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DEPARTMENT OF ENGLISH



**Foreign Language Classroom in the Era of Information
ICTs as a Challenge to Current most Controversial Issues;
Ideology, Culture, and Gender
A Case Study: Abdelhamid Ibn Badis University of Mostaganem**

**Thesis Submitted to the Department of English in Candidature for the Degree of
Doctorate in Gender Studies, Languages, and Sociolinguistic Diversities**

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Declaration

I hereby, declare that this doctoral thesis entitled Foreign Language Classroom in the Era of Information: ICT as a Challenge to Current most Controversial Issues; Ideology, Culture, and Gender. A Case Study Abdelhamid Ibn Badis University of Mostaganem, which is supervised by Pr. Benneghrouzi Fatima Zohra University of Abdelhamid Ibn Badis, Mostaganem, is my own work and, to the best of my knowledge, all the sources that I have used and/or quoted have duly been indicated and acknowledged by complete reference.

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I hereby declare that this thesis has not previously been submitted and will not be, either in the same or different form, to this or any other university for the award of any degree.

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Dedication

To my Parents

To the English Language Teachers and Learners.

Acknowledgments

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Summary

The present study aims to provide students and teachers alike with an overview about the integration of Information and communications technologie(s) in higher education in Algeria, more particularly, in the EFL classroom. It seeks to investigate the impact of Information and Communication Technology on foreign language learners and teachers and, argues the extent to which this latter would be efficient in improving the quality of foreign language learning/teaching in the classroom, its roles in raising students' awareness about the ineluctable ideological implications in the foreign language curriculum, the role it plays in opening a gate for negotiating the giving-taking process of Cross-Cultures, and the ways it fosters students' autonomy and critical thinking. Also, it investigates gender differences and roles in foreign language teaching/ learning and ICT competences. The targeted population of this study is the Master students and the teachers of English in Mostaganem University. (60) Students and (20) teachers responded to the questionnaire. Other authentic materials were used such as the official documents (CANVAS) and students' Mark scripts. The findings of the investigation disclose that higher education teachers and learners of English have positive attitudes towards ICT integration in the EFL classroom. They trigger the urgent need of technology to improve the quality of foreign language teaching/learning. As they acknowledge its significant roles in raising students' awareness towards the different ideologies the EFL learners may face. The findings demonstrate as well the role of ICTs in solving culture and gender related problems in the EFL classroom.

Résumé

La présente étude descriptive-interprétative vise à fournir aux étudiants et aux enseignants un aperçu de l'intégration des technologies de l'information et de la communication dans l'enseignement supérieur en Algérie, plus particulièrement dans la classe EFL. Elle cherche à étudier l'impact des technologies de l'information et de la communication sur les apprenants et les enseignants de langues étrangères et, dans quelle mesure ces derniers seraient efficaces pour améliorer la qualité de l'apprentissage/l'enseignement des langues étrangères en classe, ses rôles dans la sensibilisation des étudiants aux implications idéologiques inéluctables dans le programme de langues étrangères, le rôle qu'il joue en ouvrant une porte pour négocier le processus de donner-prendre de Cross-Cultures, et les manières dont il favorise l'autonomie et la pensée critique des étudiants. En outre, enquêter sur les différences et les rôles de genre dans l'enseignement/apprentissage des langues étrangères et les compétences en TIC. La population ciblée de cette étude est les étudiants en Master et les professeurs d'anglais de l'Université de Mostaganem. (60) élèves et (20) enseignants ont répondu au questionnaire. D'autres documents authentiques ont été utilisés tels que les documents officiels (CANVAS) et les scripts mark des élèves. Les résultats de l'enquête révèlent que les enseignants de l'enseignement supérieur et les apprenants d'anglais ont des attitudes positives envers l'intégration des TIC dans la classe EFL. Ils déclenchent le besoin urgent de technologie pour améliorer la qualité de l'enseignement/apprentissage des langues étrangères. Comme ils reconnaissent son rôle important dans la sensibilisation des étudiants aux différentes idéologies auxquelles les apprenants EFL peuvent être confrontés. Les résultats démontrent également le rôle des TIC dans la résolution des problèmes liés à la culture et au genre dans la classe EFL.

ملخص الدراسة

تهدف الدراسة الحالية إلى تزويد الطلاب والمعلمين على حد سواء بنظرة عامة حول ادراج تكنولوجيا (تقنيات) الإعلام والاتصال في التعليم العالي في الجزائر ، وبشكل أكثر تحديداً ، في قسم اللغة الإنجليزية كلغة أجنبية. تسعى هذه الدراسة إلى التحقيق في تأثير تكنولوجيا المعلومات والاتصالات على متعلمي ومعلمي اللغات الأجنبية ، ومناقشة مدى فعالية هذا الأخير في تحسين جودة تعلم / تدريس اللغة الأجنبية في الفصل الدراسي ، ودورها في زيادة وعي الطلاب حول الآثار الأيديولوجية التي لا مفر منها في مناهج اللغة الأجنبية ، الدور الذي تلعبه في فتح بوابة للتفاوض على عملية الأخذ والعطاء بين الثقافات والطرق التي تعزز بها استقلالية الطلاب وتفكيرهم النقدي. كما تهدف هذه الدراسة أيضا إلى التحقيق في دور الفوارق بين الجنسين في تدريس / تعلم اللغة الأجنبية وكفاءة استخدام تكنولوجيا الإعلام والاتصال. العينة المستهدفة في هذه الدراسة هم طلاب الماستر وأساتذة اللغة الإنجليزية في جامعة مستغانم. أجاب على الاستبيان (60) طالباً و (20) أستاذاً. حيث تم استخدام مواد أصلية أخرى مثل المستندات الرسمية (CANVAS) وكشوف نقاط الطلاب. أظهرت نتائج التحقيق أن معلمي التعليم العالي ومتعلمي اللغة الإنجليزية لديهم مواقف إيجابية تجاه إدراج تكنولوجيا الإعلام والاتصال في فصل اللغة الإنجليزية كلغة أجنبية، كما يبرزون الحاجة الملحة للتكنولوجيا لتحسين جودة تعليم / تعلم اللغة الأجنبية. كما يقرون بأدوارها الهامة في رفع درجة الوعي لدى الطلاب تجاه الأيديولوجيات المختلفة التي قد يواجهها متعلمي اللغة الإنجليزية كلغة أجنبية. تظهر النتائج أيضا دور تكنولوجيا الإتصال والإعلام في حل المشكلات المتعلقة بالثقافة والجنس في قسم اللغة الإنجليزية كلغة أجنبية.

List of Abbreviations

CALL: Computer Assisted Language Learning.

CMC: Communicative Mediated Communication

CTGV: Cognitive and Technology Group at Vanderbilt University

ECTs : European Credit Transfer and Accumulation System.

EFL: English as a Foreign Language

EU: Europe Union

FL: Foreign Language

FLL: Foreign Language Learning

FLT: Foreign Language Teaching

ICT(s): Information Communication Technologies

IITE: Institute for Information Technologies in Education

Info-Dev: Information Development

INSET : In-Service Training Course

LEA: Ligue de L'enseignement en Algérie

LMD: Licence, Master, Doctorat

MOT : My Own Translation

MRI: Magnetic Resonance Imaging.

NTO: National Tempus Office

ODLT: Online Dictionary for Language Terminology

OECD: The Organization for Economic Co-operation and Development

OIF : Organization International de la Francophonie

PhD: Doctorate of Philosophy

PCs: Personal Computers

SLA: Second Language Acquisition.

UK: United Kingdom

UNESCO: The United Nations Educational Scientific and Cultural Organization

XX: Female

XY: Male

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General Introduction

Statement of the Problem

The escalating waves of globalisation are invading the whole world and obliging the Algerian government to be submitted to. Announcing the educational system reforms is one of its key factors. And, introducing the LMD system gradually in the university education is a real example of its inevitability. In the same wavelength, the era of information of the 21st century still raises a formidable challenge to the decision makers. Yet, to meet these challenges, the Algerian government is required to go through serious reforms by integrating the information and communication(s) technolgi(es) in all educational strata, more particularly the higher one.

Emphasising serious reforms in the higher stratum of education is due to the fact that university is the place where education should go far beyond the mere fact of accumulating knowledge in specific field for a future job after graduation. “ University education is part and parcel of the great social enterprise of producing citizens capable of taking in charge the country’s management”(Nait, 2006, p47), intellectuals and experts who can critically analyse educational curricula and syllabi. Yet, ICTs are the suitable tools that allow for creating a sphere for an autonomous learning and scientific critique without which our educational systems remain producing only colourful papers.

Information and Communication Technology is a more general term that stresses the role of unified communications, the integration of telecommunications (telephone lines and wireless signals), intelligent building management systems and audio-visual systems in modern information technology. According to Tinio (2002), ICTs stand for *information and communication technologies* and are defined as a diverse set of technological tools and resources used to communicate, create, disseminate, store, and manage information. These technologies include computers, tablets, smartphones, and all the internet related technologies, beside to broadcasting technologies such as radio and television. In other words, ICT consists of IT as well as telephony, broadcast media, all types of audio and video processing and transmission and network based control and monitoring functions. The

expression was first used in 1997 in a report by Dennis Stevenson to the UK government and promoted by the new National Curriculum documents for the UK in 2000.

In Algeria, and particularly at university, it is comforting to know that the position of Algeria in terms of ICTs' use appears little promising (Djafri & Aissat, 2010). Information and communication technologies (ICTs) can and do play a number of roles in higher education in general and in teaching and learning a foreign language in particular. Algeria is fostering the use of ICTs to enhance the development process in general and the development of the educational system in particular, paving the road for an ICT policy framework along with an implementation strategy. According to a study on the Arab knowledge Economy published by Al Madar Research Group, the number of Internet users in Algeria reached 910,000 with 2.8% penetration rate in 2004. Al Madar estimates that the number of Internet users in Algeria would increase from 1,456,000 at the end of 2005 to 4,081,490 at the end of 2008 with 41% Compound Average Growth Rate (Algeria final report, 2006). Recent digital report for Algeria shows that 26.35 million internet users with 59.6% penetration rate in January 2021, 25 million are social media users which equivalent to 56.5% of the total population (Simon Kemp, 2021). This presumably contributes largely to the improvement of the quality of education. Henceforth, the introduction of ICTs in the foreign language teaching and learning is part of the more fundamental objectives to improve education globally.

Most findings in this area of research support the fact that technology has the capacity to afford opportunities for powerful teaching and learning environments (Hermans et al, 2008) and can impact students' learning (Campbell et al, 2005), motivation (Mulder et al, 2008), critical thinking (Chai et al, 2003), and autonomy (Todescoet et al, 2004). Based on this assumption, Algeria, is investing heavily in the integration of ICT tools into schools and universities. However, the grand vision is to help the society meet the challenges of information era and cope with the rapid changes of life and work style. The general findings of these studies revealed that though the fast development of ICT infrastructures, there is still a gap between the innovation objectives and the level of ICT use by teachers. Yet, connectivity and access to equipment do not necessarily guarantee successful or productive ICT use (Granger et al, 2002). It is suggested that ICT use is a complex and slow process

(Levin & Wadmany, 2008) that is influenced by many key factors such as the characteristics of the users (age and gender of teachers and students), context of technology use, and pedagogical philosophies of the country's educational system (Granger, 2002).

Clearly, teaching a foreign language is presumably teaching a foreign culture. Language is essentially rooted in the reality of culture to the point that social life cannot be explained without constant reference to the broader contexts of verbal utterances (Malinowski, 1923). For many scholars and anthropologists, language is a social institution, both shaping and shaped by society at large, or in particular by the 'cultural niches' in which it plays an important role (Thomas & McNicol, 1998). Halliday (1975) in turn, considers language a quintessential culture tool, an embodiment of the social system of meanings that enables its users to coordinate activities with others, and, at the same time, learn the knowledge, practices, beliefs, and values of their culture. Hall (2002) comes to defend the idea of language as a social action as follows: "Culture is located not in individuals but in activity, any study of language is by necessity a study of culture" (p19). Hence, any study of a foreign language is by necessity a study of its culture.

Despite the fact that the relation of language to culture is undeniably tight, the issue of culture remains far from being settled especially when it comes to the foreign. Learning a foreign language according to the Algerian students doesn't necessitate adapting its culture neither it requires establishing a positive attitude towards the foreign culture. All that it requires is to acquire a language that allows communicating with the other. This ends up no doubt with a poor knowledge about the other which inevitably leads to Otherness. That is to say, culture is what makes the other different from us (Duranti, 1997). Therefore, learning a foreign language from the view of widening the space between us and them cannot be possible unless we negotiate that space by establishing a third place, a place that conserves the diversity of styles, purposes, and interests among learners, and the variety of local educational cultures. This place has to be carved out against the hegemonic tendencies of larger political and institutional structures that struggle to co-opt the foreign languages teaching and learning in the name of such ill-defined terms as 'the national interests' or 'economic competitiveness'. (Kramersch, 1998). A place that forces "learners" of a foreign language to become aware of the ways in which language is socially and culturally

determined (Byram 2004). Indeed, fostering learners' third place and raising awareness of language as a socio-culturally determined will be only possible by adopting a critical foreign language pedagogy based on ICT integration in the curriculum.

In the same line of thought, several researchers have acknowledged the key role played by critical thinking in individuals' academic success (e.g., Birjandi & Bagherkazemi, 2010; Fahim, Bagherkazemi, & Alemi, 2010; McCutcheon, Apperson, Hanson, et al, 1992). More specifically, in the field of ELT, several scholars and researchers have deemed critical pedagogy and critical language awareness to be significant notions in language teaching (Canagarajah, 1999; Norton & Toohey, 2004; Pennycook, 1999, 2001; Ramanathan, 2002). Under this account, language tasks which demand that learners employ greater degrees of elaboration and criticality need more instruction in critical thinking; hence, critical thinking which is characterized by the ability of an individual to explore, criticize, or advocate a variety of ideas, to reason inductively and deductively, and to infer sound conclusions from ambiguous statements (Freeley & Steinberg, 2000), should be the mainstay of foreign language classes. Yet, in the absence of autonomous intellectuals and the presence of the neutralised or silenced ones, the autonomous learners who are the future intellectuals with ICT support may take a lead.

Gender issues, in turn, still raise some challenges in the field of education. In the field of foreign languages, researchers are still trying to determine the gender differences in foreign language teaching and learning among males and females. Pedagogically speaking, demonstrating such differences allows for the decrease of gender bias in both interaction and assessment; that is to say, creating a sphere for gender equality in teaching/ learning a foreign language. In this regard, ICTs are believed to be the magic lamp that facilitates the achievement of this aim in a very short period of time.

Purpose of the Study

The present study aims to investigate the various impacts of information and communications technologies on the foreign language teaching and learning, and explores potential future developments. Differently stated, the work argues the role of ICTs in the EFL classroom, and the extent to which this latter would be efficient in:

- Improving the quality of foreign language learning/teaching in the classroom,
- Raising students' awareness about the ineluctable ideological implications in the foreign language curriculum,
- Opening a gate for negotiating the giving-taking process of Cross-Cultures.
- Fostering students' autonomy and critical thinking.
- Besides, investigating gender differences in FLT\FLL and ICT competences.

Research Questions:

At the end of this view, the present study seeks to provide answers for the following research questions:

- 1-To what extent can ICTs promote the quality of teaching and learning English as a Foreign Language?
- 2- To what extent can ICTs raise a challenge to the authoritative ideology and political power exercised through foreign language curricula?
- 3- To what extent can ICTs be a space for negotiating the giving-taking process of the Cross-Cultures?
- 4- How do variables of Gender, Age, and teaching experience promote or inhibit the use of ICTs in the EFL classroom?

Subsidiary Questions:

- 1-What kinds of ICTs are used to promote EFL learning at the university stratum and how are they used?
- 2- To what extent do EFL teachers use integrated technology in the classroom in the Algerian university?
- 3- Is technology (ICTs) male specific or could it be handled by females to the same extent as males?

4. Are female students of English advantaged in languages or is it just a matter of socialization and demographic growth?
5. What is the effect of co-educational classes and segregated classes on both genders and foreign language learning?

Hypotheses:

- 1-The integration of ICTs in teaching/learning English as a foreign language in the classroom will be highly efficient in terms of improving the quality of both learning and teaching English as a foreign language.
- 2- ICTs can raise a challenge to all kinds of ideological inhibitions exercised through foreign language curricula.
- 3- ICTs could help negotiating the giving-taking process of cross-cultures, fosters learners third place, and raise students' awareness of language as a socio-culturally determined.
- 4-ICTs could decrease teachers' gender bias, further gender equalities and change students' attitudes towards language learning.

Rationale for the Study

This study is premised in the area of research which suggests that ICTs are eminent tools for the betterment of EFL students' levels, achievements and the teachers' performance, as it considers ICTs as a challenge to the most common difficulties of the process of teaching and learning a foreign language in the classroom giving a particular focus on ideology, cultural, and gender. Research conducted in this field suggests that foreign language teachers are, in some respect, distinct from teachers of other subjects in terms of the nature of the subject, the content of teaching, the teaching methodology, teacher-learner relationships, and contrasts between native and non-native speakers (Borg, 2006). Therefore, it is expected that the findings in this study will demonstrate some differences in this area of study.

Thus, the study adopts a socio-political perspective which is based essentially on recent theories in sociolinguistics which suggest that research has to look at language and literacy phenomena from a broader perspective. This involves a full understanding of the

socio-political, economic and cultural context in which language and literacy are being decided, planned, implemented, and mostly how they are practiced in society (Street, 1998; Kaplan & Baldauf Jr, 1997; Tollefson, 1991; Cooper, 1989; Ricento & Hornberger, 1996); This, in essence, depicts how language policy can become a tool to exercise and maintain power through ideology embedded in discourse practices (Tollefson, 1991; Ng and Bradac, 1993; Fairclough, 1989a/b). Yet, integrating ICTs in a foreign language classroom may uncover this ideology and raise a challenge to the tacit power exercised upon foreign language teachers and learners alike. Furthermore, open a gate for negotiating the giving-taking process of cross culturality. This study, then, aims to provide a significant contribution in this scope. It gathers foreign language policy, curriculum, ideology, culture, gender, and ICTs all together under the umbrella of foreign language classroom in the era of information considering the Algerian university as a case in point, and Mostaganem University as a case study. The field of foreign language classroom in relation to ICTs has been examined by many Algerian researchers, but never seems to consider the socio-political and cultural aspects such as ideology, culture, and gender with regards to ICTs in the way we intend to investigate. Yet, this study can be of such an academic worth that it is submitted in a doctoral thesis.

Structure of the Study

The first chapter is entitled; The Algerian Linguistic History and the Ideological Inhibitions in Foreign Language Context. This chapter is devoted to the General Education Reform the Algerian government is taking ahead especially in the university education. Also, we intend to question the Algerian policy of ICT integration in the classroom and ideological inhibitions taking the EFL classroom as an area of study. It tackles the status of foreign languages in the Algerian educational system, and the extent to which English has been promoted on the expense of French or the verse. Henceforth, the higher education reforms and their influence on the process of teaching/learning English as a foreign language. Mainly, in this chapter we intends to uncover the ideological inhibitions exercised by the government to model up a citizen meets the requirements that it needs but not the requirements of the 21st century. More specifically, it exposes the trends of the Algerian

decision-makers to maintain a position of a particular foreign language -French- over another foreign language which is English in the Algerian community.

Concerning the ideological dimensions in foreign language curriculum, we refer to Apple's (2004) definition of ideology as a legitimate knowledge produced in schools to support specific social norms. These social norms in turn reproduce students and teachers who are incapable to challenge social, cultural, political, economic, and educational disparities. According to him, this legitimate knowledge treats students and teachers as products to be traded, tested, categorized, marketed, and regulated. Yet, he believes that the solution to the problem is not found in schools but in constructing a social order that is self-critical and focused on the social and economic equality. For him, schools were created to act in accordance with specific value systems and meanings and over time this dynamic has come to be accepted as natural and to be unquestioned by those most involved: teachers, families, students, and scholars.

Yet, the EFL syllabi cannot be value-free and neutral or directed only to the linguistic competence. Foreign language curricula reflect too often their designers' assumed or implied attitudes towards the foreign culture. They also inform about representations of the *Self* and the *Other* since any study of a foreign language is more than the acquisition of an alternative means of expressions as Pulverness (2004) states. He adds that it involves a process of acculturation, and it is always ideologically loaded. As a matter of fact, within foreign language teaching\learning contexts "who we are, who we think others are, and who others think we are, mediate in important ways our individual uses and evaluation of our linguistic actions in any communicative encounter" (Hall 2002, p34). Yet, analysing foreign language curriculum provides acute insights about the ideologies that underlie the selection of a given foreign language methodology and the approach it is based on.

Most of the foreign language curriculum includes a set of social and cultural values which affect the teaching \ learning process. It is these socio-cultural values that Cunningsworth (1995) refers to as the "Hidden Curriculum". He elucidates that the hidden curriculum forms part of any educational programme, but is unstated and undiscovered. It may well be an expression of attitudes and values that are not consciously held but which nevertheless influence the content and image of the teaching material and indeed the whole

curriculum. A curriculum cannot be neutral because it has to reflect a view of social order and express a value system, implicitly or explicitly.

It is obvious that Algerian students' learning behaviour is determined by some negative attitudes towards foreign cultures, most particularly those studying English. These attitudes are deterrents to the learning process objectives and lead to the false representation of the *Other* who holds a different culture to the *Self*, a culture that they see as an irreconcilable adversary whose aspects are adversative to their own (Nait, 2006). These representations are ideologically constructed and seem to be maintained. Thus, we assume a need to the oppositional discourses and practices that may unveil such an ideology. Raising oppositional discourse is a task of sustained intellectuals, if not (since they are either silenced or neutralised) let's open up the floor for the 21st century learners who are tomorrow's intellectuals and the torch-bearers.

Chapter Two presents the theoretical background of ICT integration in the EFL classroom. In this chapter we present the major theories that support learning with ICTs such as; constructivist theories of learning, situated cognition and learning, self-regulated learning, and the self-efficacy in ICT use. However, learning with ICTs varies according to several variables such as gender, age, and years of experience. These variables are taken into consideration. ICT use by teachers has been under investigation for a long time for two basic reasons: to find the barriers on the way of successful integration of technology into the curriculum (Hew & Brush, 2007) and to take suitable actions in order to include courses of training teachers in modern technologies (Paraskeva, 2008). In this respect, a large number of studies have focused on finding the role of teachers' personal characteristics and demographic variables such as age, gender, and years of teaching experience in their ICT use in the classroom (e.g., Robinson, 2003; van Braak, Tondeur, & Valcke, 2004; Bebell, Russell, & O'Dwyer, 2004).

Studies on teachers' teaching experience and age have reported that teachers' ICT use, experience, and age are inversely associated meaning that more experienced teachers and older teachers tend to use computers less frequently (Van Braak et al., 2004; Bebell et al. 2004). Some studies have attributed this to veterans' limited computer proficiency

(Bingimals, 2009), confidence (Robinson, 2003; Snoeyink, & Ertmer, 2001) and readiness to use ICT in their classes (Inan & Lowther, 2010).

In addition to personal characteristics, teachers' technology-related variables and their relationship with computer use in the classroom have been scrutinized by many studies over the past few years. Teachers' attitudes towards technology are among the most frequently studied technology-related variables in ICT use literature because it is generally assumed that positive computer attitudes foster computer integration in the classroom (van Braak et al., 2004). It has been suggested that attitudes towards technology take shape with regard to the perceived usefulness and ease of use (Davis, 1993) and it is a major enabling/disabling factor affecting adoption of technology by teachers (Albirini, 2006; Hermans, 2008). The general findings of attitudinal studies suggests that any successful implementation of new technology in education requires the development of users' positive attitudes toward it.

Besides, we intend to discuss all what helps and what hinders the implementation of ICTs in the EFL classrooms. As well as, the major ICT resources currently deployed in the EFL classrooms:

1. **Computer** as a (teacher, tester, tool, data source, and communication facilitator)

In a language classroom the computer may have the four major following roles:

- ❖ Teacher – it teaches students new language
- ❖ Tester - it tests students on the already learned structures
- ❖ Tool – it assists students to do certain tasks
- ❖ Data source – it provides students with the information they need to solve different tasks
- ❖ Communication facilitator – it allows students to communicate with others.

Each of the roles the computer has in a language class will be discussed in detail.

2. **Internet**

For male and female students of foreign languages, the Internet has been a space that allows both for anonymity and solidarity, for self-expression and for building connections. It

contributes in enabling the timid, the disabled, and the discriminated to communicate, to network, and to reach the brilliant student's levels.

The Internet also offers a wide variety of reference materials like online dictionaries, e-encyclopaedias and search mechanisms which are very helpful for developing students' individual work. They can find, alone, the missing information, the meaning of new words, synonyms, antonyms or can communicate with the rest of the group online, via e-mail or in any other ICT environment as it could provide better insight into the culture of the country and people whose language students are studying.

The ways ICT is used in FLT\ FLL will be discussed thoroughly, referring to the major advantages and disadvantages of ICT use in the learning\teaching process, and the barriers of technology adoption in language classrooms:

Infra-structural barriers: institutional related barriers which may include obstacles such as the lack of access to ICT, insufficient time to plan instruction and to familiarise themselves with ICT, inadequate technical and administrative support, the lack of ICT training programmes for teachers and the pressure for teachers to pass examination.

Ultra-structural: teachers' personal values and characteristics related which may include lack of confidence in professional use (Chen, 2008), lack of computer knowledge and skills (Fabry & Higgs, 1997), lack of beliefs about students learning with technology (Windschitl & Sahl, 2002), and teachers' unwillingness to change pedagogical practices (Ertmer 2001).

Chapter three is about gender implications in the EFL classroom. The term "gender" is defined and discussed historically and through the most significant theories: (I) the Deficit theory, (II) the Dominance theory, (III) the Difference theory, (IV) the Reformist theory, (V) the Radical theory, (VI) the Community of Practice theory, (VII) the Semiologist theory, and (VIII) the Postmodernist theory. In this chapter, we discuss thoroughly the sociocultural and biological roots of gender differences in language, as we demonstrate the ideological dimensions of the term gender in in discourse and anthropological literature. Then, we investigate gender differences in foreign language learning, teaching, and ICT competences. As well as, the role of ICTs in furthering gender equality in interaction and assessment.

Chapter four is devoted to the Research Methodology. It is divided into two sections:

SECTION ONE: Design Methodology and Data Analyses

Description of the Sample:

As an endeavor to gather as much as possible amount of useful information, and to well investigate the issues presented in this study, I have addressed two different sample populations from the department of English, university of Abdelhamid Ibn Badis: Mainly, teachers and Master students of English. Sampling should “determine the best representation of the population, so as to allow for an accurate generalization of results” as Smith (2004) points it out. Yet, in the current study, the sample population represents a significant tool to reach the required data and to gain precise results.

Procedure

This research was positioned in the quantitative/qualitative framework. Quantitative; in the sense that I want to focus on numerical statistics concerning the number of students and teachers having access to ICTs. That is, quantifying the problem by generating numerical data which can be transformed into statistics. Qualitative; in the sense that it produces findings not arrived at by statistical procedures or other means of quantification. It investigates the participants’ experiences, behaviors and beliefs towards the ICT integration in the EFL classroom and the extent to which they use it for educational purposes, i.e. whether there is a culture of integrating technology in the teaching/learning process. That is to say, having access to ICTs and the availability of tools doesn’t mean necessarily having a culture of technological education. Henceforth, providing insights into the problem of the current controversial issues related to ideology, culture, and gender. More specifically, this study aimed at investigating the participants (teachers and learners) from an ‘emic’ perspective which involves “understanding the complex world of lived experience from the point of view of those who live it”, and an ‘etic’ perspective, which views reality in a more objectivist stance and researches individuals from an outsider’s point of view (Schwandt, 1998).

Research Tools:

Various pedagogical and authentic materials are depended:

Pedagogical: Master students final mark scripts of the last five years and the yearly syllabi.

Authentic:

A- Official Documents: (CANVAS), political speeches of some Algerian officials.

B- Observations: my introspective data was taken into account for the fact of being a student of English at Mostaganem University for more than 10 years. As I have attended some English courses and lectures with teachers of different subjects for more observations.

