him alone.*

*I would like to dedicate this work to my parents who brought me up with their love and encouragement.*

*To the soul of my mother "Nadya" may Allah have mercy upon her.*

*This work is also dedicated to my beloved sisters: Lilya, and her husband Hassen and their children" abd el Moujib and Rofaida", Nadya, Rokaia, Ibtihel, and Nada. And my brothers: Hani, Akram, Taib, Moussa, Ali. Thank you for your love and support.*

*To all HAMANI Family*

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## **List of Abbreviations**

**EFL** : English Foreign Language

**FL** : Foreign Language

**ICT** : Information and Communication Technologie

**ICTs** : Information and Communication Technologies

**TL** : Target language

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## **Abstract**

Formerly, language teaching and learning was considered as a very boring technique. Where the teacher has to convey his/her piece of information via writing notes on the board. However, with the fast growing of technology, especially, Internet and computers' emergence teaching and learning are no longer boring. Those technological tools are used to boost learners' motivation and to fulfil their learning needs and to make them more involved in the teaching and learning process. Therefore, this work sought to investigate the impact of using ICTs on EFL learners at L'arbi Ben Mhidi University, department of English. It attempted to answer the following questions: Do ICTs boosts learners' motivation and skills? And what are teachers' and students' attitudes towards the use of ICTs while learning a foreign language? Sixty (60) students in L'arbi Ben Mhidi University-English department (Third year LMD) were selected to answer the questionnaire. The findings of the study showed that the integration of ICTs in EFL Classrooms was effective when it comes to boost learner' motivation and to develop their four skills.

## **Key words:**

English as a foreign language, motivation, information and communication technologies.

## **Introduction :**

Our life is immensely touched with the cycle of information technology, the fast spreading of information and communication technologies (ICTs) has made probable grant to English language education for the last few decades. Thus, the use of ICTs provides learners with unlimited convenience to put English language into practice and to involve learners in more authentic environments (Thorns, 2002). For this reason this piece of research seeks to investigate the role of ICTs in EFL classes. And to check whether the implementation of these technological tools has an impact on learners' motivation?

## **Aim of the study:**

This paper tries to inspect how teachers use ICTs. More precisely, the effect of those tools on second language learning and the four skills

## **Research Questions and hypothesis**

This study attempt to answer the following questions:

- 1- What are teachers' and students' attitudes towards the implementation in English language learning?
- 2- To what degree ICT motivates learners?And whether it affects their four skills?

To answer these questions, it is hypothesized that:

Implementing ICTs in EFL Classrooms has a positive effect on learners' motivation and four skills.

## **Research Methodology**

To achieve the aims of the research, a descriptive method was chosen in order to collect data, two questionnaires have been administered to both teachers and students of English at Larbi Ben M'hidi University. Students' Questionnaire has been administered to sixty third year LMD Students who have been selected randomly from the whole population.

Teachers' questionnaire was distributed to ten teachers in the same department.

The aim of both questionnaires is to elicit their attitudes towards the effect of using ICTs in EFL Classrooms on learners' motivation and four skills

### **Structure of the study:**

This work embodies two main chapters. The first chapter consists of two main sections; section one deals with ICT in general (Definition, different ICT tools, ICT and Teaching methods and precisely, the communicative approach and the audio-lingual approach, the impact of ICT on the four skills , and ICT within teaching and learning process).

Whereas, the second part is about ICT and learning motivation, and How to integrate ICT into EFL curriculum and finally pros and cons of ICTs .The second chapter deals teachers' and Students' questionnaire analysis and results. It helps us to see whether the results go in the same direction with the hypothesis.

## **Introduction**

Generally, ICTs are playing a vital role in our daily life. It is crucial that in the last two centuries, researchers and precisely learners execute multiple tasks with different technological means like dictionaries, qualifying multimedia files, Search on web sites. This concludes to what extent technological tools can have a brunt on the teaching and learning process.

## **Definition of ICT**

There seems to be a great diversity of definitions of the term Information and Communication Technology (ICT) due to their adjustment. According to Sen (2002) “Diverse set of technological tools and resources used to communicate and to create, store, and manage information” (p. 51-52). In other words, the integration of these telecommunication and teaching means helps a lot teachers and learners as well to easily access and exchange any piece of information. Thus, it is a multiple Salad of educational brainy devices.

In addition, Celebic and Rendulic(2011) gave another definition:

The acronym ICT (Information and Communication Technology) includes all technical means that are used for hunding information and facilitating communication, including computers, network, hardware, communication lines and all necessary software. In other words, ICT is comprised of Information technology, telephony, electronic media, and all type of process and transfer of audio and video signals, and all control and managing functions based on network technology (p17).

This enables the learner to be a second designer of the lecture in addition to the teacher as a primary designer; because, if we come to distinguish between the old teaching methods and the new one, there will be a quite difference between them either concerning the content or the way to transfer information. Previously, the content of the lecture was only restricted to the teacher, it means the teacher was supposed to be the only responsible one to give information to his/her learners “Teacher-Students”. Whereas, nowadays and with the great increase of ICTs this difficult work has become very easy and they can benefit from each other “Student-Teacher”. Macelle (2002) stated that ICTs are a various set of goods, services and applications used for producing, sharing, and transforming information such as: media, TV and Radio broadcasting, computer services. In other words, any teacher can have those technological pieces as a primary element of the lecture.

## **ICT and Foreign Language Teaching Methods**

Integrating Computers and Internet Technology in the foreign language classroom (FLC) is a subject of an enormous dispute. For Harmer (2007) “computer-based instruction can also provide students with unreachable activities which motivate them” (p. 22). Scientists mentioned that most foreign language learning approaches put insistence on grammatical rules, syntax, and vocabulary whereas the practice of the oral language was totally undervalued for instance, The Grammar-Translation Method was one of the teaching approaches that do not rely on ICTs at all.

Richards and Schmidt (2002) define The Grammar-Translation Method as “A method of foreign or second language teaching which makes use of translation and grammar study as the main teaching and learning activities” (p.231).

In other words, it was used to teach lifeless languages like Latin and Greek and it did not rely on such technologies for the reason that, it is much more based on written texts. Its main educational purpose was to analyse and study grammatical rules then, translating them into or from the mother tongue. Thus, it is “a teacher-centred approach”.

On the other side, there were few other language teaching methods which focus on the use of modern technological tools and consider them as fundamental tools. One of them was the Direct Method; it has many names which are: (the Natural Method, the Anti Grammatical Method). According to them, the meaning should be directly connected with the Target Language (TL), and it would be very helpful if language was learnt through demonstration (realia, pictures) rather than explaining or translating. According to Richards and Rodgers (2001), this method is quite important for learners suffering from the lack of real communication when using the TL.

They added that this method (the Direct Method) is based on sound principles of education through introducing practical things before theoretical ones. It enhances speaking

abilities before reading and writing and therefore the Natural Method is always in need to some ICT tools namely, (creating Web pages, exchanging emails, do online research and making video conferences).and that these precedent tools provide learners with greater exposure to the target language.

In addition to the previous teaching method (DM), there was another approach that sees ICTs as fundamental tools when teaching which The Communicative Language Teaching Approach. Richards and Rodgers (1986) asserted that

...CLT, however, is a theory of language teaching that starts from a communicative model of language and language use and seeks to translate this into a design for an instructional system, for materials, for teachers and learners roles and behaviours and for classroom activities and techniques (p.69).

In other words, the CLT focus was shifted from emphasis on grammar and form to emphasize on interaction and communication.

All in all, ICTs have got many positive effects on the success of the Direct Method and on the Communicative Language Teaching Approach as well. However, Grammar-Translation Method has not because it only relies on textbooks.

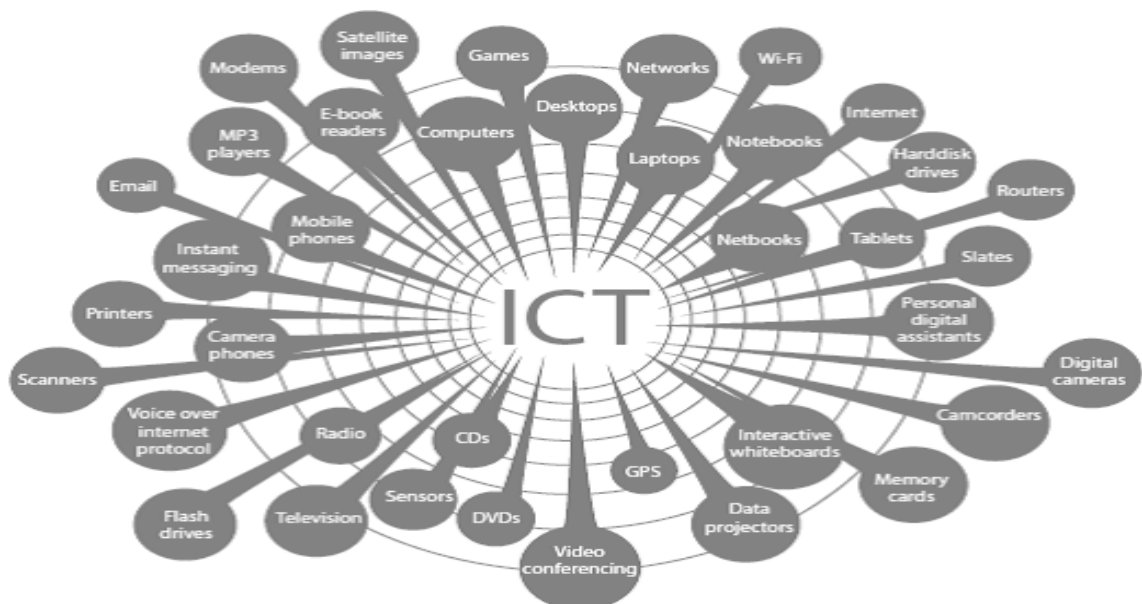


## ICT Tools

Since we are encountering a digital era, there is no doubt that ICTs are integrated into the educational system first than in the other fields. Dawes (2001) stated that new technologies have the potential to keep education across the curriculum and deliver opportunities for efficient student-teacher communication in ways that were not possible before. Therefore, ICT was divided into two main types (synchronous Vs. Asynchronous communication tools). These two types were mainly designed for the sake of making collaboration and unity between people much easier since it replaces a face-to-face communication.

**1.1. Synchronous Tools:** They are numerous such as (Skype, Google talk, msn, yahoo, and video messaging). These tools help people and, in particular, students in avoiding being isolated. The previous means also help them stay in contact with their colleagues and teachers as well. They work more on increasing their level of social interaction and motivation, for granted.

**2.2. Asynchronous Tools:** They include: (Email, blogs, wikis, YouTube and audio graphics). These means were selected for those living far people and especially learners who encounter difficulties of attending classes. So, they can complete their lessons on their own.



**Figure1.** ICT comprise many technologies for capturing, interpreting, storing and transmitting information. (Anderson, 2010,p. 4)

## **Part one: Theoretical Part**

### **Section Two: ICT and its Impact on the Four Skills**

#### **Introduction**

Teachers used to control their students through a fixed manner. However, with the change of time and the increase of technology, this habit of fixed controlling seems too rigid and frozen because it minimizes teachers/students' interaction. Thus, teaching must be based on progressive education, it is perceived as stimulating, directing, guiding the learner and evaluating the learning outcomes of teaching since when the learner learns on his own, this will change a lot. (Rinalyn & Magtibay, 2011).

#### **1.1. ICT within Teaching and Learning Process**

It has been noticed that student's possibilities have been increased and that their learning can be enhanced via communication tools towards autonomy. Therefore, ICT tools must and should be implemented daily.

In addition, Beauchamp, Cox, Rhodes, et al. (2003) discuss that while ICTs have offered teachers and their classrooms new pathways towards language learning, they have also given students the liberty to orchestrate resources.

#### **1.2. ICT and the Four Skills**

Among all the Audio-Visual Technologies, no tool has had a big impact on teaching and learning than computers and internet. These tools help giving learners exposure to foreigners' language and culture as well. Most recent researchers have divided language ability into four skill areas; listening, reading, speaking, and writing. The two first skills are considered as receptive skills whereas the two remaining as productive skills.

##### **1.2.1. Listening**

Listening entails complex interpretive process. According to Saricoban (1999) (as cited in Nomass, 2013), "it is also defined as the process of identifying and understanding the speech of the speakers. It involves understanding the speakers' accent or pronunciation. Speakers' grammar, vocabulary, and comprehension of meaning" (p. 112). Through this receptive skill, people can acquire a great amount of their information.

There are several ways for improving this input skill for EFL learners; they are listed below:

### **1.2.1.1. Use of tap-recorders**

Although they are considered as one of the oldest technical tools, and teachers do not use them always while teaching, but they are still in use by a small group of teachers

### **1.2.1.2. Use of computers**

Computers are very important in reinforcing the listeners' skill. Learners can communicate effectively through the internet voice chatting using the second language.

### **1.2.1.3. Broadcasting**

Listening to TV language programs contributes a lot to the reinforcement of the listening skill.

### **1.2.1.4. Cell phones**

The old days of looking for information in encyclopaedias are long gone. Learning on the cell phones can extend beyond the walls of the schools. Also, students can watch a video of a missed lecture on YouTube easily.

## **1.2.2. Reading**

Reading is the process of decoding symbols with the intention of deriving meaning from the text .it is an input skill which depends on the vocabulary of the learner in the second language (Constantinescu, 2007, p. 113).

Case and Truscott (1999) stress the importance of computers and the internet in developing the reading skill. They argued that computer-based reading helps increase students' interaction with texts, it also helps them to improve their vocabulary and there are several techniques that can be utilized in order to develop this input skill.

