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**Integrating ICT in English Language Teaching Strategies, the Case of
Teachers of 1st and 2nd Year Master Didactics, Department of English,
University of Saida**

**A Dissertation Submitted to the Department of English in Partial Fulfilment of the
Requirements for Degree of Master of Art in Didactics**

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Dedication

I wish my beloved parents, brothers, sister, and husband well first of all, find here the expression of my sincere gratitude and thanks for their sacrifice, encouragement and all in order to ensure a best career to me...

...I dedicate this modest work to you.

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First and foremost, praise be to Allah who grants us the wonderful faculty of reasoning. Praise be to our Creator who incites us to acquire knowledge. Praise be to Allah who granted us patience and will to achieve this work.

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Abstract

With the current trend in our daily apprenticeships, technology creates positive impacts in teaching activities as well as creates an enjoyable learning atmosphere. Traditionally, English Language Teaching (ELT) was done between a teacher and students. Typically a teacher will disseminate his knowledge verbally whereas students will listen and take notes even though the class is boring. However with the invention of technology, teaching involvement is believed to be greatly enhanced as well as able to make students respond positively in English as Foreign Language (EFL) classroom.

Nowadays, teaching within EFL classroom becomes a very significant task and a multi-dimensional process that requires the integration of Information and Communication Technology (ICT) as basic element for the formulation of special objectives in order to design effective courses for English students. Therefore, the aim of this research study is to examine to what extent ICT tools could be compatible with English teaching methodologies to play a vital role in noticing awareness, promote teachers' profession and enhance their competences, taking into account the case of teachers of 1st and 2nd year Master Didactics of English Department at Saida University. The objective of the research then is to suggest possible keys that conceive a best ELT-based-ICT method and improve students' understanding through adapting such technological tools to the academic studies and scientific research. To attain this aim, a detailed questionnaire designed for English teachers was used as essential research tool of investigating the topic. The results obtained have shown that integrating ICT into ELT strategies revealed to be very successful and led to assert the significance of positive impacts in EFL classrooms.

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List of Abbreviations

3D: Three Dimensional.

BM: Bilingual Method.

CA: Communicative Approach.

DM: Direct Method.

EFL: English as Foreign Language.

ELT: English Language Teaching.

GTM: Grammar Translation Method.

ICT: Information and Communication Technology.

PPT: Power Point Texts.

RM: Reading Method.

SA: Structural Approach.

SM: Situation Method.

TEFL: Teaching English as Foreign Language.

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General Introduction

From the early 21th century, teaching of English as Foreign Language in Algeria has assured an important place because English is the most widely used international language that functions in all corners. It is the language of trade and industry. It is full of knowledge and information, and it plays a key role in all education systems and helps the growth of all individuals because English is rich in literature and culture and constitutes a link language that greatly contributes to the improvement of learning process. This importance generates a real need of an hour to learn English not for the pleasure or prestige of knowing the language, but because English becomes the key to international currencies of sciences and technologies and the road toward real progress and advancements in all areas.

In order to yield these facts, the Algerian higher education system needs to apply new policies and strategies to immediately implant enough qualified teachers of English language, and integrate students to the scientific research that consequently improve the learning process, enhance the situation of plurilingualism and encourage the opening of higher education to the external world because the actual traditional English teaching mode is very limited that causes serious obstacles against visualizing the real benefits of English language. In effect, higher educational system must give special attention to teach English to enable students to understand, speak, read, and write perfect English through planning efficient teaching methodologies within EFL classrooms to keep in touch with the living stream of ever growing knowledge, prevent the isolation from the world and help take advantage of wider reach of English.

English teachers should then follow a reliable method to successfully teach English for those students who are not familiar with this foreign language and cannot understand it directly. They should give more opportunities to students to learn English with the help of Information Communication Technology that easily helps them form new concepts and grasp new situations when learning new structures of the foreign language through the exchange of appropriate illustrations and presentations. Indeed, students may feel English too difficult because of unproductive teaching methods limited on traditional and unperformed ways which deeply needs a real pedagogical boost to face these difficulties through integrating different ICT tools into EFL teaching methodologies. In fact, English teachers have to cope with the challenge of technological shifts occurring in the teaching

profession. It is important to understand therefore why and how teachers implemented ICT into English language instruction and explore the barriers that teachers encountered when incorporating modern technology into their instructional practices. This has promoted this research study by investigating in the problematic of how to teach English language using perfect ICT strategies and demonstrating the relevant role of ICT tools in enhancing English teaching-learning process.

The present research work revolves around the evaluation of the implementation of ICT in the English language teaching process and the examination of its motivational impact on teaching within EFL classrooms taking the case of teachers of 1st and 2nd year Master Didactics of English Department of the University of Saida. The major research question judged is:

- To what extent ICT strategies are efficient for English language teaching methodologies and contribute to the importance of EFL classrooms as well as the improving of English students' motivation?

In fact, the hindrance of teaching English language is not due to the negative attitude on the part of the educational actors including teachers, students and pedagogical staff, but rather to the following hypothesis:

- A lack in the quality of ineffective methodologies applied by English teachers, some teachers believe on that learning English should mainly be based on the classical methods. Likewise, integrating modern ICT strategies into EFL classroom may help teachers develop their teaching methodology as well as increase students' acquisition and make them more familiar with English as a foreign language;
- Such classical methods followed by English teachers discourage students and make the classroom boring. Like that using ICT materials such as computer systems, internet facilities, projectiles, video players, etc, may motivate students and make them more autonomous and responsible of improving their learning process and fostering their understanding of new knowledge facts;
- The absence of brilliant tools used by English teachers when presenting courses makes their teaching process less operative, in fact convincing teachers that mastering ICT tools may be an important way to benefit from an effective teaching

lead to relevant keys that enable them to succeed in mastering how to teach English specifically to students' needs and requirements.

To undergo this study, a detailed questionnaire was done with English teachers of 1st and 2nd year Master Didactics including both close and open-ended questions in order to collect the largest amount of data in order to frame real interpretations and conclusions and examine the effectiveness of using ICT in teaching EFL students. The questionnaire is really an effective instrument in providing a deep view of the investigated problem because it allows the gathering of valid and reliable data relatively in a short time that offers a great perspective on how to successfully integrate ICT into English language teaching methodologies.

The research work is divided into three main chapters: the first deals essentially with English Language Teaching strategies used in EFL classroom which constitute a very significant and multi-dimensional processes, the second chapter deals mainly with the integration of crucial ICT activities as basic elements for the formulation of special objectives to design effective English courses, and the third chapter demonstrates how to enhance English teachers' competences and motivate English students' learning autonomy through using compatible ICT in English teaching methodologies. Specifically, in the first sight the study focuses on teaching English as a foreign language and clarify main methods recommended for teachers to ensure an effective EFL course, and in the second sight it focuses on the use of ICT as effective pedagogical tool in teaching English to suggest possible keys that conceive a best ICT-based-method and help teachers improve their students' acquisition through adapting technological tools to the academic studies and scientific research. A number of lacunas have hindered this research study including the lack of sources exploring the chosen topic in addition to a decrease in the number of English teachers who are aware of using ICT and participate in enriching the study, and time-constraints of the investigation period that requires less time than may be ideal for the study have obliged us to limit the work.

Chapter One: An Overview of English Language Teaching

1.1. Introduction

English language teaching came into its own as a central profession in the 21th century due to the proliferation of new approaches and methods coming as a prominent characteristic of contemporary foreign language teaching that reflects the strength of this profession which aims to apply new classroom practices in designing more effective English language materials and finding more efficient English language ways within the university.

In the view of this importance, the first chapter presents mainly relevant changes provided in English Language Teaching strategies and shows important skills and competencies needed for English teachers that enable them collect rich teaching experience and qualifications when modern knowledge has become woven into the fabric of teacher's career. The first chapter displays:

- English as a target language in Algerian university;
- A brief history of ELT;
- Major trends in ELT;
- Skills and competencies for English teachers.

1.2. English as a Target Language in Algerian University

Today, all higher educational systems around the world give special attention and more interest to English language teaching in order to improve students' English language competences and help them investigate their personal development when perfectly mastering this international language, this will allow them to take advantages of the wider reach of the English language which is practically the medium of acquiring modern knowledge in all fields (*Crystal, D. 1995*).

Actually, English in Algeria is required and considered as an important foreign language that entirely has different structure, meaning and patterns. It is a language where the secondary environment is not observed; this will certainly requires typical practices to successfully teach English, so that the main task for decision makers is to design a set of

relevant English teaching strategies and new pedagogical ideologies as it is the essential role for teachers to accurately apply such key-elements to provide a great importance to English language in order to bring out students' perspectives and help them constructing new knowledge that is a fundamental component of successful teaching process. Fundamentally, English teachers should provide to their students an effective training that enables them to:

- Clearly understand English through carrying out oral instructions, presentations and discussions to help students recognize and differentiate sounds of English;
- Speak simple English and correct language through using appropriate words and sentence patterns, putting ideas in proper sequence, identifying proper stresses, pauses and intonation patterns, and acquiring active vocabulary and skills of effective communication;
- Read English with ease through noting in view punctuation marks, following the meaning of words, phrases and structures in their context, recognizing different shades of words, locating key words, and finding out answers to questions based on reading material;
- Write proper language through identifying how to use appropriate punctuation, words, clauses, phrases, sentence patterns, and different types of compositions.

1.3. A Brief History of ELT

Changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency students' need such as a move toward oral proficiency rather than reading comprehension as the goal of language learning. *Kelly* (1969) and *Howatt* (1984) have demonstrated that many current issues in language teaching are not particularly new. But today's controversies reflect contemporary responses to questions that have been asked often throughout the history of language teaching.

Today English is the world most widely studied foreign language, five hundred years ago it was Latin in Western world; for it was the dominant language of education, commerce, religion, and government. By the time, English gained in importance as a result of political changes in Europe and Latin gradually became displaced as a language of

spoken and written communication. As English language began to enter the curriculum of European schools in the 18th century, it was taught using the same basic procedures that were used for teaching Latin. Textbooks consisted of statements of abstract grammar rules, lists of vocabulary, and sentences for translation. Speaking this foreign language was not the goal and oral practice was limited to students reading aloud the sentences they had translated. These sentences were constructed to illustrate the grammatical system of real communication. By the 19th century, each grammar point was listed, rules on its use were explained, and it was illustrated by sample sentences. Toward the middle 19th century increased opportunities for communication among Europeans created a demand for oral proficiency in English as a foreign language. Initially, this created a market for conversation books intended for private study; increasingly new approaches to English language teaching were developed by language teaching specialists in Germany, France, England, and the majority parts of Europe, each with a specific method for reforming the teaching of this modern language (Titone, R. 1968).

1.4. Major Trends in ELT: Basic Methods and Approaches

English teaching in EFL classes is a very complicated task which necessitates for teachers to know how to teach English language and what to teach to a diversity of students through choosing the suitable method or approach taking into account that there is no single method or approach that is considered effective and accepted by all because all EFL classes have their own problem. One from them is teaching methodology that guides teachers and make their teaching process more effective. It is then very necessary for teachers to know basic types of methods and approaches of teaching English.

Method is defined as the process of planning, selection and gradation of language materials, items of teaching, and techniques of presentation according to W. F. Mackey (1965). It is: “A particular trick, strategy or contrivance used to accomplish an immediate objective. It must be consistent with a method and harmony with an approach as well” as defines the American applied linguist E. Anthony (1963). Methods of English language teaching fall into five main types demonstrated in details in Table 1.1 (Darlan, S. 1972). Approach refers to different theories about the nature and acquisitions of language and language learning that serve as the source of practices and principles in

language teaching as defines *Anthony* (1963). English language teaching approaches are mainly divided into two categories as shown Table 1.2 (*Darian, S. 1972*).

In describing methods, the difference between a philosophy of language teaching at the level of theory and principles, and a set of derived procedures for teaching a language, in an attempt to clarify this difference *Anthony* (1963) identified three levels of conceptualization and organization which termed “method, technique and approach”. The organizational key is that techniques carry out a method which is consistent with an approach: An approach is a set of correlative assumptions dealing with the nature of language teaching and learning, a method is an overall plan for the orderly presentation of language materials, and all of which is based upon the selected approach. An approach is axiomatic and a method is procedural, within one approach there can be many methods. A technique is a particular trick, strategem or contrivance used to accomplish an immediate objective, techniques must be consistent with a method and therefore in harmony with an approach as well as suggested *Anthony* (1963).