C- Questionnaires: handed out to English language lecturers and students from the faculty of Lettres and Foreign Languages at Mostagaem University. This questionnaire is basically consisted of seven parts (A-G), it includes both open and closed questions. As it is known, the quality of the data gathered is determined by the quality of the questions asked. Findings of the questionnaires are analysed thoroughly in details.

SECTION TWO: General Recommendation for Further Research

Suggestions and Recommendations

Guidelines for the EFL Learners

Guidelines for Teachers of Foreign Languages

Suggestions for Decision Makers

Limitations of the Study

Conclusion

General Conclusion

CHAPTER ONE

Chapter One: The Algerian Linguistic History and the Ideological Inhibitions in Foreign Language Context

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Chapter One: The Algerian Linguistic History and the Ideological Inhibitions in Foreign Language Context

1.1. Introduction

Though its linguistic background is very rich, Algeria has faced for a long time political, social, and cultural unrest. This linguistic complexity has made Algeria a specific Arab nation with the number of languages instructed and used either in academic or non-academic contexts as described by Tabory & Taboray (1987), “The Algerian situation is complex, as it is at a crossroad of tensions between French, the colonial language, and Arabic, the new national language; Classical Arabic versus colloquial Algerian Arabic; and the various Berber dialects versus Arabic...” (as cited in Rezig 2011, p2). The presence of this variety created a language crisis, either political or educational, it gave rise to outcries where everyone claimed a monopoly on the language issue: Arabization, French-Arabic bilingualism, the English language status, never reaching consensus (Lakhal-Ayat, 2008). Algeria has endeavored to establish an educational system which allows meeting the needs of the population, it may address right after having its independence in 1962. Algeria was considering the French language as a cultural imperative until late in the seventies, when English started having more space in the globalized Algeria. A space that was created by the Arabization policy of 1971 and the socioeconomic changes taking place worldwide. Subsequently, the French began to fade away at the cross-roads creating more rooms to the teaching of English as a second foreign language (Mami, 2013). Lately, and right after the popular movement HIRAK⁷, which began on February 22, 2019, the language war is revived, and new language policy is meant to be considered in Algeria. According to the French newspaper “Le Monde,” and the Algerian newspaper “Echorouk,” the minister of higher education and scientific research, Tayeb Bouzid launched a proposal to promote English as an official language of teaching and administration at the country’s universities and research centers. It was after a national conference of the Algerian universities on August 20th, 2019. Such language policy aims to give a better status to English over the French language in the Algerian linguistic arena. “Le Monde” explained that the minister himself

ordered the Algerian universities to use only Arabic and English in the correspondence and official documents, as a first step to replace the French language by English in education.

The core of this chapter discusses the linguistic history of the post-independent Algeria and the ideological inhibitions in the foreign language context. It tackles the political dimensions of the language policy undertaken by the Algerian authorities, and its impact on education in general and the field of foreign languages in particular. In this chapter, we shed light on English as a foreign language. We demonstrate its roles in the global issues, as we discuss its status in Algeria, and the extent to which it is performing its roles in Algeria. Additionally, we investigate the educational reforms in Algeria, giving more interest to the higher educational ones, and the challenges facing policy makers in this stratum. In this chapter, we also discuss the foreign language curriculum in the Algerian university, the hidden curriculum, and the ways teachers and learners of English should deal with. Moreover, we discuss the intimate relationship between culture and the foreign language teaching /learning, and the role of ICTs in solving the culture related problems such as Otherness.

1.2. Historical Background

From the very outset, and right after occupying Algeria, the French authorities aimed to model up the Algerian citizen to the point that he meets their needs and requirements, civilized as they claim, compliant and manageable. Their aim can be fulfilled only through education as Hegony (1973, p.18) succinctly puts it:

The attempt by France to control Algerians through the assimilation of Algerians into French culture was no more demonstrated than in the field of education. The imposition of French education norms and the denial of the Algerian of his legitimate cultural identity through controls of language, curriculum, and methods of instruction, reveals the colonist policy in its most destructive. The French supplanted Arab educational values and moved to effect and maintain Algerian subordination through structural changes or pre-colonial education and inherent challenges to the spirit and direction of his knowledge (as cited in Bacher 2013, p. 21).

Hayane (1989) assumes that teaching foreign languages in Algeria and, more specifically, French is closely linked to political ends and implications rather than pedagogical. He quotes Ageron¹ who outlines the objectives of the Ligue de l'Enseignement en Algérie (LEA):

“... l'enseignement des indigènes était une œuvre politique plutôt qu'une œuvre scolaire....Si l'on veut que l'indigène obéisse sans hésitation ...les enfants seront confiés non à des instituteurs munis de toutes sortes de brevet mais à des moniteurs indigènes...ayant pour école des gourbis valant 150 ou 200 francs...l'école française devrait sagement être limitée à un petit nombre où nous élevons les futurs propagateurs de notre influence. ”

...the teaching of the natives was a political work rather than a school work ... if we want the native to obey without hesitation ... the children will be entrusted not to teachers with all kinds of the patent but Native instructors ... having for gerbils school worth 150 or 200 francs ... the French school should wisely be limited to a small number where we raise the future propagators of our influence.” (MOT)², (as cited in Bacher, 2013, p. 22)

Clearly, the French colonial authorities endeavored to form future propagators to help in positioning the French language thought, and culture. Hence, denigrating the local population's sociocultural practices. Furthermore being masters of Algerians as being declared by Pierre Foncin³: “we'll never be masters of Algeria until Algeria speaks French” (Bacher,2013, p. 26.)

In the same vein of thought, Britain, as another high colonial power, raised a rivalry to France in Asia, creating a halo of myths about its culture, language, and civilization. Considering English as an agent of civilization as it is reported by Macaulay, “English is the most important agent of civilization for the colored of the colonies” (as cited in Philipson, 2006, p. 15). This historical competition between French and English raised a controversial issue in the post-independent Algeria and still. English became a direct threat to French in the Algerian sociolinguistic arena.

1.2.1. English versus French in Post-independence Algeria

In post-independence Algeria, the linguistic policy of the French colonial authorities had and still has its effects on the country's language planning and policy, as well as on its social cohesion as Beer and Jacob (1985, p. 139) eloquently states it: "Algeria...continues to face problems of national cohesion and cultural identity, but to date, social and cultural fissures in Algeria are a minimal threat to national integrity" (as cited in Bacher, 2013, p. 25). The teaching of French continued up to date but attenuated through the years as the country launched a new policy in education, i.e. Arabization in which Arabic became the official national language through which both scientific and literary school subjects are taught. What made better worse, is launching English as a main foreign language in schools in 1996. Then, in summer 1999, the president Abdelaziz Bouteflika came to affirm: "Algeria doesn't belong to Francophonie..." (Baldauf & Kaplanm, 2004, p. 10). The process of Arabization and the consideration of English as a second foreign language have been considered as an undesirable manner of French imperial linguicism, which had an intention to replace or displace the local population's language and culture.

English is the language of another imperial power, which is Great Britain. Paradoxically, the Algerians have embraced English meanwhile reacting negatively towards French. In his book *linguistic imperialism*, Philipson (2000) attempts to clarify the differences in the conception of linguists' policies of the two most powerful European empires in the periphery. He states: "the overall goals of the colonial powers were conceived differently, the French aiming at la France outre-mer and ultimate union with metropolitan France, the British accepting the principle of trusteeship, leading ultimately to self-government and independence" (p. 12). Therefore, the English language is not associated with colonialism and linguicism in Algeria, and it is not a rival to the local language, which created a positive attitude towards English.

As moving forward towards the 21st century, English became the language of power, economy, and information. Many countries found themselves obliged to reconsider the English language in their language policies. Algeria is a case in point. English today is more needed than ever before. It opens the gate towards globalization, modernism, and a key

player on the international scene. Ruby and Saraceni (2006,p.117) state that “knowing English is like possessing the fabled Aladdin’s lamp, which permits one to open, as it were, the linguistic gates to international business, technology, science, and travel. In short, English provides linguistic power” (Bacher, 2013, p. 28). Yet, English and power became two facets of the same coin. If Algeria wanted to get more political and economic power, it should then give English precedence over any other foreign language.

1.2.2. Political Dimensions and Ideological Inhibitions

Though it seems a field of educators, teachers, and knowledge experts, education and more specifically, foreign language integration is a political order. Giroux (2000) cites Johnson, who professes the view that:

Teaching and learning are profoundly political at every moment of the circuit: in the conditions of production (who produces knowledge? For whom?), in the knowledges and knowledge forms themselves (knowledge to what agenda? Used for what?), their publication, circulation, and accessibility, their professional and popular uses, and their impacts on daily life. (pp3-4)

Van Else (1994), in turn, states that several of questions of political order need to be addressed beforehand in any language policy statements. The questions are explained by Bacher (2013) to be ranged from the identification of would-be taught languages (which languages?), their number and ordinal arrangement (how many languages? And in what order?), the competences or skills to be targeted and the academic level or grade (what skills to be taught? And, at what level?). Yet, the integration of any foreign language in the educational curriculum is first and foremost connected to the political leadership and its political agenda.

In the current Algerian educational curriculum, there is a considerable number of foreign languages:

- ❖ French: it is taught from the second grade of the primary school, and it is given particular interest in all the education strata, even the tertiary. (All scientific subjects are taught in French).
- ❖ English: it started as from the third grade in middle school. Now, it is tutored from the first grade. It is tutored in university as an academic branch, and as an optional module in the curriculum of the scientific departments.
- ❖ German and Spanish are being taught only in some high schools either in the west of the country or Algiers. And they are integrated into the university as academic branches.
- ❖ Italian, Russian, and Turkey are made part of the curriculum only in tertiary education.

Baker (2006) sees a foreign language to intelligence as food to fitness. But, which kind of food is more beneficial? For sure, not all types of food have the same impact on the body. Menu should be selected according to the weight of the sporty, the body's needs, and the type of exercise. Yet, the foreign language policy meant to be adopted by any country's decision-makers should come along with the new era demands.

The Algerian decision-makers recognize very well the necessity of food to fitness. But in fact, they do not give an interest in the type of food that should be taken. I.e., they recognize the importance of foreign languages to knowledge, but they do not consider the language worth given that amount of interest to reach the zenith of intelligence. That is to say, the language that meets the 21st-century requirements. English is the language meant in this case.

It is worth mentioning that the Algerian decision-makers take into account the necessary needs of the information era. In the Ordonnance of April 1976, five goals beyond learning foreign languages those cited in Bacher (2013) are eloquently listed in the following:

1. To communicate with different parts of the world.
2. To have access to top modern sciences and technologies

3. To encourage pupils' creativity in its universal dimension
4. To make pupils autonomous and self-sufficient in exploiting and exploring material having relation with their field of study
5. To successfully sit for examinations. (chibani2003)

Barka (2002) in turn, comes to gather these goals in two major dimensions and he quotes from the national chart this much: Barka (2002) in turn, comes to gather these goals in two significant dimensions. He quotes from the national chart this much:

“...tout en nous ouvrant sur les autres et en maîtrisant... la connaissance des langues étrangères qui nous faciliteraient la constante communication avec l'extérieur, c'est à dire avec les sciences et les techniques modernes et l'esprit créateur dans sa dimension universelle la plus féconde...” (As cited in Bacher, 2013, p. 33)

“...While opening up to others and knowing (...) the knowledge of foreign languages that would facilitate the constant communication with the outside world that is to say with modern sciences and techniques and the creative spirit in its universal dimension the most fertile...” (As cited in Bacher, 2013, p. 33) (MOT)

The openness to the outer world and having access to modern sciences and technologies are primary goals for the decision-makers. However, realizing these goals requires a good command of a language that permits being integrated into the global issues of the 21st century. That is to say, a good grasp of English language which has, at least for the time being, the power to integrate any nation in the world into the global village whose motto: “think globally, act locally.”⁴ Therefore, English is needed, more than ever before, to be reconsidered in our educational curriculum and to have precedence over all other foreign languages. And, foreign language policy of the country should be reordered according to the degree of importance of any communication in the social, economic, and political arenas.

1.2.2.1. English versus French in the Algerian Media

Confirming the ideological trends of the Algerian decision-makers to maintain the French language position among the Algerian speech community, even with the advance of

technology, French is the widely used language in the sector of media. The number of newspapers is more edited in French than in Arabic. In this respect, Benrabah (1999) pointed out that the journals issued in French everyday outnumber those published in Arabic with 880.000 copies in contrast to just 30.000 copies. As in the sector of the press, French is much more used in radio than on television. A high number of transmissions are broadcasted in French. Other communications are either in Arabic or a mixture of French and Arabic, as it is the case in many radio programs (radio El Bahdja) (as cited in Arab 2015, p.6). In this respect, English remains far beyond the expectations to make a real rival to French in the Algerian society. Yet, it's high time the Algerian government promoted the status of English in the Algeria media to keep pace with the needs of modern time. English language speakers are raising a challenge to improve English in the Algerian society through the use of the internet and its related services; social networks like Facebook and Twitter, chat rooms, YouTube, downloadable materials, e-books, e-journals and so on. This is what makes English seems imposing itself without an apparent language policy.

1.3.English World Roles and Functions

To justify the assumption that English should be given precedence over any other language, we should know the roles and functions can English do all over the world that any different language can ever play or do. Bacher (2013) says that *“in knowledge-based societies and market-driven economies, English has proved its pass-partout language which fills many world roles that no other language can do”* (p.29)

Building on Dhamija's (1994) of English world roles, Tomlinson (2012) puts his detailed list of English world roles:

- English as a conference language
- English as an academic language
- English as Internet language
- English as business language English as a commercial language
- English as industrial language
- The language of air and sea control
- A language of social intercourse

- English as a diplomatic language
- A language of sports, entertainment, and popular songs.
- English as travel language, migration, and holidays
- English as an access language of news and views
- English as a language of self- expression.

1.3.1. English Educational Roles in the Global issues

It is no doubt that English witnesses unprecedented critical need in Algeria. This is due mainly to globalization, economic interdependence, and the information revolution. Yet, having a commercial presence on the world stage is presumably; having a society whose workforce is an excellent management of English and technology henceforth. The good command of any foreign language is necessarily a result of having positive attitudes towards that language. The society's tendency to give value to a foreign language, culture, and ideology may account for their preparedness to embrace or reject the entities mentioned above. In other words, the more positive the attitudes are, the more the society appears ready to be responsive. And, the more negative the opinions are, the more it takes counterproductive stances. This goes with the same line of thought of Baker's (1990, p. 12) view, who in turn, quotes Lewis (1981): "Any policy for language, especially in the system of education, has to take account of the attitude of those likely to be affected." He adds, "in the long run; no policy will succeed which doesn't do three things: conform to the attitudes of those involved; persuade those who express negative attitudes about the rightness of the policy, or seek to remove the causes of the disagreement." Policymakers and curriculum developers need, therefore, to take into consideration these steps and work to eradicate all causes of disagreement and strengthening the positive attitudes in schools, institutions, and universities to get all society's categories aware of the demands of the new era, and fully integrated into the global issues.

Arguably claimed, the fittest society of the 21st century is said to be that make provisions for quality education in which foreign languages, mainly, English are at heart. Schools, institutions, and universities are "the physical realization of the socio-political and

socio-economic needs of state-nations to generalize education to their citizens.” (Bacher 2013, p. 51). And, any failure the state policies or societies lead to is mainly attributed to the educational systems. Nelson, Polonski & McCarthy (2004) argue, “...schools are usually at the center of public arguments about education since schools are the social organization that takes on the formalized task of educating.”(p.2). Schools are the mirror that reflects the contradictory views of decision-makers, and the conflicting philosophies of different civilizational eras.

However, it is no short of amazing to notice that quality education is not only the one which puts foreign languages at heart. But also, the one which takes into consideration the technological boom and the roles it may play in teaching, learning English qualitatively. It’s clear that 21st-century citizen is quite different from that of the previous century. The former face global issues such as globalization, democracy, global warming, the internet, social networks, student mobility, cross-border terrorism, cross-culturally issues, incurable diseases, and so on. The latter, had to do with the requirements of the industrial revolution. Yet, it’s high time the Algerian stakeholders rethought their policies, and better reflect their views in the school mirror by giving ICTs or technology significant importance in education in general, and Foreign language teaching/learning in particular so that its roles will be well played.

1.4. Educational Reforms in Algeria

Right after getting back its sovereignty in 1962, Algeria has aimed to adopt an eradication policy of the French rule and culture, hence shaping its Arab-Islamic identity as it is officially constituted. This forged the Government of Colonel Boumediène to import hundreds of Arabic teachers and imams from the Middle East to help to realize his pursuit and secure his meant policy of "Arabization." This policy faced by strong resistance of thousands of French and Algerian French teachers who had been sent to secondary schools during the 1960s and 1970s. A few years later, mainly within the years 1976-1979, a turning point in the Algerian educational system came to announce the end of the French authority and declare “Arabic” the language of instruction for all subjects except sciences and medicine courses. Though it’s been looked upon as “the out-dated methods of teaching,” as it is referred to in the 2008 World Bank Report; Mass higher education and Arabization have

reformed the worldview of the mid-1980s generation. As stated by Krichen (1986) : “Arabization, in the region, is not only a question of words and symbols, but a fundamental question concerning the very conception of the world.” (Cited in N. Abdelatif Mami 2013, p.2).By the early 20s, Algeria, which was confronted by a new era marked by information and market-driven societies, and which was also getting out of bloodshed, felt the need for urgent educational reforms to heal the socio-cultural, and socio-economic problems of the Algerian population. Unfortunately, instead of introducing English as a language of science and technology to keep pace with a time of Globalization, the Algerian government reintroduced the French at an early stage in school and as a language of instruction for sciences and medicine courses still, considering the “Arabization” policy the colossal mistake the government have ever committed repeating the expression “doomed schooling system”⁵

1.4.1. Higher Education Reforms in Algeria:

Right after having its independence and getting control over its ministry of higher education in 1962, significant changes were introduced to facilitate access to higher education for more significant number of Algerians. One of the most significant reforms introduced in 1971, sought to mobilize the full potential of the Algerian universities so that they would be in a position to support the ambitious economic, social and cultural transformation and development of the newly independent country. The 1971 Reform suggested a change in teaching/learning methods, including teaching contents, assessment methods, structure, and organization, besides the university management and the creation of new branches, subject matters, and modules to respond to the development requirements of the country more likely. A modular scheme was introduced. The academic year was elongated and divided into two semesters. (Eseau & Khelfaoui, 2016)

Another significant reform was in 1999. This Reform intended to prepare the Algerian universities to support the transition from a centralized to free-market economy and to address the vulnerabilities and opportunities of globalization to the Algerian economy. The new economic, social, and political challenges brought forth by globalization trends

incited a reconsideration of the role the universities in the provision of science and technology through education and research accomplishments. This Reform was also expected to certify that the Algerian university system was not driven only by the objective to increase the quantity of output, but rather by the aim to improve quality that would enhance credibility.

The dominant centralized approach, coupled with the lack of a knowledge-sharing culture, has had the effect of rendering this coordination complex, and unattainable despite of the creation of a large number of the committee sat the national and regional levels. There was also a lack of adequate and consistent follow-up scheme for cooperative projects. This means that the integrated or holistic approach has not yet taken root as a way of doing things in Algeria. The disintegration of decision-making networks has the effect of preventing the surfacing of consensus, which is identified by Esau & Khelfaoui (2016) as the main preconditions for technological development through the application of the “triple helix” model of innovation.

The Algerian framework of university degrees is currently under reform with the traditional system, modeled on the French structure, to be gradually replaced with a three-tier system deemed more internationally compatible. There form, known as the “L.M.D.,” is set to introduce a degree structure based on the new French model of Bachelor’s, Master’s, and Doctoral degrees (*Licence, Master, and Doctorate*). Introduced by executive decree in 2004, their forms are being undertaken as a pilot project at 10 Algerian universities, which are working in consultation with several European universities. The new degree framework is similar in structure to their forms being undertaken in Europe through the Bologna Process :

- The *Licence degree*; corresponding to three years of study beyond the *Baccalaureate* (BAC+3); it is awarded for the accumulation of 180 credits.
- The *Master’s degree*, corresponding to two years of further study beyond the *Licence* (BAC+5); it is awarded for the accumulation of 120 credits.

- The *Doctorate*, corresponding to three years of research beyond the *Master* (BAC+8). It is generally awarded after a three to five years course of study.

It is hoped that the new system will make program offerings from Algeria universities more compatible with those around the world, thereby increasing the international mobility of Algerian faculty and students. Besides, their forms are aimed at improving student flexibility in choosing and transferring courses and credits; making the system more efficient as relates to the time it takes for students to graduate; increasing lifelong learning opportunities; and increasing institutional autonomy while producing learning outcomes more attuned to the needs of the labour market. (Clark, 2006, as cited in Khelifaoui, 2015).

Educational reform has emphasized on teacher training, improving the educational programs and general reorganization of the sector. It has fortified initial training for new educators and set up national training and an update program for working teachers and a variety of procedures to improve their status. Curricula have been reviewed, strikingly for language teaching, textbook content, and the criteria used for selecting the appropriate disciplines. Science has been accentuated, and new technology has been introduced as a teaching tool and a means of access to knowledge (OECD, 2005).

1.4.2. Legislation Covering the Field of Tertiary Education

Apparently, the public higher education system is subject to the authority of a government minister, who prepares and implements government policy on higher education and scientific research. This has been legislated in an executive decree of 29 august 2004 which regulates the organisation and functioning of universities. Subsequently, The Higher Education Orientation Act (*Loisur l'orientation de l'enseignement supérieur*) of 23 February 2008 came to establish the three higher-education degrees curriculum which is applied to all disciplines except the field of “Medicine”. (NTO, 2012).

1.4.3. Types of Tertiary Education Programmes and Qualifications

According to *The National Tempus Office of Algeria*⁶ (2012), the process of higher education reform comprises two elements:

1. Updating, adaptation and upgrading the various education programmes by means of:
 - generalising the introduction of interdisciplinary course elements, with modules in information technology, history of science, modern languages, methodology and international law;
 - broadening of course content with the introduction of optional modules and cross-disciplinary diversification;
 - adopting a semester system;
 - upgrading of practical work, of periods of practical training in businesses, of projects and of students' personal work.
2. Establishment of a new course planning through the introduction of the Bachelor, Master and doctorate structure; this new structure is based primarily on:
 - Standard degree courses in all subjects except medicine;
 - A greater focus on professional specialisation in some courses (vocational Bachelor and Master Degrees);
 - Semester-long modules for which transferable credits are awarded (ECTS).

Since the introduction of the three-cycle degree system in 2004, universities have been awarding a Bachelor degree for the accumulation of 180 credits (first cycle), a Master degree for the accumulation of 120 additional credits (second cycle) and, following a postgraduate course of study, a doctorate (third cycle). A Bachelor or Master course may take two different forms—an 'academic' course or an 'Applied', i.e. specialised or technical course

1.4.4. Current Challenges of the Higher Education Reforms:

The main objective of the reforms done by policymakers in the field of higher education and scientific research is the establishment of an efficient, high-quality system of training and research, ensuring that Algerian qualifications are internationally recognized and

that their general quality is improved and facilitating the employment of graduates. Graduate employability is now one of the leading indicators of the quality, relevance, and socio-economic utility of higher education (Benstaali, 2013).

These objectives currently face several challenges. One of them is how to reconcile the needs of democratic access to higher education with the need for more top quality of training in a changing world characterized by the advent of knowledge and information society, economic globalization and knowledge explosion. Another challenge for higher education is to do more than dispense knowledge and know-how, to go further by introducing a vocational dimension focused on satisfying the needs of the labour market. Furthermore, one of the strategic challenges is to train to a high standard the large numbers of teachers needed to look after a student body estimated to be 1 500 000 strong (Benstaali, 2013).

As for technology, ICT presents a challenge to the Algerian university, not in terms of internet networks, which are in the process of development, but because many students do not have their laptops and because there are insufficient workplaces within the universities. The government has been asked to help by giving financial support to students to buy laptops. (Rasa and Reilly 2011) .This seems to be a burden that couldn't be considered by the government, especially with the continuously growing numbers of students.

These challenges require a gradual transition from a bureaucratic and administrative model of student services towards a management system based on the principles of "governance." This system should also involve greater participation of the whole community in the management of institutions. The ultimate goal is to reinforce decentralization and move towards genuine autonomy.

Accordingly, The Algerian government has made throughout the years considerable efforts resulting in the extension of the university network and the training of hundreds of thousands of executives. These efforts must continue to achieve the desired objectives, both quantitatively and qualitatively. Concerning the general level of qualifications in comparison with the EU and internationally, a special Commission has been established to promote the reform process and identify areas of weakness. Remarkably, the Ministry has recently inaugurated a new salary structure, which will give additional increments for the university

staff those utilize e-learning in their teaching as well as undertaking other work. A new system of promotion is linked to the salary-based reward system. Besides, most academics have their laptop, and the university has helped staff to buy PCs (Benstaali, 2013).

Languages are a further area of concern, and the objective is to increase the number of students and teachers speaking English. The formal languages of instruction in the Algerian university are French and Arabic. Though it's the language of modern technology and science, English is still absent in the technology and science areas of study in the Algerian university. It is taught as a module once or twice a week for specific purposes, or as a specialty in the English department.

1.4.5. English Department Reforms:

The Algerian universities are divided into faculties which are subdivided into departments. The English language department is one of them, and it is found almost in every single university all-over Algeria. The Algerian system of higher education had witnessed a transitional process from the traditional structure (four years Licence, two years Magister, and three years Doctorate) to the new LMD system (3years Licence, 2years Master, 3years Doctorate).

The English department took part in this reform, and the LMD system is generalized over all the English departments in the Algerian universities. This system is semester-based; all students are meant to move automatically from the first semester of each academic year to the second. The European Credit Transfer and Accumulation System (ECTS) is being phased in, and a semester counts for 30 credits; i.e., students are required to have 180 credits to get a Bachelor's degree and to progress automatically to the second cycle to have a Master's degree for 120 credits. Semesters are assessed through final examinations and several continuous assessment elements such as supervised assignments, homework, practical tests, reports, and presentations. As for the third cycle, new instructions have been added to the previous reforms in the executive decree of 02 June 2016 in which the Doctoral candidate must have 180 credits when it comes to present the doctoral thesis prepared in (3 to 5) year's period of time.

1.5. Autonomy in Higher Education:

According to the *The National Tempus Office of Algeria 2012* (NTO) overall description about the Algerian university, Public higher education in Algeria is delivered by institutions that are directly and exclusively dependent on the state within a framework of autonomy and participation.

1.5.1. University Autonomy:

- ***1. Administrative autonomy:*** university institutions are administered by a rector (university) or a director (campus, school or institute) appointed by the supervisory ministry.
- ***2. Academic autonomy:*** universities determine the teaching programmes for the subjects within their sphere of competence. For some courses, there is a core curriculum that applies to all institutions.
- ***3. Financial autonomy:*** each institution has a budgetary allocation assigned by the state but also its own funding from public or private sources. The use of university finances is subject to *ex post* auditing.

It is stated again that Algeria is moving towards more autonomy for universities which are now able to propose new programmes and have been given greater freedom in the curriculum for the first cycle. Approximately 60% of the curriculum at first cycle is deemed to be common throughout Algeria with flexibility for the individual universities in the remaining 40%. At Masters Level, there is even more flexibility for universities (Roberta Rasa, John Reily 2011).

1.5.2. Teachers and Learners' Autonomy:

Apparently, the introduction of autonomy in foreign language teaching/learning requires changes in the roles of both teachers and learners (Gardner and Miller, 1999). Because the idea to incorporate autonomy in language learning typically comes from the teacher, the promotion of autonomy depends to a great extent on the teacher's redefinition of his/her own role (Hill, 1994). Crabbe (1999) similarly suggests that a re-examination of teacher roles is essential if the learning mode of the students is to become more autonomous.

Teacher autonomy has recently become an important concept in language learning as well and is related to the growth of attention to the importance of teacher roles for the development of autonomy in language learning (Benson, 2001). An autonomous teacher is a practitioner of self-directed teaching, not a conduit of the methods designed by teaching experts. Aoki (2000) also defines autonomous teachers as those who have the capacity, freedom and responsibility to make choices in their own teaching.