Some of them are the following:

### **1.2.2.1. The Use of Multimedia Software:**

For instance, the use of graphics, sounds, video and animation.

### **1.2.2.2. The Use of Electronic Dictionaries**

The use of electronic dictionaries contributes a lot to learners' vocabulary.

EFL-Traditional Reading Classroom	EFL Technology-enhanced Reading Classroom
<ul style="list-style-type: none"> <li>- Teacher- centred.</li> <li>-Teacher authority is limitless</li> <li>-Rely on texts only.</li> <li>-The teacher is the only monitor of the reading.</li> <li>-Teacher responsibility of selecting the appropriate piece of reading.</li> <li>-The Teacher who controls.</li> </ul>	<ul style="list-style-type: none"> <li>-Learner- centred.</li> <li>-Teacher authority is restricted.</li> <li>-Technology is added to the reading process.</li> <li>-Students monitor their own reading.</li> <li>-Teacher guidance is provided only when necessary.</li> <li>-Students are almost free in selecting the text.</li> </ul>

**Table1: Difference between traditional reading and Technology reading**

### **1.2.3. Speaking**

It is defined as an activity which is done through the utilization of human communication.

Involving technological tools in the learning process can take many forms:

#### **1.2.3.1.The Use of internet voice chatting**

Chatting is the process of voice communication to people who are using the internet at the same time you are.

#### **1.2.3.2. The Use of Speech Synthesis Programmes**

Dealing with programmes that can generate voice signals will enhance both vocabulary and pronunciation.

### **1.2.4. Writing**

Writing is communicating thoughts and concepts via using written symbols. It is classified under the productive skill. This one can be enhanced with many ICT tools:

#### **1.2.4.1. The Use of E-mails**

Transferring messages via e-mail is a current procedure for writing “Students can use e-mails to learn how to respond to the incoming messages” (Singhal, 1997 as cited in Nomass, 2013, p. 114).

#### **1.2.4.2. The Use of Text-Chatting**

Chatting is a quite crucial method in ICT which helps in promoting this output skill (productive). It enables the learner to express his/her thoughts and ideas.

### **Conclusion**

Implementing technological tools in the teaching and learning process has become a real necessity for its unlimited advantages on both teachers and learners.

## **Part Two: Teachers' and Students' Attitudes towards the Use of ICTs**

### **1.1.Learners' Motivation, Engagement and ICTs**

#### **Introduction**

Foreign English language teachers are almost lost when it comes to how to boost their student's motivation and engagement in the classroom.

#### **1.1.2. Definition of Motivation**

According to Harmer (2001), "Motivation is some kind of internal drive which pushes someone to do things in order to achieve something" (p. 51). It is common to say that facilitating the acquisition of language skills, increasing learner motivation, and participation can be achieved easily through the use of ICTs.

Heretofore, it was a teacher-centred approach whereas nowadays and with the increase of communication technologies it has become a learner-centred approach. ICTs in general and computers and internet technologies in particular has a major impact not just on the "what to learn" but rather on the "how to learn".

In other words, in an article published in Wikipedia (n. d), learners found it quite beneficial and enhancing for them to rely on technological tools when learning a FL more than when using the conventional ones .Among these means there are: videos, colourful images, etc, These means really make them ( students) more engaged in the learning process.

Reeves and Jonasen (1996) noted that students' using ICTs while learning become immersed in the process of learning "as more and more students use computers as information sources and cognitive tools" (p.7).

#### 1.4. Research Works on ICTs

Generally, there are several research works that can be found during swimming in the sea of ICTs. Many authors were interested in studying those tools and their relation or role in teaching/learning FL. Naser, J.Z. (2010) is one of them. The latter has written a book entitled: "Teachers' Attitudes and levels of Technology Use in Classrooms" in which he tended to investigate the level of ICTs use among teachers and their attitudes towards the use of ICTs for educational purposes. He has posed two (2) questions. The first one was: What is the level of ICT use in classes? Whereas the second one was: What are teachers' attitudes towards the use of ICT?

Concerning the methodology that has been adapted, his work was a quantitative one (two questionnaires were distributed). The first one included 13 items to measure the level of ICT use while the second one included 15 items related to teachers' attitudes towards the use of ICT.

He has relied on the SPSS program. The analysis of data showed that teachers play a vital role in the implementation of ICTs in schools and their attitudes have proved to be significant predictors of technology use. Therefore, the correlation of findings revealed that there was a significant correlation between teachers' level of ICTs use and their attitudes level. This research has given more attention to the level of ICTs' use in order to increase and encourage the implementation of ICT tools in Jordanian schools.

The study recommends that future researchers need to consider the in-depth qualitative studies such as classroom observation and in-depth interviews to investigate the use of ICTs by teachers.

Another author was Nomass, B.B. (2013) who has written the book of "The impact of using Technology in Teaching English as a Second Language" aiming to highlight the role of using modern technology in teaching English as a second language and to discuss different approaches and techniques which can assist English language students to improve their four skills by

using technology. So that to appreciate the response of English language classroom students for using technology in the learning process.

A questionnaire form has been used for the purpose of assessing how English students can benefit from technology to learn. The sample was arbitrary students at the department of English language (Libya).

The analysis showed that most of students prefer the use of technology, especially, computers in developing their four skills. However,

It seems that there were weak tendencies for encouraging students to use technology in the classroom.

A case study was carried out to estimate the acceptability of some students for their utilization of technology to enhance their language skills. As technology has developed, the incorporation of this medium into the instruction process becomes necessary. The computer is being viewed more as an integral part of the learning activity, and as a means by which skills are transferred to learners.

Therefore, educational institutions should modernize their technical instruction capabilities by using new equipments and laboratories for supporting the teaching process. Also, English language teachers should encourage their students to use technology in the classrooms.

## **Section two**

### **Part two: Teachers' and Students' attitudes towards the implementation of ICT in EFL classroom**

The integration of ICT into education has been assumed as the potential for technological tools to revolutionize an outmoded educational system (Albirini, 2006, p. 381). Also; ICTs play a vital role in Information Educational Systems.

On the other words, Peck and Domcott (1994) bordered ten reasons that ICTs should be used in schools:

- A- Technology empowers teachers to characterize direction that may help learners to develop at their own pace. In other words, Teachers with the aid of technological tools make the learner more engaged in designing the lecture by their own, and to select what can be closer to their level and needs as well.
- B- Students need to be talented when it comes to communicating with computers. This means that, a beginner cannot rely on computers while searching for a piece of information unless he/she is talented or is already familiar with the computer.
- C- Students' thinking and writing skill may be boosted via the use of word processor; This concludes that, the more the learner uses the word processor while conducting a research, the more her/his writing skill will be developed.
- D- Technology enables students to analyze and develop their own work; without the need of the teacher control. Also, Computers or Internet provides the learner with easy access to any resource they need.
- E- ICTs provide learners with outside school access to any resource; This means that, searching for information is not necessarily limited to internet connection at home. Therefore, they can work on their projects or home works even outside home.
- F- Technology brings novelty to the classroom; it helps teachers and students to break the routine, unlike, traditional classes with the very classical and boring lecturing.
- G- Students need to be relaxed when using computers; because if no relaxation factor is available nothing will motivate the learner.
- H- Technology creates unlimited opportunities for students; starting from working freely until selecting intelligently what suits his/her level.
- I- Schools and institutions need to raise their productivity; because of the effectiveness and the level of adoption of these technological tools by students, universities and institutions have to give primary importance to these smart tools.



According to Murphy (1995), the learning outcomes that result from the use of technology in classroom can be summarized as follows “Social growth, Problem solving, Peer teaching, Independent work, and Exploration” (p. 8).

#### **1.4. Pros and Cons of ICT:**

The great evolution of computers set for learner assortment of convenience, especially when it comes to communication. Thus, many experts in the field of science and technology acknowledge the priority of making both students and teachers familiarized with the new educational technologies.”New technologies provide many opportunities for learners all over the world to get in touch and to practice their English “(Vannestal, 2009)

ICTs are regarded as vigorously apparatus for teaching and learning. Here are some of the advantages and disadvantages which ICTs bear to education according to contemporary research data. They are summarized by Isisag(1994) as follows:

1: Novelty and Creativity: ICTs allow teachers to imply various materials which may bring positive impact on learners’ performance. Also this may increase their level of involvement.

2: Adaptability: Computer programmes can be adopted by teachers to meet their learners’ needs .Unlike books which seem to be produced in a single uniform boring format.

3: Presentations: Computer’ presentation differ from the book one. In other words, while submitting a work with a computer combined with Visual and Audible Aids (Images, Graphics, and songs) seems to be more delightful than using fixed books’ presentations.

4: Anytime, Anywhere: The ability to access to the language without making efforts (flexibility). For teachers, ICTs offer them the ability to design lessons effortlessly.

In addition, they will no longer rely on printed books.

5: Internet: Helps creating an authentic environment, where concrete documents and even messages can be integrated to all aspects of teaching and learning.

6: Best tool for enhancing the four skills: Sounds, Images and colourful screens draw students ‘attention. Thus, At least one of the skills will be covered during the course.

Besides all these positive effects, ICTs has faced a lot of criticism and that it has many bad effects on teachers and students as well. Some of them are listed by Park and Son(2009)bellow:

1: Fatigue: many learners’ complains about the fatigue of their eyes. Which may lead to the loss of concentration? This also can be related to the size of the projector’ screen is not big enough.

2: loss of interest: With time learners will lose interest on the lecture itself, because digitized sounds will distract their attention.

3: Time Consuming: teachers while trying to design a good lesson for their tutors, have to stay in front of computers, reading so many online resources, and visiting so many educational web sites in order to pick up what suits their learners' level and needs. And this demands too much time to do.

4: Silent way learning and teaching: teachers are doing almost everything, they turn on the projector, while learners are watching and doing nothing.

5: Computers or internet: these two major electronic tools can neither replace the place of the teacher nor take his/her role in the classroom. In other words, meaning should be negotiated face-to-face not via screens "Dehumanizing"

6: teachers 'over dependence on CD ROMs: "Allowing students to follow poorly designed simulations or animations is dangerous, furthermore, because CD-ROMs offer students non linear access to information, potentially the learner becomes more responsible for their learning process"(Newmark, 1989, p. 18).

In conclusion, Batcher and whitebeard (2003) suggest that the use of ICT in the foundation stage is "unhealthy and hinders learning" (p. 16). In addition to, its expensive cost, ICTs is regarded as the largest curriculum budget cost.

## **Chapter Two: Field Work**

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## **General Introduction**

The present chapter is devoted to the analysis and results of both teachers' and students' questionnaires. The first part of the chapter will discuss teachers' questionnaire whereas the second part of the chapter will deal with students' questionnaire.

The analysis of the first questionnaire (teachers' one) will help us discover their attitudes towards the implementation of ICTs and also to find out if those tools have any impact on their method of teaching.

On the other hand, the data collected from the second questionnaire (students' one) will allow us to understand to what extent ICTs (computers, internet, power point, and e-mail) motivate EFL learners and to know whether they have any effect on their four skills as well.

### **2.1. Research Design**

#### **2.1.1. Teachers' and Students' Questionnaires**

Teachers who either taught or still teaching Third Year LMD students using ICTs were asked to answer the questionnaire which aims at finding out their attitudes towards the use of ICTs (computers, internet, power point, and e-mail). In addition, to know whether ICTs have any impact on their teaching method or not.

Third Year LMD Students' Questionnaire aims at detecting whether the implementation of ICTs enhances their motivation in addition to their four skills or not.

##### **2.1.1.1. Sampling**

Participants (teachers and students) who responded to the questionnaire were selected randomly among the total number of Third Year LMD level of English Department at Larbi Ben M'hidi University, Oum El Bouaghi.

##### **2.1.1.2. Sample**

The selection of Third Year LMD teachers was either based on their previous or current relying on ICTs in their teaching process.

On the other side, choosing Third Year LMD students and not any other level in the department was based on their over dependence on the use of ICTs almost in all their modules, especially, in Oral Expression session and FL Acquisition.

Teachers were delivered ten (10) questionnaires while students received sixty (60) questionnaires.

## **2.1.2. Research Tools**

### **2.1.2.1. Description of the Questionnaire**

Starting by Teachers' Questionnaire, regardless to the couple of the background questions, the questionnaire consists of nine (09) questions aiming at understanding teachers' attitudes towards the use of ICTs and their impact on EFL learners and the teaching method.

Moving to the Students' Questionnaire, it includes ten (10) questions (open-ended, closed-ended, and multiple choice question (MCQ)) regardless to the three background questions. The questionnaire is divided into three main sections.

#### **2.1.2.2. Sections**

##### **2.1.2.2.1. Section One: ICT Tools.**

For Students' Questionnaire, its first section aims at knowing whether participants perceive the meaning of ICTs or not (Q1) and if their teachers use them or not (Q2).

(Q3) and (Q4) try to specify which kind of ICTs is the mostly used by teachers and students during class.

##### **2.1.2.2.2. Section Two: ICTs and Learners' Motivation**

The second section deals with finding out whether the use of ICTs is beneficial for EFL learners or not (Q5).

So, if their answer is “yes”, they have to specify in what sense (the list of suggestions was provided) (Q6).

(Q7) concerns those who chose to say “no” since they are requested to name, at least, three (3) disadvantages.

Moreover, this section tends to see to what extent ICTs increase learners’ level of motivation (Q8).

Concerning the last question (Q9), it attempts to know if those ICTs enhance their four skills.

### **2.1.2.2.3. Section Three: Teachers’ and Students’ Attitudes towards the Use of ICTs in EFL Classrooms**

Since Third Year LMD Students are asked to present their works or projects in a modern and enjoyable way, this part of the questionnaire (Q10, Q11, Q12) try to realize whether they face any difficulties when using ICTs or not (Q10). In addition, (Q11) seeks to see learners’ attitudes towards the application of each tool (computers, internet, voice chatting, and power point) when learning.