Finally, in order for approach to lead to a method, it is necessary to develop a design for instructional system. Design in fact is the level of method analysis in which it is considered:

- What the objectives of a method are;
- How language content is selected and organized within the method that is the syllabus model, the method incorporates;
- The types of learning tasks and teaching activities, the method advocates;
- The roles of learners;
- The roles of teachers;
- The roles of instructional materials.

1	<u>The Grammar Translation Method (GTM)</u>
Definition	GTM is called old or classical method of teaching, it is very helpful in learning the classical language like Arabic, Latin, Greek, Persian, Sanskrit, etc. In this method the mother tongue is used to teach English, it tells that everything in English should be taught by translating into mother tongue.

Characteristics	<ul style="list-style-type: none"> ✓ The unit of teaching is the word not a sentence; ✓ The GTM considers grammar as a soul of language; ✓ Grammatical rules are explained in mother tongue; ✓ The GTM does not help in development of learner linguistic competence; ✓ Grammar is taught deductively; ✓ The main function of language learning, communication is ignored; ✓ Reading and writing are major focus; ✓ Words are taught through bilingual word-lists, dictionary study and memorization; ✓ The student's native language is the medium of instruction.
Advantages	<ul style="list-style-type: none"> ✓ When words and phrases are translated into mother tongue, student's understanding of those elements become very better and quicker; ✓ The GTM develops the art of translation; ✓ The student associates foreign words with translated words so strong memory bond is created; ✓ The use of mother tongue helps the students in vocabulary getting. It save time and more effective; ✓ English grammar can be easily taught by comparing the grammar of the mother tongue. The principle of "to proceed from know to unknown" is followed in learning the grammar of English; ✓ Through GTM student's comprehension of the subject matter can be tested; ✓ The GTM is very useful in overcrowded classes.
Disadvantages	<ul style="list-style-type: none"> ✓ The GTM does not emphasis on the basic skills of students like listening and speaking; ✓ It is not possible to translate important aspects of spoken language such as pronunciation, articulation, intonation, pauses, pitch, etc; ✓ There are several words, idioms, and phrases in English for which words cannot be translated into mother tongue, for example: prepositions and prepositional phrases; ✓ Some linguistic items cannot be translated into mother tongue like

	<p>articles a and an;</p> <ul style="list-style-type: none"> ✓ Language learning means speaking and reading but translation in mother tongue prevents students to read and speak in English; ✓ Student gets no opportunities to participate in the discussion of the unit; ✓ Translation into mother tongue affects the originality of the words. It affects the sense and beauty of the words; ✓ The GTM prevents students to think directly in English: Students think first in mother tongue and then in English, they cannot establish direct bond between thought and expression; ✓ Grammar class can never be effective when there is use of translation of grammatical rules and their explanation; ✓ The GTM favours to teach English by rules and not by use, and according to <i>Ballard</i>: “to speak any language whether native or foreign entirely by rules is quite impossible”.
2	<u>The Direct Method (DM)</u>
Definition	<p>Child learns his mother tongue naturally and without practice, it means child learns mother tongue directly. An attempt to teach English as one could in learning mother tongue is known as the direct method, it is also called natural method because language is learnt naturally like mother tongue or first language. According to <i>P. Gurrey</i>, a professor in teaching of English as a foreign language:</p> <p style="text-align: center;"><i>The direct method is a principle not a teaching method, a system that operates through many methods, a way of handling the new language (foreign language) and of presenting to the class. It demands a direct bond that is a direct association between word and thing and between sentence and idea, between experience and expression instead of an indirect one through the mother tongue.</i></p> <p>In fact, the DM is a method of teaching a foreign through conversations, discussion and reading in the language itself without the use of translation and study of formal grammar. The first words are taught by pointing to objects or pictures or by performing actions.</p>
Characteristics	<ul style="list-style-type: none"> ✓ In the DM there is no interference of mother tongue contrary to the GTM where at first student comes with contact of mother tongue and after with

	<p>target language;</p> <ul style="list-style-type: none"> ✓ There is a direct bond of target language. Student thinks into target language and express into target language; ✓ Teacher performs activities, actions, gestures, or postures which tell the meaning of the sentence in the context; ✓ The DM is full of activities, the teacher shows objects or performs actions to clear his concept; ✓ The DM is interesting and natural for students. It enables student to establish direct bond between words and expression; ✓ The teaching learning process is carried out in English environment.
Advantages	<ul style="list-style-type: none"> ✓ The DM is a natural method because the English is taught as the child learns his mother tongue; ✓ The pronunciation, accent, intonation and rhythm are essential for better and effective communication. The DM helps to speak language effectively and accurately; ✓ The DM is based on the principle of “learning by doing”, thus it is scientific and very efficient; ✓ New teaching points were introduced orally; ✓ Both comprehension and speech were taught; ✓ Correct use of grammar and pronunciation were emphasized; ✓ Grammar is taught inductively; ✓ The DM observes scientific path of language acquisition; ✓ The DM creates the ability to learn language by speaking it frequently; ✓ The DM helps students to enjoy the language, so the student starts using the language without fear.
Disadvantages	<ul style="list-style-type: none"> ✓ For every sentence or subject matter, the teacher cannot perform an action and show any object. It means that every subject matter cannot be explained by an action or showing any object; ✓ The DM is not useful in overcrowded classes; ✓ The DM does not help in important aspects of language learning like reading and writing;

	<ul style="list-style-type: none"> ✓ To use this method in the class, the teacher should be mastered in subject. He/she should have active command on his teaching, and be a perfect teacher; ✓ The DM requires many audio visual aids which are very expensive so the majority of classes cannot afford such equipments.
3	<u>The Bilingual Method (BM)</u>
Definition	The BM was developed by <i>C.J. Dodson</i> , a doctor from the University College of <i>Wases</i> during 1967 to 1972. It known as bilingual method because of proper use of mother tongue is allowed and considered as one of main resources of this method. The mother tongue is used to explain the meanings go difficult words after it will be gradually dropped as the students' progress in learning the language. The BM recommended a restricted use of the mother tongue only by the teacher and by the students. It is also provided for intensive practice of patterns in English and helping the formation of correct language habits.
Characteristics	<ul style="list-style-type: none"> ✓ Due to the judicious use of mother tongue; the student can easily grasp the situation of learning English; ✓ The student can learn abstract ideas easily in mother tongue while in secondary environment it is very difficult to learn; ✓ The BM saves time because of the use of mother tongue, whereas secondary environment needs extraordinary talented teacher and larger investment of fund; ✓ In primary environment students can assimilate message very quickly and easily. It makes teaching very interesting and effective.
Advantages	<ul style="list-style-type: none"> ✓ The BM saves time and learning to make effective use of students' mother tongue to understand language quickly; ✓ The teacher can provide students enough drilling or pattern practice due to time saved; ✓ The BM helps students develop both fluency and accuracy in the target language; ✓ An average teacher can use this method easily and effectively; ✓ In BM there is no need of audio visual aids, so this method is very useful

	for every teacher, it is boon for all those institutions where limited facilities are available.
Disadvantages	<ul style="list-style-type: none"> ✓ Extreme use of mother tongue makes student inactive to learn foreign language; ✓ The teacher should be master in use of mother tongue while teaching foreign language; ✓ The teacher should have the knowledge of use of both methods while teaching English; ✓ If the teacher is not innovative in his teaching learning practice, he/she follows the rules of GTM. This can easily degenerate into the translation method; ✓ The BM is used only in the earlier stages of learning the target language; ✓ Students become weak in target language because they will try to learn every language through the mother tongue; ✓ The BM requires a curriculum developed specially for this method otherwise it is difficult to teach target language in the classroom.
4	<u>The Reading Method (RM)</u>
Definition	<i>Dr. M. Waste, an innovative professor in Dacca said that: “English language was the need of the time because it was the language that provide the easy channel for communication with the international community”, in his opinion people were learning English to open window of the world to look in the advancement in the field of science and technology. These all information is available in English language; to get this knowledge, speaking is not necessary but reading is necessary. In short, he emphasized the silent and loud reading.</i>
Characteristics	<ul style="list-style-type: none"> ✓ The RM emphasized on reading ability, person who posses good reading ability can learn, speak and write easily; ✓ The RM encourages silent reading is useful to get knowledge; ✓ The RM uses significant reading materials that enable students to read easily; ✓ The RM is not useful to average students because it aims at the active command over the language;

	<ul style="list-style-type: none"> ✓ The RM ignores the writing aspect of language learning.
Advantages	<ul style="list-style-type: none"> ✓ The RM develops the reading ability of students; ✓ Reading becomes free from phonetic difficulties; ✓ The RM trains the eye reader to recognize the graphics and objects; ✓ The RM is very effective in developing written comprehension; ✓ The RM increases the interest and confidence of students in reading literature written in target language; ✓ New words and their meanings are easily understood by students. It means controlled vocabulary is developed.
Disadvantages	<ul style="list-style-type: none"> ✓ The RM is not scientific. Language is integrated skill; ✓ Much reading ca not be helpful in mastering of language; ✓ The RM talks about only one skill and ignores the others that contribute also in developing the language; ✓ Grammar, and idioms are of secondary importance in this method; ✓ Emphasis on silent reading is educationally unsound. This makes teaching procedure passive. Students require overt activity in the form of drill, question and conversation. In the absence of such activities they will not be able to feel and use language.
5	<u>The Situation Method (SM)</u>
Definition	<p>The SM also known as situational language teaching dated from 1930s in British and had an important impact on language courses. It presents the structural view of language in meaningful situations in order to develop speaking ability as in this method there is a direct bond between speech and expression. Students are to know the situation in which different structures are used for transmitting messages or expressing ideas. British linguist <i>J. R. Firth</i> (1964) gave the idea that structure must be used in different situations in which they could be used, so he gave its distinctiveness to the situational language teaching.</p>
Characteristics	<ul style="list-style-type: none"> ✓ Language learning is just a habit formation; ✓ The mistakes should always be avoided in the SM;

	<ul style="list-style-type: none"> ✓ Language skills can be learnt more effectively if they are presented orally first and after in written form; ✓ The meaning of words can be learnt only in a linguistic and cultural context.
Advantages	<ul style="list-style-type: none"> ✓ The SM is very useful in teaching of foreign language. Through structural items and creating situation, the subject matter can be explained easily; ✓ With the help of situation the students can understand effectively and master the structure effectively and have durable impression in their mind; ✓ The SM helps to introduce the vocabulary including abstract vocabulary by using as well as planned situation; ✓ The SM makes teaching very effective and interesting and alive instead of a burdensome process.
Disadvantages	<ul style="list-style-type: none"> ✓ The SM is useful only for lower class students. Higher class students are not benefited by this method because only few selected items can be taught through this method not all items of language; ✓ Such a prose, poetry, rapid readers, and composition items cannot be taught through this method.