Benson (2001) sees a strong connection between learner autonomy and teacher autonomy. Teachers will not be able to foster learner autonomy if their own autonomy is severely constrained by institutional or other factors. "The teacher, like the artist, the philosopher and the man of letters, can only perform his work adequately if he feels himself to be an individual directed by an inner creative impulse, not dominated and fettered by an outside authority." (Russel, 1950, p. 159, cf. Kelly, 1999: viii). For Little (1995), the teacher plays a mediating role between learner autonomy and the constraints that inhibit learner autonomy. Teachers need to identify those constraints that limit learners' freedom of learning. The teacher can open up the space within which learner autonomy develops, and teacher autonomy depends very much, in turn, on an ability to explore this space and expand its boundaries (Benson, 2000). Smith (2001) identifies three different dimensions of teacher autonomy. Teacher autonomy, first of all, is a capacity for self-directed professional action. Autonomous teachers take control of their own teaching process through continuous reflection and analysis (Little, 1995). Second, it is a capacity for self-directed professional development. This dimension is reflected in a good number of research strands, for example, teacher as researcher (Stenhouse, 1975), action research (Nunan, 1989), teacher as reflective practitioner (Wallace, 1991), and the teacher development movement (Head&Tylor, 1997). Third, teacher autonomy is freedom from control by others in the professional action and development described above. In this dimension, others are manifest in the dictates of syllabus, textbook and assessment by centralized bureaucracies (McGrath, 2000, as cited in Chi-Yen Chiu, 2005, p. 45).

1.6. Foreign Language Curriculum in the Algerian University

1.6.1. Foreign Language Hidden Curriculum

In the field of foreign languages, language curriculum development has always been a controversial issue. It is stated that alongside the ‘official’ curriculum, there is an ‘unofficial’ or ‘hidden’ curriculum (Apple, 1979). This hidden curriculum, though it seems that it is widely under-estimated both theoretically and empirically compared to the official one, remains vital entity that needs to be reconsidered so that foreign language teaching and learning process becomes more efficient and successful. According to Nunan (1989), the hidden curriculum is conveyed to learners through disparities or mismatches between what is said and what is done. Teachers are often unconscious of the covert messages they transmit, verbally and non-verbally, and these messages usually reveal teachers’ attitudes towards many different aspects of the teaching-learning process. He further points out that there is evidence of disparity between what teachers believe they do and what they actually do in the classroom. Yet, it is recommended that teachers and institutions should give the hidden curriculum its real worth.

The concept “Hidden Curriculum” is tackled by so many scholars and specialists and, their definitions of the term varied according to their views. Peng (2015) defines the term as “everything carried out by the teacher and the learner that is not planned or required by the official curriculum in a language classroom” (p. 2). Farrel and Jacobs (2010) simply regard the hidden curriculum as “the knowledge, values, and beliefs that schools present the student” (p. 18). Hedge (2000), in turn, describes the hidden curriculum as:

The learning goes on in covert ways beneath the surface of what the teacher sets out to teach. It encompasses the shaping of learners’ perceptions about learning, their own role in it, and the nature of the subject they are studying, their teachers, and so on, and their attitudes towards all of these (p. 83).

Differently approached, the hidden curriculum is referred to by Johnson (1989) as a “hidden syllabus” and “alternative curriculum” to indicate that teachers may use the methods, materials, or activities that are not in conformity with the requirements stated in the official

curriculum. In the same line of thought, Nunan (1989) comes to employ the term “hidden agenda” to imply that “learners have their own agendas in the language lessons they attend. These agendas, as much as the teachers’ objectives, determined what learners take from any given lesson or teaching/learning encounter” (p. 176). Generally, the hidden curriculum is referred to as a covert, unofficial, or alternative curriculum as opposed to the overt, manifest, explicit, formal, or official curriculum. According to Peng (2015), it manifests itself in two parallel perspectives: the teacher’s perspective and the learner’s perspective:

Hidden curriculum in terms of teachers, which predicts two kinds of teaching acts in a language classroom. First, teachers convey socially-approved knowledge unconsciously while teaching what is required by the official curriculum. This knowledge could indicate social morals, habits, attitudes, beliefs and so on. That is to say; teachers, often teach obedience, conscientiousness, regularity, punctuality, gender identity, and even political awareness. These practices are taught indirectly in schools and institutions, and they are not scheduled as sessions in a foreign language curriculum. There is no session called obedience, conformity, or even conscientiousness. Peng has discovered that nowadays, in a foreign language classroom, teachers usually think highly of or also reward those students who are hard-working learners and active participants in the teaching process. At the same time, they may show dislike or disapproval to those who are always late for class, lazy in following teacher’s instructions and those who never answer the teacher’s question voluntarily. This contributes to the students’ unconscious learning of things like what constitutes a good student in the eyes of a particular teacher or what behaviors are undesirable or unacceptable. The reasons beyond teaching this social learning ,according to her, have to do with the society, the local culture of the schools and institutions, and the teacher’s values and beliefs on what constitutes a good student. What is taught by teacher is dictated to a large extent by the expectations and demands set by society. Hence, it will be instilled into students consciously or subconsciously.

The second thing Peng (2015) disputes, is that teachers teach in a way that is not consistent with what is required in the official curriculum. She adds factors like teachers’ academic qualifications, their previous teaching experience, their preferred teaching strategies, as well as their proficiency in the target language, may also influence the teaching

acts and lead to the occurrence of the hidden curriculum. For example, where the teachers' own beliefs, previous teaching experience, or proficiency in the target level differ radically from the official curriculum, they insist on using the grammar-translation method instead of the communicative approach. They refuse to use group or pair work even if this curriculum is designed for it.

Hidden curriculum in terms of learners through which learners often learn things other than what has been taught. This is quite usual, according to Nunan (1989), because learners all have their own 'hidden' agendas or curriculum in the language lessons they attend. This hidden curriculum of the learners is at least as essential as the overt curriculum in determining learning outcomes. Nunan (1989) provided some evidence from research and classroom observation to show that there are often mismatches between teachers' and learners' views of what is important in the learning process, especially in the communicative language teaching classrooms where teachers value some communicative activities, the learners surveyed place higher value on 'traditional' learning activities. He concluded:

Classroom orientation of the learner will often have a marked influence on his/her classroom behavior and the attention given and the learning efforts made. These orientations of the learners will constitute a hidden agenda and will largely dictate what is learned (p. 180).

Moreover, Nunan (1989) puts forward three kinds of reasons related to the occurrence of the students' hidden curriculum: (1) "Learners may simply be unaware of the 'official' curriculum" (p. 185). That is, they do not know the content the teacher wants to convey to them and what are the objectives of the official curriculum. (2) "Learners may have different priorities from those of the teacher" (p. 186) in the learning process. (3) "Some contents of a course may simply be unlearnable given speech processing constraints and a given learner's current stage of development" (p. 186). This is to say: There can be a natural ordering in the process of (foreign) language learning which decides a learner's learning capacities concerning a particular stage of development.

1.6.2. Language Teachers and the Hidden Curriculum:

In the teaching/learning process, the teacher is the main agent who should play a major role when dealing with either official or hidden curricula. They should work for minimizing the discrepancies between the two curricula and bridge the gap.

To start with, the hidden curriculum can cause some discordance in the process of teaching and learning. Yet, it should be uncovered, discussed, and analyzed instead of being avoided or ignored. Language teachers may often carry out an exercise in self-examination and make timely and frequent reflections. In other words, they may ask themselves questions such as: What do my students have to do to gain my attention or approval? What behavior do I reward? And what behavior do I ignore or snub? Teachers can also conduct informal discussions with their students to find out to what extent the students are affected by this unplanned social knowledge and if necessary, what teachers should do to overcome the negative effect of this teaching of social knowledge (Peng, 2015).

Additionally, Peng (2015) puts forward some suggestions based on the fact that teachers sometimes do not teach in conformity with the official curriculum and learners often form their own hidden agendas within the expressed curriculum. Therefore,

(1) Schools and institutions should provide continuous in-service teacher training, which aims not only to help the practicing teachers gain deep insights into the official curriculum so that they would be willing to adopt the required methods and activities, but also to improve their knowledge and skills necessary to implement their teaching in the classroom. On the other hand, teachers should realize that it is vitally important for them to try to keep an open and objective mind and set up the concept—“Life is a learning process” so that they will not feel anxious or scared in the face of new things.

(2) To deal with the learners’ hidden agendas, Nunan (1989) suggested that teachers, in the first place, should be as explicit as possible about the goals and objectives of their course. They should determine the learners’ preconceptions about content and methodology, and if there are mismatches between the expectations of the learners and the official curriculum, these should be resolved through consultation and negotiation.

Secondly, it is very important that the planned curriculum should be seen “not as a prescriptive statement to be slavishly followed, but as a general guide which is capable of modification in the light of on-going monitoring and evaluation” (p. 186).

(3) Since all decisions influencing the acts of any participant in the curriculum process should be regarded as potential causes of mismatch (Johnson, 1989), a scientific, revisable and on-going evaluation system is to be constructed to evaluate both the process and the product in curriculum development. In this way, problems involved with the hidden curriculum could be detected and even uncovered and further measures may be made to solve the problem.

1.7. Language and Culture:

As developed by anthropologists more than a century ago, the concept of culture is today used to refer generally to the perspectives, practices, and products of any identifiable group or society. Some other modern assumptions state that any group, organized for whatever political, social, economic, or religious purpose, will fashion its own indigenous culture. This assumption has influenced the way the Oxford English Dictionary now defines culture: “... the distinctive customs, achievements, products, outlook, etc. of a society or group.” However, these perspectives, practices and products cannot be fully understood apart from language. That is to say, language and culture are inextricably intertwined for the language is the main medium for the expression of culture (David P, Driscoll, 1999).

The reciprocal influences that language and culture exert on each other have not been fully realized until By the 1920s. It was when the progress in the development of linguistics as a science compelled many social scientists to concede that their native language definitely affected their own view of the real world and therefore could powerfully condition the way they thought about, and analyzed, social problems and processes. That realization led them to reason that the language used by the people they studied must exert a similar effect on them, and that both influences needed to be taken into account in their studies. Since then, language and culture seemed inseparable from each other to serious social scientists, for they recognized more and more the extent to which every social reality, including their own, was in part, at least, the product, over time, of a complex three-way interplay of influences among

the people of the society, the language they used, and the culture they created. Those intricate reciprocal interrelationships among people, language, and culture, they realized, are the dominant internal forces within a society that determine what is distinctive about it. That, in turn, explains why each identifiable society or group is discernably different, in small ways or large, even though each also shares the characteristics of many other societies or groups around them (David P, Driscoll 1999).

1.7.1. Culture and Foreign Language Teaching/Learning:

Learning a foreign language is necessarily, learning its foreign culture. That is to say, language and culture are symbiotically related. In the light of Matthew Arnold's (1869) envision in one of his most celebrated definitions of culture: "The acquainting of ourselves with the best that has been known and said in the world, and thus with the history of the human spirit." There must be a thorough integration of culture in a foreign language teaching/learning process to help students move closer to the lofty educational ideal of becoming genuinely cultured citizens. Yet, the first task of the learner according to Driscoll (1999) might be to gauge the implications of this fact for the learning process itself, and to understand the subtle ways in which the learner's native language and culture can sometimes interfere with the learning of a new language.

An example given of the way learning a language may compel learning a culture at the same time can be seen in the usage of the second person pronoun in Spanish or French: the singular form is tu in both languages, the plural form is usted in Spanish and vous in French, but in both Spanish and French, the plural is very often used as a singular, for cultural reasons. These cultural reasons have to be learned along with the forms: usted and vous, as singulars, connote courtesy, formality, and deference towards one's peers, while tu connotes intimacy, as between spouses or very close friends, or between parents and children, but also condescension or a status difference between individuals, as between masters and servants. Moreover, in both languages the nuances in the usage are constantly shifting, as social customs and attitudes change, with the result that in each generation, the rules to be learned are slightly different. What appeared to be a simple grammatical principle

at first, to the learner, will have turned into a subtly nuanced problem in social behavior, expressed in language, because of the cultural component that second person pronoun usage has acquired over time in some languages (Driscoll, 1999).

Another example of how one's native language and culture can sometimes interfere with one's efforts to learn another language can be seen in the misinterpretations generated by the act of translation as provided by dictionaries, mainly the translation of words that are common to any society and seems familiar to everybody, such as bread. The student of French learns that the word pain means bread. The student of German learns that Brot means bread. The student of Latin learns that panis is the word for bread. If all three students are American, they will very likely have the same image in mind for what those three different words really mean: perhaps, a pre-sliced loaf wrapped in plastic, the typical product of American culture, but they will not know what the ancient Roman word or the modern German or French word actually meant, except in the universal sense in which all bread is the same. In actuality, bread affords a vivid example of how, in any society, people, language, and culture interact over time and produce a distinctive product, in many ways like bread all over the world, but in certain other ways, such as shape, taste, size, or ingredients, different and quite specific to their own culture (Driscoll, 1999)

Apparently, the examples given above suggest what the main task of the learner of a new language and culture ought to be. Learners are required to avoid being unduly influenced by the biases of their own language and culture and open themselves as fully as possible to all the nuances of meaning that the words of a new language can convey, including the cultural component often deeply embedded in those words.

1.8. The Role of ICTs in Narrowing the Space Between the Self and the Other

So many facets of our contemporary life are affected by technology. We recognize the necessity of technology only when problems challenge us and harden our life. One of those problems is the ideological cultural clash between the Orient and Occident which surfaces when teaching and learning a foreign language. Clearly, teaching a foreign language is necessarily teaching its culture. Teaching a foreign culture begets all the matters of

controversy between the “Self” (the local culture and the language related to) and the “Other” (the target culture and the language related to).

Foreign language classroom should be a place for fruitful and cooperative human experiences. What makes this hard to fulfil is that the cultural context of the educational process which is not neutral is embedded in the psychology of the people of the native culture, which makes the foreign language teachers and students undergo some conflicting and confrontational experiences. In order to develop an efficient pedagogy that offers solutions to the cultural conflicts, a third place between the Self and the Other is needed to be created.

The term “third place” is first introduced by Ray Oldenburg (1989) to denote a social place that has potentials to socialize and to be more socially inclusive. According to Oldenburg, these places are neither home nor work, but a place of a social environment that is separate from two other environments, which are home as a first place and work as the second place. Oldenburg claims that third places share several characteristics:

- 1) Neutral ground; no one act as a host
- 2) Leveller; people come and interact freely, people from different socio-economic may attend
- 3) Conversation is the main activity; playful and informal atmosphere
- 4) Accessible; the place is easily accessed
- 5) The regulars; regular people are there to make the place comes alive
- 6) A low profile; whoever can come
- 7) Playful mood no pressure among the interaction
- 8) A home away from home; comfortable atmosphere just like at home.

In his book entitled *The Great Good Place* (1989), Ray Oldenburg identifies these places as heavens of sociability that provide opportunities for people to connect with others in communities and increase the quality of public life. Some of the third places he mentioned as instances are coffee shops, bars, and barbershops. However, in this modern and very digital era, third places are becoming something totally different from those mentioned earlier. Lifestyle has been shifted and the characteristics of the third place mentioned previously have been changed accordingly. Yet, if we consider home the first place, and place of work as the second place- for students and learners the second place should be the

place of study; schools, institutions and universities- the third place today will not be coffee shops or bars, instead, it is a page, a group, or a blog in the virtual social spaces; Facebook, Twitter, Messenger, or Skype.

Culturally speaking, the third place took other dimensions. When there is a cultural conflict between two different cultures such as the oriental and the occidental, there must be a place of mitigation in which the two different cultures meet. This place is called “third place”. It is an important medium for social and cultural interaction. With the development of ICTs, the sense of community, social, and cultural interactions have been fostered to bring the active and informal interaction among people from different societies of different countries and different cultures aside from home and work in a one society. In this digital era, internet helps availability of third place connecting humans with other humans, it allows them socialize although detached by distance.

In the foreign language process of teaching and learning, the EFL learners are formed having a system of belief focused on behaviours and consists of doctrines that lead to dogmas in which the political and socio-cultural ideologies invest to nourish the cultural conflicts . In the presence of ICTs, the EFL learners could change their negative attitudes towards the foreign culture. They could correct their false representations of the Other and establish a truth about the real world that permits their system of knowledge override their system of belief and helps widening the third place arena.

1.9. Conclusion:

Algeria has thrived to establish its linguistic identity and still. This is all due to its linguistic complexity, which led, in turn, to several reforms in the national educational system where the status of foreign languages, mainly French and English, still raises a significant problem. Seemingly, the French language is getting displaced by English. This sounds very reasonable since English is the only language for the time being that allows people to meet their needs and face the escalating waves of globalization. However, the linguistic crisis in Algeria leads to social, political, and cultural unrest, which presumably makes the field of education a battleground for the different ideological views, and the learners remain the scapegoat of such a battle. Yet, it's high time the Algerian decision-

makers took practical measures to establish the linguistic identity of the Algerian nation and save the educational field the ideological conflicts.

However, concerning the problem of culture, after analyzing the reciprocal influences that language and culture constantly exert on each other in the evolution of any society, Massachusetts foreign language curriculum framework (1999) considers two pedagogical imperatives:

The first is a practical consideration: the relationship of language and culture is such a tight weave that “language” and “culture” really cannot be teased apart and classified for teaching purposes. They are best taught in closely integrated combination with each other by emphasizing the full meaning conveyed by words, phrases, or idiomatic expressions that have a clearly identifiable cultural component, such as the word for “bread” in any language.

The second imperative is the critical importance of instructing students in the various ways available to them for learning about the cultural components embedded in the language they are studying. And yet, empowering them to reveal the secrets of the language, which dictionaries often neglect and which native speakers take for granted. The more thorough their knowledge of the perspectives, practices, and products that reflect the culture, the more competent students can become as skilled readers and listeners in their (foreign) language. If they are only taught the language, denuded of its cultural layers, they will end up acquiring a dry, bare-bones medium of communication, effective but devoid of imagination, style, or the richness of the human spirit.

CHAPTER TWO

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Chapter Two: Theoretical Aspects of ICT Integration in the EFL Classrooms

2.1. Introduction:

Teaching foreign languages in Algeria in all educational strata seems disappointing. Learners' needs, beliefs, attitudes, cognitive abilities, learning styles and so on are nearly all disregarded. As a matter of fact, the over crowdedness classrooms, and the monolithic approaches adapted to teach so many subjects and topics with little meaningful practice have shifted the essence of education from teaching/learning process to a wash-back (i.e., teaching for testing, and learning to be tested). That is to say, learning not for the sake of having knowledge and a critical thinking, but for the sake of having, for better or worse, an average mark by whatsoever means. In such bitter reality, teaching is getting extremely daunting. Teachers in turn, are losing their workmanship and getting deskilled forcefully. Unfairly, teachers direct their attention to few brilliant students or those have certain abilities!

Hegemonically, The Algerian teaching community is getting dysfunctional. Teachers are excluded from decision making as far as the curricula, syllabi, and textbooks design. Yet, they seem to be out of the sphere of the 21st century that requires several survival skills from those which have been highly appreciated in education in the past decades. Teachers of the third millennium have to be the fulcrum of education and play a pivotal role in the decision making.

New technologies challenge the traditional conceptions of both teaching and learning. ICT is transforming the present teacher-centred and text-bound classrooms into student-centred interactive knowledge environments. It is therefore recommended for schools and learning institutions to move toward a new paradigm of learning that can accommodate and utilise the new technologies in learning / teaching process (UNESCO 2002). However, as UNESCO (2002) notes, most teaching/learning institutions still lack a general theoretical framework from which to develop criteria and guidelines for improving teacher education.

Woodhill (2004), observes in his content analysis study of a large number of websites of "e-learning providers", that there is little evident interest in the exploration of the nature of learning or teaching. His results, documented in "*Where is the Learning in E-Learning*",

indicated that of the 1080 websites, only 73 company websites mentioned learning theory, instructional design, instructional strategies, pedagogy or teaching methods (as cited in vorgelegt von, Justine Magambo, Aus Uganda; 2007). *InfoDev* (2005) has expressed the need for cooperation between international and local groups in the early stages of ICT content development and not to simply import from abroad educational content.

The UNESCO Planning Guide (2002) has outlined theories and concepts which support the new view of learning. These include Vygotsky's sociocultural theory, constructivist theories, self-regulated learning, situated cognition, cognitive apprenticeship, cognitive flexibility theory and distributed cognition. All the theoretical approaches referred to by the UNESCO Planning Guide share a constructivist perspective on learning, i.e. a perspective which assumes that individuals are active agents who are purposefully seeking and constructing knowledge within a meaningful context.

In this chapter we present the theoretical background of ICT integration in the EFL classroom. We demonstrate the major theories that support learning with ICTs such as; constructivist theories of learning, situated cognition and learning, self-regulated learning, and the self-efficacy in ICT use. In this respect, we investigate the ICT use by teachers and the barriers that hinder the successful integration of technology in the curriculum. Yet, we emphasise the teacher's role, characteristics, and the demographic variables such as age, gender, and the years of experience in ICT use in the classroom. Moreover, we discuss the major ICT resources currently deployed in the EFL classroom, how they are used, and what they are used for; referring to the roles technology may play in promoting student-centred curricula. At the end of the chapter, we refer to the advantages and disadvantages of ICT integration in the EFL classroom.

2.2. Supportive Theories of Learning through ICTs

2.2.1. Constructivist Theories of Learning

Constructivist learning theories have their foundations in Piaget's works on cognitive and developmental and in Bruner's and Vygotsky's interactional and cultural perspectives (Driscoll, 1994). Constructivist theories of learning assume that the knowledge we acquire

about the world is not just a photocopy of the outside world that was put into our heads by some instructional process. Rather, knowledge is actively constructed by the individual, as part of a process of “meaning-making”, in socially, culturally, historically and politically situated contexts. In a constructivist learning environment, students construct their own knowledge and apply it to new tasks, contexts and situation, integrating the new knowledge into their already existing knowledge structures.

Constructivism holds that knowledge is not 'about' the world, but rather 'constitutive' of the world (Sherman, 1995). Knowledge is not a fixed object; it is constructed by an individual through her/his own experience of that object. Constructivist approaches to learning stress the importance of authentic, challenging projects that include students, teachers and experts in the learning community. Their goal is to create learning communities that are more closely related to the collaborative practice of the real world. In an authentic environment, learners assume the responsibilities of their own learning, they have to develop metacognitive skills to monitor and direct their own learning and performance. When people work collaboratively in an authentic activity, they bring their own framework and perspectives to the activity. But they can see a problem from different perspectives, and are able to negotiate and generate meanings and solution through shared understanding.

Constructivism holds that meaningful learning occurs when students construct and give their own meaning to knowledge based on their prior experiences and background knowledge (Fosnot, 1996). It also recognizes that challenging and helping students to correct their misconceptions is essential to effective learning (Schunk, 2000). Conditions that foster such knowledge construction include an instructional approach that has come to be called "cognitive apprenticeship", the use of authentic learning tasks, and exposure to multiple perspectives (Biehler & Snowman, 1997).

2.2.2. Situated Cognition and Learning

Almost three decades ago, Allan Collins and his colleagues (1989) pointed out that the way we perceive and understand the world, the manner in which we learn, is not independent of the situation in which we do this. “The activity in which knowledge is developed and deployed, it is now argued, is not separable from or ancillary to learning and

cognition. Nor is it neutral. Rather, it is an integral part of what is learned. Situations might be said to co-produce knowledge through activity. Learning and cognition, it is now possible to argue, are fundamentally situated” (Brown, Collins, & Duguid 1989, p.32).

The view that cognition and learning are situated has had an impact on instructional design. Collins himself proposed an instructional approach which he called “cognitive apprenticeship” (Collins, Brown & Newman, 1989). He considers learning as a process of enculturation and suggests that it may occur in a way that is similar to learning a specific trade. To view the acquisition of knowledge and skills as a process of cognitive apprenticeship implies a three-stage model (modelling, coaching, and fading):

1. There is a master or expert who models authentic activities which the learner (the apprentice) is to acquire (modelling).
2. The learner will start to participate in these activities, but under the supervision of the expert (coaching) who will also provide for scaffolding.
3. The learner will work on his own, but the expert will still be there to provide the it help should be needed (fading).

Collins (1989) sees his cognitive apprenticeship approach as an alternative to the way students are instructed in schools. In his opinion, traditional instructional methods favour the acquisition of “inert” knowledge, i.e. knowledge which can be reproduced (in examinations, for instance), but which cannot be used to solve problems. In a cognitive apprenticeship setting, on the contrary, students not only acquire knowledge, they are also shown how to apply this knowledge. An analysis of possible causes for knowledge to remain inert was published some time ago by Renkl (1996). Renkl subsumes one group of factors that may contribute to the fact that knowledge is not applied under the heading “metaprocedural deficits”. These include deficits in metacognition and in motivational and emotional aspects of self-regulation of learning.

Social interaction is a critical component of situated learning, that is, learners become involved in a "community of practice" which embodies certain beliefs and behaviours to be acquired. As the beginners or newcomers move from the periphery of this community to its

centre, they become more active and engaged within the culture and hence assume the role of expert or old-timer (Lave & Wenger 1991; Smith, 2003). The ideas of situated cognition and cognitive apprenticeship have also inspired the development of technology enhanced learning environments which aim at supporting learning in authentic learning contexts with the help of ICT.

Bransford and his colleagues (1990) from the Cognition and Technology Group at Vanderbilt University in the U.S. proposed an instructional approach which they called “anchored instruction”. The “anchor” is a complex and close to real life problem which is presented on video disk and which in general is being solved by a group of students.

“The major goal of anchored instruction is to overcome the inert knowledge problem. We attempt to do so by creating environments that permit sustained explorations by students and teachers and enable them to understand the kinds of problems and opportunities that experts use as tools. We also attempt to help students experience the value of exploring the same setting from multiple perspectives (e.g., as a scientist or historian)” (CTGV 1990, p.3).

Another ICT-based instructional approach that was inspired by the ideas of situated cognition and cognitive apprenticeship is based on the cognitive flexibility theory developed by Spiro et al. (1991). Spiro and his colleagues are interested in processes of knowledge acquisition where the knowledge domain in question is highly complex and possibly ill-structured. The basic idea of cognitive flexibility theory is that processing complex information may not be achieved by the activation, modification and possibly creation of complete schemata. An adequate processing of complex information requires cognitive flexibility in the sense that the student has to be able to activate partial schemata and to combine these into complex new ones.

According to Spiro (1990), the traditional approach to teaching is insufficient with respect to this. Textbooks have the tendency to simplify problems and to offer textbook solutions. Simplified solutions may, however, make it difficult for students to achieve an understanding of highly complex phenomena. Referring to an image that Wittgenstein uses,

he compares knowledge to a landscape. In order to acquaint oneself with this landscape, one has to traverse it many times in different directions; one has to criss-cross it. Acquiring knowledge then means to construct a mental structure from different conceptual and case perspectives. This requires to provide the learner with a flexible learning environment, and to Spiro, there is no doubt that multimedia computer program can do this best.

"The computer is ideally suited, by virtue of the flexibility it can provide, for fostering cognitive flexibility. In particular, multidimensional and non-linear hypertext systems ... have the power to convey ill-structured aspects of knowledge domains and to promote features of cognitive flexibility in ways that traditional learning environments (textbooks, lectures, computer-based drill) could not. We refer to the principled use of flexible features inherent in computers to produce non-linear learning environments as, Random Access Instruction ..." (Spiro et al. 1991, pp. 24-25).

2.2.3. Self-regulated Learning

Advocators of self-regulated learning argue that students can be taught to become more self-regulated learners by acquiring effective strategies and by enhancing perceptions of self-efficacy. Poor learners can benefit from reciprocal teaching, that is, through processes of modelling, guiding, and collaborative learning. Research has shown (Swanson, 1990) that teaching regulatory behaviours improved students' performance significantly. In fact, after such training, low-achieving students demonstrated outcomes similar to those who were typically high-achieving (White & Frederiksen, 1998, as cited in McGee et al. 2001).