The last question (Q12) sheds light on how learners consider the difference between traditional teaching/learning tools and ICTs.

## **2.2. Statistical Analysis**

### **Chapter Two: Field Work**

#### General Introduction

#### 2.1. Research Design

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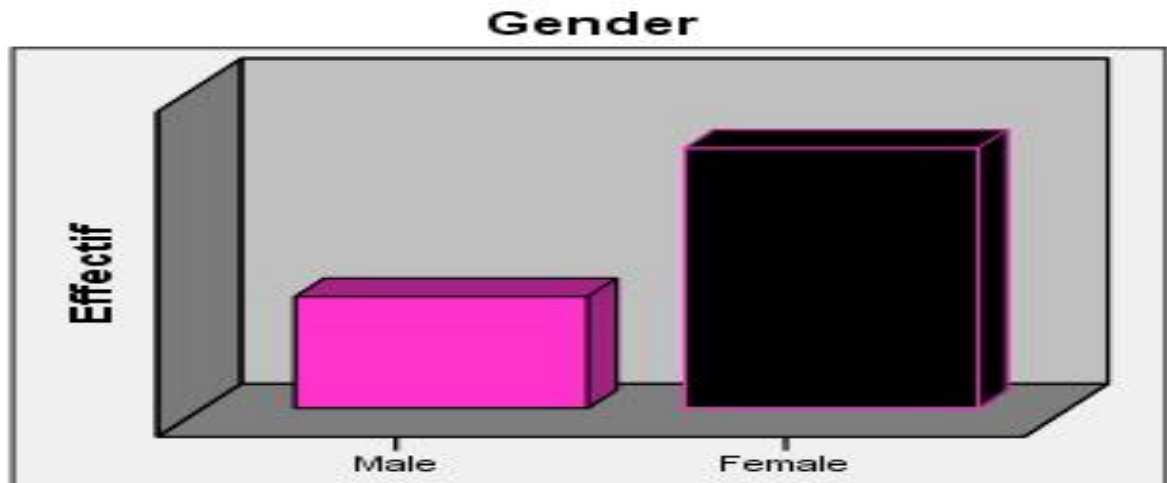
2.7. General Conclusion

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## 2.2. Statistical Analysis

	Gender	
	Effectif	Percentage
Male	18	29.0
Female	42	67.7
Total	60	96.8



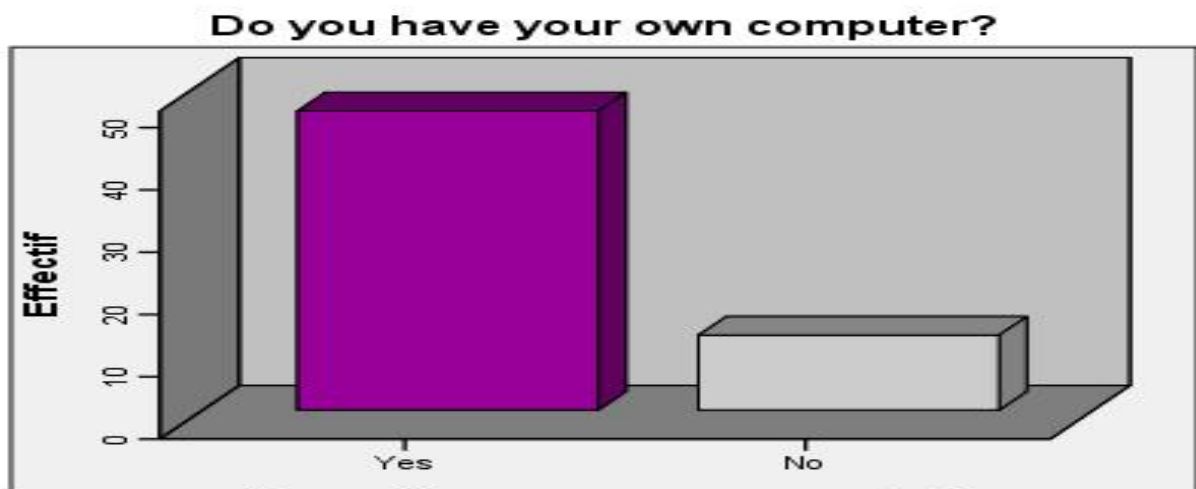
**Figure 2 :** Students' Gender

The huge difference in the percentage shown in table1 is for the reason that females prefer foreign languages while males prefer scientific branches.

**Q2:** Do you have your own computer (laptop)?

**Table2:** Do you have your own computer?

	Do you have your own computer (laptop)?	
	Effective	Percentage
Yes	48	77.4
No	12	19.4
Total	60	96.8



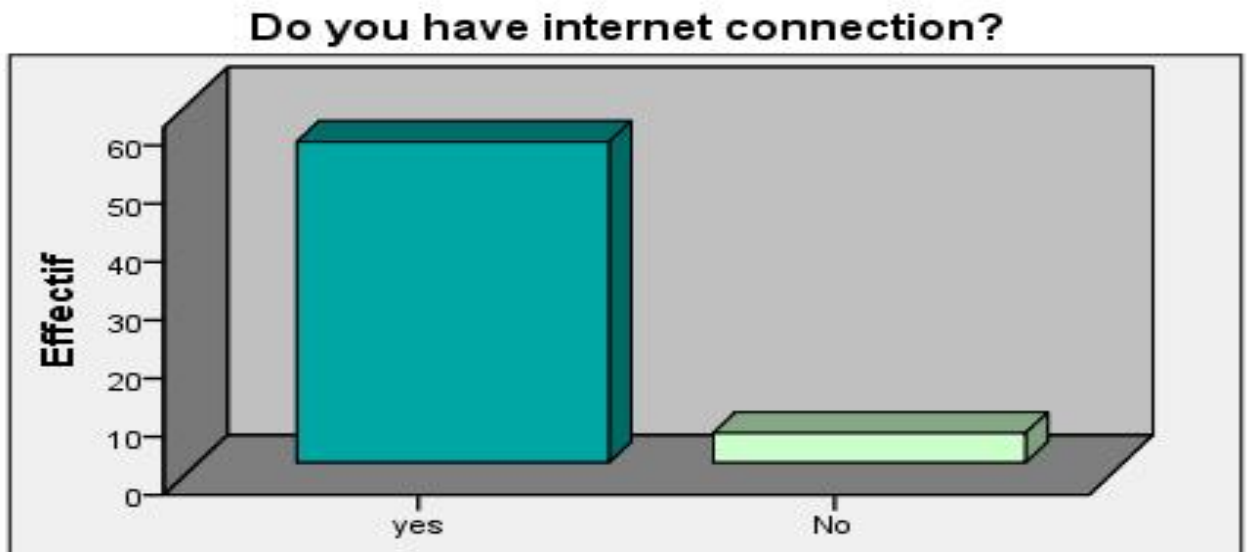
**Figure3:** Do you have your own computer?

From table 2, it is concluded that (77.4%) of students have their own laptops .Whereas (19.4%) of them do not have laptops

**Q3:** Do you have Internet connection?

**Table3:** Do students have Internet connection?

	Do you have Internet connection?	
	Effective	percentage
Yes	55	88.7
No	5	8.1
Total	60	96.8



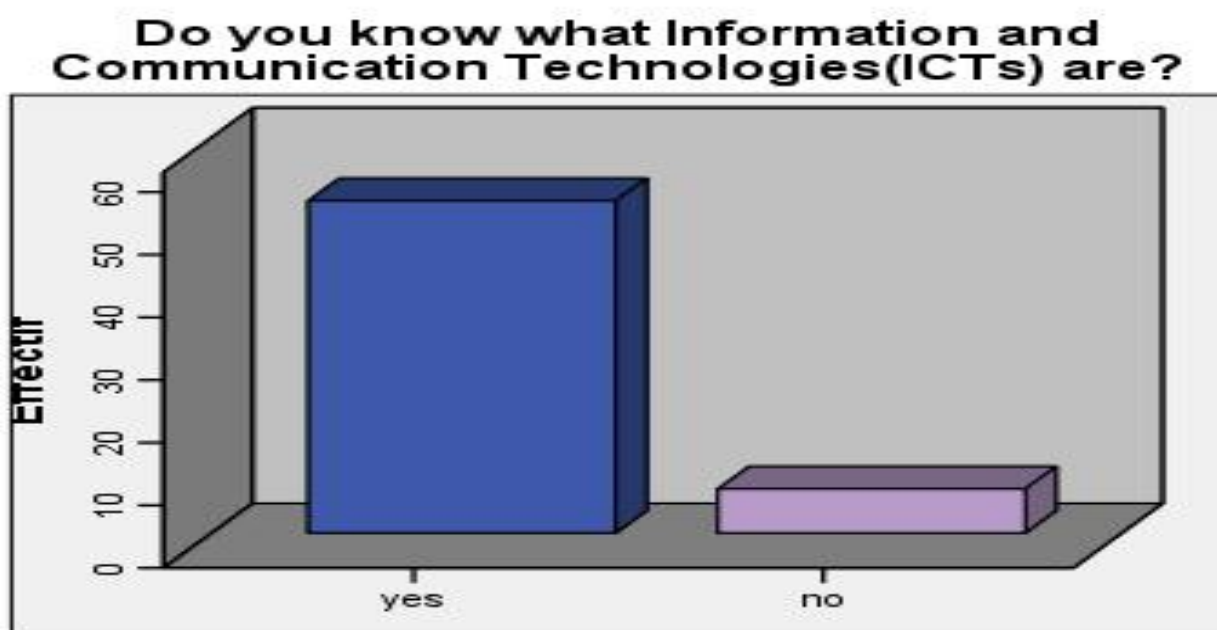
**Figure4:** Do students' have Internet connection

From results shown in table3,the majority of students(88.7%) have Internet connection .However, (8.1%)do not .Which concludes that they consider internet connection as one of the main contributors to their success

**Q4:** Do you know what Information and Communication Technologies (ICTs) are?

**Table4:** Do you know what Information and Communication Technologies (ICTs) are?

	Do you know what Information and Communication Technologies (ICTs) are?	
	Effective	Percentage
Yes	53	85.5
No	7	11.3
Total	60	96.8



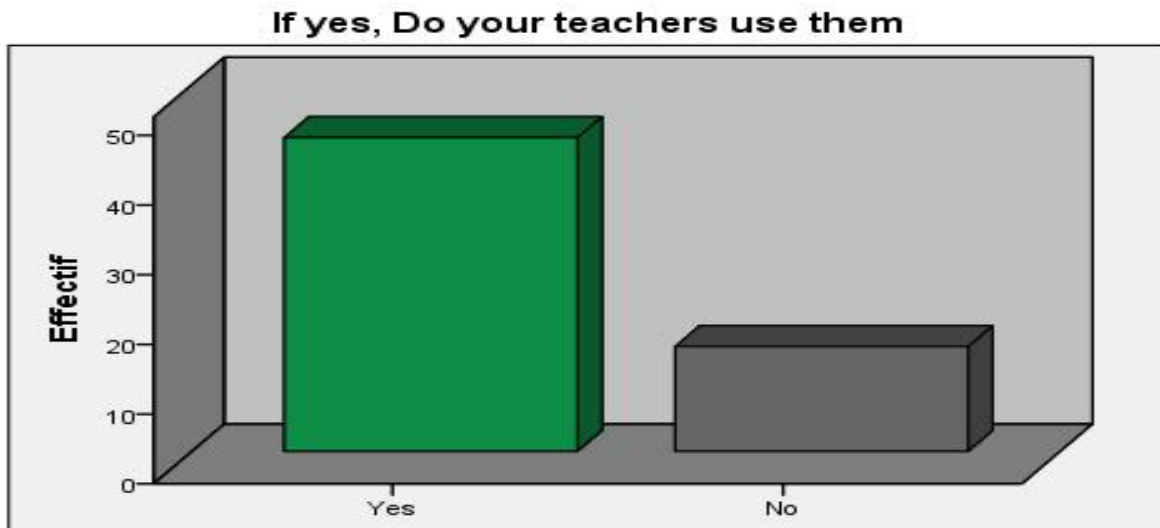
**Figure5:** Do you know what Information and Communication Technologies (ICTs) are?

From table4,(85.5%) know the meaning of Information and Communication Technologies (ICTs) .Whereas, (11.3%)Do not have any idea about it.

**Q5:** If yes, do your teachers use ICTs?

**Table5:**

	If yes, do your teachers use ICTs?	
	Effective	percentage
Yes	45	72.6
No	15	24.2
Total	60	96.8



**Figure6:** Do teachers use ICTs ?

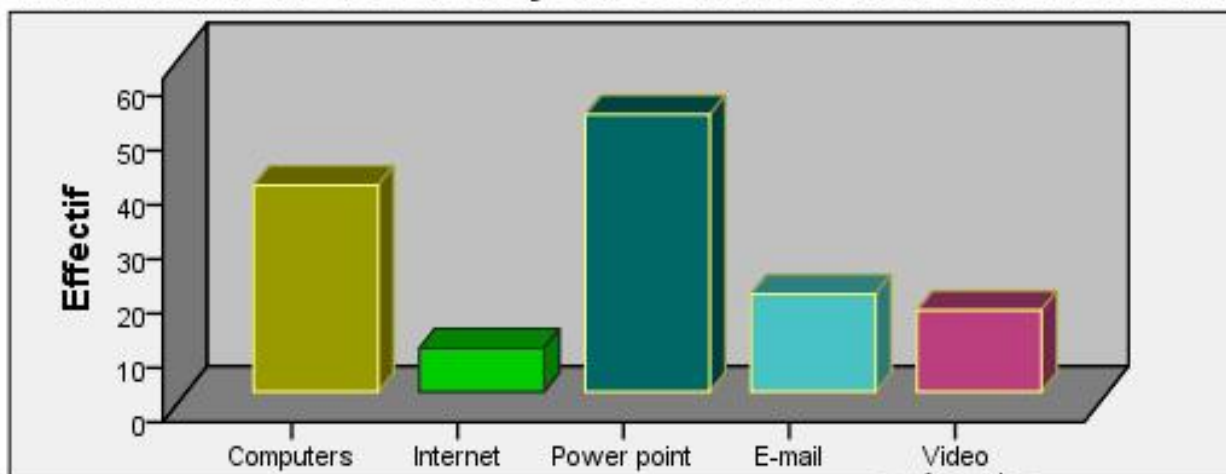
This question tries to shed light on if teachers make use of ICTs or not, and the results show that (72.6%) of students reply that their teachers make use of ICTs whenever they teach them .However, (24.2%) of students say that they do not use it.