Table 1.1 – Main Methods of ELT (Darian, S. 1972)

1	<u>The Structural Approach (SA)</u>
Definition	<p>The SA means the arrangement of words in such a way as to form a suitable pattern of sentence. Generally, it refers to the way the language material is organized for presentation. It is the way some English sentences all carefully selected and graded are arranged to form a syllabus. To teach language through it the teacher has to understand the pattern and structure of the language. Each and every language has its own structural difference between mother tongue and foreign language. The students have to practice this pattern thoroughly for naturalizing habits. <i>Fires</i> says: “<i>Only after much practice of the same pattern with diverse content do pattern themselves become productively automatic</i>”</p>

Characteristics	<ul style="list-style-type: none"> ✓ Language is system of structure and signals. Students can learn very well if teaching is accords with its structure and signals in scientific way; ✓ Students' activity is important rather than the teachers' activity; ✓ Importance of formulation of language habit in arranging words in proper pattern; ✓ Language learning may be very easy if language is presented into small structure which clears the concept of the language entirely; ✓ Language learning may be very effective if the structure of the language is presented in the context of child's mother tongue; ✓ The effectiveness of the language learning depends upon the quantity of the subject matter; ✓ If the language is learnt as a living system, learning of language may be too effective.
Advantages	<ul style="list-style-type: none"> ✓ SA helps students to learn very fast because the subject matter is presented in form of structure; ✓ Students automatically learn grammar when they learn the structure of the language; ✓ SA promotes the use of everyday English; ✓ Both the teacher and students are active; ✓ SA can be adopted for all the students of language learning; ✓ SA enables students to speak first which is very important and then read and write.
Disadvantages	<ul style="list-style-type: none"> ✓ SA prefers the selection and gradation of the structure which does not solve the problem of teaching English. The technique of gradation is good in theory but not in practice work; ✓ SA does not advice the teacher about how should he preset the structure of the language; ✓ SA does not advice the teacher about how the teaching material; ✓ SA is not suitable for higher classes; ✓ In SA only well selected sentence patterns can be taught; ✓ More teaching aids are needed;

	<ul style="list-style-type: none"> ✓ It is difficult to complete the syllabus if the structure syllabus is strictly followed.
2	<u>The Communicative Approach (CA)</u>
Definition	<p>The CA is a learner centred approach. It gives the student not only grammatical competence but also a social skill as to what to say: how to say, when to say and where, in order to satisfy his daily needs as large aim. In this approach, apart from fluency, accuracy and appropriateness are equally important.</p> <p>The CA tries to develop both the accuracy and fluency from the very beginning of language learning. In this approach the role of the teacher is that of co-participant not that of an authoritarian master. Teacher should provide all the resources necessary for communication to be effective in every context. The goal of CA is to make students communicatively competent. It teacher is then seen as a facilitator of his students.</p>
Characteristics	<ul style="list-style-type: none"> ✓ CA uses language to get things (instrumental function of language); ✓ CA uses language to control the behaviour of others (regulatory function of language); ✓ CA uses language to create interaction with the other (interaction function of language); ✓ CA uses language to express personal feeling and thoughts (personal function of language); ✓ CA uses language to create the world of imagination (imaginative function of language); ✓ CA uses language to communicate (representational function of language); ✓ CA uses language to learn and discover (heuristic function of language).
Advantages	<ul style="list-style-type: none"> ✓ CA plays an important part in development of sociality of human creature; ✓ CA is very useful for students who need to develop their communicative abilities and activities of life;

	<ul style="list-style-type: none"> ✓ CA enables students to learn language naturally because the environment of target language is created; ✓ In CA, students can provide real life situations and simulations; ✓ CA emphasizes on the active mode of learning. It makes students more active in their activities including pair work and group work; ✓ CA enables students to develop different skills of language. Speaking and listening are too important aspects for this approach; ✓ CA permits the use of visual aids that help to provoke practical communication and motivate students' attention; ✓ In CA, the language is never static: it is dynamic according to its usage; ✓ CA develops students' vocabulary.
Disadvantages	<ul style="list-style-type: none"> ✓ CA provides sufficient opportunity to communication practices and neglects writing and reading practices; ✓ The difficulty of preparing teaching materials because they are linked to every student's mentality and interest thus individual differences.

Table 1.2 - Main Approaches of ELT (Darlan, S. 1972)

1.5. Skills and Competencies for English Teachers

English is a foreign language. To teach it in a satisfactory manner good teacher of English is required who needs to have calibre, skills and qualities appropriate for that task. English teacher must then (Figure 1.1):

- Be lover of English;
- Have the sound knowledge of English, and have the ability of thinking power;
- Know different methods and approaches of teaching English;
- Have the ability and skills to teach methodically and systematically;
- Be able to speak English responsible correctly by knowing correct intonation, correct phrases, stress patterns, etc;
- Know different techniques of writing and have a good hand writing;

- Know how to use different audio visual aids, how to organize all activities, and have the ability to adopt necessary remedial measurements;
- Understand his students and always take interest and become soft toward them.

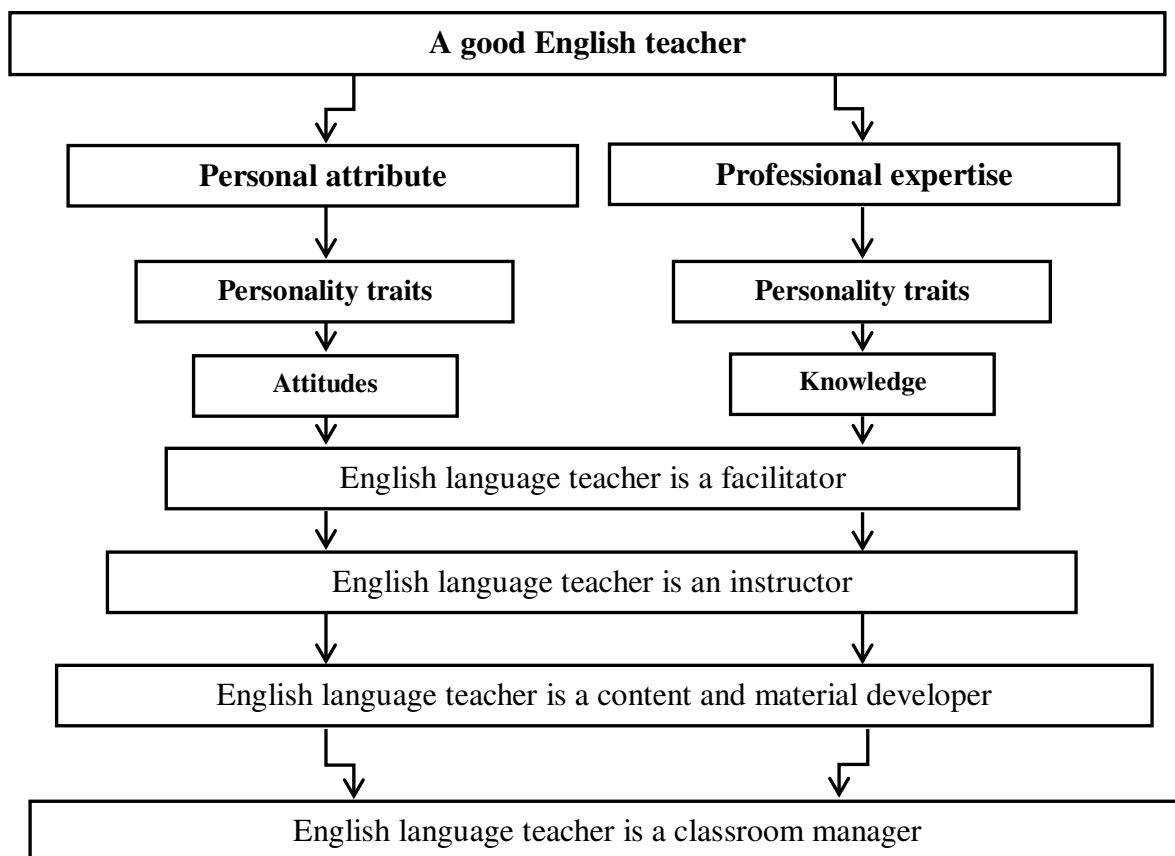


Figure 1.1 - Characteristics of Good English Teacher (Stern, 1983)

The good teacher aims always to teach English with a view to develop his students' ability to comprehend and express. Therefore, it is very necessary to find out in exact term the outcomes of the teaching learning syllabus in the light of the instructional objectives. The major objectives are then the outcomes in the broader terms and those form the basis of the evaluation programme to judge the achievement of the students in the field of education.

The achievement is generally measured through the test and examination which are very important in the whole process of the learning. The language art teacher needs to arrive at an understanding of the basic principles underlying his practice. Basic principles concern the place that language occupies in the life of the individual, the nature of

language, the growth and development of the individual and the processes by which growth and development are facilitated, the significant factors that contribute to language improvement, the general program of work, the differentiation of work to meet individual differences, and techniques and procedures essential to the implementation of the programme (*Stern*, 1983).

Chapter Two: ICT's Impact on English Language Teaching

2.1. Introduction

The world around us is changing rapidly and so too are the environments in which we study. Today, the increasing use of new ICT in academic institutions is having a major impact on the teaching process that primarily facilitates English language teaching and provides considerable efficiencies in English language practices. This second chapter presents a rich resource that illustrates different ELT contexts in which ICT plays fundamental roles, offers precious benefits, and supports crucial commitments to promote the quality of English language teaching. This chapter analyzes also essential aspects that ICT posts problematic on why and how English language teaching has effected greater kinds of changes to help designing powerful mix of open and flexible English language teaching strategies in pedagogically appropriate ways. The second chapter presents:

- Visioning the Future of ELT;
- Technology as a relevant agent of ELT change;
- Information and Communication Technology as New Educational Tool;
- Integrating ICT into ELT as effective pedagogical tool;
- The role of ICT in EFL classrooms: ICT as a specialist subject in ELT;
- The evidence to improve English teachers' ICT skills;
- General problems with ICT faced inside EFL classrooms.

2.2. Visioning the Future of ELT: The Potential of Technology for ELT

With the beginning of the 21th century, technologies become the core of our instructional life scenes, and affect directly language teaching learning processes through integrating various computer softwares and tools such as word processing programs that identify words written in English or any other language and correct automatically misspellings, electronic dictionaries, translators and encyclopaedias, on-line courses, educative multimedia and wed sites, display tools, etc. Now, technologies are involved in educational system changes and developing English language teaching thanks to their significant advances, they become a force worthy of consideration whether one wishes to

focus on the technological potential to examine pragmatic technology use or to criticize both. In this context, the perspectives from applied linguists are intriguing and futurists' opinions about the spread of technological use in English language teaching vary just as language teachers differ in their approach. Therefore, a balanced view of the future ELT should be improved through multiple perspectives including those offered by technically-minded people (technologists) who base their vision on analysis of existing technologies and trends, by socially-minded analysts (social pragmatists) who consider the pragmatic human and social dimensions of technology use, and by critically-minded people (critical analysts) who question the ethical implications of technology. As illustrated in Table 2.1, together these three perspectives suggest the need for a critical technologically-informed pragmatism to help teachers navigate the complex environment of technology (Bruce and Hogan, 1998).

Vision of the...	Focuses on...	Perspective	Implication for ELT
Technologists	Technological potentials	Rapid technological advances suggest pervasive access to use technology in a very different high-tech life style	Teachers should be educated about possibilities that could improve or change their work
Social pragmatists	Human practices in technology use	Imperfect technologies and normal human working practices act as constraints affecting technology use	Teachers should carefully analyze their real options in view of their own context and experience
Critical analysts	Value implications of technology	Technology is not neutral and inevitable	Teachers should be critically aware of connection between technology and culturally-bound ideologies

Table 2.1 - Perspectives on Technology and Implications for ELT
(Bruce and Hogan, 1998)

2.3. Technology as a Relevant Agent of ELT Change

Today, making use of ICT when learning a language becomes a vital and obvious course of action. Just as technology has become woven into the fabric of everyday life, so language study has come to rely on forms of technological enhancement, from audio and video recordings to contemporary forms of ICT. In this respect, the availability of educational technology have traditionally been approached as opportunities to develop language teaching learning processes because with each technological shift, each new software or hardware, new challenges are presented for teachers to improve delivery and enhance language teaching learning processes.

In fact, it is widely believed that ICT has significant implications and operational changes for ELT profession, so that teachers will have to update their computer skills and learn how to integrate new ICT tools appropriately into the way they teach English language because with the spread of digital technologies, the integration of ICT has almost become a kind of moral imperative. It is appropriate that teaching should reflect these profound changes and take advantage of them to enhance English teaching and raise students' learning and achievement of this language, as argued by Warschauer and Healey: *"The ability to read, write, and communicate effectively over computer technologies will be essential for success in almost every sphere of life"*, this ability will consequently involve mother tongue as foreign languages such as English. Likewise, ICT offers nowadays novel perspectives on English language teaching thanks to advanced technological tools that promote modern instructional changes reflecting major ICT's impacts as traditional forms of teaching are adapted and transformed into technological experiences to support what Dadson has rightly remarked that *"the best way in which a student learns a foreign language is for him to have a meaningful and purposeful contact with this language by useful instruments"*. This means that ICT offers unique opportunities to act as catalyst to drive change in educational system to reform English teaching practices, and help resolve the problems of English language teaching (Warschauer and Healey, 1998).