Lifelong learning is increasingly becoming important and will in the future occur in non-academic learning environments (Steffens, 2006). Rapid development in the field of ICT has made it possible to develop highly sophisticated technology enhanced learning environments (Steffens, 2006). Ultimately, the power of ICTs will be determined by the ability of teachers to use the new tools for learning to create rich, new, and engaging learning environments of their students. According to the UNESCO World Education Report (1998), there are indications that the new technologies could have radical implications for conventional teaching and learning process. The report notes that, in remodelling how

teachers and learners gain access to knowledge and information, the new technologies challenge conventional conceptions of both teaching and learning materials, and teaching and learning methods and approaches.

2.2.4. Self-efficacy in ICT use:

Social cognitive theorists believe that behaviour, cognition, and context (or environment) interact with each other to form a reciprocal relationship (Bandura, 1986, 1997). They argue that the relationship between these three factors provide the best path to understanding behaviour. Levels of self-efficacy indicate a person's perceptions of her/his competence in a nominated area. Self-efficacy has been defined as a construct relating to a person's self-perceived belief in her/his ability to carry out actions that will achieve designated goals (Bandura, 1986, 1997; Pintrich & Schunk, 1996). It differs from constructs such as self-concept and self-perceptions of competence because it is specific and it applies to particular goals. Self-efficacy is based on beliefs about what a person can accomplish with the skills and knowledge she/he already possess. Since self-efficacy is said to be situation-specific, it is likely that a person will exhibit different levels of self-efficacy in different domains. Bandura assumes that the acquisition of self-efficacy beliefs will be facilitated by four factors: (1) the successful completion of a task (inactive experience or mastery), (2) observation of a successful model (vicarious experience), (3) verbal persuasion and (4) emotional or affective state.

In his study of pre-service teachers Kellenberger (1996) reports that belief about success with computers in the past has some influence on perceived computer self-efficacy. However, the results of his study suggest that past achievement might not influence self-efficacy as much as the level of value a student teacher places on computers in an educational context. Other research has found strong links between self-efficacy and later competence or achievement (Pintrich & Schunk 1996; Bandura, 1986). With the increase of the use of computers at all levels of education, researchers have become interested in links between beliefs about personal ability to perform educational computer tasks and subsequent learning about and use of computers. Self-efficacy appears to be an important indicator of whether an individual will teach with computers at a later stage. Ropp (1999) notes that while many

teachers have positive attitudes to the use of educational technologies, they do not necessarily believe in their own ability to use technology in a classroom with students. Delcourt and Kinzie (1993) reported that learning about computers is aided by high levels of self-efficacy and a positive attitude.

Other researchers have reported a high correlation between level of self-efficacy and computer use (Jones 2002). Peter Albion (1999) argues that self-efficacy beliefs are an important, and measurable, component of the beliefs that influence technology integration. Albion notes that decisions made by teachers about the use of computers in their classrooms are likely to be influenced by multiple factors including the accessibility of hardware and relevant software, the nature of the curriculum, personal capabilities and constraints such as time. However, there is substantial evidence to suggest that, teachers' beliefs in their capacity to work effectively with technology, is a significant factor in determining patterns of classroom computer use. From the stand point of self-efficacy theory, the ideal method for developing teachers' self-efficacy for computer use would be to provide them with training and support to work successfully with computers in their classrooms. The study conducted by Borchers et al. (1992) demonstrated that a professional development program which included several workshops over an extended period and on-site support for participants was effective for increasing both self-efficacy and computer use. As for the factors which according to Bandura might facilitate the acquisition of self-efficacy beliefs, in the context of a teacher education program, enactive experience and resultant increase in self-efficacy might be achieved through successful experiences with the use of computers. In practice, variation in the experience and expectation of cooperating teachers and in the availability of equipment make it impossible to ensure that all students will experience the success that builds self-efficacy beliefs. Vicarious experience through direct observation of experienced teachers engaging in appropriate behaviour pose similar difficulties and verbal persuasion has limited application unless students have opportunity to perform the appropriate behaviours (Albion, 1999).

Albion (1999) elucidates that self-efficacy theory, when applied to use of new technologies, advocates that real experience is more effective than vicarious experience for increasing self-efficacy beliefs. Thus it seems reasonable to suppose that multimedia course

designs which encourage increased involvement of the user in the case should be most effective at increasing self-efficacy beliefs. As community expectations for integration of information technology into the daily practices of teaching grows, it will become increasingly important that all teachers are adequately prepared for this dimension of their professional practice. Research suggests that teachers' self-efficacy beliefs about using technology for teaching are directly related to their practice.

2.3. ICT Implementation in Education: What Helps and What Hinders?

The table below lists the core factors and provides a summary of the current stage of development in Algeria in terms of enabling or constraining ICT applications in the educational system.

Table 2.3.1: Factors influencing ICT adoption in education

Factors	Enabling Features	Constraining Features
<i>Policy framework</i>	A national ICT policy for educational development was set forth in 2002. The government has adopted ICT in all domains, particularly the education sector, as an integral part of the development process.	The policy for ICT exists, but to be successfully implemented it needs strong infrastructure and resources. Vast areas of Algeria are still lagging behind in basic needs.
<i>Infrastructure and access</i>		Algeria faces problems of poor infrastructure and connectivity issues.
<i>Availability of appropriate learning materials</i>	The development and provision of tools and learning material are at the heart of the policy of ICT for educational development.	There are not enough appropriate learning materials.
<i>Rural/urban divisions</i>	A major concern of the national ICT policy is provision of access and connectivity to all areas of the country.	Few schools and even fewer universities and higher institutions are available in rural communities.
<i>Gender equity</i>	A number of development projects, especially non-formal education programmes, are directed	In general, the level of illiteracy is higher among females and this is reflected in their

	towards females being part of the underserved population.	access to ICT as well as training and skills.
<i>Human resource development</i>		<p>The multilingual base in Algeria poses a major hurdle to unifying or implementing programmes at a large scale. Professional development programmes and teacher training is still limited to basic ICT training with no connection or relevance to integration into the educational process. Professional development and ICT programmes lack connection with content and curriculum development in a manner that allows for proper implementation of reform.</p> <p>The disconnection among the different development programmes impedes proper impact and progress.</p>
<i>Sustainability</i>	<p>The political arena has stabilized somewhat in Algeria, thus setting the grounds for proper implementation of the development programmes and allowing for a more sustained reform effort. The political stability leading into economic reform allows for attracting investment and support locally and internationally.</p>	<p>Several projects and initiatives have been underway, but due to the obstacles posed by the political unrest, many of them have been discontinued.</p>

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2.3.1. ICT use in English Classes

ICT use in general terms is any use of “computing devices such as desktop computers, laptops, handheld computers, software, or Internet in institutions for instructional purposes” (Hew & Brush, 2007, p. 225). However, more specifically it refers to the use of technology by teachers for instructional preparation, instructional delivery, and technology as a learning tool for students (Inan & Lowther, 2010). An overview of the developmental history of computer-assisted language learning (CALL) shows that ICT tools have been actively and widely used in language classes from the initiation of computers into the world due to the fact that language teachers have always been the pioneer of using innovative teaching tools in their classes (Amiri, 2000). The History of CALL consists of three distinct phases, i.e., behaviouristic, cognitive, and interactive CALL, each of which is characterised with both a certain level of computer technology including mainframes, PCs, and multimedia technologies and a specific language learning and teaching approach including behaviourism, cognitivism, and constructivism (Warschauer, 1996). Coincidental with the development of technology and second language acquisition (SLA) research, EFL teachers have utilized ICT tools for teaching and learning purposes.

EFL teachers use ICT tools for preparing teaching materials and activities to be used in teaching pronunciation (Lee, 2008), grammar (Al-Jarf, 2005), vocabulary (Tsou, Wang, & Li, 2002), listening and speaking (Hochart, 1998), communication skills (Lee, 2002), reading (Akyel & Ercetin, 2009), and writing (Chikamatsu, 2003). They also use technological tools such as PCs, laptops, or mobiles in the classroom for instructional delivery very effectively and frequently. EFL teachers use computer-mediated-communication (CMC) or software as a tool for making authentic and meaningful communication (Mahfouz & Ihmeideh, 2009). In this way technology can provide learners with a range of authentic materials and tasks that have a positive influence on their autonomy. Unlike uncertainties expressed towards ICT use and students’ outcome in some subject matters (Reynolds, Treharne, & Tripp, 2003), almost all research done in CALL effectiveness support the fact that the use of computer can enhance foreign and second language learning (Vandewaeterea & Desmet, 2009).

2.3.2. ICT use and Teachers' Characteristics:

ICT use by teachers has been under investigation for a long time for two basic reasons: to find the barriers on the way of successful integration of technology into the curriculum (Hew & Brush, 2007) and to take suitable actions in order to include courses of training teachers in modern technologies (Paraskeva et al., 2008). In this respect, a large number of studies have focused on finding the role of teachers' personal characteristics and demographic variables such as age, gender, and years of teaching experience in their ICT use in the classroom (e.g., Robinson, 2003; van Braak, Tondeur, & Valcke, 2004; Bebell, Russell, & O'Dwyer, 2004). Gender gap in general has been the subject of many studies in the literature of computer use (e.g., Cooper, 2006) revealing mostly inconclusive results. However, studies with regard to teachers' gender and ICT use have reported lower levels of computer use by female teachers (Volman & van Eck, 2001) due to female teachers' limited technology access, skill, and interest.

Studies on teachers' teaching experience and age have reported that teachers' ICT use, experience, and age are inversely associated meaning that more experienced teachers and older teachers tend to use computers less frequently (Van Braak et al., 2004; Bebell et al. 2004). Some studies have attributed this to veterans' limited computer proficiency (Bingimals, 2009), confidence (Robinson, 2003; Snoeyink & Ertmer, 2001) and readiness to use ICT in their classes (Inan & Lowther, 2010).

In addition to personal characteristics, teachers' technology-related variables and their relationship with computer use in the classroom have been scrutinized by many studies over the past few years. Teachers' attitudes towards technology are among the most frequently studied technology-related variables in ICT use literature because it is generally assumed that positive computer attitudes foster computer integration in the classroom (van Braak et al., 2004). It has been suggested that attitudes towards technology take shape with regard to the perceived usefulness and ease of use (Davis, 1993) and is a major enabling/disabling factor affecting adoption of technology by teachers (Albirini, 2006; Hermans, 2008). The general finding of attitudinal studies suggests that any successful implementation of new technology in education requires the development of users' positive attitudes toward it. In line with this,

it has been postulated that the development of teachers' positive attitudes toward ICT can be a key player in reducing teachers' resistance to computer use (Watson, 1998) that is associated with computer anxiety. It has been found that computer anxiety can be related to lack of knowledge and skills about computer (e.g., Al-Oteawi, 2002), computer ownership, and frequency of computer use (Baloglu & Cevik, 2008). It is assumed that computer anxiety can be a barrier to basic computer literacy or skills and teachers with higher levels of computer anxiety might experience difficulties in using computer in their classes and thus would avoid that (Baloglu & Cevik, 2009). Another factor that affects computer use in the classroom is teachers' computer skills and knowledge (Pamuk & Peker, 2009). According to Hew & Brush (2008) three types of knowledge and skill can create major barriers to ICT use by teachers: the lack of specific technology knowledge and skills (Snoeyink & Ertmer, 2001), technology-supported pedagogical knowledge and skills (Hughes, 2005), and technology-related-classroom management knowledge and skills (Lim et al., 2003). There is evidence in the literature that computer skill is influenced by age, anxiety, attitudes, computer use, and access (Poynton, 2005).

2.4. Major ICT Resources Currently Deployed in EFL Classrooms:

2.4.1. Computers:

With the introduction of the multimedia computer, the learner and teacher have at their disposal an instrument, which can combine all the advantages of the above-mentioned media in a compact and easily accessible form. The computer may be used as a local machine (standalone) or within a network. Computer Assisted Language Learning (CALL) software, CD-ROMs, and office software applications have become a commonplace in many teaching / learning processes.

In a language classroom the computer may have the four major following roles:

- Teacher – it teaches students new language
- Tester - it tests students on the already learned structures
- Tool – it assists students to do certain tasks
- Data source – it provides students with the information they need to solve different tasks

- Communication facilitator – it allows students to communicate with others.

Let us discuss in detail each of the roles the computer has in a language class:

2.4.1.1. Computer as a Teacher:

In the early years of CALL in schools some reluctant teachers made assumptions that in a few years teachers would no longer be needed in schools, their role being taken over by computers. It is not the case, as we can very well see. Computerized teaching (computer as a teacher) uses multimedia CD ROMS. In such programmes, students can listen to recordings, watch videos, speak into the microphone, record their progress or learn words by clicking on pictures and hearing their pronunciation. An alternative to CD ROMS is the World Wide Web. Students can practice all their skills there and it is more useful for the teacher than the CD ROM because teachers can intervene with their own ideas or materials.

2.4.1.2. Computer as a Tester:

Students can practice their knowledge of a specific language using different Internet websites. A problem these sites have is the fact that the practice programmes are very limited in terms of practice materials. Basically, the practice material refers to multiple – choice exercises, dual – choice exercises, true or false. The only answer the computer can give is *Right* or *Wrong*. Despite these limitations computer grammar or vocabulary practice is enjoyed by students because the latter feel like playing and get the feedback without fearing the teacher's criticism. They can also work in groups, sitting at the same computer and discussing the answers.

2.4.1.3. Computer as a Tool:

Computers are seen as tools because they provide tools for acquiring a foreign language. The large number of web-sites, pictures, projects, exercises, audio and video materials is all tools in the teaching and learning process.

2.4.1.4. Computer as a Data Source:

Little should be said about computers as information providers because we all know that, due to computers and the Internet, we can access almost any information we need. A

particular aspect that we want to highlight is random Internet navigation. It refers to students surfing the web with no particular aim. That is why teachers should offer them a number of useful websites and guide them in such a way as to find out information as soon as possible and solve their tasks.

2.4.1.5 Computer as Communication Facilitator:

Nowadays the Internet is the principal medium by which students of a foreign language can communicate with others. This can be done by e-mail, by chatting, or by participating in discussion forums. Teachers can set up discussion forums and use them to communicate with their students. Or students can exchange didactic e-mails, discussing a topic presented in the classroom or any other topic.

2.4.2. Internet:

For male and female students of foreign languages, the Internet has been a space that allows both for anonymity and solidarity, for self-expression and for building connections. It contributes in enabling the timid, the disabled, and the discriminated to communicate, to network, and to reach the brilliant student's levels.

The Internet also offers a wide variety of reference materials like online dictionaries, e-encyclopaedias and search mechanisms which are very helpful for developing students' individual work. They can find, alone, the missing information, the meaning of new words, synonyms, antonyms or can communicate with the rest of the group online, via e-mail or in any other ICT environment as it could provide better insight into the culture of the country and people whose language students are studying.

Greenberg, states that effective use of the Internet will improve teacher creativity as well as reduce the time that is required to plan units or lessons and at the same time, involve students in an immersive whole language-learning environment (Greenburg, 2005, as cited in Jermaine. S & McDougald, 2005). Teachers and students of foreign language alike will be able to use ICTs as an instrument of creativity and empowerment. Teachers and students will be able to publish and share their work instantly. This alone is a huge advantage in that they do not have to tease themselves planning and coming up with new ideas on how to teach their class.

2.5. How ICT is used in FLT/FLL:

According to an analytical survey in UNESCO Institute for Information Technologies in Education (IITE), (2004) ICTs is used in FLT/FLL in the following ways:

2.5.1. Presentation

Text-based materials and audio-video materials may be used to present or recycle new language to learners:

- Text-based material on the Web or on CD-ROM.
- Audio-recordings with supporting text on the Web or on CD-ROM.
- Video-recordings with supporting text on the Web or on CD-ROM.
- Power-Point presentations on an electronic whiteboard.

2.5.2. Practice

A wide range of different exercise types are possible with ICT, incorporating the presentation of stimuli in varying combinations of text, audio and video materials format. ICT also offers the possibility of analysing learners' responses, with appropriate feedback and branching:

E.g.

- Grammar exercises.
- Listening and pronunciation; listen, repeat and compare.
- Authoring as well as purchasing ready-made materials, teachers may wish to create their own exercise materials using a variety of authoring tools.

2.6. What it is used for:

2.6.1. Promoting the Efficiency of Language Teaching

Teaching a foreign language has got several optimal sets of teaching materials. This is due to the fact that teachers vary both in the way they teach and what they need and want to teach. It follows therefore, that there is no single 'magic bullet' that can be offered by ICT to support language teaching across all ages. However, looking at the current provision of language teaching, and at the future languages strategy, there are a number of key roles that ICT have the potential to promote Language teaching: first, it can increase motivation to learn languages. This can be done through enabling language learning across institutions and outside formal educational contexts. Second, it offers opportunities for meaningful practice of language in authentic contexts. This may result in offering

opportunities for maximal progress in language acquisition through responsive diagnostic and feedback systems. The third role is that ICT helps providing innovative language engineering devices which provide just-in-time support in language use. Finally, it enables information and resource sharing between language teachers.

The above mentioned aspects of ICT respond to three key issues in language teaching: first, the need to ensure that teaching language is seen as relevant and enjoyable to learners; second, the need to offer more opportunities for learners to practice language; and third, the need to support language teachers, particularly at primary level, in rural areas or teachers working on less popular languages.

2.6.2. Promoting Student-Centered Curricula

The Industrial Revolution has affected all the political, economic, social, and educational domains. In terms of education, the traditional systems have a tendency to rely on curricula developed at the beginning of that era. Now, those systems do not represent a necessity in the job market. They also offer little in the way of motivation for bright students. Eventually, a few unexpected students will be able to pass over a grade, but going faster through the system is not encouraged, and early graduates may find obstacles when they attempt to gain access to the next level.

For low-income students i.e. those having less academic support and living in poor and remote areas, schools offer the least prepared teachers. This is due to the fact that the wealthier schools attract the best ones. This is why when the need to work conflicts with schools' requirements, the student sees no reason to stay in school. As a result, these systems (traditional ones) are the primary responsible for social inequalities, loss of many excellent students, and increase the costs of education through high dropout rates and grade retention, and pass on to employers or other systems the costs of retraining their graduates. This is why ICT have the potential to bring the products of the most excellent teachers to the classroom wherever in the world. It can speed the path toward a degree and expand

their learning options through self-study for self-motivated and disciplined students. Those students can find courses on the Internet and choose their own program of study and schedules. In virtual schools, Students can also take extra online courses to graduate in advance or accomplish specific interests and curiosity. On the other hand, for those who need to have equilibrium between their studies, work and family obligations, full or part-time workers and parents of small children, this flexibility may be most cost- effective for them.

2.6.2.1. Promoting Learners Autonomy

For a few years ago, the concept of learner autonomy came to the common parlance and even became a buzzword within the context of language learning. Holec (2001) one of the earliest advocates of autonomy in language teaching has defined autonomy as “the ability to take charge of one’s own learning” (p. 48). Dickinson (1987) accepts the definition of autonomy as a “situation in which the learner is totally responsible for all of the decisions concerned with his or her learning and the implementation of those decisions” (as cited in Gardner & Miller, 1996, p. 6). Kenny , in turn, (1999) states that autonomy is not only the freedom to learn but also “the opportunity to become a person” (p. 431). These definitions of autonomy can involve learners in taking greater responsibility for what they learn, how they learn, and when they learn. Littlewoods (1999) in turn, insists that autonomy should include the two features:

1. Students should take responsibility for their own learning.

2. Taking responsibility involves learners in taking ownership (partial or total) of many processes which have been traditionally belonged to the teacher, such as deciding on learning objectives, selecting learning methods and evaluating process.

All these claims and assumptions gather to achieve the most important aspects of education; acquiring knowledge, fostering learners autonomy, and lifelong learning. All these aspects can be realized through the integration of ICTs in education. English lifelong learning may happen only by improving students’ ability to learn autonomously; this requires from teachers to adapt themselves with the new requirements of the teaching /

learning process of a foreign language, and accept the shift from teacher-centered mode to the learner-centered mode.

2.6.2.1.1. Teacher's Role in the Teacher-centered Mode:

In teacher-centered mode of language teaching, teachers play more essential roles than students. In the 1960s and 1970s, there was much reflection in educational writing in western cultures on traditional teacher-directed, examination-oriented and grammar-and-vocabulary-based. The evaluation of a teacher had depended on the amount of knowledge he or she crammed into the students' head: the more, the better. The teacher is an unquestionable knowledge-giver (Cortazzi & Jin, 1996, as cited in Yan 2012), who dominates the class from the beginning to the end. According to Richards and Rodgers (1986), the teacher acts as the model of language, the lesson planner, the controller of learner practice and the assessor of learner's performance, the organizers in the teaching program in terms of knowledge of grammar, the planners of the course, preparing the materials and deciding what and how learners ought to learn. In such phases, the teacher becomes the absolute authority should be followed passively by learners. This, inevitably, leads to poor teacher-student interactive relation and unsatisfactory effect of language teaching.

2.6.2.1.2. Teacher's Role in the Learner-centered Mode:

The unsatisfactory results of the traditional roles of teachers alarmed an urgent need to a new mode in which the learner becomes the center of the teaching/learning process. Hence, this learner-centered, communicative and autonomous mode urged teachers to shift their roles and cope with the new requirements and understandings of its procedures.

As for learners, they would set their own learning goals, select the learning strategies that suit them best and which are appropriate to their own contexts, and evaluate their progress so that they may become more effective learners and take more responsibility for their own learning. For some teachers, there might be a misunderstanding that learner autonomy would lead to the redundancy of teaching staff because learners are able to do the jobs which formerly belong to their teachers (Yan, 2012).

However, although learners' autonomy would help making learners at the core of education and shifting the learning/teaching responsibilities from the teachers to the learners, teachers' responsibility should be reinforced rather than reduced. Actually, autonomous learning is not necessarily marginalizing the teacher, nor is it necessarily learning without a teacher.

2.6.2.1.3 Teacher's Role Misinterpretation in Learner's Autonomy:

First, claiming that teachers' roles are no long part in the autonomous learning process is a misinterpretation of learners' autonomy. In fact, teachers play a vital role and their responsibilities can never be ignored. "If the classroom is a stage in a theatre, and students are actors, what is teacher?" as (Dornyei, 1998) put it in a question. "The teacher is many people in theatre", he responded: "director, prompter, coach, scriptwriter, audience, and above all another actor." (pp. 222-223). Learner autonomy is based on learner's independence and active attitude towards learning. The learner has the responsibility to make decisions and take charge of their learning. But without teachers' counsel and supervision, the whole process will result in low efficiency or even fall into disorder.

Second, it is a misconception, pointed out by Little (1991), that self-instruction is often regarded as a synonym of autonomy. However, they are not equivalent. "Self-instruction refers to the situation in which a learner is working alone without the direct control of the teacher". (Dickinson, 1987, p.5), and in the narrow sense, self-instruction is a "deliberate long-term learning project instigated, planned and carried out by the learner alone, without teacher intervention". (Benson 2001, p.131) It focuses on whether learning is carried out by the learner alone and excludes the sessions within the course meant to be taught. On the contrary, learner autonomy focuses on whether the learning is controlled by the learner. In autonomous learning, learners take their own responsibility for goal-setting, materials selection, learning activities and/or assessment, instead of a teacher or self-study materials being in overall charge (Benson, 2001).

2.7. Teachers' Roles in Learners' Autonomy

In order to foster students' leaning autonomy, teachers need to adapt to perform a variety of roles. Richards and Rodgers (1986) classify the roles of teachers into the following categories: teacher as manager and organizer; teacher as facilitator; the third role is that teacher as counselor.

2.7.1. Managers and Organizers

In a learner-centered system the teacher should take the responsibilities of organizing various kinds of activities and games which are appropriate, effective and relevant to the classroom teaching and which will best meet the students' needs and expectations. The ultimate goal is to respond to the students' interests and abilities so that they will be highly motivated to perform in each stage of classroom activities. But the teacher should bear in mind that he or she should give clear instructions as to what is to be done because the success of many activities, no matter whether it is a specific role-play or a group discussion, depends on good organization and on the students' knowing exactly what they are expected to do. Otherwise, it is impossible for the two parts of teaching-learning process to achieve their objective. Teachers' role as manager and organizer is considered to be the first and foremost role teacher has to play in class.

2.7.2. Facilitator

In order to make the progress more flexible and successful, it is necessary for teachers to serve as a facilitator.

2.7.2.1. Features of the Facilitator

What are the features of a facilitator in autonomous learning? According to Voller (1997), a facilitator provides psycho-social support and technical support. Psycho-social support refers to the capacity of motivating learner, as well as the ability of raising learners' awareness. Technical support refers to helping learner to plan and carry out their learning, helping learners to evaluate themselves, and helping learners to acquire the skills and knowledge.

2.7.2.1.1. Teacher as a Facilitator: A Guide to Motivate in Learning

In focusing on the role of teacher as a facilitator in autonomous learning, this part makes clear that autonomous English learning does not mean learners simply learn on their own. Learners in the process of becoming autonomous need a teacher to support them in order to reach the highest possible achievement. As facilitators, teachers need to do all the efforts to help make the learning easier and motivate learners to play to the best of their potentials, which includes: helping the learners to plan and carry out their independent language learning; helping learners to acquire the knowledge and skills and motivate learner to learn actively and autonomously. In the process of facilitating, it involves teachers' encouragement and assist. Teachers encourage learners' commitment, helping them to get rid of the uncertainty and anxiety and overcome the obstacles.

2.7.2.1.2. Teacher as a Facilitator: A Guide to Resource.

In the classroom activities, the teacher is expected to be the language resource. It is obvious that the teacher is responsible to ensure necessary language input and to offer help whenever it is needed. During this process, the teacher's first role is to motivate learners to produce their own language and to advisably correct students' errors so as to help students develop their own learning strategies and techniques. As a guide to resource, teachers could also introduce some learning materials as: English magazines and newspapers, some useful websites to learners. In order to motivate learners, teachers should be capable to select the materials which can be used to arouse learners' interest and cater to their learning level so that this ensures the learners' satisfaction and confidence. And thirdly, when the students had difficulty in learning, teachers would get ready to provide information.

2.7.2.1.3. Teacher as a Facilitator: An Evaluator to the Results

It is generally believed that it is another major part of a teacher's job to assess the students' work. Teachers should focus on students' success or progress so that a success-oriented learning atmosphere could be created. At the same time the students will be more confident in autonomous learning.

2.7.3. Teachers' Roles as Counselor

Richards and Rodgers (1986) argued: “The teacher-counselor is expected to exemplify an effective communicator seeking to maximize the meshing of speaker intention and hearer interpretation, through the use of paraphrase, confirmation, and feedback” (p. 78). Regent (1993) comes to define Counselors as experts on language learning although it is not necessary to master the language to become a good counselor. Based on her tentative profile, a counselor is communicative and interactive (being a good listener and responder), pertinent (offering teachings to suit learners' learning strategies), flexible (adopting to any new situation) and supportive (taking a positive line to encourage the learner) (as cited in Chi-Yen Chiu, 2005, p. 42)

2.8. Improving the Quality of Learning

Defining the concept of “quality learning” in a little more details may result in considerable disagreement among scholars. However it is generally accepted that, for learning to occur, the learners must be motivated (which is a key factor in successful learning), basic concepts must be understood and knowledge must be advanced through more complex, higher-order thinking skill tasks. The use of ICT to enhance the quality of learning diversifies the systems of representation through the use of various types of stimuli including images, sound, videos and animations. It also addresses the needs of diverse Learning styles⁽²⁾.

The traditional model of learning has been challenged by the emerging field of research on brain physiology and cognitive psychology. Physiologist and psychologists argue that the mastery of advances and classroom organizations will rely more on specialism rather than on grades, but the framework is maintained. To be cost-effective within this structure, i.e, to rely on specialization than grades, a critical number of students is needed for the learning context. This justifies school construction and maintenance, particularly personnel costs. In areas of low population density, building and maintaining schools to serve the traditional paradigm is economically prohibitive. But in fact, the requirement of having one specialist in each specialty makes schools an even more expensive venture. This is why; some countries try to avoid this

problem by leaving the solution to individual families. However, this solution may end with catastrophic results. If those families choose to move to urban areas and ensure their children's education, they will endanger their country's weak economic balance and further deplete the economy of their native regions. Additionally, if they decide to remain, they will jeopardize their children's future. On the other hand, areas of high population density but fragile economy are not free of problems. In this case, the traditional model encourages administrators to hold as many students as possible in one classroom to control personnel costs, which leads to overcrowded and unsafe environments that are unfit for learning.