**Q6:** Which kind of ICTs do your teachers often use in classroom?

**Table6:**

	Which kind of ICTs do your teachers often use in classroom?	
	Effective	Percentage
Computer	38	61.3
Internet	8	12.9
Power point	50	80.6
E-mail	18	29.0
Video conferencing	15	24.2
Total	60	100.0

### Which kinnd of ICT tools do your teachers often use in classroom?



**Figure7:** Which kind of ICTs do your teachers often use in classroom?

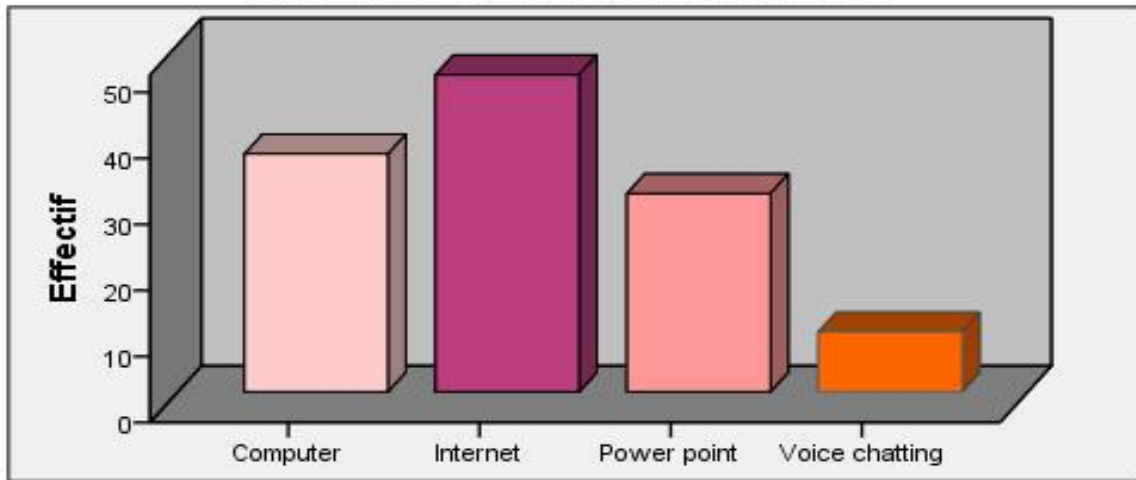
The previous table illustrates that (80.6%) of teachers prefer to use power point while teaching. While (61.3%) prefer to use computers. (29%) of them prefer E-mail to send and receive different files easily, video conferencing was the fourth tool preferred by teachers (24%) Finally, internet took the lowest percentage (12.9%).

**Q7:** As a foreign learner which of the following ICT tools do you use much in your learning process?

**Table7:**

	The most adopted ICT tool by learners	
	Effective	Percentage
Computer	36	58.1
Internet	48	77.4
Power point	29	46.8
Voice chatting	9	14.5
Total	60	96.8

**As a foreign learner, which of the following ICT tools do you use much in your learning process?**



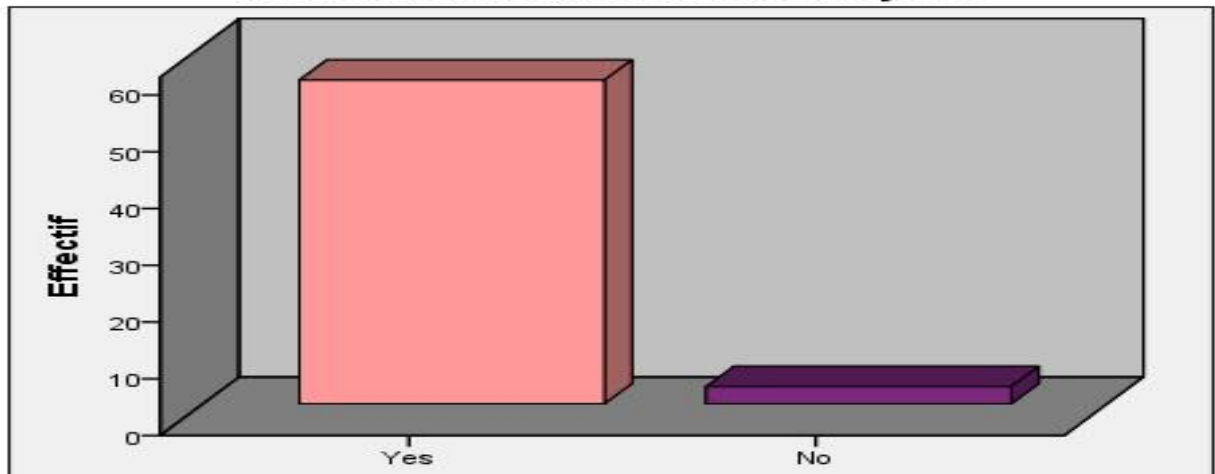
**Figure8:** The most adopted ICT tool by learners

It is deduced from the table above that (77.4%) of learners adopt Internet when learning and about (58.1%) prefer computers. When it comes to presenting any piece of information in a modern and attractive way (46.8%) of learners rely on power point. While the rest number of students (14.5%) choose to use voice chatting.

**Table8:**

	the use of ICTs beneficial for you as an EFL learner?	
	Effective	Percentage
Yes	57	91.9
No	3	4.8
Total	60	96.8

**Is the use of ICTs beneficial for you?**

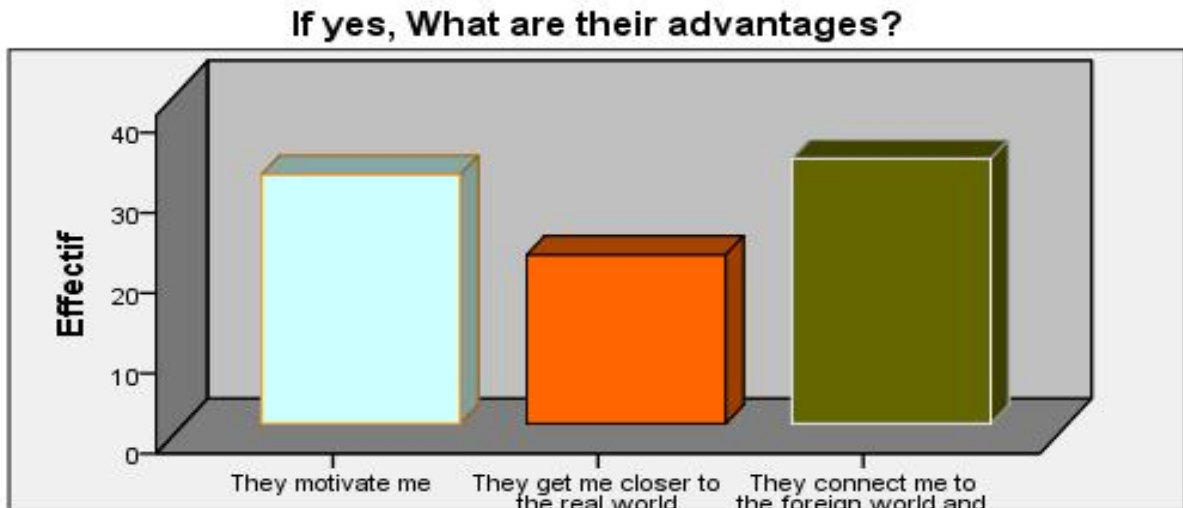


**Figure9:** ICT benefits according to learners.

As table 8 shows, (91.9%) of students are familiar with the use of ICTs, and they see that they are very beneficial whereas, (4.8%) see them as irrelevant to their needs.

**Table9:**

	ICTs' Advantages	
	Effective	Percentage
They motivate me	31	50.0
They get me closer to the real world	21	33.9
They connect me to the foreign world and culture as well	33	53.2
Total	60	100.0



**Figure10:** ICTs' Advantages

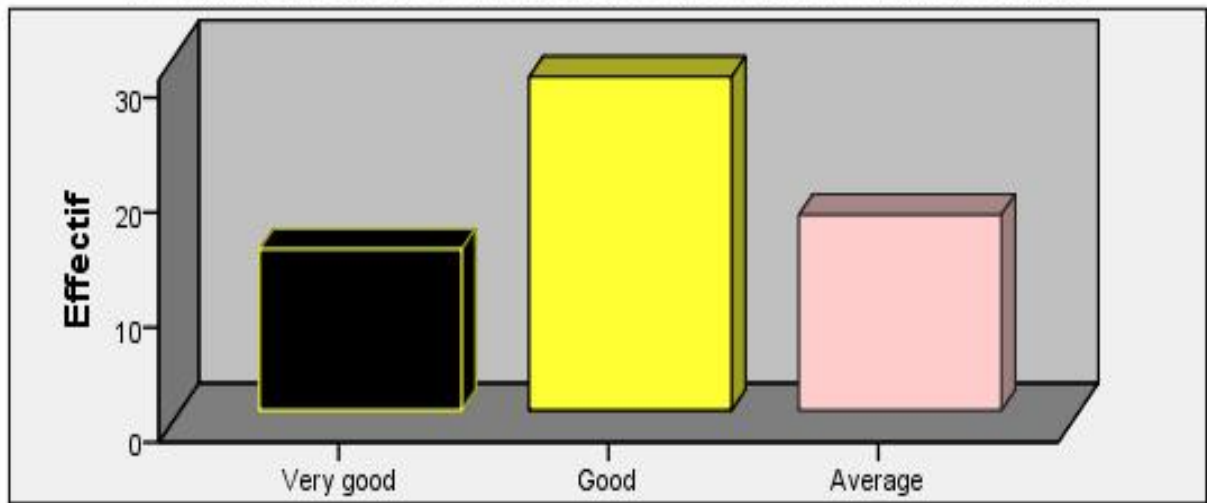
This question aims at knowing what the positive impacts of ICTs on students are. And the table above summarizes the main three advantages of using ICTs while learning. As it was illustrated in the table (53.2%) of participants mentioned that with the use of ICTs they become more connected to the foreign world and culture as well. However, others (50%) believed that they motivate them while the rest of students (33.9%) said that with ICTs they get closer to the real world. In addition, there are other students who named some other advantages which are: first, ICT helps them understanding the lecture easily, rapidly. Second, they enjoy their time and it opens their eyes on each new piece of Information in the foreign world. On the other hand, ICTs have also a negative side (Disadvantages) ; some learners claimed that those technological tools are not reliable, and they are concedered as time consuming.

**Q10:** To what extent do ICTs increase your level of Motivation as an EFL learner?

**Table10:**

	ICTs and level of Motivation	
	Effective	Percentage
Very good	14	22.6
Good	29	46.8
Average	17	27.4
poor	1	1.6
Total	60	100.0

**To what extent do ICTs increase your level of motivation?**



**Figure11: ICT and level of Motivation**

As it is represented in table10, (46.8%) of learners consider that ICT is good in increasing learners' motivation and (27.4%) of them classify it as average. Others (82.6%) which is the highest percentage see it as a very good tool when it comes to motivating the learner. However, (1.6%) classified it as poor and does not motivate learners.