2.4. Information and Communication Technology as New Educational Tool

Information and Communication Technology is the use of technology in managing and processing information with the use of electronic computing-systems and softwares to convert, store, protect, process, transmit and retrieve information. In particular, it consists of the following tools (*Semenov, 2005*):

- **Computers (Central Processing Units):** Computers are universal information processors. In theory, any kind of information processing can be done on any computer but, in reality, this is not true. Furthermore, any specific task requires too much time for any specific computer, but there are some computers which may have small memory. Many studies found that both of computers and other existing technologies process information in the form of electric signals and in the form of air or liquid streams.
- **Connections:** Computers are always connected with other ICT devices via communication channels. The most common communication channel is a cable plugged into a computer at one end, and to another device at the other end. A popular alternative to cables is wireless connections including radio-frequency and infra-red ones.
- **Projectors:** Computer images can be projected onto screen. Pre-electronic projectors were used basing on transparent film with an image to be projected, but today, all slides or screens, information objects to be projected, can be made on computer or be input to a computer and presented on computer screen. Special presentation softwares are used for projection of screen images, constructing, and organizing, among them there is Microsoft PowerPoint (MPP) software, one of the most popular software products used for projection.
- **Scanners:** Scanners are like copying machines, but are smaller and usually work more slowly. Besides, they are characterized by the colour depth and dynamic range of colours recognized. A scanner transmits an image in digital form to a connected computer instead of producing a paper copy of an image. It also can be used to transform information from a paper source; for example, a text, and an image from a book, a drawing, or a photograph into a digital image.

Additional devices can be used for scanning slides. There are also handheld pen size scanners that can be moved over a line of text or a bar code for input or storage inside the scanner. Also special Three Dimensional (3D) scanners can produce scanned images viewable from different angles. It is an optical device for entering data of digital text or graphical information from a physical source such as from a photo into a computer.

- **Cameras:** Cameras store or transmit visual images. In general, there are two kinds of cameras: The photographic camera stores a still image on photographic film for further chemical development. While a digital camera places image in the computer's memory, or in the memory of the camera for transmission to a computer for storage or direct printing afterwards. An interesting application of digital cameras is the projection of a small image onto a large screen. In addition, nowadays, digital cameras can store video images and pictures already taken may be downloaded to a computer to be edited or printed through a standard port.
- **Microphones:** Microphones transform sounds into electric signals for storage or transmission. Different types of microphones and different ways to work with them are described below: A microphone can be fixed in a stand in front of a speaker who is standing or sitting, speakers can hold a microphone in their hands, a light weight microphone can be attached to a speaker's clothes, information converted by a microphone into electrical signals can be transmitted via a wired or wireless channel to other devices... etc.

Accordingly, new ICT programmes and forms are integrated into teaching foreign languages such as English to enhance the teaching strategies and boost great advantages (*Tinio, 2002*):

- **Audio programmes:** which continue to be the most popular and most widely used forms appropriated by modern language teachers, found in CDs, audiocassettes, and Web.
- **Video programmes:** which are found in DVD, cassettes, laserdisc, and Web. The use of moving images linked to sound provides learners with exposure to all important elements of spoken communication like gestures, proxemics, pronunciation and intonation. All of them are fixed in natural and cultural contexts.

Thanks to modern technology, scenes can be located, isolated and replayed at random. Many studies suggest how to exploit film and video sequences meaningfully. Different forms of visual support can now be offered such as optional sub-titles in the mother tongue or target language to assist understanding and facilitate access to the target language.

- **Internet programmes:** Internet is the largest set of computer networks. Many language teachers and learners now use extensively the email, the World Wide Web, text, audio and video conferencing. Students can benefit from internet in many ways. First, information can be updated or modified at any time and for any number of times, and this helps in learning and better understanding. Second, the Internet can be most useful for completing projects in schools and universities because internet is an ocean of information. Finally, online learning facilitates students' learning, understanding the lesson and consolidating it by doing online activities. Online learning also can make students gain time especially when they do not attend courses if they face obstacles to join schools and university.
- **Media and computer programmes:** With the introduction of the multimedia computer, teachers have at their disposal an instrument which can combine all the advantages of media in an easily accessible form. The computer may be used as a local machine or within a network. Today media programmes offer cheap access to contemporary, authentic and potentially culturally rich programmes for the language learning. The immediacy of current affairs programmes ensures that learners' exposure to the language is up-to-date and embedded in the real world of native speakers. For example, in 1970s integrated multiple-media programmes had flourished such as "Follow Me", which combined radio and television broadcasts with direct teaching supported by print and audio visual materials. Programmes of this nature are suited for mass audiences; in other words, Follow Me was watched regularly by over 9 million Chinese viewers in the early 1980s. A number of broadcasting companies still produce broadcasts, which are at their most effective when combined with face-to-face courses in educational institutions, particularly useful for reaching sectors of the population who might not normally think of taking up language learning, but who might be wooed by attractive "taster" courses highlighting interesting or exciting elements in the target culture.

- **Smart phone programmes:** These programmes have not been widely used for language teaching because of the relatively expensive costs of technology used. Their principal uses have been limited to supplementary tutoring students who are engaged in distance education including the possibility of conference calls. But, with the arrival of digital technology quality, lower connection costs begin to emerge and several uses begin to take a potential extensibility.

2.5. Integrating ICT into ELT as Effective Pedagogical Tool

With the increasing availability of ICT inside EFL classrooms in large parts of the university, few now ask why we should take an interest in educational technology. Most attentions are on how ICT can best be integrated into pedagogical activities of English language teaching; many models of ICT integration are based on a Technology Acceptance Model developed by *Davis* (1989) which invites teachers to weigh their perceptions of usefulness of a piece of technology and its ease of use. Thus technology which is difficult to use effectively may still prove attractive if it is seen as extremely useful; conversely simple technology may be preferred in spite of limited usefulness. Several studies in this framework have established links between teachers' uptake of particular ICT and ease of use perception.

In this model, the potential of ICT to be used for particular purpose is often referred to in educational research in terms of affordance: An ICT tool's affordance can be a function that it was specifically designed to perform but it may also have improvised uses, as when the knife is used to remove a screw, for example. All these uses are included as affordances of the ICT tool where the challenge for English teachers is to identify the specific affordances of new ICT and discover their applications for teaching English language (*Gibson*, 1977). In this context, *Whyte* notices that it is difficult to balance between implementing ICT tools into ELT and promoting pedagogical practices, and asserts that:

It is a commonplace in research in teaching with ICT that pedagogical needs should drive technological innovation and not the reverse. It is often the case, however, that the ICT cart arrives ahead of the teaching horse, and the availability of new equipments and technical possibilities triggers changes in pedagogical practices.

Accordingly, in order to avoid this difficulty, *Guichon* and *Hauck* (2011) worked to offer a set of specific recommendations regarding the development of what they call “techno-pedagogical competences” for computer-assisted English language teachers, and recommended (Figure 2.1):

- Integrating ICT training with other aspects of English teachers rather than developing stand-alone model;
- Focusing on transferable skills which are nevertheless anchored in a specific context;
- Prioritising pedagogical rather than technological objectives;
- Fostering collaboration among English teachers.

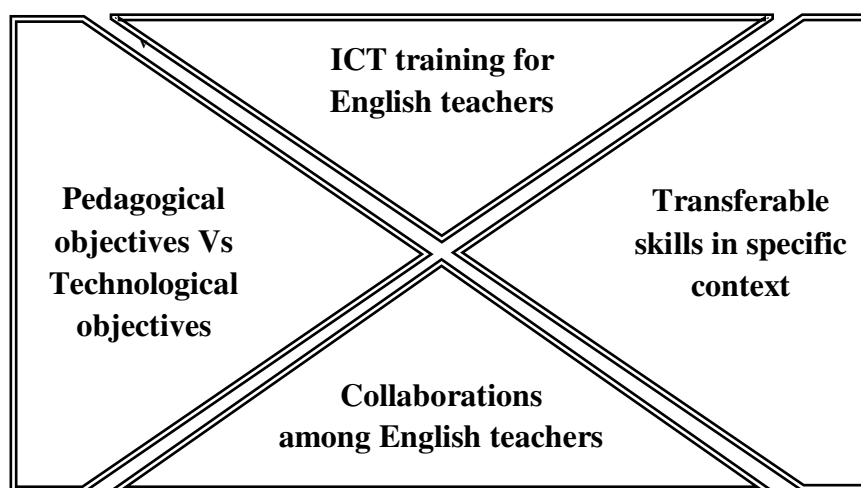


Figure 2.1 - Techno-pedagogical Competences for English Teachers
(*Guichon and Hauck, 2011*)

By this way integrating ICT appropriately into English language teaching will lead to new pedagogical transformations though its introduction supports what *Bax* (2003) has called “normalisation of technology use”, and which many view as a step in the right direction to get positive effects for ICT use in English teaching language in addition to exploit ICT's potential advantages reflecting more multimodality, dialogic pedagogy, visualisation, visibility, suitability and efficiency in presenting English courses thanks to effective access to a wide range of important equipments such as electronic remote devices, digital resources and hardwares, multimedia, internet access, educational softwares... etc.

2.6. The Role of ICT in EFL Classrooms: ICT as a Specialist Subject in ELT

In EFL classrooms, ICT plays two separate and, to some extent, conflicting roles: it is a subject in its own right and also an integral part of the English language teaching and learning. As a general subject, ICT is separate from computer science and is about far more than developing basic skills in using a word processor, but as an English language teaching tool, ICT must be available to all teachers who are expected to find ICT appropriately in their teaching process of English language. In this respect, ICT is seen as an essential curricular skill needed for effective English language teaching. The two roles are then evident in English teacher profession. Now, all teachers must be trained to use ICT to teach English language: they are expected to demonstrate a range of personal and professional ICT skills. For this, teachers who are not ICT specialists must successfully make the transition from being someone with, maybe, a very limited experience of ICT, to being competent and confident in organising its use in different English language teaching situations. On the other hand, teachers who are ICT specialists must learn to transfer their skills to the classroom, as well as recognize and value the contribution they can make in establishing their colleagues' ICT skills and support the use of ICT in English language teaching (Goldstein, 1997).

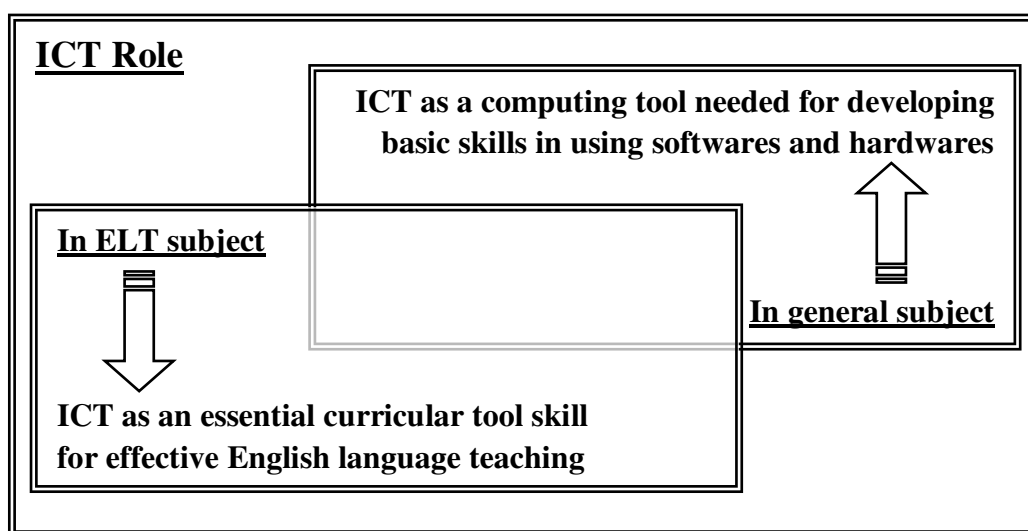


Figure 2.2 - The Role of ICT in EFL Classrooms (Goldstein, 1997)

The origin of ICT in EFL classrooms is still a young subject. Although there were some experiments with computers as teaching machines and in more exploratory teaching

and learning modes, the use of ICT in EFL classrooms remained very much a minority interest. With relatively important investment in English teachers' ICT skills, the use of technology began to have then a major impact in the EFL classrooms across:

- Effective integration of ICT into ELT processes;
- Exponential growth in power of ICT tools;
- Successive changes to the EFL classrooms to give ICT important place;
- Considerable funding to ensure that ICT softwares and hardwares including internet connections, computers, data shows...etc, to make ICT available to teachers and students in all phases and subjects;
- Strength ICT-training to offer English teachers useful advices that help improving their teaching as their professional development.