To avoid overfull classrooms, a school may implement a dual-shift method without reducing its students' actual study time. As a result, students may attend school for half a day and spend the other half involved in educational activities at home, in a library, at work, or in another unconventional setting. They may also be required to observe an educational radio/television program and complete related activities, work on a computer-assisted lesson at the school's laboratory - of course if available- or in a community learning center.

2.8.1. Motivating to Learn

ICT are effective instructional aides to engage students in the learning process. Videos, television, and computer multimedia software provide information that can be authentic and challenging in addition to motivating students' sensorial equipment through images, color, sound, and movement. The following examples represent that the use of ICT has a greater impact on motivating the learner and facilitate the task of being engaged in the learning process: a project in Malawi filmed community members in their traditional jobs to introduce scientific concepts to elementary school children (Gonthi, 1993). Additionally, the Brazilian telecurso is a televised educational program for young adults in search of high school equivalency diploma. This program also uses videotapes of activities known to the students when introducing abstract concepts (Castro, 1999). Yet, engaging the learner in this process can be the most challenging task for teachers. According to

Papert (1993):

“An effective teaching/learning process must stimulate intellectual curiosity and offer a sense of enjoyment that will move the students from the passive role of recipients of information to the active role of builders of knowledge.”(p. 153)

2.8.2. Fostering Inquiry and Exploration

Learning is more than information transfer. Even though basic skills and information are essential mechanism of the teaching/learning process, Learning requires the ability to analyze and synthesize information, use it in diverse circumstances, and propose new lines of inquiry that foster knowledge. To attain those abilities, some strategies are essential such as: Inquiry and exploration.

ICT have the potential to bring back curiosity to education. This can be done in different ways: students can be taken on electronic journeys through time and space. Movies, videos, audio technology, and computer animations convey sound and movement to fixed textbook lessons. They also provide social studies and foreign language students with explicit experiences of distant societies and former times.

In addition, the Internet can offer virtual reality settings where students can control parameters, contexts, and scenarios. Another example of technology use to improve the quality of learning is computer simulations. They can convert unsafe and expensive experiments into safe and cost-effective procedures. Yet, it should be noticed that teachers and instructors play an important role in using ICT for teaching and as guides and facilitators when providing background material and guiding principles for research (Kuechler, 1999). They need to monitor the process, particularly for adult students, who have a tendency to browse the web, rather than follow prearranged search plans. They also are instrumental in helping students to split unreliable sources from the reliable ones; and make sense of the huge number of information that may overwhelm them. These changing roles of teachers are discussed in the following sub section.

2.9. The Changing Roles of Language Teachers

The changes in the teaching and learning paradigms represent a great deal for teachers to adopt their roles in response to the above mentioned criteria. With the integration of ICT in the curricula, the teacher's role is multiplied and shifted from being just a transmitter of knowledge - armed with books in hand- to become a facilitator, a guide of learning process, an integrator of the new ICT media, a researcher, a designer of suitable learning scenarios, a collaborator (with other teachers and learners), an orchestrator, a learner, and an evaluator.

2.9.1. Teacher as a Facilitator:

Teachers may play the role of facilitators i.e. they need to be aware of a variety of materials available for improving students' language skill, not just one or two texts. According to Normala and Maimunah (2004): "The shift in the teacher's role from a dominant information feeder to a facilitator offer creates many unique opportunities for teachers to build relationships with students as teachers may fill the varied roles of coach, facilitator, and co-learner." (p. 4)

The language textbook is no longer the sole source of information. Multimedia programs for instance offer sound and vision, showing how native speakers interact. Additionally, many references are available in the form of electronic dictionaries and encyclopedias. Also, current affairs in the countries of the target language can be accessed in online newspapers which provide up-to-date information on. Another benefit is that official websites present background information on policy, tourism, and political views. So in response, teachers need to know how to teach and facilitate the task for learners to use all this material effectively. In sum, as facilitators, teachers are required to be flexible, responding to the needs their students have. This is why teacher training is a key element to ensure success in this more flexible language class, so that teachers can use multimedia and other resources effectively.

2.9.2. Teacher as a Collaborator:

Teachers have to develop the spirit of being *collaborator*. Collaboration with colleagues will reduce the burden and make the efforts more fruitful and rewarding. Evidently, co-operation within a specific teaching institution will establish more professional

and produce man-made responses to the local situation. But the new media afford possibilities for exchange between institutions and beyond (national) borders. Teachers of the less broadly qualified and used languages could well profit from such internet exchanges. This will help them overcome the sense of isolation related to many experiences in their teaching situation. This is why, new management patterns must emerge to ensure fair distribution of the amount of work to be done, and revised job descriptions will be necessary to assign and bring together the responsibilities in hand. They will also need to develop reasonably sophisticated management skills in order to be able to provide a healthy balance between the different elements which make up the new learning environments. Mastery and confidence in the use of technology needs to be applied to the learning inclinations and abilities of individual learners whilst covering the prearranged curriculum which are often set by outside authorities. Because of the proximity of ICT, many decisions ought to be made on casual sources and time budgets need to be regularly reviewed if optimal results are to be attained. For many teachers, affording classroom to the outside world presents as much a threat as an opportunity. Their authority is challenged in a world of constantly changing patterns. For example it is often difficult to establish a difference between “correct” and “incorrect” language use. In the protected environment of the textbook they have remedy to the authority of the author(s) and publisher. In real world, they must constantly be looking for new patterns established by consistent data from trusted sources.

2.9.3. Teacher as a Learner:

Teachers’ essential role to play is being learners. This challenge is often presented to them by learners holding more advanced computer skills than they do. However, if they are prepared to enter into the quest of an ongoing learning together with their pupils, they will find it a satisfying and successful experience. A requirement is that they are prepared to act as the experienced guide for their learners and not as the all-knowing expert who controlled and dominated the classroom of yesteryear.

2.9.4. Teacher as an Evaluator:

Being an *evaluator* means the teacher is required to be aware that task-based, project oriented work in the foreign language classroom using the new media is becoming a norm, or at least forming an important part of activities. Yet, models of evaluation need to be revised radically. Standard multiple-choice examinations are, for example, hardly likely to

check the learners' recently acquired skills in (foreign language) Web literacy. A portfolio-based approach to assessing language proficiency and skills acquired would give the impression to be a more suitable way of recording advancement in the target language. As the skills to be acquired by learners are primary equal to those to be mastered by teachers-in-training, this form of evaluation should be practiced in initial and INSET ,i.e. , In-Service Training courses, providing teachers with initial hand experience of the method and through direct significance to their own situation.

2.9.5. Teacher as Integrator of Media:

Teachers may play also a role of *integrators of media*, teachers must not only know and understand the functions of the diverse media presented in a media-rich setting, but also know when it is necessary to deploy them. In the joint construction of projects with their learners, they need to demonstrate the exact path for their learners when making use of Microsoft Word, graphics and presentation programs. Integration of audio-visual aids will make learners aware of the fact that the target environment of the foreign languages is as exciting and multi-faceted as the society in which they live.

2.9.6. Teacher as a Researcher:

The teacher is required to be *a researcher* as well. Marion and Marian (1999) explain that the term teacher-researcher is an important term to them because it has redefined their roles as teachers. Teachers need to recognize how and where they can access the necessary information for their own and their learners' use. Knowledge and skilled use of exploration engines and reliable data sources are essential. For those concerned with mainstream education, the propriety and reliability of information sources must figure as one of the central criteria for the choice of background material.

2.9.7. Teacher as an Orchestrator:

Another role teachers are required to play is being *orchestrators*. In order to orchestrate successful learning scenarios, teachers need to learn how to put together tasks and materials to guide their learners to successful implementation and conclusion of their projects. But first they need to be designers of difficult learning scenarios. Unlike working with conventional teaching materials (textbook, workbook, audio and video materials), which have been graded, pre- assembled and collated in a chronological order, designing new learning scenarios is much more difficult. This is due to the fact that it requires

higher order skills involving researching and evaluating source materials, setting overall aims and objectives and developing meaningful and manageable tasks sequences. For teachers tackling this for the first time, the task is very daunting indeed. Encouragement, help and advice is needed in terms of examples of good practice which may serve as sources of inspiration for similar undertakings.

To sum up, if these new roles of language teachers are accepted and encouraged by educational authorities, the implications in terms of duties and responsibilities need to be considered. On the other hand, the time devoted to lesson preparation increases as these tasks are taken on. So this fact must be honored in the contracts, if teachers are to implement and admit the approach.

2.10. Advantages and Disadvantages of ICT integration in the Foreign Language Classroom

It is acknowledged and clearly stated that technology integration in the foreign language classroom may create some difficulties for some kind of students and teachers of foreign languages. In other words, integrating ICTs in the foreign language classroom might be advantageous or disadvantageous.

2.10.1. Advantages of ICTs in the Foreign Language Classroom

Educators (Jonassen, 1996; Salaberry, 1999; Rost, 2002) indicate that the current computer technology has many advantages for foreign language learning. Computer and its attached language learning programs could provide foreign language learners more independence from classrooms and allowing learners the option to work on their learning material at any time of the day.

Once implemented, it can be expected that the cost for computer technology is considerably lower than for face-to-face classroom teaching, and when used in conjunction with traditional foreign language classroom study, students can study more independently, leaving the teacher more time to concentrate effort on those parts of foreign language teaching that are still hard or impossible by the computer, such as pronunciation, work on spoken dialogue, training for essay writing and presentation (Roger, 1996). Lee (2000) further stated that the reasons why we should apply computer technology in foreign language instruction,

include computer and its attached language learning programs can (a) prove practices for students through the experiential learning, (b) offer students more the learning motivation, (c) enhance student achievement, (d) increase authentic materials for study, (e) encourage greater interaction between teachers and students and students and peers, (f) emphasize the individual needs, (g) regard independence from a single source of information, and (h) enlarge global understanding. Taylor (1980) also expressed that computer assisted language learning programs can be wonderful stimuli for foreign language learning.

Currently, computer technology can provide a lot of fun games and communicative activities, reduce the learning stresses and anxieties, and provide repeated lessons as often as necessary. Those abilities will promote foreign language learners' learning motivation. Through various communicative and interactive activities, computer technology can help foreign language learners strengthen their linguistic skills, affect their learning attitude, and build their self-instruction strategies and self-confidence. According to Robertson observation (1987), the participants who joined computer-assisted language learning programs also had significantly higher self-esteem ratings than regular students.

Today, with the high development of computer technology, computers can capture, analyze, and present data on foreign language students' performances during the learning process. As we know, observing and checking students' learning progress are very important activities to help students achieve their foreign language acquisition. When teachers attempt to assess students' learning progress, they can get the essential information from a well-designed computer language learning programs and then offer feedback tailored to students' learning needs (Taylor & Gitsaki, 2003). In addition, Students can get various authentic reading materials either at school or from home by connecting to the Internet. And, those materials can be accessed 24 hours a day. In a word, computer technology also provides the interdisciplinary and multicultural learning opportunities for students to carry out their independent studies.

For learning interaction, Warchauer (2004) indicated that the random access to Web pages would break the linear flow of instruction. By sending E-mail and joining news groups, foreign language learners can also communicate with people they never met before and interact with their own teachers or classmates. Shy or inhibited learners can be greatly benefited through the individualized technology-learning environment, and studious learners can also proceed at their own pace to achieve higher levels. In particular, many concepts and cognitions are abstract and difficult to express through language the language teaching area. It

seems that computers can make up for this shortage by using the image showing on the screen. Nunan (1999) reported that “interactive visual media which computers provided seem to have a unique instructional capability for topics that involve social situations or problem solving, such as interpersonal solving, foreign language or second language learning” (p.26). Both cognitive theorists and humanists all pointed out that practice experience is a very important factor for people’s learning. Experiential theory educators believe that learning is about making sense of information, extracting meaning and relating information to everyday life and that learning is about understanding the world through reinterpreting knowledge (Ormrod, 1999). When computer technology combines with Internet, it creates a channel for students to obtain a huge amount of human experience and guide students to enter the “Global Community”. In this way, students not only can extend their personal view, thought, and experience, but also can learning to live in the real world. They become the creators not just the receivers of knowledge. And, “as the way information is presented is not linear, foreign language learners can still develop thinking skills and choose what to explore” (Lee, 2000).

2.10.2. Disadvantages of ICTs in the Foreign Language Classroom

First, although there are many advantages of computer, the application of current computer technology still has its limitations and disadvantages. DiMattia, & Gips (2004) indicated that the first disadvantage of the computer and its attached language learning programs is that they will increase educational costs and harm the equity of education. When computers become a basic requirement for student to purchase, low budget schools and universities and low-income students usually cannot afford a computer. It will cause unfair educational conditions for those poor schools and students. On the other hand, expensive hardware and software also becomes the big obligations for schools and parents.

Second, it is necessary that both teachers and learners should have basic technology knowledge before they apply computer technology to assist foreign language teaching and learning. No student can utilize computer if he or she lacks training in the uses of computer technology. Unfortunately, most teachers today do not have sufficient technological training to guide their students exploring computer and its assisted language learning programs. Therefore, the benefits of computer technology for those students who are not familiar with computer are inexistent (Roblyer, 2003).

Third, the software of computer assisted language learning programs is still imperfect. Current computer technology mainly deals with reading, listening, and writing skills. Even

though some speaking programs have been developed recently, their functions are still limited. Warschauer (2004) pointed out that a program should ideally be able to understand a user's "spoken" input and evaluate it not just for correctness but also "appropriateness". It should be able to diagnose a student's problems with pronunciation, syntax, or usage and then intelligently decide among a range of options.

Fourth, computers cannot handle unexpected situations. Foreign language learners' learning situations are various and ever changing. Due to the limitations of computer's artificial intelligence, computer technology is unable to deal with learners' unexpected learning problems and response to learners' question immediately as teachers do. The reasons for the computer' inability to interact effectively can be traced back to a fundamental difference in the way humans and computers utilize information (Dent, 2001). Blin (1994) also expressed that computer technology with that degree of intelligence do not exist, and are not expected to exist for quite a long time. In a word, today's computer technology and its attached language learning programs are not yet intelligent enough to be truly interactive. People still need to put effort in developing and improving computer technology in order to assist foreign language learners.

2.11. Conclusion:

Emphasising the ICT integration in education in general, and in the foreign language classroom in particular, made one wondering; would ICT use be the silver bullet that relieves the Algerian educational system of its entire educational problems? Would it be able to substitute the teacher in the classroom? The answer would be definitely a loud NO! As a matter of fact, it is not a matter of technology. It is a matter of the way it is used. That is to say, ICTs should not drive education; but rather, educational goals and needs must drive technology use. Only in this way, institutions and universities can effectively address the needs of students and respond to the new challenges and opportunities created by an increasingly global economy. Apparently, integrating ICTs in the classroom will and should change the teachers' roles and expand the students' ones. It shifts the teaching/learning process from the teacher-centred model to the learner centred model. And, since it opens up the classroom to the outer world, the community can also play a new role in the classroom. Yet, the teacher will be no longer the sole voice of knowledge and authority. Instead, he becomes a mere facilitator, mentor and a guide on the side. His major role becomes teaching students how to ask questions, how to pose problems, how to formulate hypotheses, how to

locate information and eventually how to assess information critically in relation to the problems posed. Besides to all this, he remains a co-learner to his students; he guides them and keeps learning all along with them, but he could never be entirely substituted. .

If implemented properly, and used appropriately, ICTs could be a catalyst for change in both content and pedagogy that is at the heart of the 21ST century educational reforms. Generally, ICTs empower students and provide them with a lifelong learning. ICT enhanced learning provides students with platforms for inquiry, analysis, and knowledge construction. It encourages cooperation and interaction among teachers and students regardless of their belonging, gender, race, or culture. Moreover, ICTs endorse the manipulation of the existing information and the creation of real-world products rather than disgorging the received information. To conclude, ICTs allow learners explore, discover, and invent rather than merely listen, remember, and rewrite.

CHAPTER THREE

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Chapter Three: Gender Implications in EFL Classrooms

3.1. Introduction:

Gender and its impact upon the ways that the sexes think, reason, speak, learn and solve problems has become a hot topic in all fields of research, and like any hot topic, it is at once fascinating and controversial. With the help of technology, the last years of research on the male and female brain have given new insight into differences in their development and modes of information processing (Tyre, 2005). For language educators interested in enhancing the achievement of learners, it is certainly interesting to note that quantitative studies show boys and girls behaving in “strikingly different ways” (Dörnyei, 2005, p. 59). Kaidomar (2011) in turn, cites that gender and language research in the classroom has received a substantial and extensive scholarly attention for the purpose of theorising about the effect of gender on classroom interactions. She adds, Dale Spender (1982) found out teacher-to-student classroom interactions produce and reproduce societal gender unequal power relations between male and female learners due to teachers preferential treatment of boys while placing the girls at an educational disadvantage (cf. in Litossiliti, 2006), which is not the case in foreign language classrooms in which female students are in advantage quantitatively and may be qualitatively (to be proved). Such findings have been echoed in other classroom empirical investigations conducted on different subjects and levels where teachers’ interactions with their learners were found to be influenced by the students’ gender, resulting in inequitable treatment of male and female students, hence perpetuating societal gender unbalances (Sadker & Sadker, 1994; Graddol & Swann, 1988; Spender, 1982; and Hall & Sandler, 1982; as cited in Kaidomar, 2011). Other researchers focused on the teacher’s gender and discovered that male and female teachers tended to create different teaching climates in terms of their interactions with their students (Basow, 2009) including the language they use (Chavez, 2001, in Kaidomar).

It is those “different ways” which are the focus of research which seeks to tease out the contribution of gender in the complex array of factors that impact foreign language learning and teaching. Some factors are related to our human state and traits, and others are environmental or situational, dependent on the context or setting. As teachers and students, we have to realize that our own socialized views of gender differences will impact our foreign language teaching and learning. That is our socialization as gendered beings has an influence on our own learning and teaching styles. Yet foreign language teachers should give students

many opportunities to discover their optimal learning styles, they have to be vigilant of their own subconscious biases and expectations which may manifest themselves in the ways they treat their students in classroom.

Chapter three, in general, is about gender implications in the EFL classroom. The term “gender” is defined thoroughly and discussed historically referring the most significant theories: the Deficit theory, the Dominance theory, the Difference theory, the Reformist theory, the Radical theory, the Community of Practice theory, the Semiologist theory, and the Postmodernist theory. In this chapter, we discuss the sociocultural and biological roots of gender differences in language, as we demonstrate the ideological dimensions of the term gender in discourse and anthropological literature. Then, we investigate gender differences in foreign language learning, teaching, and ICT competences. As well as, the role of ICTs in furthering gender equality in interaction and assessment.

2.2. Definition of Gender

Gender as a broad term is often used to denote not only the biologically based, dichotomous variable of *sex* (that is, male or female) but also the socially constructed roles (i.e., *gender*) which are created by the different ways in which the sexes are raised from birth and socialized within a certain culture (see also Ellis 1994). In this chapter the term *gender* is used to connote largely culturally and environmentally formed roles into which males and females are socialized. Gender is often neglected as a variable in foreign language learning by writers and researchers: “The effects of gender roles, relations and identities are everywhere. Ironically, because of this, in much writing and thinking on English language teaching, gender appears nowhere” (Sunderland, 1994, p. 211). The potential for gender to affect foreign language learning and teaching can therefore not be ignored. In this paper the term gender will denote the confluence of biology and socialization, of nature and nurture which in each culture creates the totality of what is conveniently classified as male or female. Despite great variation within each sex, clear and systematic differences in this tightly interwoven complex of characteristics are observable between the sexes. It is on these differences that we focus our research to discover if there are significant variations based on gender in how students learn a foreign language with regard to ICTs.

3.3. Gender Historical Background

In the first part of the twentieth century, five publications have tackled the issue of gender. *Om kvinnospråkochochandraämnena* (About women's speech and other topics) (Cederschiöld, 1900), Otto Jespersen's chapter thirteen "The Woman" of *Language, Its Nature, Origin and Development* (1922), A.F. Chamberlain's *Women's Languages* (1912), *Men's and Women's Language* by the hand of P.H. Furfey (1944) and Louis Gauchat's *L'unité phonétique dans le patois d'une commune* (1905) . These sources are contrasted with relevant comparable studies published in the late twentieth century. More particular, those published from 1975 and on. The year in which Robin Lakoff published her groundbreaking work *Language and Woman's Place*, which put the gender issue definitively on the map of linguistic variation research. The analysis shows that the older publications lack empirical evidence to support their claims about gender and language. These claims are said to be contradicted with contemporary research. This is true for all sources from the first part of the 20th century, except for the work of Gauchat (1905) which is based on empirical sociolinguistic research and his findings are often compatible with findings of present-day research.

Clearly, the way in which one speaks is influenced by a number of factors. It depends on the family one brought up in, the education s/he received, the social class one belongs to, the neighborhood a person grew up in, his or her age and occupation, and many more. All of these factors influence our speech, and as a result, it can be found that two brothers in the same family do not speak the exact same language, let alone having different genders. Yet, gender remains one of the most influential factors when talking about language variety. Noticeably, a man and woman with similar social backgrounds do not speak exactly the same language. Generally, we assign women with a higher-pitched voice, and men with a low pitched one. As we categorize some phrases and expressions as being typically man or woman. These are just few examples of a wide range of differences in the speech of man and woman which gave birth to a new term in sociolinguistics which is "genderlect".

According to the Online Dictionary of Language Terminology (ODLT) a genderlect is "a variety of speech (i.e. a register or a sociolect) that is specific to either males or females". Although this term was not coined by Deborah Tannen herself, it only really gained acknowledgement after she used it for her "Genderlect Theory", which stated that men and women have a different way of making conversation, with neither one being the

right one, or superior over the other; they simply are different (Tannen, 1990).

Though it came to the common parlance and gained interest among linguists with the publication of Robin Lakoff's *Language and Woman's Place* (1975), which is considered as the birth of the "gender-issue" in sociolinguistics, the topic of gender and language dates back to ancient Greek. At that time, many dramas witnessed gender differences in language. Cicero (106 BC – 43bc) believed women's speech to be the main carrier of linguistic tradition, as it was the women's task to teach children to speak properly, though – paradoxically – women's ways of speaking were considered a rather inferior counterpart of men's speech (Baron, 1986). The explanations of the differences were mythological, sociological or biological, depending on the viewpoint of the time. Baron says that "the biblical myth of the creation of woman from Adam's rib largely contributed to female language being considered as less perfect (secondary), which was reflected among other things in the belief that all feminine gender forms were derived from masculine forms" (Baron, 1986, p. 78). Female speech was not a denied creativity, but in general it was the male patterns of speech that defined linguistic standards, as they were more lasting and more prominent (speaking in public). With time, social inequalities began consolidating due to the belief in the biological equipment of the genders, and thus beliefs regarding the language of women and men were related, openly or otherwise, to assessments of the value of gender, its social role and cultural identity.

However, it was until the early 20th century, the topic of language and gender has been addressed by many researchers and attracted many anthropologists' and linguists' attention. One of them is the Danish linguist Otto Jespersen (1860- 1943) who devoted an entire chapter to such topic entitled "The Woman" in his *Language, its Nature, Development and Origin* (1922). This chapter is regarded as one of the first scholarly texts on gender in the history of linguistics and is still the basis for a number of contemporary debates. Lately, in 2013 Margaret Thomas called for a re-interpretation of Jespersen's famous chapter "The Woman". (See Thomas, 2013)

Besides to Jespersen, The Swedish linguist Johan Gustaf Christoffer Cederschiöld (1849---1928) in turn, mentions an interest in the topic of language variation and gender in his *Om svenskans omskriftspråk* ("About Swedish as a written language") (1897) in which he discusses the difference between spoken and written language, and the differences between male and female speech. This allowed him to publish *Om kvinnospråkochochandraämnen* ("About female speech and other topics") in 1900, in which

he discussed, amongst others, differences between male and female speech.

Right after the works of Jespersen and Gustaf Christofer, some other scholars took interest in the topic of language variation and gender. The American sociologist Paul Hanly Furfey (1896-1992) published an article in 1944 entitled “Men’s and Women’s Languages”. His work has been looked upon as being of little value due to the fact that he was more interested in the sociological aspects of language variation than in linguistic aspects.

Moreover, Anthropologists as well shed some light on such area of interest; Alexander Francis Chamberlain (1865-1914) is a Canadian anthropologist who also took an early interest in language variation and gender. Just like Furfey, his work which is entitled “*Women’s Languages*” published in 1912 is seen as being not well-grounded and not having a linguistic background.

Another sociolinguist who took interest in the field of language and gender in the early 20s is the Swiss Louis Gauchat (1866-1942). Gauchat conducted a research about the French language spoken in Charmey, a small village in Switzerland. Although his aim was to find language differences related to the age of the inhabitants, his work has proven valuable since Gauchat discusses some gender differences as well.

Though the interest in the study of language and gender took place early twentieth century, it was until 1960s, with the appearance of feminist movements and the advance of sociolinguistic, that language and gender has become an independent linguistic topic. In the 1970s, such well-known linguists as Lakoff, Trudgill, Zimmerman, West, Thorne and Henley made a great contribution to the study and enriched the field by exploring the social roots of gender differences in language. Gradually, researches and studies began to flourish. In the early 1980s, Bolinger and other linguists thought of gender differences in language as a kind of sexism. Some other linguists such as Leonard Bloomfield, McConnell-Ginet, Haas, Zhao Yuanren and so on have tried to have some experimental results about such topic. In the process of the study they concluded that: in different contexts, men and women have differences to a degree in phonology, vocabulary and grammar, syntax options. Eckert & McConnell-Ginet (2003) pointed out that, because of the traditional social factors, men have higher social status, thus leading to their privileges in speech. At the same time, he carried on the explanation to the interaction effect of gender and language.

3.4. Language and Gender:

Language and gender differences have continually been complicated. They Don't seem to be solely a linguistic phenomenon however conjointly as a social phenomenon, and come to be the popular concern of linguistics and sociolinguistics. The linguists all over the world have made loads of profound enormous exploration in step with the gender differences of language use phenomenon to elucidate the explanation for gender differences. The gender difference referred in language is a sort of language phenomenon within the show of society, culture, customs and other considerations of language users. It has a rich cultural background, historic connotation and profound social reality, reflecting the social psychology, folks' psychology and the socio-cultural values orientation. Gender variations have a crucial instructional significance in the field of sociolinguistics. It widens our studies horizon, deepens our cognition of the conventional law of language; at the same time, it helps us providing an evidence to explain the factors of the change of language development. As for language structure, gender differences exhibit the relationship between gender and language.

3.4.1. Language and Gender Differences: The Sociocultural Roots

Gender differences are the fundamental facts of social life and human differences. Due to the fact that Men and women have one-of-a-kind status in society and play different roles, presumably, they have different duties and different rights. This apparently reflects that there is a long historical origin of the relation between language and gender and a profound social root.

Sociolinguists see the difference of language use in the unequal status of males and females. For thousands of years, the conventional concept of "men outside, women inside" (as cited in Maurice, 2012. pp 574) has dominated people, and men are seen as dominators, powerful, and having higher status in society. They are bread winners. They make control over their families and govern the external world out of home. Women are considered to be submissive, weak and only do activities in the family. Their main duty is to serve husbands, children, and being good housewives. They are seen as unable to take part in social activities out of their homes. Zimmerman (1987) thinks that men have absolute authority in the society; therefore, their control is compatible with their positions in society. And interrupting other's conversations is an apparent sign to reflect their social power and controlling force (as cited in Jinyu, 2014).