**Q11: Which of your skills is more influenced by the Implementation of ICTs?**

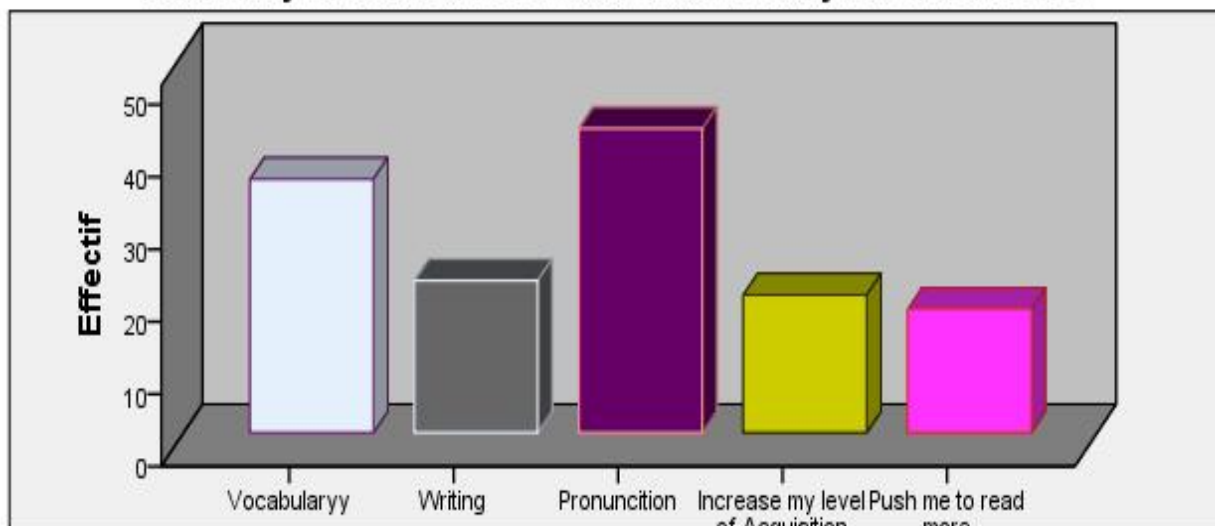
**Table11:**

	ICT and Its influence	
	Effective	Percentage
Enhances my Vocabulary	35	56.5
Enhances my Writing	18	29.0
Enhances my pronunciation	41	66.1



Increase my level of Acquisition	19	30.6
Push me to read more	17	27.4
Total	60	100.0

**Which of your four skills is more influenced by the Use of ICTs?**



**Figure12: ICT and Its influence**

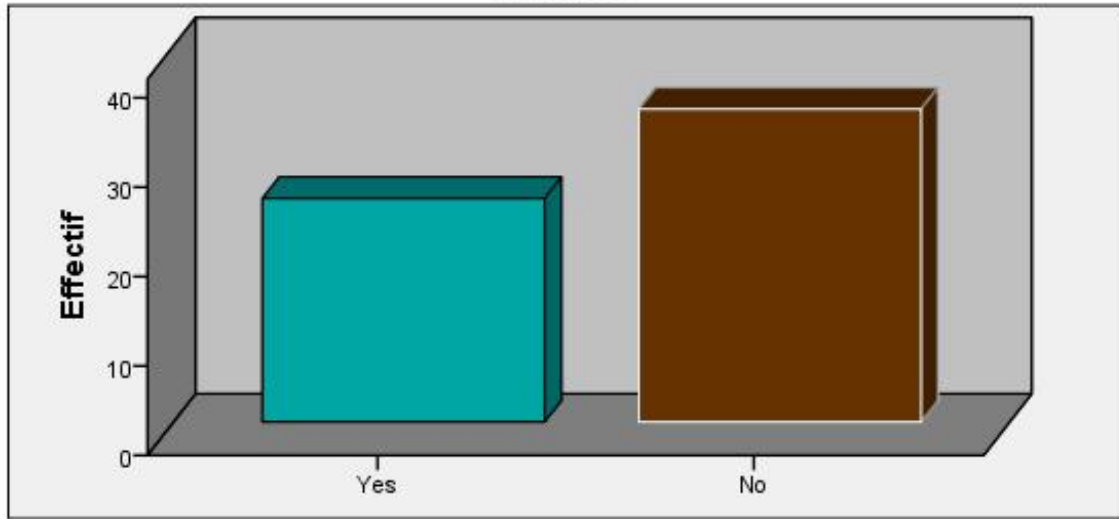
(66.1%) of Third year LMD Students Determine that ICT enhances their pronunciation because it enables them to be in contact with the foreign people and about (56.5%) see that it Enhances their vocabulary. Whereas, (30.6%) confirm that it increases their level of Acquisition. About (29%) agree that it enhances their writing skills. Finally, (27.4%) insist that it push them to read more.

**Q12:** Do you encounter any difficulties when using ICTs in your learning process?

**Table 12:**

	ICTs and learners' difficulties	
	Effective	Percentage
Yes	25	40.3
No	35	56.5
Total	60	96.8

**Do you encounter any difficulties when using ICTs in your learning process?**



**Figure13: ICTs and learners' Difficulties**

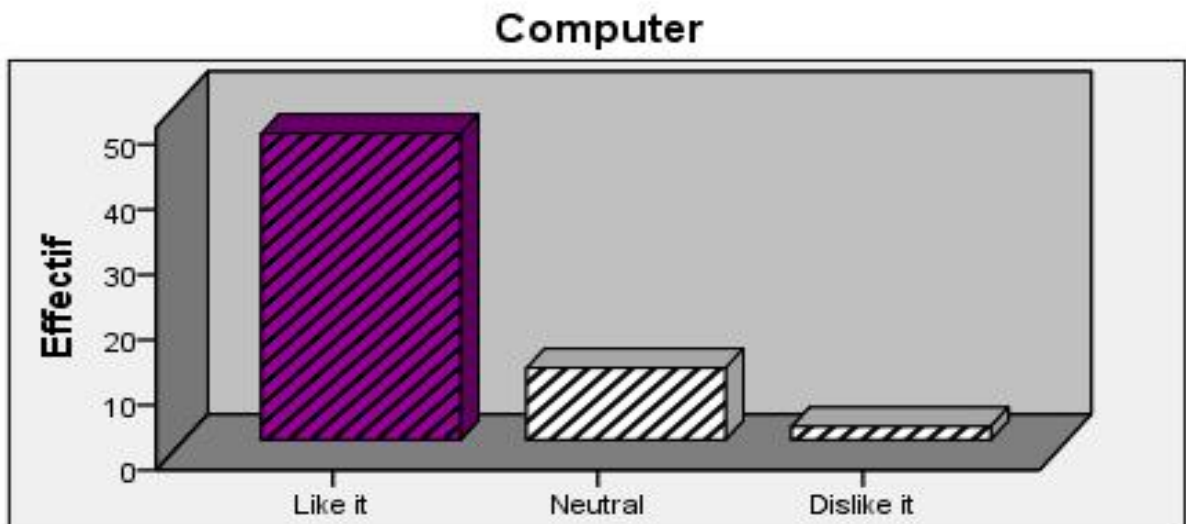
Results of the table above shows that (56.5%) of learners do not face any problems when using those tools. However, (40.3%) of them do have problems that can be due to the lack of practice.

**Q13: What is your Attitude toward the use of each ICT tool in your learning process?**

**Table13,14,15 and 16:**

	Computer	
	Effective	percentage
Like it	47	77.3
Neutral	11	18.3
Dislike it	2	3.3
Total	60	100.0

	Internet	
	Effective	Percentage
Like it	56	93.3
Neutral	4	6.7
Total	60	100.0



**Figure14** : Computer

### Internet

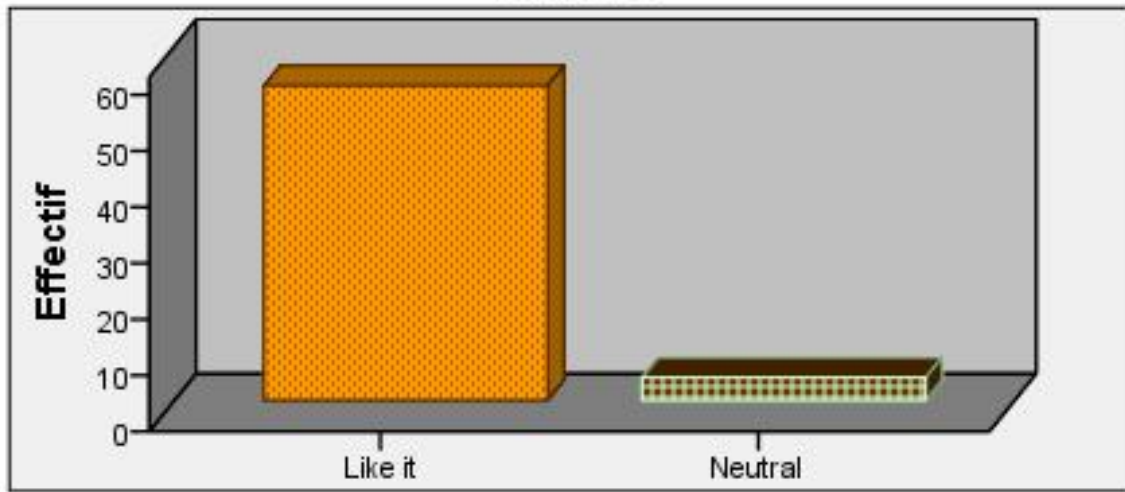


Figure15 : Internet

### Voice chatting

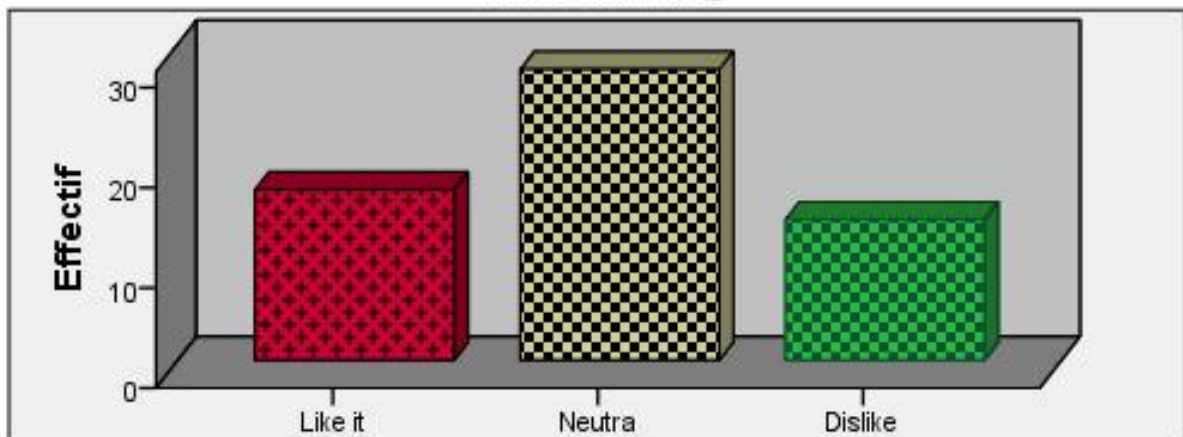
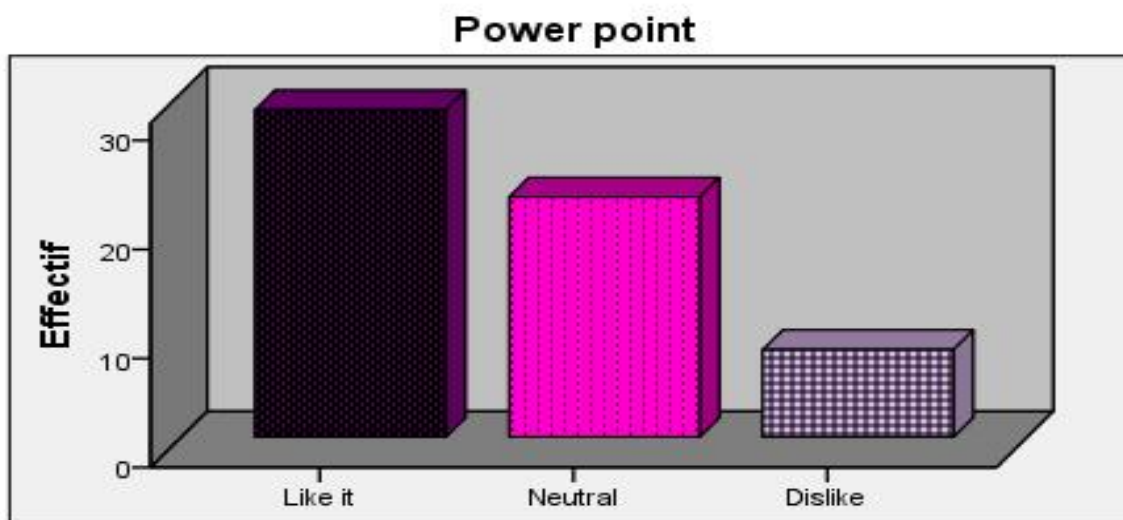


Figure16 : Voice chatting

	Voice chatting	
	Effective	percentage
Like it	17	27.3
Neutral	29	48.3
Dislike it	24	23.3
Total	60	100.0

	Power point	
	Effective	Percentage
Like it	30	50
Neutral	22	36.7
Dislike it	8	13.3
Total	60	100.0



**Figure17:** Power point

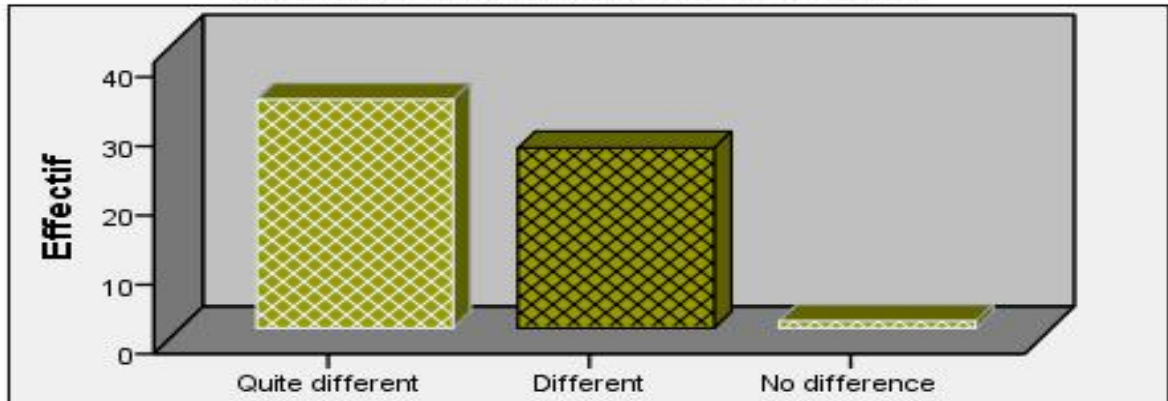
This question seeks to know students' attitudes about the integration of ICTs in EFL Classrooms. The results show a high percentage (93.9%) of students like using Internet while learning and (77.3%) prefer using Computers or personal laptops. However, (50%) like using Power point when presenting their projects and the remaining students who are about(48.3%) prefer using Voice chatting.