In fact, English teachers who aim to integrate ICT successfully into their teaching process have to make rapid adjustments as to how they view their subject, their knowledge of it and their views of teaching in classroom. They can be helped to make these changes if the origins of the problem are understood and if the course design recognizes the importance of the cognitive process and allows them to construct their teaching within the parameters set by good ICT practices (*Goldstein, 1994*).

2.7. The Evidence to Improve English Teachers' ICT Skills

Nowadays technological revolution imposes the increasing role of ICT in EFL classrooms which becomes an evident policy for improving English language teaching strategies thanks to commendable plans at official levels, but the risk remains that it will overestimates the prevalence of ICT knowledge and skills. For many English teachers, the confidence and familiarity needed for successful use of ICT remains an aspiration rather than a reality because the computing tide has not yet lifted all boats. Most English teachers who join the profession bring with them an expertise that centres on literature more than others; certainly their English degree at university will have sought to foster an interest in literature, but ICT is unlikely to have featured prominently in their degree course.

Before, ICT was generally underdeveloped and faced a number of awkward realities in the majority of EFL classrooms, even where there are strengths in other aspects of their

provision. For example, when word processors were used, the students usually composed by hand, and then typed a fair copy on the computer, with little or no improvement to style, structure or content. In fact, pedagogy is clearly the issue that emerges with greatest emphasis and raises problems which are not easily resolved. Given the pace of ICT development, few English teachers have had sustained extensive experience and useful training in teaching English through integrating ICT within EFL classrooms. This evidence urges the need for improvement in both ICT equipments and training, and pointed to raising the level of teacher competence as probably the single most factor in providing the impetus for ICT development in EFL classrooms. ICT skills are now among those listed in the profile of competences for English language teachers, for this the funding should be made available for a sustained effort to upgrade ICT skills in the profession generally. One practical remedy might be for the English teachers to be enthusiast for practicing useful ICT tools and base their training on that to gather more experience in how to successfully integrate ICT into EFL classrooms (*Bell and Biott, 1997*).

Yet the question persists: why should teachers feel pedagogical anxiety in terms of ICT and less anxiety regarding other areas such as reading, writing, speaking, and listening? The most obvious distinction between ICT and other areas is that ICT involves the use of hardware and software. Indeed, if practical confidence in working with computing technologies could be enhanced, pedagogical confidence will be then follow; it is clearly then that there is a greater need for specific improvements of English teachers' ICT skills to hope developing English language teaching process. In fact, there are a wide range of reasons for that English teachers should believe on that it is very important to master different ICT tools just as it is very necessary to ground more traditional aspects of English teaching, and whatever the reason, it is very essential for them to experience effective uses to which ICT is put by practising English teachers (*Loveless, 2003*).

2.8. General problems with ICT faced inside EFL classrooms

Many of the problems English teachers face with ICT are related primarily to its youth. In hardware terms alone universities must make a major investment inside EFL classrooms just to begin teaching English language with ICT and this investment must be repeated regularly on a three-year or four-year cycle as the technology changes. For example, computers which were regarded as top of the range at the beginning when ICT

became a core of English language teaching are now obsolete because of the great opening of new high-technology such as smart screens and advanced hardwares and softwares designed to teach languages. Otherwise, the World Wide Web stills always a fundamental tool which constitutes a great part of every experience of English teachers and students.

English teachers too face the difficulty of ever changing skills and concepts, which they have to learn and then learn to apply to their own EFL classrooms. Non-specialist teachers using ICT are often faced with students whose basic ICT skills are better than their own. This in itself may not be too much of a problem but, in using ICT, teachers have greater difficulty controlling the focus of students' work in the classroom because, for example, students may have full access to all the features of the hardware or software the teacher uses. In other contexts, teachers have much greater control over the texts, worksheets and other learning resources available to students. In this respect, *Crawford* says that:

Teaching and learning using ICT are inherently constructivist activities, and teachers who attempt to implement learning programmes designed from predominantly behaviourist perspectives quickly find that these are less effective.

Running counter to this, important number of language teaching models recommends a return to whole class, didactic teaching and other teacher-centred strategies. Effectively, English teachers who find themselves uncertain of the ICT content in their subject or its place in teaching English may rely on the security of "whole class, didactic teaching" as a tried and trusted approach. However, this may result in trivialising ICT use and content, resulting in little learning and low motivation which will, in turn, reinforce the teachers' low opinion of the usefulness of ICT (*Crawford*, 1999).

Chapter Three: Assessment of English Language Teaching-Based-ICT at Saida University

3.1. Introduction

Integrating ICT into English language teaching is regarded nowadays as one of the most significant trends used for developing the English teachers' pedagogy aiming to enhance students' motivation and achievement. The challenge is therefore to use ICT effectively in order to enrich teacher's profession and maximize student's learning, that means that the practice of the best needs to be widely embraced. In this final chapter, the main focus is to show how the new teaching system demands a redefinition of traditional pedagogical models being the role of ICT as an important teaching instrument as well as demonstrate how English teachers should organize their classroom using different ICT equipments. Accordingly, the objective from the study is to realize a research which attempts to investigate the effects of using ICT tools on English teaching methodologies basing on an extensive data gathering tool which is the questionnaire for English teachers to allow a real data collected analysis and suggest effective ICT implementing techniques, considering as prototype of study English teachers of 1st and 2nd year Master Didactics of English Department at Saida University. The third chapter presents mainly:

- Assessment of ELT-Based-ICT at Saida University: English teacher's questionnaire and data interpretations;
- Main suggestions and recommendations.

3.2. Assessment of ELT-Based-ICT at Saida University: The Questionnaire for English Teachers

This research work aims at investigating the impact of integrating ICT into different English language teaching strategies, to attain this objective, a detailed questionnaire is directed for nine teachers of English department at Saida University. The questionnaire is a sixteen item questionnaire divided into two main sections: teachers' overall background information and everyday use of technology, and teachers' use of ICT for English language teaching. The questionnaire is tested on a sample of nine teachers who teach different levels of Master Didactics. It aims to get their views and opinions about the use of ICT in

teaching English, examine their way of integrating ICT tools to teach English modules, in addition to their specific reaction toward using ICT equipments as pedagogical materials during the presentation of English courses. The questionnaire in fact aims to evaluate the role of ICT in improving the English language teaching process and making it more effective. The results obtained from the questionnaire are below with a special discussion and interpretation of data collected as follows:

3.2.1. Section I: Teachers' Overall Background Information and Everyday Use of Technology

1. Question Item 1: Teachers' gender.

Gender	Male	Female	Total
Number	3	6	9
Percentage	33.33%	66.67%	100%

Table 3.1 – Teachers' Gender

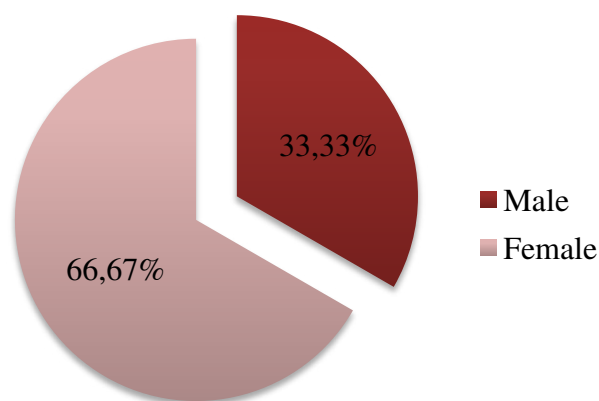


Figure 3.1 - Teachers' Gender

The information derived from the Table and the Figure (3.3), indicates that teachers who participated in the study are males and females. This means that the population of the study are of different gender and thus of different attitudes towards teaching English. The number of women 6 representing 66.67% is higher than that of men 3 representing 33.33%. This may be due to the fact that women are more interested in teaching languages

than men who generally tend to specialize in other fields like scientific and technical ones. Moreover, teaching is seen to be the most suitable job for women in Algeria.

2. Question Item 2: Teachers' age.

Age	Over 25 Years	Over 30 Years	Over 35 Years	Total
Number	0	3	6	9
Percentage	0	33.33%	66.67%	100%

Table 3.2 – Teachers' Age

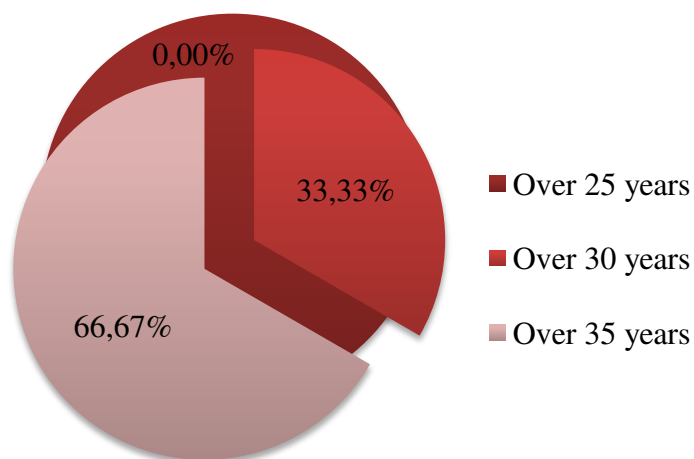


Figure 3.2 - Teachers' Age

The Table and the Figure above indicate that all teachers are over 30 years old, and the most of them are over 35 years old representing 66.67%. This means that those teachers have the capacity to experience the teaching profession in order to have a good command of this job. Teachers in fact may be able to come out with effective teaching strategies. Likewise, teachers may pay more attention to students' needs, and can be more enthusiastic about finding out active techniques to enhance their motivation and learning process.

3. Question Item 3: How long have you been teaching English in the university?

Years	1 to 5 Years	5 to 10 Years	Over 10 Years	Total
Number	6	2	1	9
Percentage	66.67%	22.23%	11.10%	100%

Table 3.3 – Teachers' Experience

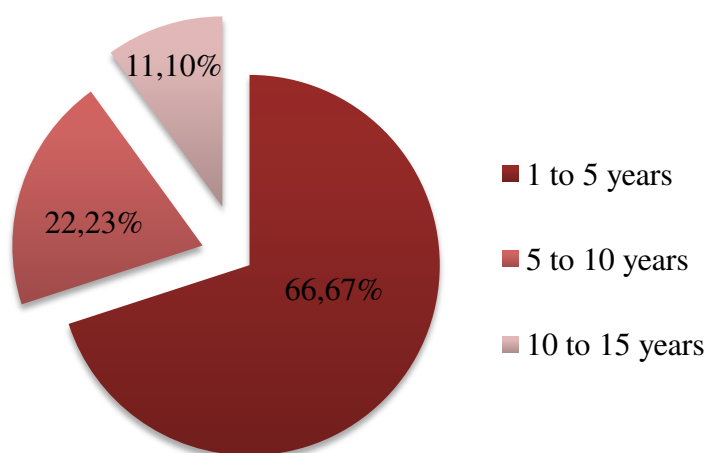


Figure 3.3 - Teachers' Experience

Teaching is a profession where experience has a great importance. This question aims at checking the respondents' experience (short, average, long, or very long). The majority of respondents representing 66.67% have a considerable experience of about 5 years. Most of them taught in secondary and higher schools before getting Magister degree and joining the university. Only 2 teachers representing 22.23% have taught approximately 10 years in the English department. The longest experience is then, 15 years; here only 1 subject is concerned representing 11.10%. Effectively, this data implies that the majority of teachers of the study's sample have considerably experienced teaching students that is different from teaching pupils in the school in terms of psycho-pedagogy and academic background. Teachers should work then more on performing there pedagogy and practicing more effective English teaching methodologies to promote students' motivation and enhance their achievement and autonomy. On the other hand, with this modest experience, teachers may find themselves more motivated to build a rich academic career that positively reflects on learners' requirements.