Trudgill (1972) in turn, holds the view that women pay more attention to social status

than men because women are economically dependent on them. They are forced to hold a subordinate position and play a decorative role in the society. Even in the modern-day society, the primitive social psychology still exists, men nonetheless discriminate against women. And the traditional ideas which hold that women are inferior to men are still bound them and continue to be in human beings' minds. Women's social status and their higher requirements are needed to be consistent, because if they do not pay attention to their words even slightly, they may be criticized or ridiculed; in addition, females are mainly engaged in domestic work in the past life, thus their social status are not recognized. Therefore, they are forced to apply different techniques to get a higher position, and the usage of an appropriate language is a form of an exact manner.

A person's way of thinking, behaviours, ideological actions, religious beliefs and values are all affected by sociocultural factors. Yet, it sounds clear that that culture stands beyond the gender roles men and women play in society and the language they use. Traditionally, women's language is kind and polite while men's is relatively simple, arrogant and firm. Inherent social expect will automatically become a powerful social stress and drive people to restrain their behaviors according to their gender mode. When a child is born, society molds up boys and girls according to the common sociocultural factors. First, they will be given a gender-specific name to grow up in the expected direction to satisfy their physiological factors and social roles. The sociocultural factors expect the boy to become a true man, who can overcome dependence, fear and passivity and build a more positive, independent and adventurous character. A language that shows manhood, that is to say, boys' rude way of speaking and using vulgar keynotes and taboos is accepted and acquiesced by the society. However, girls are expected to be tidy, quiet, virtuous, and kind-hearted. Accordingly, their language is expected to be sophisticated. So they talk elegantly with a standard pronunciation and a correct grammar.

To conclude, through the process of socialization, girls and boys determine their communication method which is based essentially on the sociocultural factors. That is to say, two different ways of speaking or more particularly, two different ways of using the same language, and this is what it has been referred to above as "genderlect". Genderlect is a mode forced to be adapted by boys and girls in their childhood, then it becomes a really hard mode to get rid of or even to change. However the sociocultural roots are not the only reason stands beyond gender differences in language use. There must be a biological reason plays a major role in such controversy.

3.4.2. Gender and Language Differences: Biological Roots

The terms sex and gender still raise an issue to so many people and even some researchers. Mainly, the term “Sex” is used to refer to the biological differences between males and females. That is to say, chromosomes (female XX, male XY), and hormones (oestrogen, testosterone) beside to the reproductive organs (ovaries, testes). Meanwhile, the term “Gender” refers to the sociocultural differences expected by society from men and women according to their sex. A person’s sex does not change from birth, but their gender can (Saul McLeod, 2014).

Previously, people had a tendency to categorize the masculine and feminine behaviours in two separate frames, and anyone behaves out of his frame is seen as a deviant. Today, diversity is welcomed more than ever before and Gender is regarded as a continuum/scale rather than two separate categories. Man who used to celebrate his masculinity is free to show his feminine side without being categorised as a feminine. And the verse; woman who used to celebrate her femininity is free as well to show her masculine side without being categorized as a masculine.

The Biological Approach makes no difference between the two terms. Cohorts of this approach use the terms sex/gender interchangeably. According to them, the biological sex creates the gendered behaviour. Thus, gender is determined for them by two biological factors: hormones and chromosomes.

3.4.2.1. Hormones and Chromosomes

Hormones are defined as chemical substances discharged by organs throughout the body and carried in the bloodstream. The sex hormones exist in both men and women, but differ in amounts and in the Impact they have upon different parts of the body. Testosterone is a sex hormone, which is more present in males than females, and affects development and behavior both before and after birth. When the testosterone is released in the womb, it causes the development of male sex organs. Furthermore, it acts upon the hypothalamus which brings about the masculinization of the brain. It is responsible as well on the male most common behaviours. Testosterone can cause commonly male behaviours such as aggression, competitiveness, Visuospatial abilities, higher sexual drive etc. An area of the hypothalamus at the base of the brain called the sexually dimorphic nucleus is much larger in male than in females. (Saul McLeod, 2014).

Additionally, testosterone acts on developing the brain. The brain is divided into two hemispheres, left and right. Science proves that the left side of the brain is more specialised for language skills and the right for non-verbal and spatial skills. Shaywitz et al (1995) used MRI scans to examine brain whilst men and women carried out language tasks and found that women used both hemispheres, left only used by men.

Meanwhile, Chromosomes are defined as thread-like structures of deoxyribonucleic acid DNA that carry hereditary information for everything from height to eye colour. Chromosomes consist of a protein and a single molecule of DNA. Chromosomes make us who we are. (Szalay & Dobrijevic, 2022) .

3.4.2.2. Empirical Evidence

The impacts of testosterone have been affirmed in animal contemplates. Quadango et al. (1977) found that female monkeys who were deliberately exposed to testosterone during prenatal development later engaged in more rough and tumble play than other females. Young (1966) changed the sexual conduct of both male and female rats by controlling the amount of male and female hormones that the rats got during their early development. They showed “reversed” sexual behavior and the impacts were unchangeable. Various non-conceptive practices in rats are likewise influenced by testosterone exposure around birth. These included exploratory behavior, aggression and play. Young believed that the exposure had changed the sexually dimorphic nucleus (SDN) in the brain, as male rats had a larger SDN than females. The results have proven to be highly replicable.

3.4.3. Critical Evaluation

Due to the fact that these studies were conducted in a lab, it seems that it has low natural legitimacy. For instance, in the lab hormones are injected in one single high dose. Whereas, in real life, hormones tend to be released by the body in pulses, in a graduated fashion. Therefore, the results might not be generalizable outside of the lab, to a more naturalistic setting. This study also raises the issue of whether it’s morally and scientifically right to use animals in research. In due course, psychologists must ask themselves whether in their research the ends justify the means. By this, we mean that all research using human or non-human animals must be considered in terms of the value of the results when compared to the cost (both moral and financial) of carrying out the work. Main criterion is that benefits must outweigh costs. But benefits are almost to humans on the expense of animals.

We should be cautious when extrapolating the results of animal research to a human population. This is because the physiologies (e.g. brains) of humans and animal species are not identical. Also, the social and cultural variables within a human population are more complex when compared to social interactions between rats. The consequence of this means the external validity of the research is uncertain. However, a study by Hines (1982) suggests it might be possible to generalize the results to humans. Hines (1982) studied female babies born to mothers who had been given injections of male hormones during pregnancy to prevent miscarriage. They were found to be more aggressive than normal female children. Hines concluded that the extra testosterone in the womb had affected the later behavior.

3.5. Theories of Language and Gender:

3.5.1. Review of literature:

The term “Gender” has been tackled from many perspectives; linguistically, socially, politically, culturally, and so on. In linguistics, the term used to denote the grammatical categories that indexed sex in the structure of a language. In the 1960s and 1970s, the term gender was used by the feminist theorist to denote the masculine and feminine social construction. Hence, there have been two major views about language and gender theorization. The essentialist view and the construction view.

According to the essentialist theorists, gender is regarded as dichotomous and biological sex based. Yet, individuals are categorized as either male or female and those who do not fit in such unbending dichotomy are described as ‘deviant specimen’ or ‘gender outlaws’ (Chapkis, 1993), ‘social failures’ with no gender identity (Kessler and McKenna 1978, Devor, 1989), ‘gender blenders’ (Devor, 1989), or ‘gender benders’ (Bornstein, 1992). According to Sadiqi (2003), everything within the essentialist view is biological sex based to the extent that gender buckled into sex. She adds,

“Gender within the essentialist view was defined by three major clusters of characteristics: innateness, strict binarism, and bipolarization. Gender was qualified as innate because biological endowments were innate; it was binary given the strict binary opposition between men and women as two undifferentiated groups; and it was bipolar because human beings pertain to one of the two bipolar categories: male or female”. (Sadiqi 2003, p03)

According to the constructionist theorists, gender is regarded as an achieved identity that is constructed through psychological, cultural, and social means on the basis of the

individual's sex which is purely biological. In their view, everything about gender is 'constructed'. Sadiqi (2003) comes to justify this by assuming that gender is perceived as a conceptualized as a fluid, not a static notion depending on the assumption that there is a wide variation in the gamut of 'human sex'. Which led to the following question: what is the gender of a fetus? More importantly, the constructionist sees gender as interweaved entity with some other social categories like ethnicity, class, and age. This explains its multiple meanings and continuous construction that individuals' social practices are produced on the basis of the expected response in a given situation. Meanwhile, the essentialist theorists consider gender as a separate entity from any other social category.

The constructed nature of gender has been debated by a lot of researchers and theorists. Kessler & McKenna (1978), Bem (1987), Flax (1987), Deaux & Major (1990) consider gender as relational. Unger (1990) sees it as a 'verb'. Taylor & Miller (1994) look upon as a continuum. Meanwhile, Schwichtenberg (1991) perceives gender as a process of negotiation with culture.

In the light of the controversial debate between the essentialist and constructionist theorist, various theories on the relationship between language and gender have been progressed. These are the most significant ones: (i) the Deficit theory, (ii) the Dominance theory, (iii) the Difference theory, (iv) the Reformist theory, (v) the Radical theory, (vi) the Community of Practice theory, (vii) the Semiologist theory, and (viii) the Postmodernist theory. Some of these speculations were sequentially related and some others are chronologically.

3.5.1.1. The Deficit Theory

Literally indicated, the Deficit Theory deliberates women's language as a basically 'deficient' copy of the original men's language. A sort of an unreliable representation of women's language based on analysing individual words employed by male and female, discounting the local context in which they occurred and the broader social background of the language users. This theory seems to be grounded on the essentialist perspective of the relationship between language and gender. At the heart of this theory, lies the argument that women's language is an imperfect, deviant, and deficient luster of men's norm. And the main advocators of such theory are the linguists Otto Jespersen (1922) and Robin Lakoff (1975). Not to forget De Beauvoir (1949) who is an example of the Deficit theory in the field of literature portraying women as 'The Second Sex'.

According to the Danish linguist Jespersen, women's speech is a deviant inferior form of the man's superior norm. He asserts that Women use characterless, elegant, ladylike language in an attempt to recoil from the 'coarse', but 'virile', usage of men. In his chapter, entitled 'The Woman', of his book *The Grammar of English* (1922), Jespersen tackles four aspects of language that he regards as being related to women: verbal taboo, competing language, conversational language, and conservative language. Furthermore, He states that women use restricted vocabulary and overstate the use of adverbs like 'quite', 'decent', 'sweet', 'very' and 'simply'...etc. They use euphemisms and polite forms, but they avoid swearing and build loose unfinished sentences. Besides, he considers women as 'more conservative' than men. Men, on the contrary, are considered as linguistic innovators and having a relatively extensive vocabulary. In short, Jespersen views men's speech as a norm and women's speech as a deficient deviant form.

In the same line of thought with the Danish linguist Jespersen (1922), the American linguist Robin Lakoff launched a new era in the study of language and gender by publishing her revolutionary work "*Language and Women's Place*" in 1975. The main significance of Lakoff's work is that it is a result of the second-wave feminist thinking, and consequently, an instance of feminist linguistics. Lakoff's seminal work came to enhance the already existing arguments about the influential role of gender in the issues of power, dominance, and the language conduct of men and women. As indicated by Lakoff (1975), women's marginalization in the public arena is reflected in the way they speak and the way they are spoken of. She jumps to conclude, women's language is deficient because their social position is so.

Though it sparked a flurry of empirical research in the domain of language and gender, Lakoff's work is said to be not based on 'sociolinguistic' empirical evidence (conversational interactions). Rather, it depends on a range of stereotypical and retrospective assumptions which tend to conceptualise gender as an abstract and universal set of intrinsic traits that characterise both men's and women's speech, and which is more likely to cloud our understanding of sex/ gender distinction outlined earlier (Abdelhay ,.....). Yet, some of her assumptions are questioned and some others are refuted. For example, Dubois and Crouch's (1975) study says that the claim that women use more tag-questions than men is wrong. Furthermore, Holmes' later work on hedges and boosters indicates how immensely intricate the issues are than Lakoff imagined. Eakins (1978) in turn, states that the use of linguistic devices such as hedges, polite forms and tag-question subordinate women in

academic settings. Lakoff's work also stimulated research on languages other than English. As a case in point, Shibamoto (1985) carried out a study on Japanese and Holmes (1984, 1985) took a shot at New Zealand English. By and large, Lakoff's outcomes have become areas of study to many researchers those went far beyond Lakoff's area of interest to extend over disciplines like sociology, psychology, anthropology, rhetoric, and speech communities.

3.5.1.2. The Dominance Theory

The inequitable power relations between men and women triggered research on language and gender in the late 1970s. Unlike the deficit theory which is based on stereotypical assumptions and introspection, dominance theory depends on empirical research and evidence in real situations, making a focus on men's and women's use of language in interactions. As a matter of fact, men's political and cultural dominance over women in society is reflected in the male dominance in language. Power is a significant feature in language and gender relationship. According to O'Barr & Atkins (1980), men 'cornered' women in smaller and less significant space on the linguistic floor by: (i) interruptions and overlaps (Zimmerman & West, 1975), (ii) failing to take up women's conversational gambits (Fishman, 1983), (iii) the sheer number of words (Swacker, 1975 & Spender, 1980), and (iv) the semantic derogation of women (Shultz, 1990). In short, advocates of such model demonstrate that in cross-gender verbal interactions male speakers interrupt more, have longer turns, have upper hand in initiating topics and they do less work than women in maintaining their conversations.

However, there are problems with the Dominance theory. In this theory, the notion of power is oversimplified. Instead of asking 'who is exerting his or her power over whom?' an alternative question to ask is 'can social power be removed from conversations?' If men talk more, they are dominant; if women talk more, they are too talkative. According to Holmes (1985), the expression 'you know' can express both uncertainty and certainty: women use the uncertainty dimension and men use the certainty dimension. Further, interruptions have many meanings: they can signal aggression, support, or familiarity according to the person who interrupts. Likewise, linguistic variables do not have unified functions in language use. According to O'Barr & Atkins (1982), women's language is far from being powerless in courtrooms where women act as judges, lawyers, or witnesses. In addition, women's language is neither characteristic of all women nor is it limited to them: the use of intensifiers or hedges by female lawyers or witnesses is not the same as their use by patients or victims.

Experience and social status often are more important than the sex of the participant in a conversation: female black medical doctors interrupt less in the presence of a white male patient, for example. A real problem with this literature is that it, like so much research relying on ‘power’ as a crucial variable, offers an under-theorized account of what power is or how it works. Indeed, the notion of power should not be taken as static; it is not only multi-functional but it also materializes in many forms.

However, the dominance theory does not cover the notion of power as it is supposed to do. Though it found some answers to ‘who is exerting his/her power over whom?’ The question ‘how can we remove the social power from conversations?’ is still unanswered. Even the findings of such theory give some unreasonable facts. For example, if men talk more, they are dominant; if women talk more, they are too talkative. Another example, the expression ‘you know’ may express both certainty and uncertainty as Holmes (1985) claims. If it is used by man, he is certain; if it is used by woman she is uncertain. Furthermore, interruptions cannot be gender based. They can be interpreted according to the context in which the speaker interrupts not his/her gender. Interruptions may mean misunderstanding, familiarity, aggression or support. Another point is that the social status may play an important role in conversations. According to O’Barr & Atkins (1982), women’s language is far from being powerless in courtrooms where women act as judges, lawyers, or wit-nesses. In such a sense, the social status is more significant in conversations than gender. To conclude, the dominance theory is not different from the deficit one in the sense that they both consider men’s speech as a norm. And, the notion of power should be redefined and reconsidered in relation to gender.

3.5.1.3. The Radical Theory

Though some theorists categorize her with the dominance theory cohorts, Dale Spender is regarded by some others as a radical extremist feminist (radical feminism is perceived precisely as a philosophy adapted by women to exit the world of men and invent their own women-only spaces). Spender is best known as the founder of what is known as “The Radical Theory” which said to be grounded on the “Sapir-Whorfian Hypothesis and Orwell’s views on the nature of language: human beings see the world through the linguistic expressions that they use; thus, reality is androcentric and misogynistic because it is constructed and perpetually reproduced by a language that is controlled by men,” (Sadiqui, 2003, p 08). This linguistic determinism is regarded as a substratum of the radical model of

language and gender studies due to the fact that language determines reality; this reality demonstrates that men control all fields of life in society among which language. This goes in line with Spender's (1980) "*Man-Made Language*" in which she stipulates that language is literally man-made, and woman finds it difficult to talk and write about her own experiences. According to her, language doesn't not contain the words needed by a woman in the presence of man; a dominant agent who produces language, thought and reality. Yet, a woman's language is needed, and this is what (Daly, 1978) suggests, creating a new way of speaking or even new women-made languages, an idea which is reverberated in Suzette Haden Elgin's novel *Native Tongue* (as cited in Sadiqi, 2003).

3.5.1.4. The Difference Theory

The difference theory also known as the "Two Cultures" model is generally based on Gumperz (1982), and Maltz and Borker (1982). However, Tannen's (1990) "*You Just Don't Understand*" is the most significant advocate in the sense that it doesn't consider woman's language as a defective copy of that of man. Rather, it considers man's and women's language as simply two different varieties. Unlike the deficit theory which is essentially power-based, and the dominance which is psychology-based, the difference theory is cross-culturally based. It is based on the notion of sociolinguistic subcultures. That is, males and females are socialized differently; yet, they end up acquiring two different sociolinguistic subcultures. In such a model, women's speech is considered as positive and supportive. And men's speech is neither a norm nor is it condemned. In the late 1980s, feminists reclaimed women's place in conversations as different but equal to men's. According to Sadiqi (2003), the feminists of 1980s reached a point to proclaim the arguments of women's superiority in certain linguistic domains. They see women as better conversationalists for a number of reasons: first, their elicitory strategies aimed at raising the level of conversation for all participants. Second, they sought support in language, a strategy that was basically different from men's upmanship (cf. Tannen, 1990). Third, they learned different behaviors from men as part of their social differentiation from playgroups onwards (Maltz & Borker, 1982; Tannen, 1990; Thorne, 1993). Such characteristics urged Tannen (1990) to claim that each sex is needed to value the style of the other sex and women are needed not to be blamed for expressing their social roles.

Though it became a real trendy theory, the Difference theory faced a discerning criticism. Henley & Kramarae (1991), Troemel-Ploetz (1991), Freed (1992), and Uchida (1992), considered the Difference theory as both a 'separate-but-equal' and an 'assign-no-

blame' standpoint which valorized women's contributions but downplayed social reality where men and women were not equal. The difference elucidation successfully veiled the turmoil of equality in everyday situations.

Some of the most insightful critiques of Tannen's (1990) *You Just Don't Understand* (as cited in Sadiqi, 2003) noted that whereas ethnography offers thick description, and some of Tannen's more academic papers can be said to do the same, *You Just Don't Understand* is far from ethno-graphy because the examples used are often created and certainly generalized to the status of everyman and everywoman (who just happen to be heterosexual and romantically involved with one another and most often of the Western middle class, white, etc.) and did not apply cross-culturally. Whereas Maltz & Borker (1989) draw more widely, Tannen (1990) takes the heterosexual couples as the defining case or unit of analysis for understanding language and gender—an assumption not without problems. Likewise, the assumption that 'women are better conversationalists' implies that men should learn to behave like women, an assumption that seems to characterize later Tannen work on other topics.

A further criticism of the Difference theory materialized in the fact that the difference model, just like, if not more than, the deficit and the dominance models, centred on the search for differences and was rigidly dichotomous in not allowing for overlap between the groups of males and those of females. In fact, if one looked for differences by asking questions, s/he would always end up by finding them. Why not ask questions about the similarities between the two sexes? (cf. Bergvall 1996, Bing 1996, & Freed 1996). For example, verbal duelling is not a characteristic of male language; it depends on a number of variables, such as the context, the topic being discussed, and the relationship between participants.

3.5.1.5. The Reformist Theory

As being derivative from the difference theory, the reformist theory roots date back to the debate on sexist language within the feminist linguistics. It is different from the radical theory in the sense that it considers language as a sign system rather than a cause of oppression. As a matter of fact, the debate of the reformist theory is mainly based on the answer of the following main questions:

Why is sexist language a problem?

Are there any procedures to approach this problem?

As for the first question, reformist feminists unequivocally denounced sexist language as one-sided biased representation of the world. As for the second question, those feminists contended for ‘reforming’ language by setting it free from harmful sexist words and expressions. To fulfil such a goal, they went to provide a set of neutral and inoffensive alternatives to sexist usages, such as ‘chairperson’ instead of ‘chairman’, ‘Ms’ instead of ‘Missus’ or ‘Miss’, ‘men and women’ instead of ‘men’, ‘humanity’ instead of ‘mankind’, as well as a more fair use of the pronouns such as ‘he or she’ or ‘s/he’. The Reformist theory focused on precision, neutrality, truth and decency in language regarding both masculine and feminine words and expressions. Appropriately, during the previous three or four decades, reformist feminists reached their major aims by making their demands for tangible changes in speech and writing heard. Yet, so many conventions in both formal discourse and publications have been reconsidered to meet the new demands. English and French took the lion’s share and benefited most from these comings and goings.

As a theory of language and gender, reformism in feminist linguistics has been heavily criticized and discredited despite its notoriety and popularity. As indicated by Cameron (1992), reform measures remain ‘ineffectual’ as they cannot root out prejudice because what people say and mean cannot be controlled.

3.5.1.6. The Community of Practice Framework

The Community of Practice is more of a framework for analysis than a ‘predictive’ theory. It was introduced in language and gender research by Eckert and McConnell-Ginet (1992). Compared to the aforementioned theories, the Community of Practice theory was more comprehensive as it drew its roots from psychology, sociology, anthropology and women studies. This theory stressed five aspects of analysis: (i) no presupposition of gender differences as a starting point, (ii) a focus on the constructive practices of a group, especially mutual active engagement of learning a jointly negotiated practice of gender, (iii) an emphasis on learning and mutability in gendered linguistic displays across groups, (iv) a naturalization of intra-group variation, and (v) a focus on the fact that the social construction of gender is local and cross-culturally variable. In the Community of Practice theory, evidence was usually provided by examining activities and interactions, not differences. A ‘community of practice’ was defined by three elements: (i) mutual engagement, (ii) a common goal, and (iii) a sharing of routine such as gestures. Communities of practice are different from speech communities: albeit a great deal of heterogeneity with respect to age, power, etc. within each community,

communities of practice share a common goal in some sense, whereas speech communities do not necessarily share a common goal and, thus, are heterogeneous in the strong sense of the word. Examples of communities of practice are a police force and public vendors. Each of these communities of practice is characterized by a salient specific practice: police reporting and public selling, and it is these practices that make the police force and the public vendors somehow 'homogeneous' communities. The bottom line is that in communities of practice, the way gender interacts with other variables such as class, age, ethnicity, relationships, or saliency needs to be highlighted.

As it drew its roots from psychology, sociology, anthropology, and women studies, the community of practice theory is considered as a wide-ranging theory compared to the aforementioned theories. It was first introduced in the language and gender research by Eckert and McConnell-Ginet (1992). As indicated by Sadiqi (2003), this theory stressed five aspects of analysis: First, no presupposition of gender differences as a starting point. Second, a focus on the constructive practices of a group, especially mutual active engagement of learning a jointly negotiated practice of gender. Third, an emphasis on learning and mutability in gendered linguistic displays across groups. Fourth, a naturalization of the intra-group variation, and fifth, a focus on the fact that the social construction of gender is local and cross-culturally variable. She added, In the Community of Practice theory, evidence was usually provided by examining activities and interactions, not differences. A 'community of practice' was defined by three elements: (i) mutual engagement, (ii) a common goal, and (iii) a sharing of routine such as gestures. According to her, Communities of practice are different from speech communities in the sense that within each community, communities of practice share a common goal in some sense, whereas speech communities do not necessarily share a common goal and, thus, are heterogeneous in the strong sense of the word. To clarify her assumption, some examples of communities of practice are mentioned; a police force and public vendors. Each of these communities of practice is characterized by a prominent specific practice: police reporting and public selling, and it is these practices that make the police force and the public vendors somehow 'homogeneous' communities.

The Community of Practice theory challenged the dialyzed differences between putatively homogeneous groups of males versus females. It emphasized the acts of becoming gendered, of moving from peripheral or novice participation in linguistic action to a central or more experienced enactment with a shared repertoire of linguistic resources (cf. Wenger 1998). The Community of Practice theory capitalized on the nuances within the categories of

‘men’ and ‘women’, ‘boys’ and ‘girls’, etc. An example of the latter case is Eckert and McConnell-Ginet’s (1995) analysis of the language of ‘jocks’ and ‘burnouts’ which revealed, among other things, significant unconscious phonological variants which explained the students’ allegiances and alliances. These variants were shown to be at the root of the construction of students’ relative positions within a complex of gender and social class.

3.5.1.7. The Semiologist Theory

Based on the Lacan’s version of psychoanalysis which states that human behavior is deeply shaped by language at the level of the unconscious which is referred to as the “symbolic order” and represented as the “semiotic” level of discourse; the semiologist theory regarded language as an abstract means of communication, and its abstract laws are so powerful that if its users fail to go through the symbolic order created by language, they would be discarded by society as psychopaths. This theory has been influenced also by Black and Coward’s (1990) views on power and meaning. According to them, power is essentially manifold, and gender is one of its dimensions added to race and class. Furthermore, Althusser & Foucault (1972) claim that men do not ‘actively’ exercise power over women by ‘forcing’ them to keep to their position; power is disseminated through ideology and discourse. Foucault (1972) adds that users of language either speakers or authors necessarily abide by what is appropriate in their society and culture; otherwise, they will be classified as ‘deviant’. It is interesting to note that Lacan’s work has had great influence in some disciplinary discourse, and it is important to feminist linguists in the sense that it described how the subordination of women to men was so deeply embedded in individual personalities that it was reproduced even after women acceded to independent economic and legal statuses.

3.5.1.8 The Postmodernist Theory

The term ‘Postmodern’ was introduced to describe a world intensely changed by World War II. The postmodern approach was prominent in a variety of disciplines such as history, literature, sociology, sciences, economy, and psychoanalysis. As a matter of fact, linguistic postmodernism was also grounded on psychoanalysis but it was less influenced by Lacan than the semiologist model, and focused less on the deterministic and abstract force of language. Postmodernists rejected any type of language which was claimed to be ‘typically female’ and taxed it as ‘totalizing’ and ‘imperialistic’. They rejected the Semiologists’ notion of a ‘common’ or ‘authentic’ women’s language as they did not acknowledge universalizing theories of whatever kind. Postmodernists also thought that new social roles for women across

the world induced new relations to reproduction and the body. For example, biotechnology and information technology made possible a global economy where female force was discrete, isolated and deskilled, and where men and women became machines. Women in the Postmodernist theory needed to claim the potential of the world before somebody else defined it for them. (Sadiqi, 2003)

To a great extent, The Postmodernist theory influenced what is referred to as 'Postcolonial' Feminism. According to Harding (1992), Postcolonial Feminism was not a monolithic frame as different resources and different struggles were reflected in the feminisms they developed. In other words, as women's oppression and activism took diverse forms, and as social divisions could have equal, but often cross-cutting, patterns of gender oppression, postmodernist feminists reformulated their conceptual and epistemic tools and developed a new understanding of gender.

In the field of language and gender, there are so many works considered to be postmodern, for instance the papers in Bucholtz (1999). Thinking about language and gender within the postmodern framework would assume that rather than investigating how women use language in a specific conversation to negotiate complex, multiple identities or to subvert culturally assigned gender roles, women are said to 'do' these things. Likewise, Cameron (1997) & Walters (1999) have attempted to apply postmodern constructs to the analysis of actual data.

To sum up, the language and gender research in the 1960s and 1970s was largely based on the essentialist model and used quantitative methods of analysis. In the 1980s, gender was mainly considered a 'culturally constructed' concept, a fact which resulted in a predominant use of more qualitative and ethnographic approaches; and in the relatively recent work following the 1980s, there is an emergence of a more dynamic social constructionist approach which combines quantitative and qualitative methods. It is worth noticing that in comparison with the first six theories, the last two ones, namely the Semiologist and the Postmodernist theories, are not fully articulated within the language and gender discipline. Another conclusion that may be drawn in this respect is that the essentialist and constructionist views are not easily demarcated; they are themselves 'gradable' as they may be strict, flexible, or a mixture of both. Although language and gender theories may not be qualified as exclusively essentialist or exclusively constructionist, the ones that consider

gender as a construct fare much better than the essentialist theories in the sense that they allow better explanations of real facts in real contexts.