**Q14:** How can you consider the difference between traditional teaching/learning tools and ICTs?

**Table14:**

	The difference between traditional teaching/learning tools and ICTs?	
	Effective	Percentage
Quite different	33	55
Different	26	43.3
No difference	1	1.7
Total	60	100.0

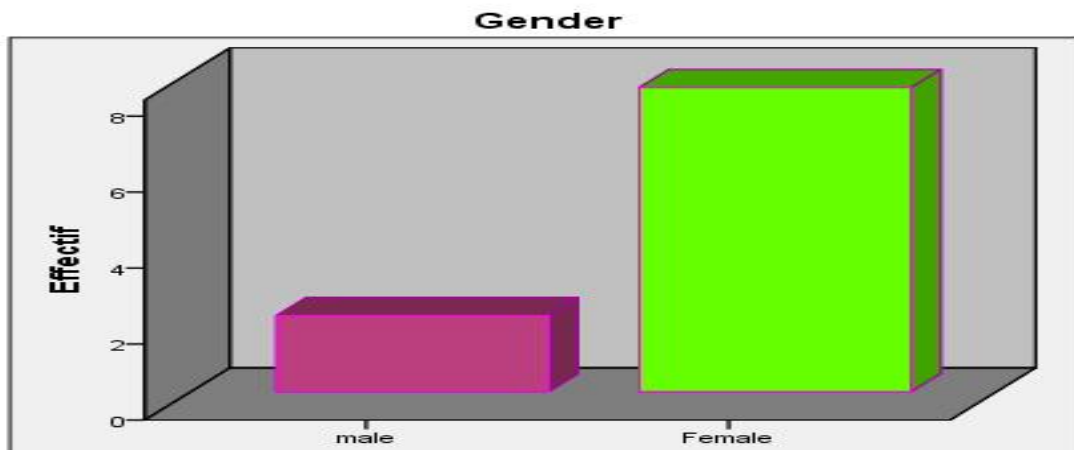
### How can you consider the Difference between Traditional teaching/Learning tools and ICTs?



**Figure15:** The difference between traditional tools and ICTs

As it was illustrated in the table above,(55%) of students see a quite difference between traditional teaching/learning tools and ICTs. Whereas,(43.3%) consider that they are different somehow and the remaining (1.7%) see no difference.

	Gender	
	Effective	Percentage
Male	2	18.2
Female	8	72.7
Total	10	90.9



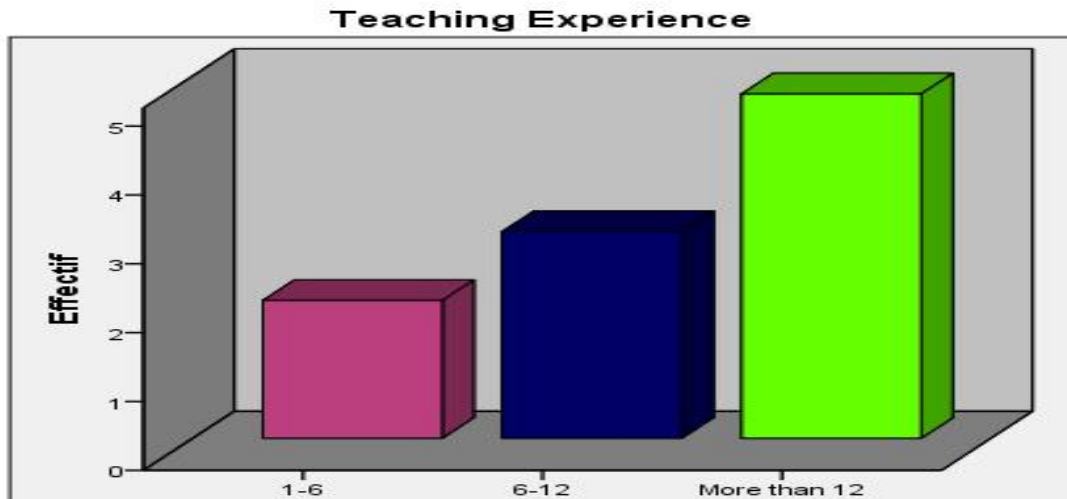
**Figure14 : Teachers' Gender**

Table 15 illustrate that 8respondents are Females whereas the remaining 2 are Males.

**Q16: Teaching Experience (Years)**

**Table 16:**

	TeachingExperience	
	Effective	Percentage
1-6	2	18.2
6-12	3	27.3
More than 12	5	45.5
Total	10	90.9



**Figure17: Teachers' teaching Experience**

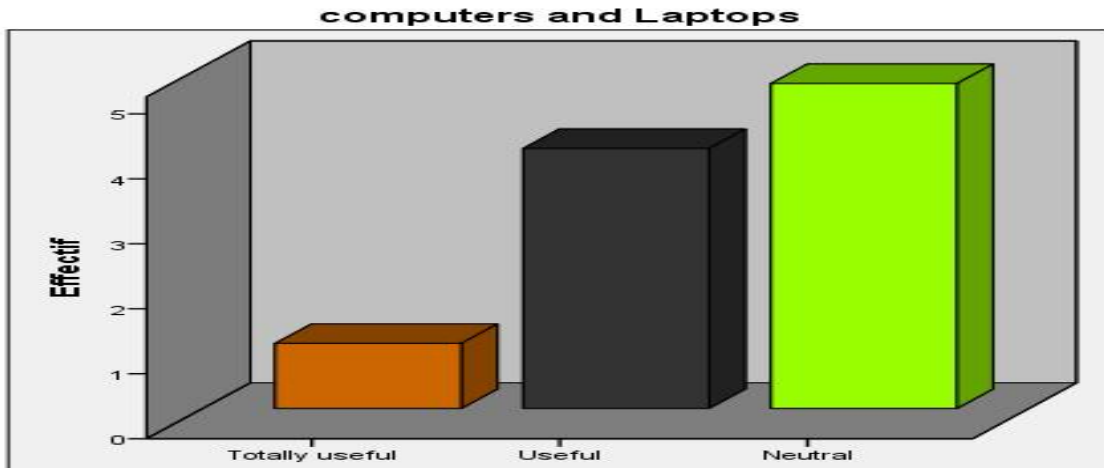
This question require teachers to mention how many years they have been teaching English (20%) of them have been teaching it from more than 12 years, and about (15%) have been teaching it from(6-12 years) whereas (10%) were doing it from(1-6 years) Which was the lowest percentage.

**Q17:**Which of the following ICT tools is the most applicable in your EFLClassroom?

**Table17:**

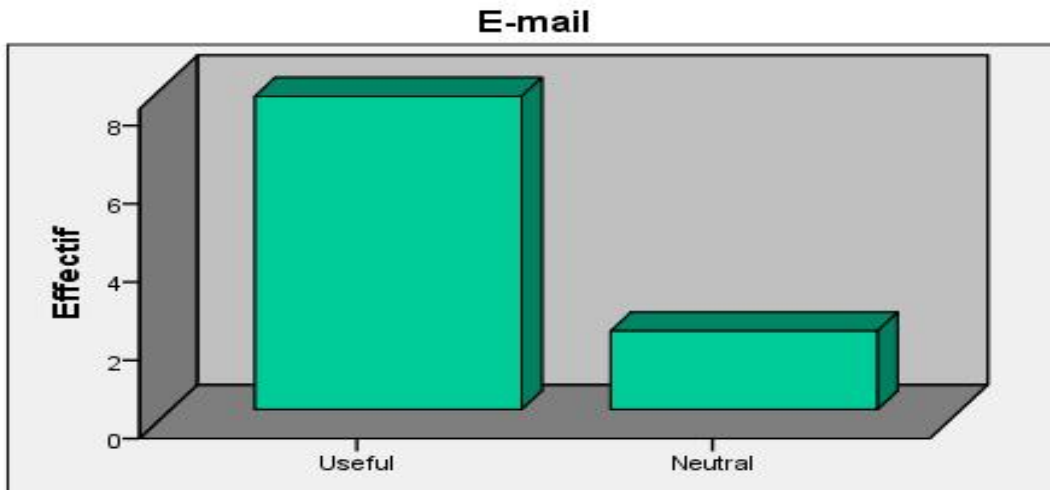
	Computers and laptops	
	Effective	Percentage
Totallyuseful	1	9.1
Useful	4	36.4
Neutral	5	45.5
Useless	0	0
total	10	90.9





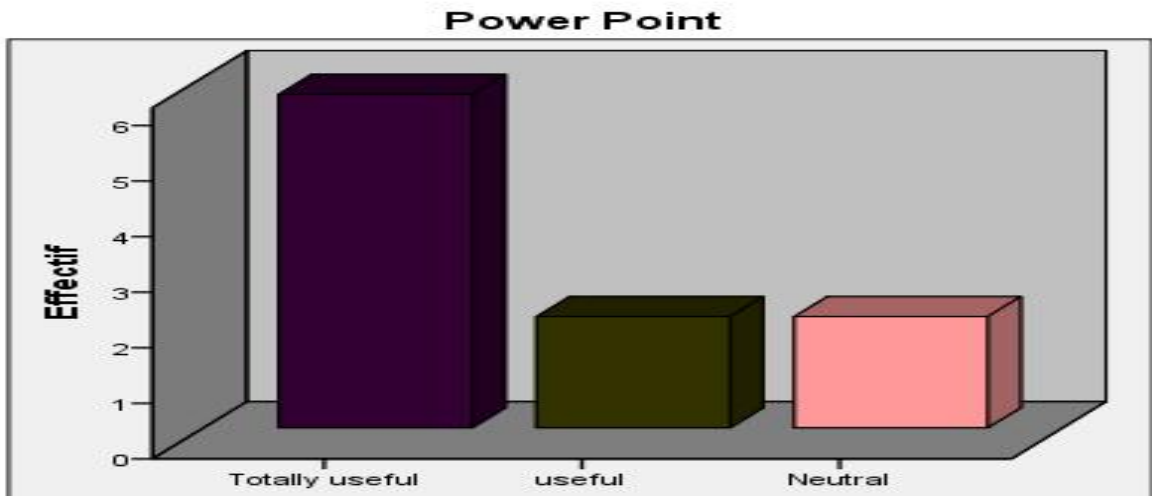
**Figure18** : Computers /laptops

	E-mail	
	Effective	Percentage
Totallyuseful	0	0
Useful	8	72.7
Neutral	2	18.2
Useless	0	0
total	10	90.9



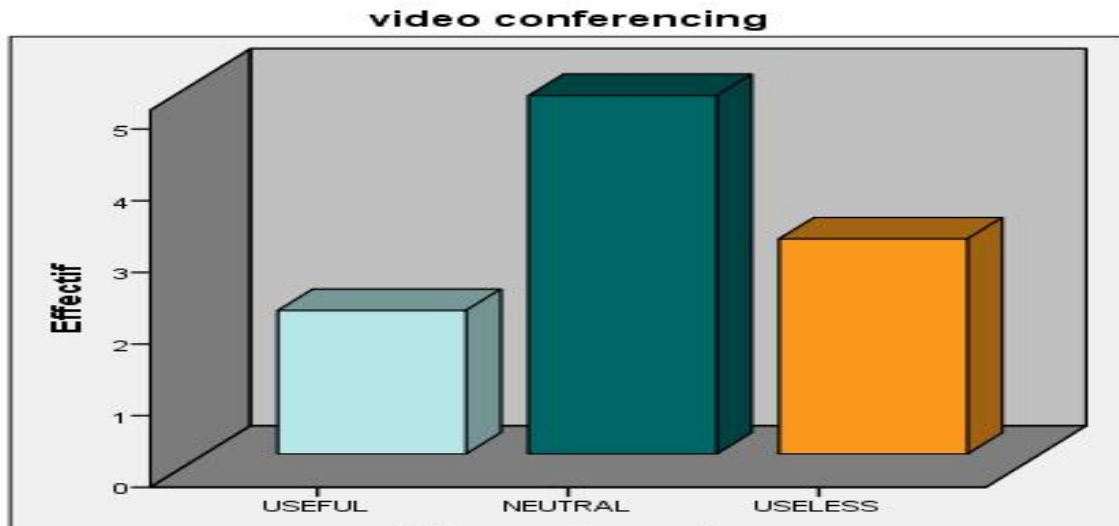
**Figure19** : E-mail

	Power point	
	Effective	Percentage
Totallyuseful	6	54.5
Useful	2	18.2
Neutral	2	18.2
Useless	10	90.9
Total	10	90.9



**Figure20 : Power point**

	Videoconferencing	
	Effective	Percentage
Totallyuseful	2	18.2
Useful	5	45.5
Neutral	3	27.3
Total	10	90.9



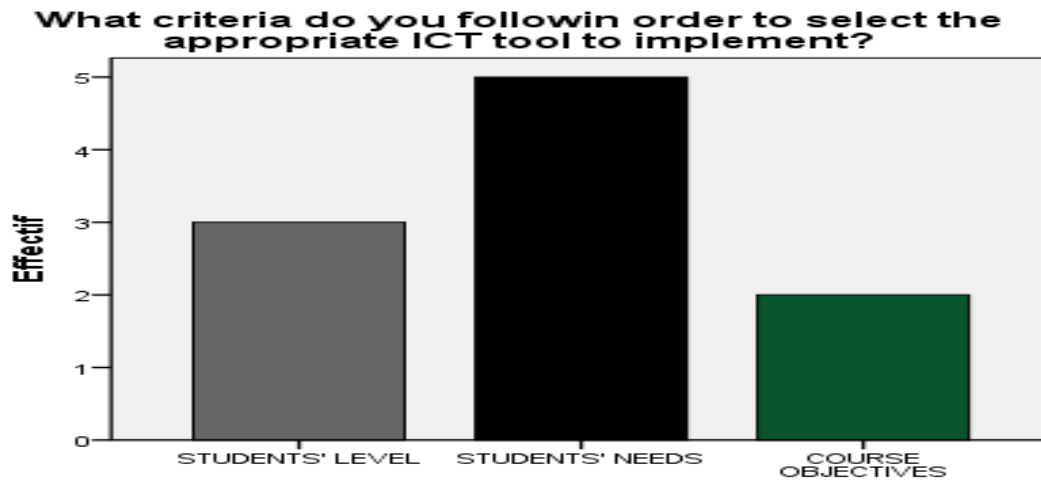
**Figure21:** Video conferencing

The results obtained from table? Show that teachers said that computers are(9.1% Totally useful,36.4% Useful,45.5% Neutral), concerning E-mail(72.7% Useful,18.2 Neutral),PowerPoint (54.5% Totally useful,18.2% Useful,18.2 Neutral).Finally concerning video conferencing (18.2 Totally useful,45.5 Useful, and 27.3 Neutral). This concludes that, teachers prefer using power point for most as a teaching tool.