4. Question Item 4: What is the teaching method you use most often?

Teaching Method Genre	Lecturing and Active Discussion	Demonstration and Collaborative Activities	Computer Assisted Instruction	Other	Total
Number	4	4	0	1	9
Percentage	66.67%	22.23%	0%	11.10%	100%

Table 3.4 – Teachers’ Teaching Method

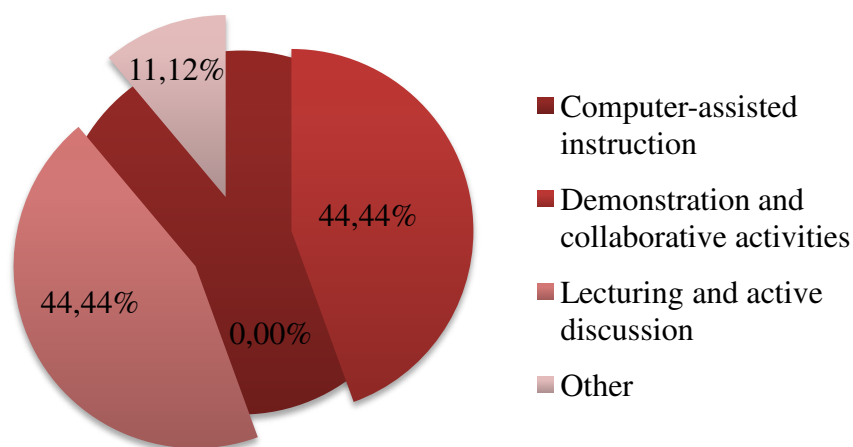


Figure 3.4 – Teachers’ Teaching Method

This question aims at finding out the different methods, the teachers use in teaching English students. The results demonstrate that teachers’ fall into two equal groups in terms of their teaching method kind. The first group composed of 4 teachers representing 44.44% assert that lecturing and active discussion is the best method to teach English students, whereas the second group composed too of 4 teachers representing also 44.44% use demonstration and collaborative activities as main teaching method. This difference may be referred to the nature of the modules they teach accordingly to students’ prior conceptions, for example if the teacher teaches Research Methodology (RM) for Master students who have already learnt this discipline during their graduation (Licence degree), he uses lecturing basing on active discussion with his students who have considerable background, this will help to present the topic quickly in addition to regenerate the students’ prior knowledge easily in order to proceed on new definitions and concepts, but when he teach a new module for them like Educational Psychology or Teaching English as Foreign Language (TEFL) he will be based on demonstration and collaborative activities to

explain students the new concepts presented and promote easily their understanding of these new notions through participation and interaction. On the other hand, only 1 teacher, which represents (11.12%), prefers another method, and no one prefers computer-assisted instruction methods, maybe because the non-availability of laboratories equipped with central computers and language learning audio-visual softwares, or maybe they consider this method less effective in teaching English language contrary to scientific or technical disciplines like for example Computing Sciences and Engineering (Architecture, Civil Engineering, Electric Engineering, Automatics, Electronics, Telecommunications, etc) which require a data-processing using a diversity of analog and digital computers and softwares.

5. Question Item 5: Do you have electronic devices in the university (computer, Internet access, and electronic tablet for example)?

Availability	Yes	No	Total
Number	0	9	9
Percentage	0%	100%	100%

Table 3.5 – Electronic Devices Availability in the English Department

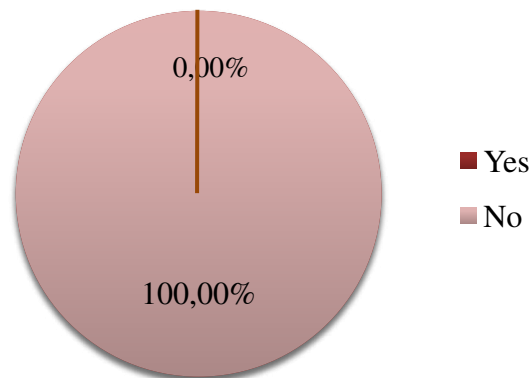


Figure 3.5 – Electronic Devices Availability in the English Department

From the Table and the Figure (3.5), it is demonstrated that the totality of English teachers of the target population, 9 representing 100% do not have any electronic devices in their department at least a computer. However, all of them have their personal electronic devices like computers and Internet access for example. This indicate that such staff of department has not yet integrated ICT tools for teaching English language, in the time

technology becomes the main engine of education and research. This may cause some difficulties for teachers in implementing ICT tools into their teaching process.

6. Question Item 6: How many hours do you use electronic devices per day (computer usage for example)?

Number of hours	1 Hour	1 to 3 Hours	More than 3 Hours	Total
Number	0	7	2	9
Percentage	0%	77.77%	22.23%	100%

Table 3.6 – Teachers’ Daily Electronic Devices Use

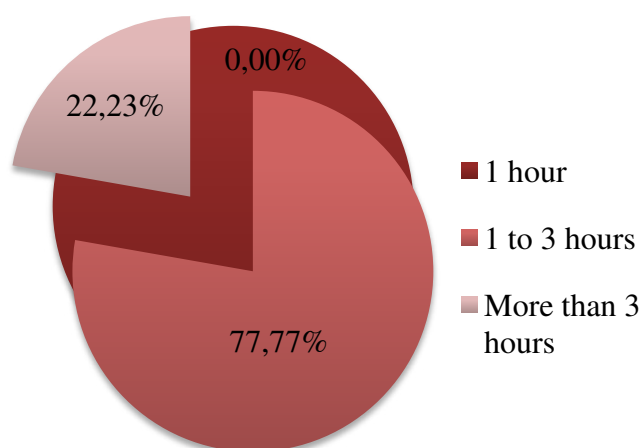


Figure 3.6 – Teachers’ Daily Electronic Devices Use

The Table and the Figure above show that 7 teachers representing 77.77% of the population of study use electronic devices for an average of 1 to 3 hours a day. Whereas, just 2 teachers representing 22.23%, surpass 3 hours when using their electronic devices. This data implies that the majority of English teachers use electronic devices from one to three hours as a good enough period to do a lot of things on computer or on net appropriately to their specific needs. This period can occupy more of teachers’ time if the task requires more, for example when using computer to prepare a coursework or assessments, or surfing Internet to get information which supports a research study.

7. Question Item 7: Which of the following activities do you spend your time on using an electronic device?

Type of Activities	Preparing Coursework and Classroom Activities	Surfing Internet to Get Information which Supports Coursework	Surfing Internet for Pleasure (Creating, Reading, Mailing...)	Total
Number	3	9	7	19
Percentage	15.78%	47.36%	36.86%	100%

Table 3.7 – Teachers’ Activities using Electronic Devices

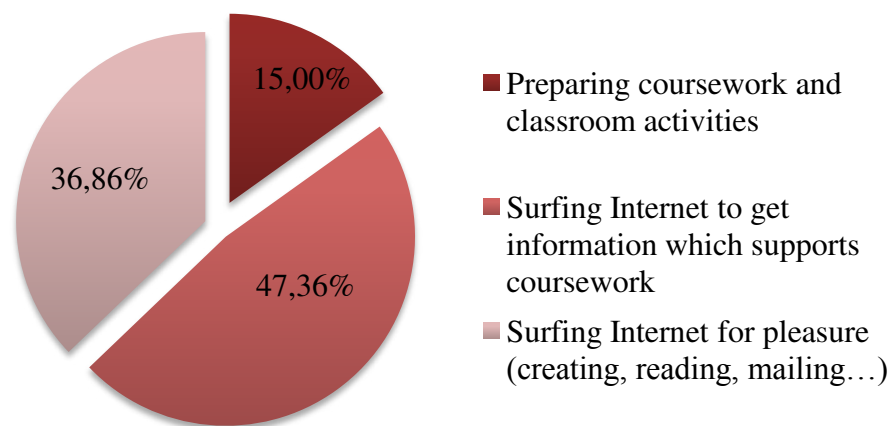


Figure 3.7 – Teachers’ Activities using Electronic Devices

The Table and the Figure (3.7) above shows that 3 teachers representing 15.78% are spending their time using electronic device in doing activities and preparing coursework. 7 teachers representing 36.86% are spending their time using electronic device for pleasure in creating, reading, or sending e-mail...etc. however, the majority of them, 9 teachers representing 47.36% spend their time using electronic device surfing the Internet for searching information to support their coursework. The data implies that the majority of teachers of the population of study are working on supporting their coursework with different electronic devices as effective teaching tools to ensure a good model of teaching-based-ICT, in parallel to taking advantages of the diversity of practices and tasks offered by such devices nowadays especially computers and net.

8. Question Item 8: Which of the following activities do you practice (master) using an electronic device?

Type of Activities	Creating Presentations (Power point...)	Creating Spreadsheets or Charts (Excel...)	Creating Graphics (Photoshop or Flash...)	Total
Number	8	2	1	11
Percentage	72.72%	18.18%	09.10%	100%

Table 3.8 – Teachers’ Skills on Using Electronic Devices

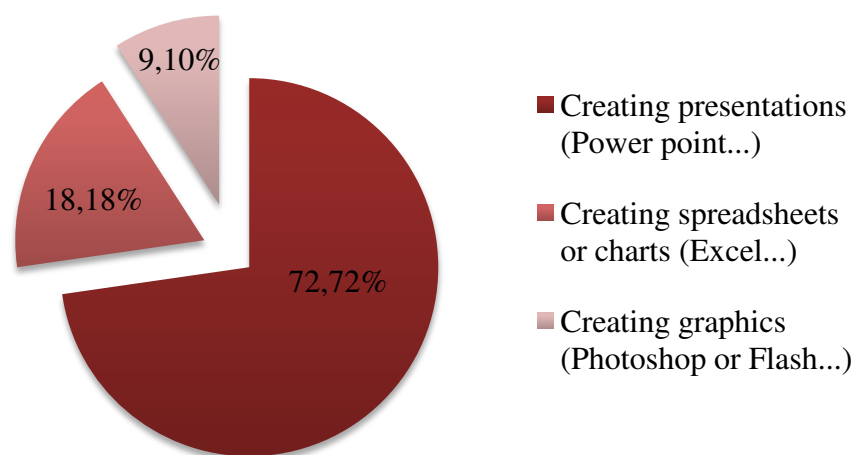


Figure 3.8 – Teachers’ Skills on Using Electronic Devices

The Table and the Figure (3.8) show that majority of respondents composed of 8 teachers representing 72.72% use electronic devices in creating presentations and master creating PPT files especially for presenting lectures. However, just 2 teachers representing 18.18% practice the use of electronic devices in creating spreadsheets or charts (Excel, etc.), and only 1 teacher representing 9.10% uses electronic device in creating graphics (Photoshop, Flash, etc.). This data implies that all English teachers of the population of study are aware of the computer applications, and the majority of them are good in creating presentations using PowerPoint for example, that offers an appropriate way to present courses thanks to different illustrations (schemes, tables, etc.) as well as it helps at managing the lecture-time and motivating students. The remaining teachers in addition to practicing specific presentation softwares, they master also different softwares (nonspecific for language teaching) which can be considered as less useful for language teaching

process like Excel, Photoshop, and Flash. This maybe because they have undergone special training themselves or during other academic (Economics, Architecture, etc.) or they have a talent in using different computer applications and technologies. In fact, English teachers of the target population take advantages of the convenient usage of technologies that influences positively the teaching improvement.