3.6. Gender Differences in Foreign Language Learning:

In their review article, Oxford, Nyikos, & Ehrman (1988) argued that women have an early and persistent advantage over men with respect to skills and social integration. These general tendencies are then strengthened and channelled by cultural and societal norms, factors, and institutions. Women encourage conversational partners to talk, remember more details, are more polite, and more likely to try to reach consensus. Women's greater tendency to accept cultural norms and their desire for social approval motivate them to strive for higher grades than men (Nyikos, 1990; Oxford & Nyikos, 1989). Their greater desire for social connection and greater valuation of communicative competence lead them to utilize more social interaction strategies. Women almost invariably use more language learning strategies than men, and make greater use of general study strategies and formal rule-related practice strategies than men. Because women have more complex and tightly knit social connections, they tend to have social interactive learning styles and practice strategies in groups. This sharing may partially explain why research has consistently found that women report at least equivalent but often greater use of learning strategies than men, especially strategies for authentic language use, for communicating meaning, and for self-management as well as for general, social, and affective strategy purposes.

Women also tend to use emotionally supportive affective strategies such as self-encouragement, setting up rewards for their progress and reassuring themselves that they have insufficient background knowledge when encountering difficulties (Young & Oxford, 1997). In general, women are more willing to test the usefulness of a wider array of strategies and consistently use more of them than men (Oxford, Holloway, et al., 1996). In general, men are more career-oriented, placing lower importance on studying language than on their primary major, they are more goal-oriented and more instrumentally motivated for studying what will be on the next test, and they tend to monitor their progress, such as timing their reading pace and tend to prefer visual strategies such as forming a mental image of a word and labeling objects (Nyikos, 1990). Men also tend to work alone more, summarizing the readings and defining unfamiliar words to them (Young & Oxford, 1997). Some studies have shown that women are more flexible in their use of language learning strategies and favor communicative strategies, both of which are qualities of the good foreign language learner (Nyikos, 1987).

Men tend to use rote memorization, repetition, and translation more often; all of these tend to be used more heavily by less successful language learners (Nyikos, 1987). It would seem a natural conclusion that since women tend to desire higher grades more than men and use learning strategies more frequently than men (Oxford, Nyikos, & Ehrman, 1988), that the combination of greater motivation and strategy use should lead to greater success for women in language learning. Most studies show a slight but significant advantage for women (Gu, 2002; Sunderland, 2000). The most notable exception to this is Ehrman & Oxford (1995); they found no correlation between the types of strategies women preferred and those preferred by better language learners in general, nor was there a difference in performance between men and women “by any measure” (Ehrman & Oxford, 1995, p. 81). It is therefore crucial to emphasize once more those differences in language learning preferences between males and females, although in some cases statistically significant, tend to be slight, with far greater variation between individuals than between the sexes.

3.7. Implications for the Teaching/Learning Situation:

It seems clear that differential language learning success is caused by a combination of nature and nurture. To the degree that these choices are reflective of a deeper match between gender and innate cognitive abilities, gaining understanding of the relative cognitive strengths of each sex will enrich our ability to help students discover, design, and use appropriate strategies that will enable teachers and students to share responsibility for optimal learning in the classroom. Sensitivity to the learning preferences of boys will go a long way to creating a supportive learning environment for male language learners. Our new appreciation of boys’ greater need for kinetic, hands-on experience and their intense need for clear-cut, concrete, goal-oriented assignments will help teachers meet their needs more expediently. Males appear to need to have explicit, essential information, and concrete, visual examples. Due to generally lower motivation, male students also need continuous and concrete reminders regarding the advantages of foreign language study for their future careers. Due to the lower relative importance they place on language studies, males are immediately disadvantaged in their opportunity for social study, whereas females are more likely to form study groups and use social strategies to practice and share information. They are better positioned to co-construct their knowledge through cooperative social interaction. Teachers wishing to foster male participation in study groups will happen, no doubt, via ICTs’ integration in their classes which will help students discover and enhance their language learning strategies and find the style that best suits their individual characteristics.

3.8. Gender Differences in ICT Competences:

In recent years, the gender gap issue has caught many scholars' attention and as a result, many studies have been conducted to study this gap in technology internationally. In a very recent study, Ong & Lai (in press) reported that males had more positive attitudes toward e-learning than females. They found significant gender variations where males' ratings of perceptions towards computer self-efficacy, perceived usefulness and ease of use and behavioural intention to use e-learning were all higher than those of females. This is not surprising as Liaw's study (2002) had earlier indicated that males had more positive perceptions toward computers and Web technologies than females. Chen & Tsai (2005) also reported that males exhibited more favourable attitudes toward Web-based learning than females. Their results suggested that males perceived the proliferation and development of the Internet to result in a better tool in reducing the digital divide and establishing a society of equity and justice. Jackson et al. (2001), however, found that while females used e-mails more than males, the latter used the Web more. Houtz & Gupta's (2001) study found significant gender differences in the way females and males rated themselves in their ability to master technology skills. Even though both genders were positive about their technological ability, males rated themselves higher than females.

Kirkpatrick & Cuban (1998), however, noted that the gender gap is narrowed when both genders are exposed to the same amounts and types of experiences on computers. Atan et al. (2002) further added that the absence of gender disparity is obvious when females and males are in a learning environment that requires the constant use of specific computer software to support their learning activities. However, activities such as handling computer hardware and performing computer maintenance are still seen as masculine in nature. King et al. (2002) added that measurable gender differences exist when females construe computers as "masculine". Females view technology as less of a threat when they perceive computers as a method of communication and not as a computational tool

From the studies above, it appears that the evidence for specific gender differences in ICT competency is inconclusive although there is a widespread belief that computers and the Internet are male-dominated technologies. It would, therefore, be interesting to find out how gender affects the ICT competencies of students of foreign language at Mostaganem University, especially now that ICT is seen as not only crucial for the teaching and learning process but also for professional advancement. Yet, through this work I would like to

investigate if gender differences exist among students and teachers of English Department at Mostaganem University in terms of their perceived ICT competencies in learning/teaching a foreign language.

3.9. Ideology and Gender

3.9.1. Gender Ideology: The Political Roots

During the late 1960s and the early 1970s, the Women's Liberation Movement which emerged in the United States and spread later to Europe and many parts of the world worked as the most prominent stimulus for the cross-cultural research on gender ideologies. This movement was based on the claim that women are not equal to men in the American society. Their lives are controlled by men, and dominated by men in all fields of life; in the family, in the work place, and in all social domains especially the fields of politics and religion. This domination was and still reinforced by the "patriarchal" gender ideologies that justify men's domination over women. The term "patriarchal" was used to denote all the ideologies which support the assumption that men should dominate women and have control over them. As a matter of fact, the stance that considers women as biologically inferior to men- mentally and physically- was the most patriarchal ideology that gained the greatest attention in the women's movement in America. This claim was taken for granted and became culturally adapted. The women's movement argued that the more implicit and taken for granted this assumption is, the more powerful it becomes.

However, the role that language played in expressing gender ideologies and sustaining the ideological domination of men over women cannot be denied. This was articulated in the Women's Liberation Movement and grounded by Lakoff's (1973) claims and analyses of the ways in which negative attitudes towards women are conveyed semantically and morphologically. This, presumably, launched the emergence of a tradition of analysis in the field of linguistics, a tradition that focuses on gender ideology in discourse.

3.9.2. Gender Ideologies in the Anthropological Literature:

In the early 1970s, right after Lakoff's ground breaking work, a number of papers in which similar ideas about the sources of men's greater power and their historical dominance over women emerged in the anthropological literature. Some papers which are considered as pivotal and representative of these ideas are:

Sherry Ortner's (1974) paper, "Is Female to Male as Nature Is to Culture?" In which Ortner claimed that women are considered as closer to nature than men by virtue of their contribution to the biological reproduction of the species, while men are seen as closer to culture. This view was claimed that it asserted the male superiority over the female especially when culture was valued as typically human so that to distinguish the human communities from that of animals. Yet, though Ortner's view was embraced and examined empirically in a range of cultures, it was criticized by many others in the sense that not all gender ideologies move in the same flow. Even within the American society where men is said to have controlled Art and Science and seemed to be associated with what is considered as "High culture", men are also considered as aggressive creatures which associates symbolically with an animal-like aggressiveness.

One other pivotal work is that of Michelle Rosaldo (1974), she bolstered Ortner's work and incorporated his views into her own. She claimed that both men and women have authority in the domestic sphere, meanwhile, the public sphere remains for men exclusively. Rosaldo, in the same line with Ortner, assigns these asymmetrical roles to woman's reproductive roles and her association with nature, and man association with culture that gave him superiority over and justified his control over the public spheres.

Keenan (1974), in turn, in a paper entitled "Norm-makers, Norm-breakers: Uses of Speech by Men and Women in a Malagasy Community," assumed that the language women use is totally different from that of men. In the same wave of thought to Ortner and Rosaldo, Keenan/Ochs had gender ideology straight in the core of her argument, and she discussed the fact that men's speech among the Malagasy was seen as an ideal norm for socially appropriate speech of indirectness unlike women who were seen as dolefully direct in their speech.

Sherzer (1987), on the other hand, advocated a set of cross-cultural similarities in the relations between gender, patterns of language use, and language ideology. He argued that gender ideologies and gendered speaking patterns are closely related: "First, differences in men's and women's speech are probably universal. Second, these differences are evaluated by members of the society as symbolic reflections of what men and women are like...specific, recognized features distinguishing men's and women's speech are interpreted and reacted to by members of a society as valued or disvalued, positive or negative, according to the norms, values and power relationships of the society..." (Sherzer, 1987, pp. 116-119). This sounds

somewhat different stance from that of Ortner's, in the sense that it tolerates significant differences cross-culturally in both gender ideologies and the patterns of language use.

Jumping to a conclusion, these are the papers that are considered as seminal and foundational works which first gave more attention to the gender ideologies and the patterns of language use as an endeavour to understand the power relations among men and women, more specifically, the power of men over women.

3.10. Gender Ideology and Diversity:

Intolerantly, the early writings on gender ideologies were arguing as if there were only one gender ideology for each society. Actually, in all societies, there seems to be multiple gender ideologies. This is what have been clarified and discussed thoroughly by Herring (2000) in two general ideas concerning gender, ideological diversity, and their variants.

3.10.1. Women and Men have Different Ideologies

Researchers, who advanced the common ideological differences between women and men, and men as ideologically dominant, are the ones who documented women's ideological resistance against male ideological domination. The idea of women's ideological resistance has existed from the very beginning in feminist academic writing (e.g. Reiter 1975, cited in Herring 2000). Unsurprisingly, it has given the major concern in the women's movement with the need for women to resist the patriarchal ideological domination in a way similar to the Marxist perception that emphasised the need of the working class to resist the ruling class ideological as well as material domination. According to Herring (2000), this idea began to take hold only in the late 1980s.

3.10.2. Intra-societal Diversity in Gender Ideology

The idea of ideological diversity has begun to take hold in the 1980s as well. It coincided with the above mentioned idea. This idea emphasises that there is more than one gender ideology in any given society. Discourse analysis has shown more interest to work on these kinds of ideological diversity. Specific discourse genres have associated with specific ideological positions, demonstrating the ways discourse genres can function to create framings for interpretative perspectives. Methodologically, the emphasis on speech as data in the analysis of many gender ideologies established empirical assumptions about gender ideologies that would not have had an empirical grounding. However, McElhinny (1997)

claimed that the lack of development of the early ideas about the power of the ideologies in the public sphere as opposed to the private sphere has shaped a situation where theoretically we do not have a well-developed sense of institutional complexes, and of how these may perpetuate or constrain gender ideologies in discourse.

3.11. Institutional Contexts for Gender Ideologies in Discourse

To be able to talk about gender ideologies in education, law, religion and family, we need to work with the concept of institutions in the sociological and anthropological sense. Generally, Institutions are by definition linked, interdependent, and creating of some whole.

Thinking in terms of institutions permits us to ask some significant questions like the following: To what extent can gender ideologies in different institutional settings be similar or different? How are gender ideologies shaped by their institutional contexts? Are some institutional complexes more ideologically powerful, influential, and/or hegemonic in shaping gender ideologies than others? According to Gramsci (1971), state institutions such as law and education are the most influential and are hegemonic and dominant in ideological struggles with civil institutions such as churches and political parties. Nonetheless, it is argued that the state institutions derive their hegemony in part from their ideological articulation with popular cultural ideologies in civil society. (As cited in Herring 2000)

In the discussion to follow Herring (2000) demonstrates how culture and the accumulated traditions for the study of gender ideologies in discourse have contributed in shaping her thought about gender ideologies in Tonga which is a small country in the South Pacific. According to Herring (2000), the most prominent gender ideologies are encoded in three general gender dichotomies: the sister-brother relationship, the husband-wife relationship, and the sweetheart-sweetheart relationship. Mathews (1996) has claimed that gender dichotomies are an important form of cultural model for the transmission of cultural gender systems. Herring (2000) argues that there are some other kinds of dichotomies which might be more familiar to Americans, such as the mother-son or the father-daughter dichotomy. However, these dichotomies are much less often talked about unlike the sister-brother relationship which is talked about and depicted all the time. In Tongan, these dichotomies are depicted differently. The sister-brother relationship is considered the culturally dominant image of gender relationships in Tonga. Unlike the American culture, the sister is represented as dominant, in the sense that her brother is required to subordinate himself to her through semiotic expressions of respect, and to her will as an oldest sister.

The husband-wife relationship in Tonga is considered a private relationship and it is less often discussed. When it is tackled, the focus is put on the role of woman in relationship to her husband and children, that is the way she takes care of her family, unlike in the United States where the emphasis is on the dichotomy husband-wife itself, that is, on marriage. Furthermore, the focus goes on the wife's job to facilitate the relationship between children and their father and to make sure they get along. The most appropriate and supreme depiction that focus on the wife is that she is neither exhorted to obey her husband, nor praised for doing so. Meanwhile, brothers are meant to be exhorted to subordinate themselves to their sisters. Yet, the wife's subordination to her husband is understood as part of the relationship in some sense (Kavapalu, 1993; Herring, 1994b).

As for the third dichotomy, representations of the sweetheart-sweetheart relationship also include images of domination and subordination, but in this sense, the question is: who is dominating and who is dominated? Clearly, Love poetry and love songs are usually written and sung from a standpoint of a lover grieving on his/her loved one. Losing the loved one can be due to many factors such as infidelity, physical separation, or a social gulf between the two. Most of the time, love songs are written for and to women by men. However, there are many examples where women form songs known to be to and about men. Even songs themselves are formed in such an oblique way that many can be "heard" to be from the point of view of either a man or a woman, and they are sung by both women and men. This gender dichotomy is the most stereotypic ally represented in public discourse. It is dominant in the sense that it is the dichotomy evoked in the most ubiquitously performed and heard genre in the country which is love songs.

Herring (2000) argues that there are the Gramscian state-civil institutional ideological connections in all three dichotomies. That is to say, the state-funded institutions disseminate the gender ideologies in a way that penetrates people's daily lives resonating with the same vein of thought people already have. Nevertheless, the sister-brother dichotomy seems to be the one that has received the utmost state support. Yet, it is a hegemonic gender ideology for Tonga. An ideology that works to enhance, elaborate, and empowers the Tongan women.

To conclude, Gender ideologies can play a significant role in shaping women's lives. They are endorsed in socially meaningful behaviours as they help understanding both men and women's behaviours in society. However, there is no single gender ideology for a one particular society. Instead there are multiple gender ideologies in all societies. These

ideologies should be of the core interest to social scientists because of the significant role of gender in life. But beyond that, it should be the major interest of feminists to identify patriarchal gender ideologies so that to elaborate them and create strategies to promulgate ideologies which inspire positive experiences for women. Discourse analysis can play prominent roles in gender ideologies and political implications. Discourse analysis allows for empirical documentation of the construction of gender ideologies, and can depict thoroughly how these ideologies are grounded and organized in discourse.

3.12. Gender, Language, and ICTs

Information communication technologies, internet more specifically, is supposed to be inherently democratic. It creates opportunities for the less powerful individuals or groups to the same extent to the more powerful ones. It has been assumed that internet is the magical lamp that leads to greater gender equality in all fields of life especially where women are considered as the less powerful gender.

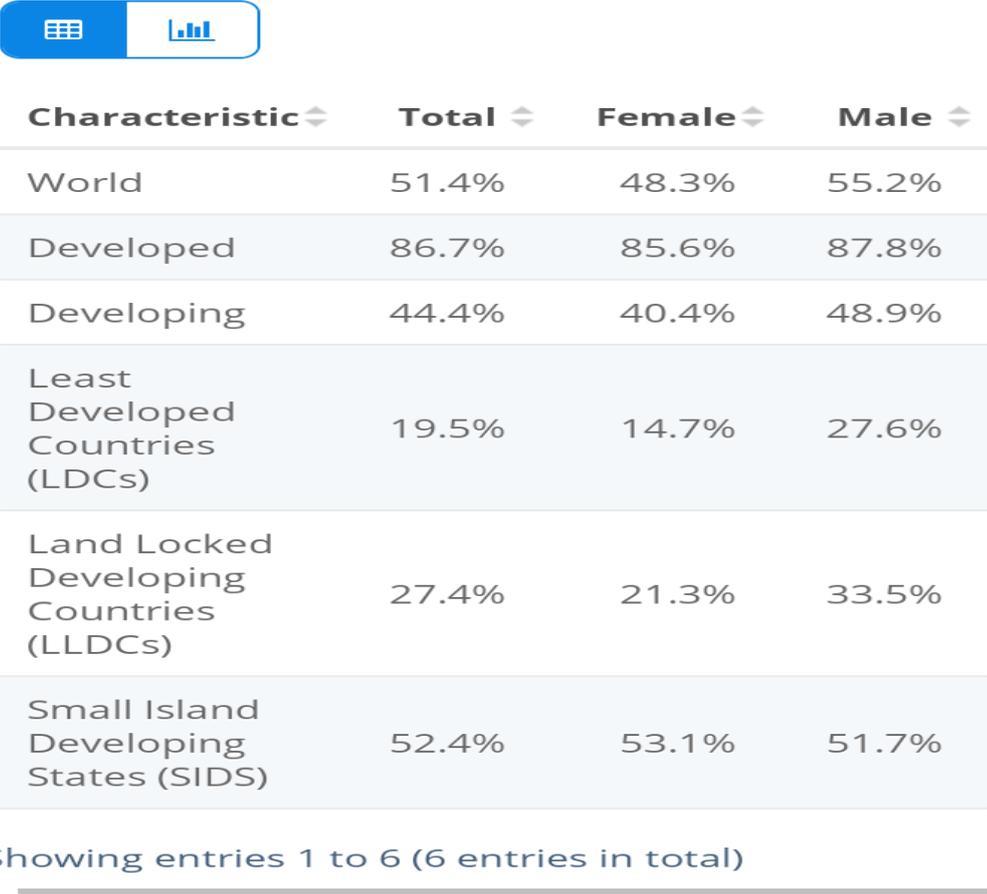
As for our field of interest which gathers language, gender, and ICTs under one umbrella, computer-mediated conversations, either with the presence or lack of the visual and auditory cues, men and women are allowed to participate equally in conversation; especially when the conversation is more text-based communication, unlike the traditional patterns of male dominance in face-to-face conversations ((Danet 1998; Graddol & Swann 1989). In the pursuit of their own interest, male and female foreign language learners and teachers, whether in the classroom or out of it, from the same country or from different countries of the world, they will be able to break all barriers of gender inequalities, cultural differences, and political ideologies.

However, despite the fact that internet and technology can alter the deeply rooted cultural patterns of gender inequality, the development and uses of any technology are themselves embedded in a social context, and are shaped by that context (Kling et al. 2001). That is to say, if technology was created by men, it may result in an in-built structural bias that perpetuates male advantage again, and the claim that technology is gender neutral will remain far beyond the truth and reality.

Estimations of the internet users among males and females give a clear answer to that hypothesis. In the early 1990s, estimates placed the number of female Internet users at 5 per cent (Sproull, 1992, as cited in Ebben & Kramarae, 1993). In the early 20s, females made up slightly more than half of all Web users (Rickert & Sacharow, 2000). In 2019, it was found that 48.3% of the global female population had access to internet (Johnson, 2021). Yet, what

was until very recently a predominantly male domain is becoming available and accessible to both men and women to nearly the same extent. Hitherto, though technology was created by men, and they were advantaged in such domain, very soon they will become no longer advantaged. And the claim that technology is democratic and gender neutral is statistically approved. In the same vein of thought, we intend to investigate whether Internet is a level playing field for male and female foreign language teachers and learners or not yet, or is it more likely to become one in the future?

Internet usage rate worldwide in 2019, by gender and market maturity



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Figure 1: Internet Usage Rate Worldwide 2019

3.13. Conclusion

Gender gap in general has been the subject of many studies in the literature of education. Findings concerning gender, foreign language teaching/learning, and technology use still reveal inconclusive results. Generally, most findings in this area of research reports lower levels of computer use by females due to their limited technology access, skills, and interest. (See Cooper, 2006; Volman & VanEck, 2001) as they show females as educationally disadvantaged (Litossiliti, 2006). Contrary to these results, some other studies report that the old stereotypic gender divide in terms of ICT use in teaching is getting to an end in the 21st century (Poynton, 2005). With such indecisive and changeable results from literature on gender and education, it can be concluded that it is the socio-cultural practices which affect the individuals' psychology, which creates in turn the computer anxiety. That is to say, in cultures where technology is considered as a male domain, females would show a higher degree of anxiety towards ICTs regardless of their Biology. This fact, affects all fields of life of both genders regardless of their biological gender. Thus, if countries work on to achieve social justice among genders in all fields of life, individuals' socio-cultural practices and psychology will change accordingly, and there would be no talk of gender differences or inequality in education. As an illustration, in Iran, Rahimi & Yadollahi (2009) state that the country's national Five-Year development Plans (1989-2009) have eliminated gender disparities in education, and their female students achieved equality with their male counterparts regarding computer use and their study showed no difference between male and female teachers' computer use for instructional purposes. Yet, this study opts for investigating the impact of teachers' and learners' gender on ICT integration in the EFL classroom, and their beliefs about the role that the biological factors and the socio-cultural practices may play.

CHAPTER FOUR

Chapter Four: The Research Methodology

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Chapter Four: The Research Methodology

Section I: Design Methodology and Data Analyses

4.1.1. Introduction

In the preceding parts of my work, I have tried to give an account on theoretical approaches and empirical studies in the field of ICT use in teaching / learning a foreign language, starting with a global view then narrowing it down to focus on ICT in teaching / learning a foreign language in the Algerian universities, regarding ideology, culture, and gender. This part is typically methodological. It deals with the research design of the study, it deals with the research techniques and tools used to find answers to the questions stated in the general introduction of the thesis and which addresses issues of ICTs in the EFL classroom, ideology, culture and gender.

4.1.2. Description of the Sample:

As an endeavor to gather as much as possible amount of useful information, and to well investigate the issues presented in this study, I have addressed two different sample populations from the department of English, university of Abdelhamid Ibn Badis: Mainly, teachers and Master students of English. Sampling should “determine the best representation of the population, so as to allow for an accurate generalization of results” as Smith (2004) points it out. Yet, in the current study, the sample population represents a significant tool to reach the required data and to gain precise results.

4.1.3. Procedure

This research was positioned in the quantitative/qualitative framework. Quantitative; in the sense that I want to focus on numerical statistics concerning the number of students and teachers having access to ICTs. That is, quantifying the problem by generating numerical data which can be transformed into statistics. Qualitative; in the sense that it produces findings not arrived at by statistical procedures or other means of quantification. It investigates the participants’ experiences, behaviors and beliefs towards the ICT integration in the EFL classroom and the extent to which they use it for educational purposes, i.e. whether there is a culture of integrating technology in the teaching/learning process. That is to say, having access to ICTs and the availability of tools doesn’t mean necessarily having a culture of technological education. Henceforth, providing insights into the problem of the current

controversial issues related to ideology, culture, and gender. More specifically, this study aimed at investigating the participants (teachers and learners) from an 'emic' perspective which involves "understanding the complex world of lived experience from the point of view of those who live it", and an 'etic' perspective, which views reality in a more objectivist stance and researches individuals from an outsider's point of view (Schwandt, 1998).

4.1.4. Research Tools:

Various pedagogical and authentic materials are depended:

4.1.4.1. Pedagogical: Master students final mark scripts of the last five years and the yearly syllabi.

4.1.4.2. Authentic:

A- Official documents: (CANVAS), political speeches of some Algerian officials.

B- Observations: my introspective data was taken into account for the fact of being a student of English at Mostaganem University for more than 10 years. As I have attended some English courses and lectures with teachers of different subjects for more observations.

C- Questionnaires: handed out to English language lecturers and students from the faculty of lettres and foreign languages at Mostagaem University. This questionnaire is basically consisted of seven parts (A-G), it includes both open and closed questions. As it is known, the quality of the data gathered is determined by the quality of the questions asked.

4.1.5. Description of the Questionnaires

A: Demographic Questions

This part contains questions related to age, gender, and professional status. Teachers were asked to mention their fields of interests and their specialties. Meanwhile, students were asked to mention their level and their field of study.

B: ICT Training and Course Evaluation

In this part, students and teachers were asked to evaluate some of their courses in learning/teaching a foreign language, sessions in which they used ICTs (internet, and its related technologies). They were asked to mention the reasons that made them content or less satisfied in some of these sessions. These are the courses I considered to be good and poor

examples of ICT use in learning a foreign language. Additionally, students and teachers alike were also asked whether they had received training on information communication technologies or not? If yes, they were asked to indicate the duration of the course.

C: ICT Skills and Access

In the third part of the questionnaire, Both students and teachers were asked to indicate what kind of ICT resources they use in their language classes (computer, laptops, mobile phones, tablets, data projectors, intelligent white board,...) and where they could access them: Inside their institutions (classroom, computer laboratory, library, and others) and, outside institutions (ICT training courses, cyber/internet café, home, Everywhere 3G/4G). They were also required to self-assess their ICT skills with respect to some computer applications (word, power point, internet research, forums, e-learning, video conferences, virtual classes ...etc.). They were also asked to indicate the frequency of using ICT resources in learning/teaching a foreign language. At the end of this part they were asked to indicate the language of the software of the technology they use in learning a foreign language (English, French, or Arabic), and why they use such a language.

D: Self-assessment and Attitudes towards ICT use

In this part, students' and teachers' attitudes towards ICT were meant to be explored. Both of them were asked to describe the way they handle ICT resources. They were asked to determine the extent to which they (strongly disagree, disagree, agree, and strongly agree) that;

ICTs help interact with teachers and/or students from different colleges, faculties, and countries.

ICTs help managing information more effectively,

ICTs help selecting appropriate materials/manuals for teaching/learning a foreign language,

ICTs help managing time.

ICTs are time consuming.

They were also asked to indicate their major difficulties in developing ICT skills (time, training, confidence, relevance, hardware availability, software availability, access to internet).

E: ICTs and Gender Relations

In this part, many questions have been raised and investigated thoroughly. Both of the Students and teachers were asked whether males and females teach and/or learn a foreign language (English) differently. If yes, they were asked to explain briefly. We asked students as well whether they feel gender bias from their teachers in interaction and assessment. If so, what are the solutions and how could ICTs help handling the problem? They were also asked whether female students of a foreign language handle ICT resources to the same extent their male counterparts do. If yes, they should explain. If no, why then? They were asked as well what kinds of classes they prefer; co-educational (mixed) classes or single (segregated) classes and why. Why do female students of English outnumber their male counterparts? Is it a matter of quantity or quality? That is to say, a matter of the demographic growth or a matter of the females' superiority on males in the field of foreign languages? Some other points are taken into account concerning socio-cultural aspects of teachers and students of a foreign language such as their social backgrounds and their beliefs about stereotypes and the role of socialization.