**Q20:**What criteria do you follow in order to select the appropriate ICT tool to implement?

**Table20:**

	Effective	Percentage
Students' level	3	27.3
Students' needs and interest	5	45.5
Course objectives	2	18.2
Total	10	90.9



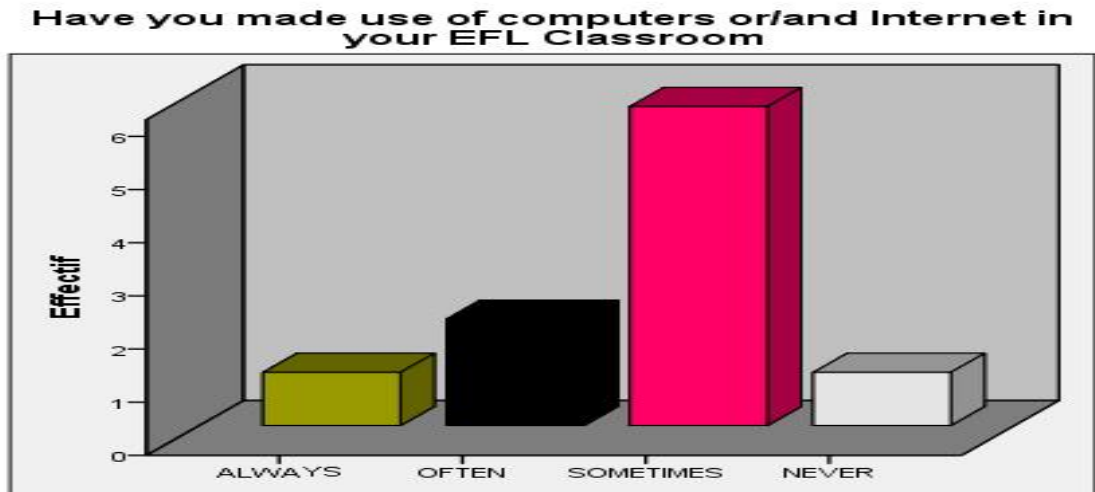
**Figure22:** What criteria do teachers follow when selecting the appropriate ICT Tool

The above statement aims at knowing what criteria teachers follow when selecting the suitable ICT Tool for Learners (50%) of them select the tool according to course objectives. However, (35%) take into account their students' needs when selecting the tool, and few teachers (15%) take in regard their students' level.

**Q21:** Have you made Use of Computers and/or Internet in your EFL Classrooms?

**Table21:**

	Effective	Percentage
Always	1	9.1
Often	2	18.2
Sometimes	6	54.5
Never	1	9.1
Total	10	90.9



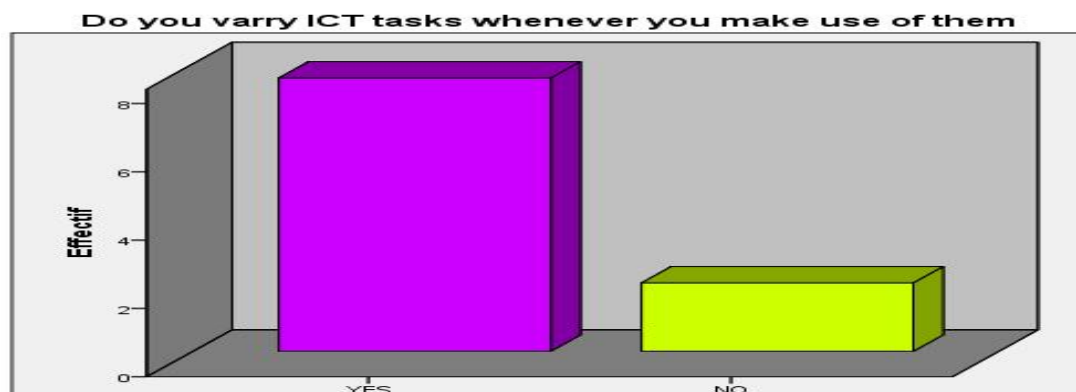
**Figure23:** Have you made use of Comp/Inter

As it is shown in table? Teachers claimed that they use computers/internet (54.5% sometimes, 18.2% often, and 9.1% for both always and never made use of those two tools).

**Q22:** Do you vary ICT tasks whenever you make Use of them?

**Table22:** ICT' Variation

	Effective	Percentage
Yes	8	72.7
No	2	18.2
Total	10	90.9



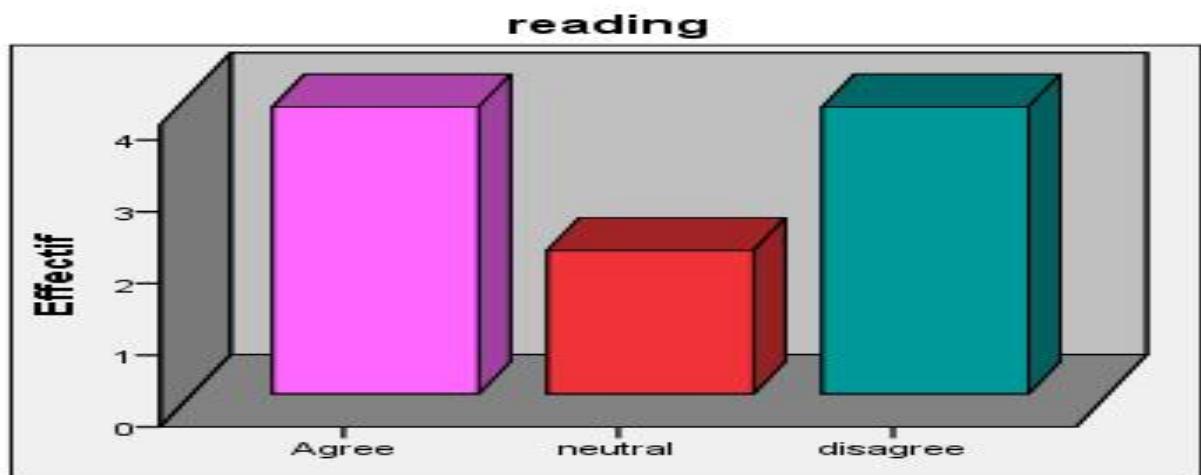
**Figure24:** ICT' tasks' variation

This question seeks to know if teachers vary ICT tasks whenever they make use of them, the results show that the highest percentage (72.7% Yes) they try to make a mixture of tasks. Whereas (18.2% No) they do not.

**Q24:** To what Extent do ICT tools enhance Learners' four skills?

**Table24:**

	Reading	
	Effective	Percentage
Agree	4	36.4
Neutral	2	18.2
Disagree	4	36.4
total	10	90.9



**Figure25 :** Reading

	Writing	
	Effective	Percentage
Agree	3	27.3
Neutral	5	45.5
Disagree	2	18.2
Total	10	90.9

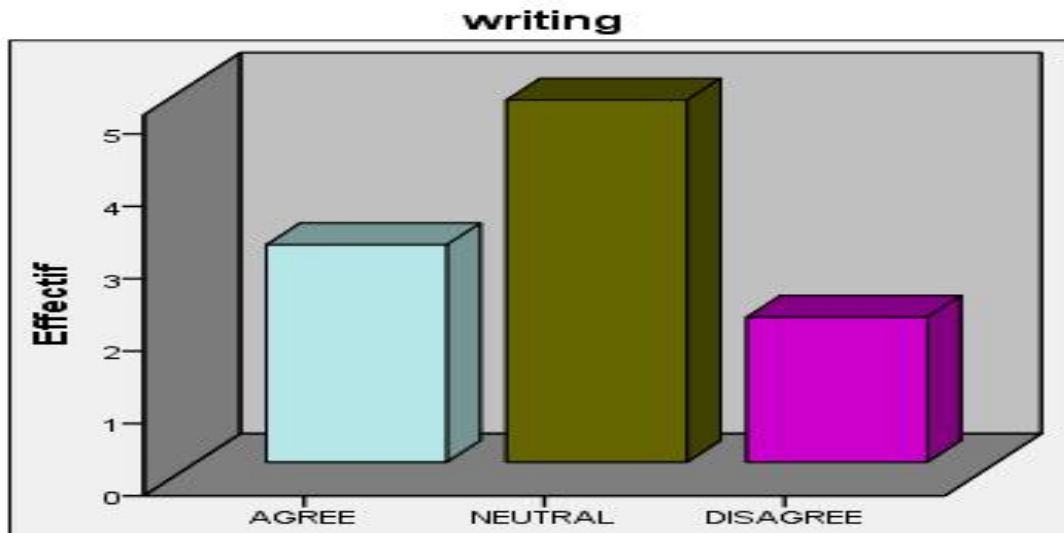


Figure26 : Writing

	Listening	
	Effectif	Percentage
Agree	10	90.9
Total	10	90.9

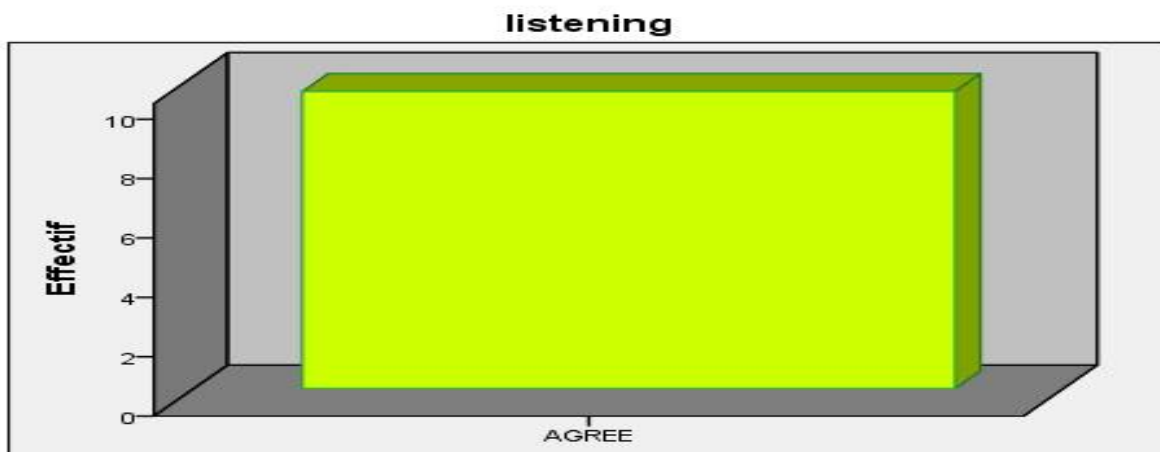
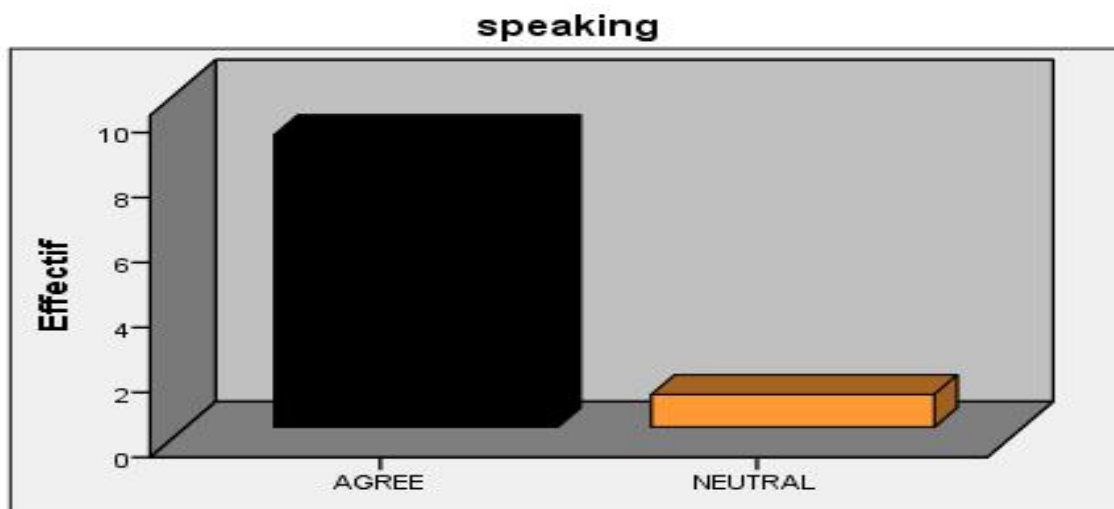