3.2.2. Section II: Teachers' Use of ICT for English Language Teaching

1. Question Item 1: What do you think about using ICT tools in ELT?

ICT is	Pedagogical Teaching Material	Simple Teaching Trend	Total
Number	8	1	9
Percentage	88.88%	11.12%	100%

Table 3.9 – Teachers' Opinion about ICT

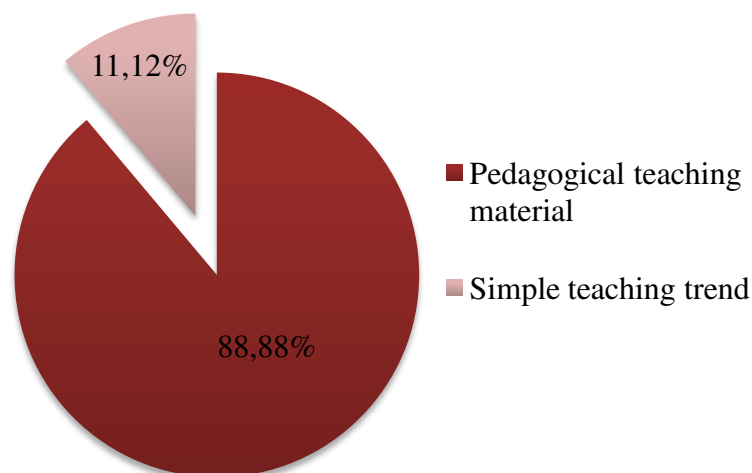


Figure 3.9 - Teachers' Opinion about ICT

The information derived from the Table and the Figure (3.9), indicates that the majority of the sample members, 6 teachers representing 88.88% agree on that ICT constitutes a new pedagogical material used for teaching English language. Teachers have such positive opinion towards ICT, maybe because the majority of English teachers think that ICT can offer a natural part of a good teaching pedagogy. However, only 1 teacher considers ICT as a simple teaching trend that takes place in EFL classrooms these last years, maybe because he believes on that teaching English language needs always to be based on classical ways consisting of role playing.

2. Question Item 2: Did you already teach specific English modules using ICT?

Q ₂	Yes	No	Total
Number	6	3	9
Percentage	66.67%	33.33%	100%

Table 3.10 – Teachers’ Experience on Integrating ICT

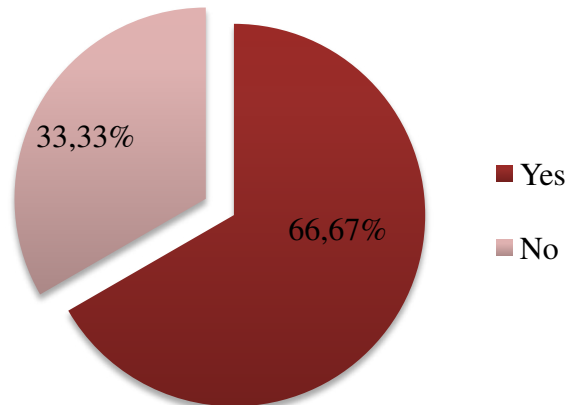


Figure 3.10 - Teachers’ Experience on Integrating ICT

The Table and the Figure (3.10), indicates that the majority of English teachers representing 6 teachers and 66.67% of the population of the study have already taught specific modules using ICT, however the remaining teachers who are just 3 representing 33.33% did not use such tools in teaching their module. The data implies that teachers who use ICT may benefit from various advantages like for example being more familiar with how to exploit appropriately the great technological flow in teaching English, changing the teaching mode from traditional to more active and helpful one, and knowing more about how to facilitate English teaching process than being directive givers of information. Whereas, the others may be unaware of the appropriate use of ICT, or avoid use it maybe because they do not consider it as effective tool.

3. Question Item 3: Did you follow a special training in ELT based ICT?

Q ₃	Yes	No	Total
Number	1	8	9
Percentage	11.12%	88.88%	100%

Table 3.11 – Teachers’ Training in Using ICT for ELT

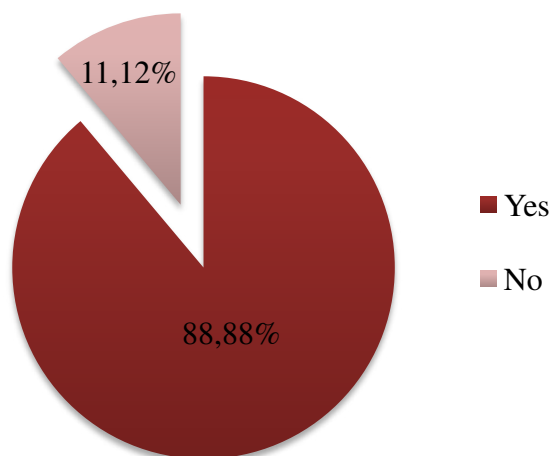


Figure 3.11 - Teachers’ Training in Using ICT for ELT

From the Table and the Figure (3.11), it clear that almost teachers, 8 representing 88.88% of the target sample have not followed any training in ELT based ICT. On the other hand, only 1 teacher representing 11.12% has follow an advanced training on how to use ICT in English language teaching appropriately maybe because he has benefited from a special training about how to use ICT as effective pedagogical tool before, or he is also specialist in computing filed that help him perform his teaching methodology an gain effective experience on ELT based ICT. The data collected indicates that the majority of English teachers may lack efficient ICT implementation techniques that needs a specific training in form of meetings, seminars, or coordinating with Computing department teachers for example, to master how to integrate such technology within their teaching methodologies because it is very obvious that ICT introduces something new to teaching English and leads to new pedagogical changes, and this requires new roles to the English teachers and creates new pedagogical roles for them.

4. Question Item 4: Do you feel confident in using electronic devices such as computer, word processing and graphic programs...etc, in teaching English?

Q ₄	Yes	No	Total
Number	4	5	9
Percentage	44.45%	55.55%	100%

Table 3.12 – Teachers’ Confidence in Using ICT

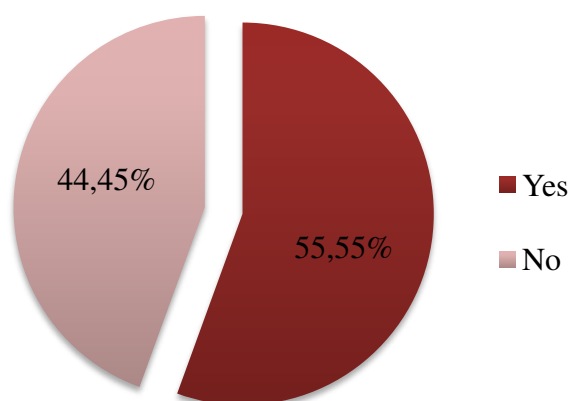


Figure 3.12 - Teachers’ Confidence in Using ICT

From the above Table and Figure (3.12), it is demonstrated that 4 teachers representing 44.45% assert the fact that the use of ICT makes them feel confident in teaching of English. However, close to the majority of teachers of the target population, 5 teachers representing 55.55% state that the use of ICT does not make them feel confident in teaching of English. These teachers may think that the use of ICT tools scares them because they do not know how to use them. This may prove that they need a significant training in ICT to help them open up their classrooms to the technological world to present new opportunities for their student. In addition, there is a further challenge that is often presented to them by students who possess more advanced computer skills than they do. If they want to learn with their students, they will find it a worthwhile and fruitful experience with the condition of acting as the experienced guide for their students and not as “*the all-knowing guru*” who controls and dominates the classroom from the past (Burnett et al, 1999).

5. Question Item 5: Do you think that the use of ICT enhances your method of teaching of English?

Q ₅	Yes	No	Total
Number	7	2	9
Percentage	77.77%	22.23%	100%

Table 3.13 – Teachers’ Opinion about Enhancing ELT through ICT

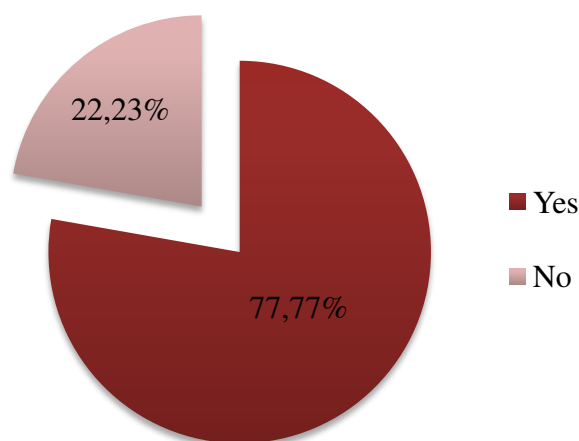


Figure 3.13 - Teachers’ Opinion about Enhancing ELT through ICT

The Table and the Figure (3.13) show that 7 representing 77.77% of the population of the study think that ICT can enhance their English teaching methodology and help them reach their objectives. However, just 2 teachers representing 22.23% disagree with this opinion may be because they believe on that ICT is only a matter of motivating students and they do not acquire and improve their teaching skills through ICT, but through practice and knowledge, this may make them less motivated to use such instruments when teaching English maybe because they consider ICT as a complementary or collateral teaching tool.

6. Question Item 6: What are the objectives from teaching English basing on ICT?

Q ₆	Improving Teaching Productivity	Motivating Students	Both	Total
Number	2	2	5	9
Percentage	22.23%	22.23%	55.54%	100%

Table 3.14 – Teachers’ Objectives from Using ICT

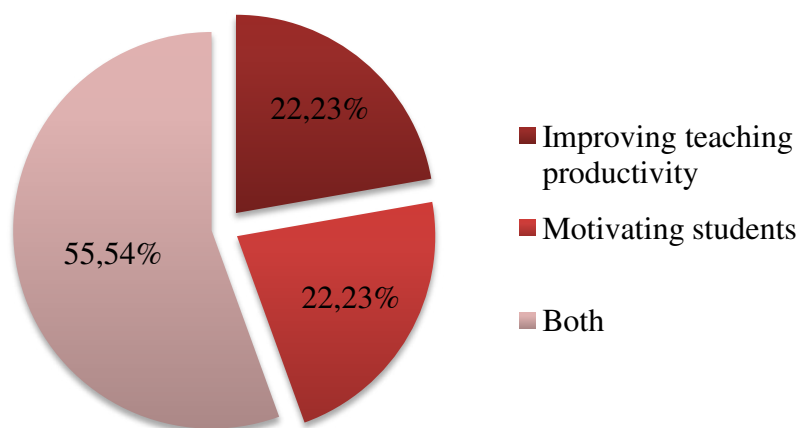


Figure 3.14 – Teachers' Objectives from Using ICT

The Table and the Figure (3.14) show that 7 representing 77.77% of the population of the study think that ICT can enhance their English teaching methodology and help them reach their objectives. However, just 2 teachers representing 22.23% disagree with this opinion may be because they believe on that ICT is only a matter of motivating students and they do not acquire and improve their teaching skills through ICT, but through practice and knowledge, this may make them less motivated to use such instruments when teaching English maybe because they consider ICT just as a complementary or collateral teaching tool that only promote students' understanding.

7. Question Item 7: In your opinion, teachers should focus more on how to exploit ICT tools to:

Q ₇	Enhance Current ELT Methodologies in General	Design New Pedagogical ELT Strategies in Particular	Both	Total
Number	2	5	2	9
Percentage	22.23%	55.54%	22.23%	100%

Table 3.15 – Teachers' Focus on ICT

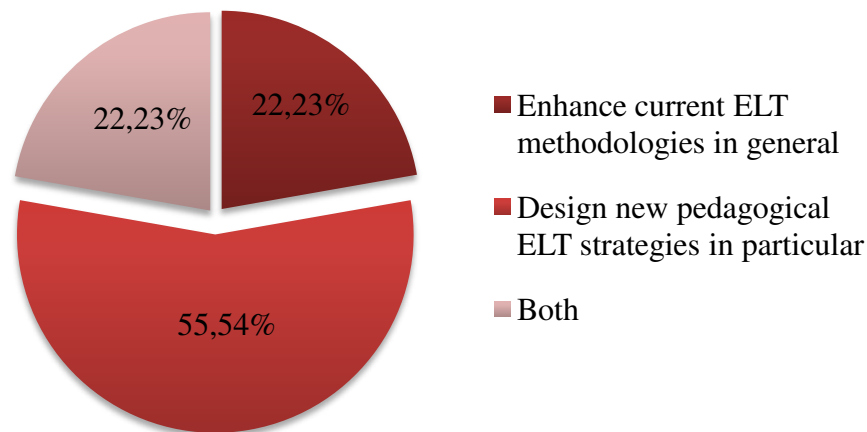


Figure 3.15 – Teachers' Focus on ICT

The Table and the Figure (3.15) show that the majority of respondents, 5 teachers representing 55.54% of the population of the study think that they should focus more on how to exploit ICT tools to design new pedagogical English language teaching strategies, in particular. However, 2 teachers representing 22.23%, think that they can exploit ICT to enhance their English teaching methodology in general, and other 2 teachers representing also 22.23% combine between the two views maybe because they that ICT's exploitation is directly linked to teacher's objectives. Accordingly, the data can be also interpreted as 7 teachers, representing nearly 63.64% are interested on using ICT as an effective ELT pedagogical tool while just 4 teachers representing 36.36% consider ICT just as an ordinary ELT instrument. This may indicate that ICT has diversity that changed in teaching English in the university, not only changes the quality of teaching process, but influences this process from a didactic and methodological point of view, providing new competencies of English teachers. It is a fact that changes in the university at large demand new styles of languages' teaching: Much language acquisition often takes place in technological contexts, and becomes a strong educational factor for students. A report commissioned by the Directorate General of Education confirmed this fact by suggesting teachers to: *“improve their didactic competencies linked to ICT”*, and *“monitor learning processes rather than direct them”* (Anderson, 2010).