Figure27 : Listening

	Speaking	
	Effective	Percentage
Agree	9	81.8
Neutral	1	9.1
Total	10	90.9



**Figure28 : Speaking**

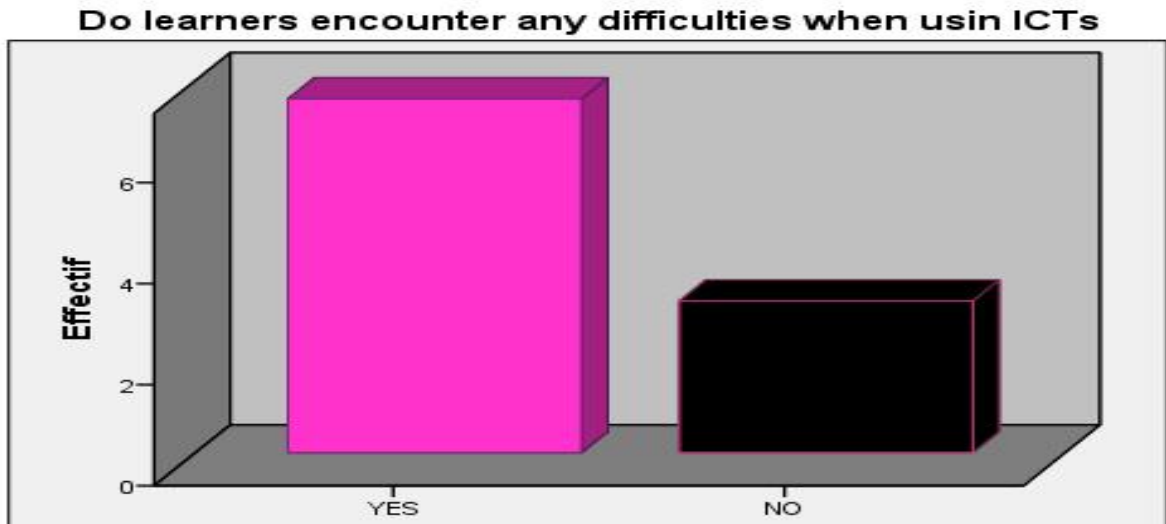
The results mentioned in the table above indicates that reading is enhanced by the Use of ICT tools(36.4% Agree,18.2%Neutral, and 36.4% Disagree) writing on the other hand (45.5% Neutral,27.3%Agree, and 18.2%Disagree).However the highest percentage (90.9%) of teachers Agree about the impact of ICT tools on enhancing the listening skill. Finally, speaking also took the highest degree of teachers who agree about ICTs' importance(81.8%) and (9.1%) are neutral.

**Q27:** Do learners encounter any Difficulties When Using ICTs?

**Table27:**

	Effective	Percentage
Yes	7	63.6
No	3	27.3
Total	10	90.9





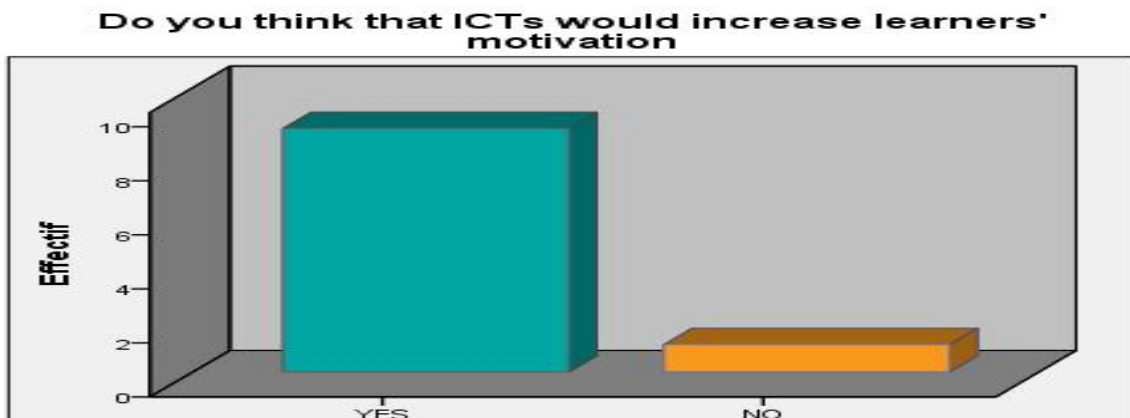
**Figure28:** Learners and ICT' Difficulties

It is concluded from the table above that, (63.6%) of teachers emphasise that yes their learners do have difficulties when using ICTs, it can be related to the fact of the luck of practice on those technological tools. While (27.3%) say No they do not face any problems.

**Q28:** Do you think that ICTs would Increase Learners' motivation?

**Table28:**

	Effective	Percentage
Yes	9	81.8
No	1	9.1
Total	10	90.9



**Figure29:** ICT and Learners' Motivation

From what both the table and the diagram above present, It is summarized that the majority of teachers(81.8%) said Yes ICTs motivate Learners, Whereas (9.1%) said no it has nothing to do with motivating the learner. There are some teachers who justify their answers as the following:

- Yes today' learners appreciate all what is modern and up to date they bored with the traditional tools.
- Yes because they present a variety of activities (Sounds, Films, and Plays)which are very interesting so, students like this sort of activities.
- Yes because pupils get motivated when they see pictures, watch videos combined with music. They get more involved in the lesson
- Attract students' attention and leads to more interaction. Thus, they indirectly motivate them.
- Yes because with ICTs they produce rather than receive.
- Yes they enable them to get the outcomes of the lecture by themselves.
- ICTs mean diversity, this concludes that teachers should take into account their learner' styles.

**Q30:** As a teacher, do you feel comfortable while using ICT tool such as (Computers, power point, word and video conferencing) in teaching English?

Concerning this question, teachers gave the following Explanations:

- Yes, I feel comfortable. But they ICTs need too much preparation.
- I think that Power point compared to the other tools is more practical.
- Yes I do, but it is not an easy task to do, teachers must make sure everything is ready.
- Yes It allows you to bring novelty and a variety of helpful tools(No need to photocopier or to write on the board).
- No, I do not, because they are time and energy consuming also, they need a small size classroom.

**Q31:** Do you think that the implementation of ICTs in EFL Classrooms enhances your method of teaching? Why?

Teachers have pointed out different answers for many reasons. They are listed below:

- Yes they are modern (Up to date) and very helpful tools.
- Yes because in Oral Expression Sessions we need computers or laptops to present listening activities. Also, they enhance their listening skill.
- Yes due to the fact they provide the learner with authentic –language.
- Yes because learners must be confronted with authentic materials as native speakers.
- Yes having projectors or computers help students see and hear as well as read.

#### **2.4. Discussion of Students' Questionnaire:**

Based on the analysis of students' questionnaire, the majority of students are females and almost all students do have their own laptops with internet connection. Also, most of them are aware of what Information and Communication Technologies (ICTs) are and that their teachers use those tools whenever they teach them. However, when we asked them about the most applicable ICT tools used by their teachers they reply that their teachers use Power point more than computers and E-mails and just few of them make use of video conferencing. In addition, most students' are already familiar with the Use of ICTs. And they insist that those tools connect them to the foreign world and motivate them.

Also, students have classified that enormous effect on their skills (Vocabulary, Writing, Reading, and Speaking).

When it comes to dealing with those up to date means of learning and teaching learners do not encounter any problems, and they enjoy using them.

#### **2.5. Discussion of Teachers' Questionnaire:**

Figuring out teachers' questionnaire confesses bountiful facts on teachers' attitudes concerning the Use of ICTs in EFL Teaching/Learning process.

Moreover, Teachers attitudes reveal that the majority if not all of them make use of computers and laptops while teaching in addition to E- mails and power point.

However, when they were asked about which criteria do they follow when selecting ICT tasks, most teachers take into account the course objectives than students' needs and level and that they vary those Tasks and Tools whenever they make use of them, In addition, most teachers agree on the point that ICT tools enhances their learners' listening and speaking skills for most.

Finally, teachers revealed that they feel comfortable whenever they make use of those up to date means, because it facilitates for them and for learners as well many efforts when acquiring a foreign language.

## **2.6. Conclusion:**

All in all, the investigation of students' and teachers' Questionnaires revealed that a great number of students' prefer using ICTs in their learning process and that they have boundless conveniences on their four skills and motivation as well.

This concludes that, ICTs do have positive impact on learners' four skills and motivation.

## **2.6. Pedagogical Implications :**

Most of students share the fear of making use of technological tools in the classroom and this fear could influence their performance. Thus, teachers must take into concentration the variety of using ICT tasks inside classroom for many benefits regardless to its huge impact on their language. Because making them engaged in the activity enable them to be closer to the target language and culture as well.

- This way the teacher also can benefit by avoiding lengthy explanation and replace it by new method which seems to be more enjoyable and attractive and that may satisfy learners' needs and their learning styles as well.
- In addition, teachers' dependence on ICT tools can minimize learners' anxiety of speaking the foreign language because some students are extroverted (talkative) and introverted (shy).
- Hence, ICT tools are consider as one of the main effective tools that many change learners' role in class from passive to active.
- As we all know, pictures and sounds are to be very glamorous and pleasant for learners rather than traditional boring lecturing.
- ICT tools give the learner the exposure to discover more about the foreign language at least, while the integration of ICTs, learners' four skills are to be covered.

## **2.7. Limitation of the study**

There was only one limitation in this study which was time constraint longer time would help the researcher to select larger sample of students and teachers in the department of English at the University of Oum El Bouaghi.

## Background Information

### 1-Gender:

a. Male       b. Female

### 2-Do you have your own computer (Laptop)?

a. Yes       b. No

### 3-Do you have Internet connection?

a. Yes       b. No

## Section one: ICT Tools

### 1-Do you know what Information and Communication Technologies (ICTs) are?

a. Yes       b. No

### 2-If yes, do your teachers use ICTs?

b. Yes       b. No

### 3-Which kind of ICTs do your teacher often use in classroom?

- a. Computers
- b. Internet
- c. PowerPoint
- d. E-mail
- e. Video conferencing

### 4-As a foreign learner, which of the following ICT tools do you use much in your learning process

- a. Computers
- b. Internet
- c. PowerPoint
- d. Voice chatting

## Section Two: ICT and Learners' Motivation

1- Is the Use of ICTs Beneficial for you?

a. Yes

b. No

2-If yes, what are their benefits (advantages)?

a. They motivate me

b. They get me closer to the real world

c. They connect you to the foreign and culture as well

d. Other(s).....

.....

.....

3-To What Extent do ICTs Increase your Level of Motivation?

a. Very good

b. Good

c. Average

d. Poor

4-Which of your skills is more influenced by the use of ICTs?

a. Enhancing my vocabulary

b. Enhancing my writing style skills

c. Enhancing my pronunciation

d. Increase my level of acquisition

e. Reading books and online articles

## Section Three: Students' Attitudes towards the use of ICTs in EFL classroom



**1-Do you Encounter Any Difficulties When Using ICT in your Learning Process?**

- a. Yes
- b. No

**2- What is your Attitude toward the application of each ICT means in your Learning Process?**

<b>ICT Tools</b>	<b>I Like it</b>	<b>Neutral</b>	<b>I Dislike it</b>
<b>Computers</b>			
<b>Internet</b>			
<b>Voice chatting</b>			
<b>PowerPoint</b>			

**3-How can you consider the Difference between Traditional Teaching/Learning Tools and ICTs?**

- a. Quite different
- b. Different
- c. No difference

**Thank you.**

### Teachers' questionnaire

This questionnaire is designed to collect data for a master two research paper. It aims at understanding teachers' attitudes towards the integration of information and communication technologies (ICTs) in EFL classroom and to examine their effect on learners' four skills?

#### Background Information

Gender:     **a:** Male      **b:** Female   

Teaching Experience (years).....

#### Section one: Different Uses of ICT

1- Which of the following ICT tools are the most applicable (Useful) in your EFL classes?

ICT Tools	Totally useful	Useful	Neutral	Useless
1.Computers				
2.E-mail				
3.Powerpoint				
4.Laptops				
5.Video conferencing				

2-What criteria do you follow in order to select the appropriate ICT tool to implement?

- A- Students' level
- B- Students' needs and interests
- C- Course objectives

Others.....  
...

#### Section two: ICT and Its Impact on the four skills

1-Have you made use of computers or/and Internet in your EFL classrooms?

- A- Always
- B- Often
- C- Sometimes
- D- Never

2-Do you vary ICT tasks whenever you make use of them?

- A-Yes
- B-No

3-To what Extent do ICT tools Enhance learners' four skills?

Skills	Disagree	Neutral	Agree
Reading			
Writing			
Listening			
Speaking			

Section three: Teachers' attitudes towards the use of ICTs in EFL classroom

1-Do you think that the implementation of the ICT in EFL classroom enhances your method of teaching? Why?

\* .....

2-As a teacher, do you feel comfortable while using ICT tools such as (Computers, PowerPoint, word, and video conferencing)in Teaching English?

\* .....

3-From your personal Experience in TEFL, do learners encounter difficulties when using ICTs?

A-Yes

B-No

4-Do you think that ICTs would increase learners' motivation?

A- Yes

B- No

Please, justify your answer

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

Thank you for your collaboration.

### **General conclusion:**

Implementing ICTs in foreign language teaching and learning has become a fundamental fact. Therefore, the study was conducted to see the impact of Using ICTs in teaching and learning English as a foreign language (EFL) and to see its motivational impact on learners and on their four skills.

The investigation was carried out at Larbi Ben M'hidi University, English Department.

The findings revealed the positive side of the Use of ICTs in EFL Classrooms. From the results we can deduce that, the Use of Information and Communication Technologies in EFL Classes could motivate learners to a great distant in addition to providing them with an enjoyable, free environment to express their thoughts.

Additionally, these results show that both teachers and students do have positive attitudes towards the integration of such up to date means of learning and teaching. And our research has led us to confirm the old saying: "Tell me I will forget, show me I will remember.

Results showed that the implementation of ICTs do have a positive impact on learners' four skills, and it has a potential effect on motivating them and on making them more involved in the lecture.

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