8. Question Item 8: Now, kindly to indicate your reaction to each of the following statements by ticking the one that represents your level of agreement or disagreement with it in order to demonstrate your overall attitudes toward ICT tools used for English language teaching:

ICT tools have	Important Advantages in ELT	Special Compatibility with Teacher Practices	Positive Cognitive Effects on ELT	Positive Behavioural Purposes for ELT
Agree	7 – 77.77%	6 – 66.67%	8 – 88.88%	8 – 88.88%
Disagree	0 – 0%	0 – 0%	0 – 0%	0 – 0%
Neutral	2 – 22.23%	3 – 33.33%	1 – 11.12%	1 – 11.12%
Total/Percentage	9 - 100%	9 - 100%	9 - 100%	9 - 100%

Table 3.16 – Teachers’ Attitudes toward ICT Tools Used for ELT

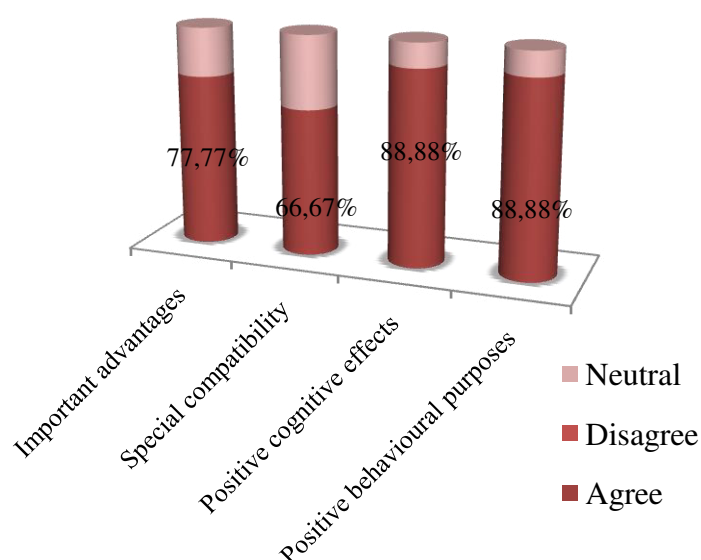


Figure 3.16 – Teachers’ Attitudes toward ICT Tools Used for ELT

From Table and the Histogram (3.16), it is clearly demonstrated that teachers overall attitudes toward ICT used for English language teaching were highly positive. Participants were asked to respond statements dealing with their perceptions about the relative advantage of ICT (statement 1) in addition to its compatibility with teachers current practices (statement 2). Teachers’ responses were most positive about the relative advantage of electronic devices as efficient educational tools representing 77.77%. Less positive were teachers’ perceptions of the compatibility of ICT with their current practices representing 66.67%. In fact, the majority of respondents indicate that using ICT is appropriate for English language learning activities, and agree on the necessity of learning more about its implementation. In the cognitive domain (statement 3), the majority of the respondents representing 88.88% think that ICT has highly positive effects on English

language teaching ICT. These teachers reported that they considered using electronic devices enjoyable, felt comfortable about them, and liked to use them in teaching as well as they strongly agreed on that ICT tools can save time and effort. In addition, in the behavioural domain (statement 4), the majority of the respondents representing 88.88% expressed highly positive intentions in terms of ICT behavioural purposes for teaching English language including motivating students to do more study, enhancing students learning. ICT tools in fact are considered fast and efficient means of presenting information, and very essential for EFL classrooms.

3.3. Suggestions and Recommendations

Information obtained from the questionnaire demonstrates that ELT teachers use often electronic devices especially computers and Internet connection, and try to support their English language coursework basing on ICT tools to enhance their teaching methods as well as promote their students' motivation and understanding. Accordingly, it is claimed that within EFL classrooms, ICT plays at the same time the role of: A teacher, it teaches students new languages. A tool, it assists students to certain tasks. A data source, it provides students with the information they need to solve different tasks. A tester, it tests students on the already learnt structure, and finally a communication facilitator which allows students to perceive new knowledge as suggests *Padurean* (1999).

All English teachers are then aware of the computer technologies and applications and the majority of them are good in creating meaningful presentations for students (using PowerPoint for example) that constitute a useful way to clearly present courses, gain time and rise students' acquisition of new concepts in the classroom. The majority of teachers assert also that the use of ICT makes them feel confident in teaching English. They believe on the great usefulness of ICT as a vehicle of language demonstration. Another advantage is that ELT teachers have highly positive affects towards ICT's impact on English language teaching, they consider using electronic devices enjoyable, feel comfortable about them, and like to use them in teaching because they are fast and efficient means of getting information, save time and effort, motivate students to do more study, and enhance their learning. English teachers are satisfied of relative advantages of electronic devices as effective pedagogical educational instruments, and think that the use of electronic devices is appropriate for different English language learning activities.

In view of this importance offered by ICT, technologists' point seems to have enough credibility and significance for teachers in the ELT profession that it would seem responsible to seek knowledge about technological possibilities that could change this profession for the better, and should carefully analyze real options in view of teachers' own experience. English teachers need to be critically aware of the connections among technology, culture and ideology, and specifically about the ways in which technology amplifies and constrains aspects of language learning. Accordingly, a balanced perspective for English language teaching today might be a critical technologically-informed pragmatism which examines the ways in which technology touches English language teachers and students (*Bowers, 2000*).

In fact, whether ICT forms the main focus of an English course or whether it is integrated into the course as part of the teaching and learning strategy, the evidence to profound changes in how English teachers work effectively and construct successful learning relationships between them and their students inside classrooms must be well structured and organized. At this stage, English teachers could be based in what *Bradshaw (2000)* calls orientation to provide a useful way of integrating ICT into English courses since it has always typical usage objectives and teachers must be expected then to:

- Analyze the way in which ICT could be used beneficially in a range of specific English courses through identifying major problems that have to be tackled when using it;
- Focus on students' needs to precise what is required from ICT acts and what it brings more to the English course;
- Set up clear goals from using ICT to help develop its use as effective ELT tool;
- Draw up a clear plan of ICT acts to be aware of technical implications of ICT use;
- Work in groups with other colleagues to optimize and share the correct use of ICT when teaching English courses.

Such strategies will not only make real the appropriate ICT use within EFL classroom, but will involve the English teachers in beginning to formulate their own manner and style in teaching English using ICT tools. As English teachers become increasingly conscious about their goals and manner of using ICT, they begin to formulate a set of experiences that will enable them to increase their own knowledge about its integration into English language teaching to achieve the goals set.

General Conclusion

This research study was mainly conducted to evaluate the use of ICT in English language teaching through examining its motivational impact on both ELT teachers and EFL students. The investigation was carried out at English department of Saida University. It aimed at whether confirming or rejecting the hypothesis that ICT will have a significant role on teaching English as a foreign language and constitute effective tool for improving students learning English. The data was collected through a questionnaire for English teachers of 1st and 2nd year Master Didactics. The analysis of data revealed the positive opinions of the English teachers about how to integrate ICT as a pedagogical teaching tool. The results have shown how positive and advantageous were ICT tools to the English teachers and to the progress of their students in learning English.

The research asserts the high significance of ICT tools to enhance English teachers methodologies through providing a relaxing teaching atmosphere and developing language learning activities, in addition to the positive impacts of ICT instruments to improve students' achievement in English by offering students important opportunities of grasping new concepts and situations of English thanks to effective illustrations and presentations. English teachers have then to cope with the challenge of technological shifts occurring in the teaching profession through practicing good techniques of incorporating modern technologies into their instructional strategies, investigating more in how to teach English language using appropriate ICT tools, and meeting advanced training and special seminars about Teaching-based-ICT proficiency.

Finally, this research study has been a modest attempt to prove the necessity to integrate ICT into English language teaching strategies. The case study needs to be purported to further experimental tests in a different way like for example observing ELT teachers who already use ICT to support their coursework, or evaluating EFL students' views about the role of ICT in improving their learning to reinforce these positive findings, since the readers remain always the best judges in the field of education and scientific research.

Appendixes

Template of the Questionnaire Designed for Teachers of 1st and 2nd Year Master

Didactics of English Department at Saida University

Topic: Integrating ICT in English Language Teaching Strategies, the Case of Teachers of 1st and 2nd year Master Didactics, Department of English, University of Saida

This research work aims at investigating the impact of integrating ICT into different English language teaching strategies, to attain this objective, this detailed questionnaire is directed to teachers of English department at Saida University, it is a sixteen item questionnaire divided into two main sections: teachers' overall background information and everyday use of technology, and teachers' use of ICT for English language teaching. The questionnaire will be tested on a sample of teachers who teach different 1st and 2nd year Master Didactics. It aims to get their views and opinions about the use of ICT in teaching English, examine their way of integrating ICT tools to teach English modules, in addition to their specific reaction toward using ICT equipments as pedagogical materials during the presentation of English courses. The questionnaire aims to evaluate the role of ICT in improving the English language teaching process and making it more effective. After, the results will be below with a special discussion and interpretation of data collected.

Section I: Teachers' Overall Background Information and Everyday Use of Technology

1. Teacher's gender:

➤ Male - Female

2. Teacher's age:

➤ Over 25 years - Over 30 years - Over 35 years

3. How long have you been teaching English in the university?

➤ 1 to 5 years - 5 to 15 years - Over 15 years

4. What is the teaching method you use most often?

➤ Lecturing and active discussion - Demonstration and collaborative activities
- Computer-assisted instruction - Other

5. Do you have electronic devices in the university (computer, Internet access, and electronic tablet for example)?
- Yes - No
6. How many hours do you use electronic devices per day (computer usage for example)?
- Less than 1 hour - 1 to 3 hours - More than 3 hours
7. Which of the following activities do you spend your time on using an electronic device?
- Preparing coursework and classroom activities
- Surfing Internet to get information which supports coursework
- Surfing Internet for pleasure (creating, reading, sending e-mail...)
8. Which of the following activities do you practice using an electronic device?
- Creating presentations (power point for example)
- Creating spreadsheets or charts (Excel for example)
- Creating graphics (Photoshop or Flash for example)
- Creating video/audio (Windows Movie Maker for example)

Section II: Teachers' use of ICT for English Language Teaching

1. What do you think about using ICT tools in ELT?
- New pedagogical teaching materials - Just a simple teaching trend
2. Did you already teach specific English modules using ICT?
- Yes - No
3. Did you follow a special training in ELT based ICT?
- Yes - No
4. Do you think that the use of ICT enhances your method of teaching of English?
- Yes - No
5. What are the objectives from teaching English basing on ICT?
- Improve teaching productivity - Motivate learners - Both
6. Do you feel confident in using electronic devices such as computer, word processing and graphic programs, Internet access in teaching English?
- Yes - No

7. In your opinion, teachers should focus more on how to exploit ICT tools to :
- Enhance current English language teaching methodologies in general
 - Design new pedagogical English language teaching strategies in particular
 - Both

8. Now, kindly to indicate your reaction to each of the following statements by ticking the one that represents your level of agreement or disagreement with it in order to demonstrate your overall attitudes toward ICT tools used for English language teaching:

ICT tools have	Important advantages in ELT	Special compatibility with teacher practices	Positive cognitive effects on ELT	Positive behavioural purposes for ELT
Agree				
Disagree				
Neutral				

Finally, what would you suggest to get good profits for ICT use when teaching English as a tool that makes students more acquainted with learning English effectively?

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Thank you for your collaboration

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