F: ICTs and Ideology in the EFL Curricula

The EFL teachers and learners were asked whether they see that there is an ideology or a political power exercised through the EFL curricula in the Algerian university. If yes, they were required to give some details, and to give some propositions to raise a challenge to such an ideology. After that, they were asked if technology and ICT resources may raise a challenge to both the explicit and implicit ideologies exercised through foreign language curricula. If yes, they were required to give an explanation.

G: ICTs and Culture Relations

ICTs may help solving all the culture related problems to language. Please indicate below the extent to which you (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree):

1. ICTs may help negotiating the giving-taking process of cross-cultures.
2. Fosters learners' third place.
3. Raise students' awareness of language as a socio-culturally determined

Whatever the extent to which they agree or disagree, teachers and learners were required to justify their answers.

4.1.6. Findings and Data Analysis

For this study, I handed out a questionnaire to two different sample populations from the department of English, university of Abdelhamid Ibn Badis: Mainly, teachers and Master students of English. 80 students and twenty teachers have been given a hard copy of the questionnaire, and twelve other teachers have been sent a copy through their e-mails. 60 copies from the students' questionnaires have been given back. Meanwhile, I received twenty copies from the teachers' questionnaire.

This stage of the study is devoted to data collection and analysis, the results gathered through the two instruments used in this study will help the researcher to answer the final focal questions being examined in the current research.

4.2.1. Students' Questionnaire Analysis

The findings are carefully analyzed. The goal of this analysis is to explore the role of ICTs in the EFL classroom and the extent to which this latter would be efficient in:

- ❖ Improving the quality of foreign language learning in the classroom.
- ❖ Raising students' awareness about the ineluctable ideological implications in the foreign language curriculum.
- ❖ Opening a gate for negotiating the giving-taking process of cross-cultures.
- ❖ Fostering students' autonomy and critical thinking.
- ❖ And investigating gender differences in FLT/FLL, assessment, and ICT competences.

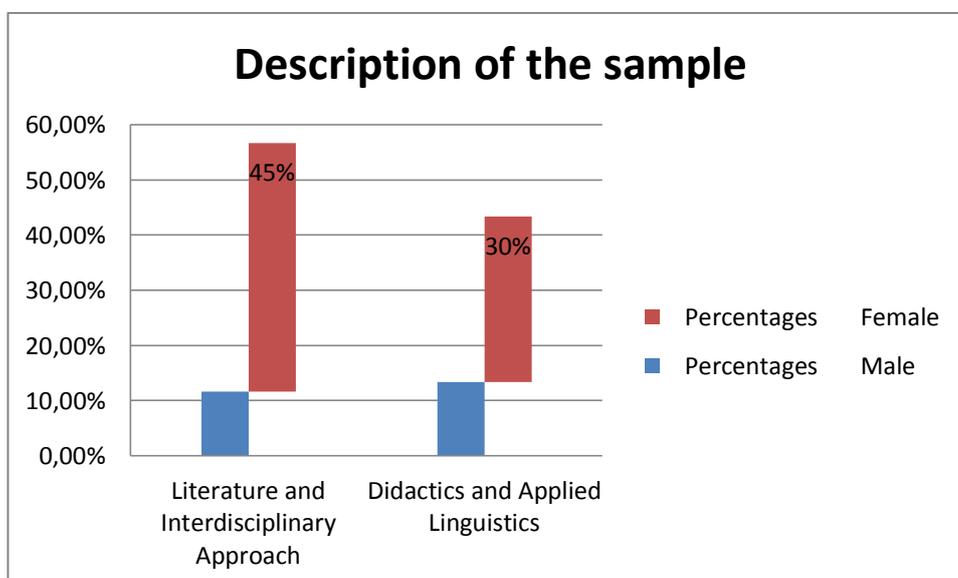
A: Demographic Questions

This part was planned to give a whole description to the sample. The informants' age varies between twenty to twenty-four years old. The sum of this group includes 60 students; 45 girls and 15 boys. They are all Master students at the English department of Mostaganem University. Their fields of study are Literature and Civilization, and, Didactics and Applied Linguistics. The language of instruction in the institution is English. The purpose of choosing this sample is due to the fact that Master students are more mature, aware and knowledgeable about the major key-words of this research (ICTs, Ideology, Culture and Gender). Yet, it was for the sake of not manipulating or contributing to the students' answers. Besides, they are from two different fields of study; this gives more

information about the way they perceive ICT integration in their subject matters and their understandings about ideology culture and gender more particularly. The table below summarizes this part from the questionnaire:

	Numbers		Percentages	
	Male	Female	Male	Female
Literature and Interdisciplinary Approach	07	27	11,66%	45%
Didactics and Applied Linguistics	08	18	13,33%	30%

Table 4.2.1.1. Description of the sample

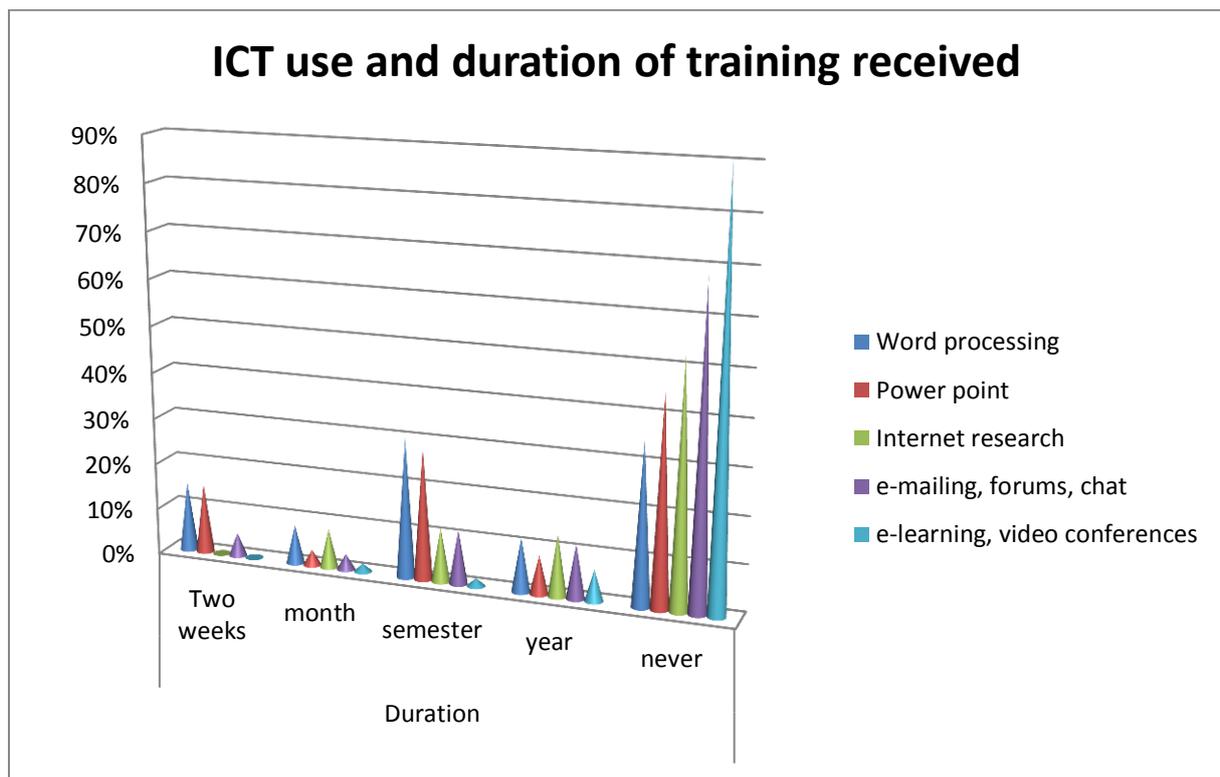


B: ICT Training and Course Evaluation

- a- Training:** Firstly, the English language learners were asked whether they had training on ICT use in foreign language learning. They were asked to indicate the duration of their training on the most common tools and applications used in the foreign language classroom in the Algerian context (word processing, presentation tools e.g. PowerPoint, internet research, emailing, forums, E-learning, video conferencing and webinars). The Results are presented in the table below:

ICT applications	Duration				
	Two weeks	month	semester	year	never
Word processing	15%	8,33%	30%	11,66%	35%
Power point	15%	3,33%	28,33%	8,33%	45%
Internet research	13,33%	8,33%	11,66%	13,33%	53,33%
e-mailing, forums, chat	05%	3,33%	11,66%	11,66%	68,33%
e-learning, video conferences,...	00%	1,66%	1,66%	6,66%	90%

Table 4.2.1.2: ICT use and duration of training received



According to these findings, the largest numbers of participants didn't receive any training on ICT use in the foreign language learning, except for the word processing and power-point. 65% of the participants had received training on the word processing and 55% of them on power point for different periods of time: Two weeks, a month, semester and a year. Meanwhile, concerning the other ICT applications, 53.33% claimed that they didn't receive training on internet research and navigating. 68.33% of them received no training on e-mailing, forums, chatting, and the ways they could be used to learn a foreign language. And, 90% of them received no training on e-learning and video conferences.

b- Course Evaluation: In the second question of this part, students were asked to generally evaluate some of their courses in which ICTs were integrated. They were asked as well to explain what made them satisfied and what made them less satisfied. I expected that this would give us some ideas of what students considered to be good and poor examples of ICT use in learning a foreign language. Students were asked to use two sets of views to evaluate each course. The first set contained five items to evaluate a course from a motivational point of view (see table 2.2.6), while the items of the second set focus on the cognitive aspects of the course in question (table2.2.7). Agreements with the statements were to be indicated on a scale from 1 to 4 where 4 indicated strong agreement.

1- Motivational Aspects of ICT Use in the EFL Classroom

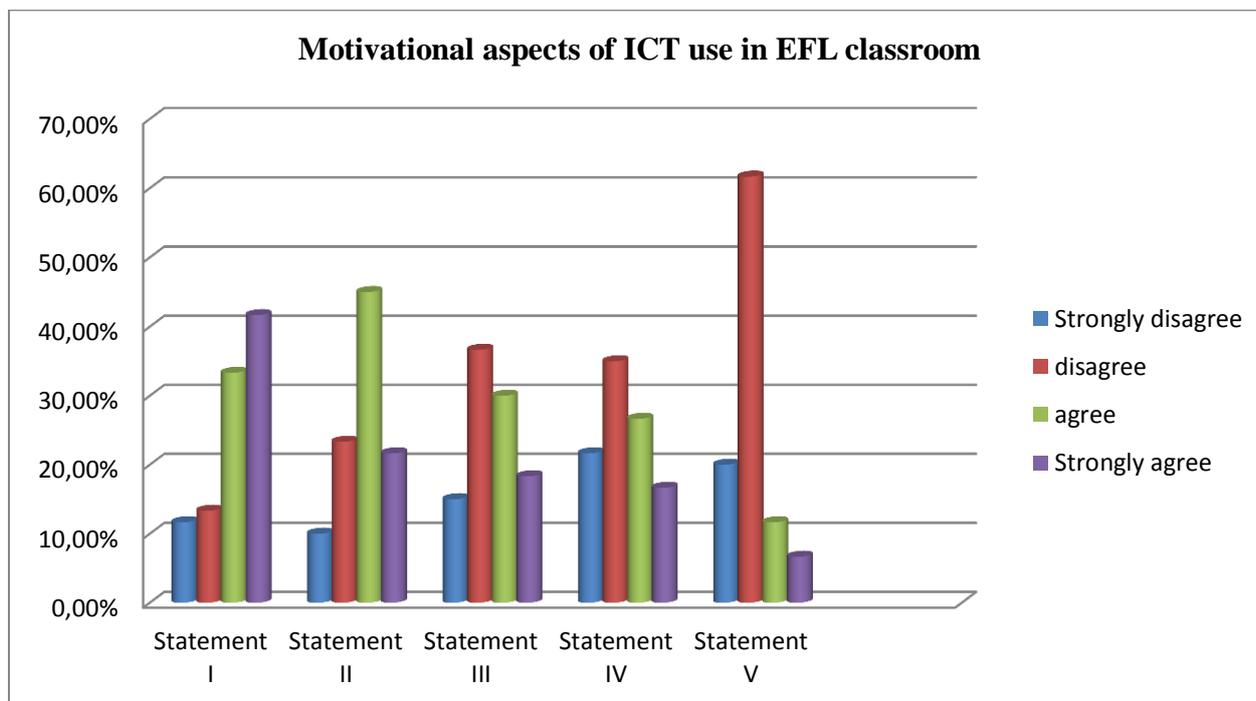
I found this ICT integration course of foreign language learning :

- 1. Empowering** – I had meaningful interactions with instructors and peers from different universities inside and outside my country.
- 2. Exciting** – I was inspired to find creative ways to work with the computer, mobile, tablet and on.
- 3. Methodic** – I was taught processes and procedures to follow for learning a foreign language
- 4. Relevant** – I acquired knowledge and skills from teachers’ techniques to prepare myself for learning a foreign language using ICTs
- 5. Validating** – I was encouraged to evaluate my previous experiences and cover my shortcomings in learning a foreign language using appropriate tools of ICTs

Table 4.2.1.3: Motivational aspects of ICT use in the EFL classroom

	<i>Strongly disagree</i>	<i>disagree</i>	<i>agree</i>	<i>Strongly agree</i>
<i>Statement I</i>	11,66%	13,33%	33,33%	41,66%
<i>Statement II</i>	10%	23,33 %	45%	21,66%
<i>Statement III</i>	15%	36,66%	30%	18,33%
<i>Statement IV</i>	21,66%	35%	26,66%	16,66%
<i>Statement V</i>	20%	61,66%	11,66%	06,66%

Table4.2.1.4: Motivational aspects of ICT use in EFL classroom



As for the first statement, 33.33% of the participants agree and 41.66% strongly agree that the context of the coursework was empowering to them. However, 13.33% of the participants disagree and 11.66% strongly disagree. That is to say, the major number of the participants (74.99%) generally agrees that the use of ICTs in the classroom is empowering in learning a foreign language.

As for the second statement, 45% agree and 21.66% strongly agree which means 66.66% generally agree that using technology in the classroom is exciting and inspiring in the courses and allows finding creative ways to work with the computers, mobiles, tablets and so on. However, 23.33% disagree and 10% strongly disagree with this statement. That is to say, 33.33% didn't admire the use of technology in the courses. They relate their disagreement of the use of ICTs to the teachers' misuse of technology and the lack of motivation.

As for the third statement, 30% of the participants agree and 18.33% of them strongly agree that the methods used in the delivery of the courses were relevant and prepared them very well for the real classroom. However, 36.66% of them disagree and 15% strongly disagree with the statement. That is to say, more than half of the participants (51.66%) didn't like the methods the teachers adopted in their courses. Most of Students assume that their disagreement to the teachers' way of teaching is due to the fact that teachers are not well entrained about the use of technology in the classroom which makes them unable to integrate different techniques and tools in their classes, besides to the lack of equipment in their institutions. This result is tested and justified in the teachers' answers about the questionnaire. Particularly, in the second question of the fifth part which is entitled "General self-assessment".

As for the Fourth statement, 16.66% of the participants strongly agree and 26.66% of them agree that many of the ICT teachers' designed courses integrate relevant examples and refer to experiences they can relate to. Meanwhile, 35% disagree and 21.66% strongly disagree with the statement. That is, 56.66% of the participants don't see that the teachers' course design as being well prepared to achieve their major goals that meet the needs of their students. This can be justified as a lack of the culture of integrating ICTs in the foreign language classroom. Yet, integrating ICTs in teaching and learning is not only a matter of software and hardware availability, but it is also a matter of having the culture of using technology in the classroom. This allows teachers and students alike to be integrated in the teaching/learning process very easily.

As for the last statement, 81.66% of the students don't see any difference between the traditional way of teaching and the modern one which is supposed to enhance learner's skills and abilities in foreign language learning. They claim that they were not able to evaluate their previous knowledge and experiences. They didn't see the move from teachers' centeredness to the learners' centeredness. Yet, they weren't able to uncover their shortcomings and improve their abilities to the extent they expected from ICTs to do.

In this question, students were also asked to give a short description to the courses they considered to be as good or poor examples of ICT integration in the foreign language classroom. Most of them pointed out that the reasons that made them unsatisfied or less content with some courses in which ICTs are integrated, to the teacher way of presenting the course. Most of them complained that some teachers do not know how to use the presentation

tools such as PowerPoint pedagogically. They do not focus their attention on students' understanding. They added: "teachers do not do too many efforts to realize their teaching aims. They just deliver their courses for the sake of delivery, not for the sake of us or our understanding; this makes us less content and feel uninterested."

To sum up, most of the participants (74.99%) agreed that integrating ICTs in the foreign language classroom is empowering and inspiring. However, their evaluation to the other aspects such as the methods used, relevance and validity. 51.66% didn't agree with the teachers' methods of integrating technology in the classroom. They don't see that there is relevance between the context of the course work and the methods adopted by teachers. Meanwhile, 81.66 % of the participants see that some of the teachers' courses are poorly designed and they don't provide skills and abilities to improve students' knowledge in the foreign language.

2- Cognitive Aspects of ICT Use in the EFL Classroom

ICTs can enhance the following cognitive skills which are very essential in the foreign language learning in the 21st century. Tick yes or no in the table below.

statements		yes	No
I.	Communication skills		
II.	Autonomy and critical thinking		
III.	Problem identification and solving skills		
IV.	Interpersonal and collaborative skills		
V.	Creativity and intellectual curiosity skills		

Table 4.2.1.5: Cognitive aspects of ICT use in the EFL classroom

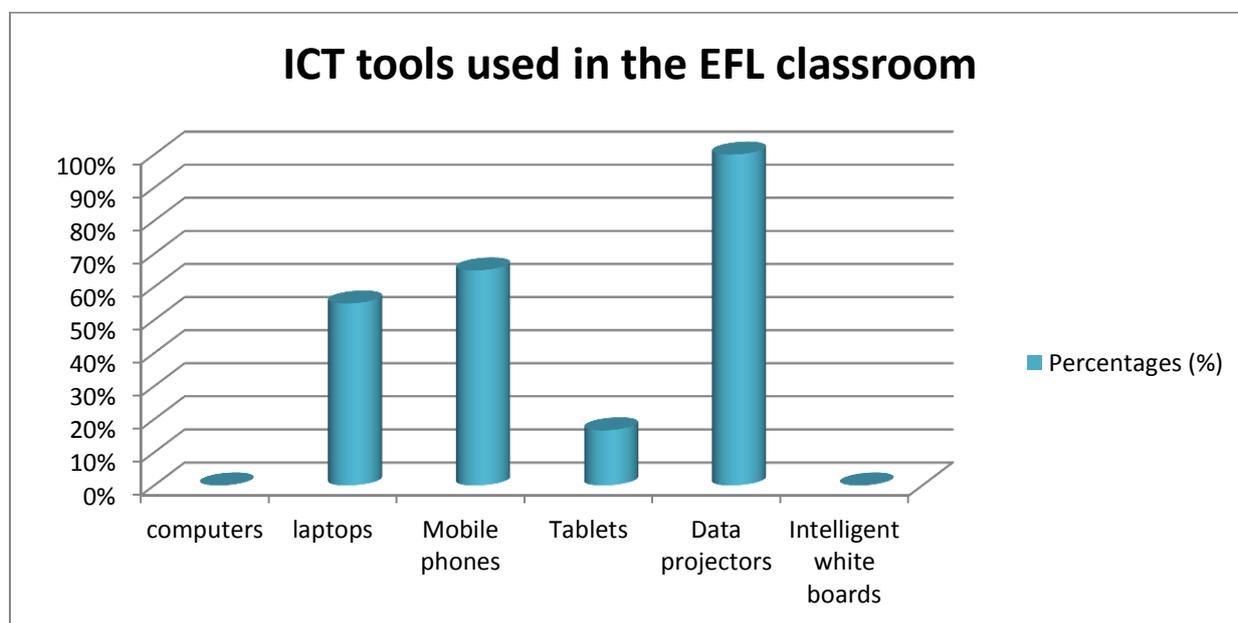
Concerning the cognitive aspects of ICT use in the EFL Classroom, all the participants agreed that ICTs can play a major role to enhance the cognitive skills which are very essential in the foreign language learning in the 21st century. Among these skills we mention: communicative skills, autonomy and critical thinking skills, problem identification and solving skills, interpersonal and collaborative skills, creativity and intellectual curiosity skills.

C: ICT Skills and Access in Learning a Foreign Language

The first question in this part was about the ICT tools students of English use in their language class. They were asked to choose among the following tools all that is available and used in their process of learning: computers, laptops, mobile phones, tablets, data projectors, and intelligent white boards. The results are presented in the table below:

ICT tools	Number of participants	Percentages (%)
computers	00	00%
laptops	33	55%
Mobile phones	39	65%
Tablets	10	16,66%
Data projectors	60	100%
Intelligent white boards	00	00%

Table 4.2.1.6: ICT tools used in the EFL classroom



As indicated in the table, there are no computers and no intelligent white boards. All that is available in the class is a data projector. 55% of the students use their personal laptops, 65% use their mobile phones. Meanwhile, 16.66% of them indicated that they use their tablets.

As a matter of fact, the availability of the hardware doesn't mean necessarily there is a real integration of the ICT resources in the foreign language teaching/learning process. To

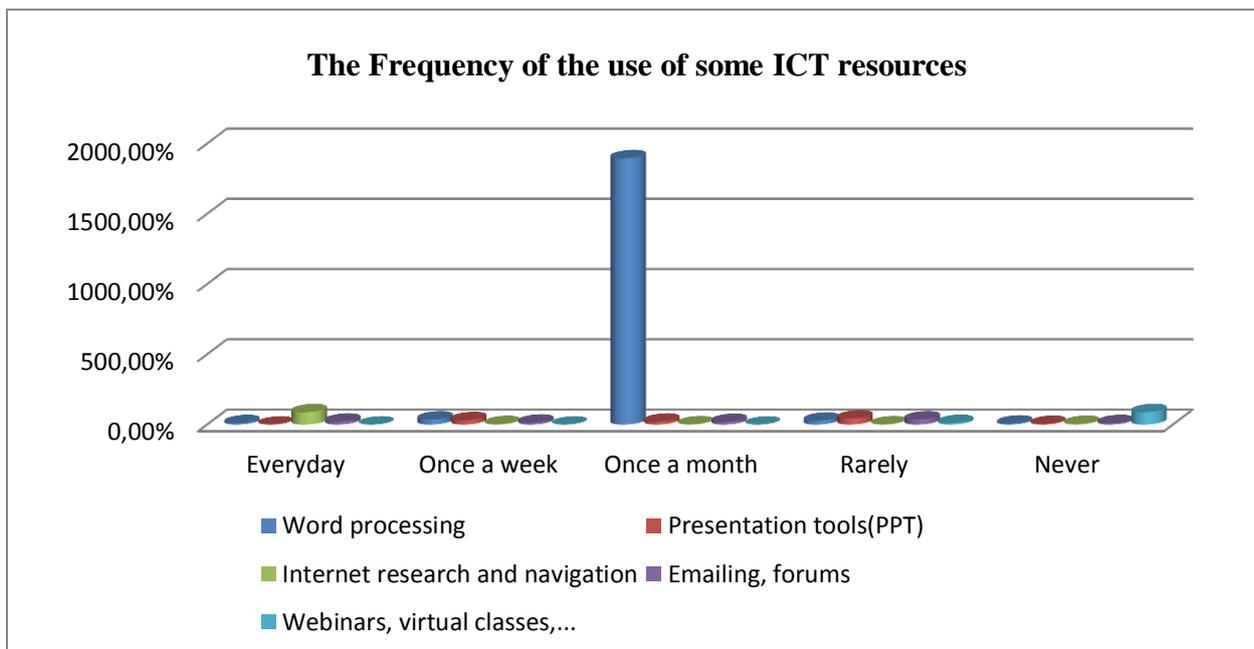
justify this assumption, students were asked to indicate the frequency of their use of some ICT resources and applications for the language learning. The results are shown in the table below:

	Every day	Once a week	Once a month	Rarely	Never
Word processing	06	21	11	18	04
Presentation tools(PPT)	00	18	14	25	03
Internet research and navigation	51	02	01	02	04
Emailing, forums	12	09	12	21	06
webinars, virtual classes,...	00	00	00	07	53

Table 4.2.1.7: The Frequency of the use of some ICT resources (numbers)

	Everyday	Once a week	Once a month	Rarely	Never
Word processing	10,34%	36,20%	18,96	27,58%	6,98%
Presentation tools(PPT)	00%	31,03%	20,68%	43,10%	5,17%
Internet research and navigation	87,93%	3,44%	1,72%	1,72%	5,17%
Emailing, forums	20,68%	13,79%	18,96%	36,20%	10,34%
Webinars, virtual classes,...	00%	00%	00%	11,66%	88,33%

Table 4.2.1.7: The Frequency of the use of some ICT resources (percentages)



As it is stated above, the results presented in this table justify that there is no real integration of ICTs in the foreign language field. First, 36.20% of the participants indicated that they use the word processing just a week, and (27.58%) indicated that they rarely use the word processing in learning a foreign language in the class. However, only 10.34% indicated that they use the word processing every day. Second, 43.10% of the participants which represents the highest percentage of participants indicated that they rarely use presentation tool such as power point in their studies. Meanwhile, 31.03% of them indicated that they use the presentation tools once a week, and 20.68% of them said that they use it only once a month. However, none of them said that they use it every day.

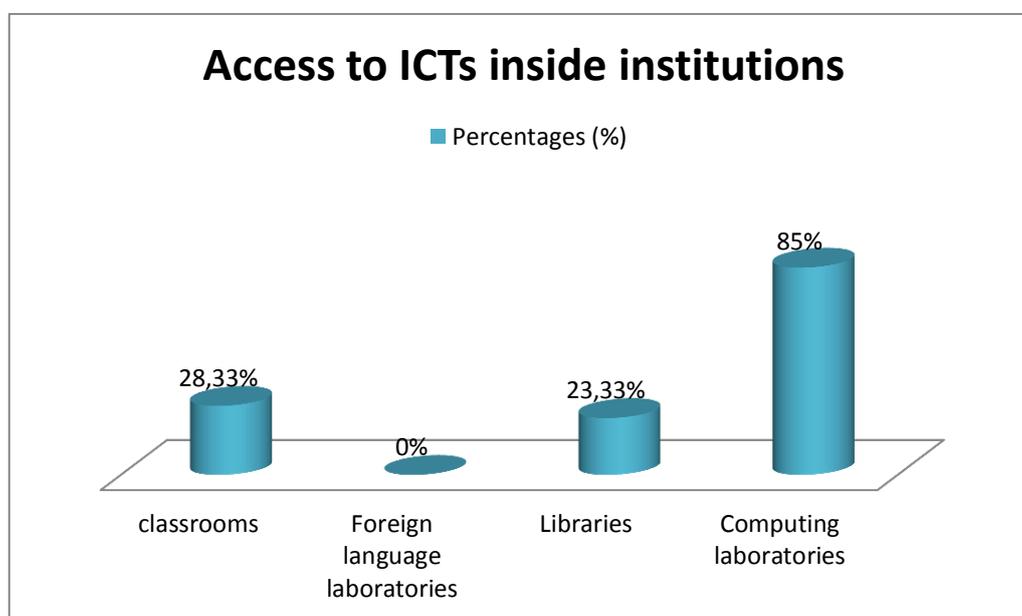
Third, concerning emailing and engaging in education forums, the majority of the participants again (36.20%) stated that they rarely use emailing or engage in forums of foreign language learning. Fourth, as for the webinars, virtual classes, and e-learning, 88.33% of the participants assumed that they never used such applications for learning a foreign language. The only exception in these frequencies is the use of internet for research and navigation. 87.93% of the participants claimed that they use internet research every day. This is due to the availability of 3G and 4G. The availability of internet is a real advantage for foreign language learners, but there must be a real intention from the educational staff to use it for the benefit of the learners.

Generally, the results presented in this table justified the fact that there is no real integration of ICT resources and applications in the foreign language classroom.

To have a clear overview about the ICT integration in institutions and colleges we asked students some other questions to stand upon the extent to which foreign language learners are permitted to have access to ICTs outside the classroom but inside their institutions. Students were asked whether they have access and use ICT tools and facilities in their institutions. Their answers are presented in the table below:

	Number of participants	Percentages (%)
classrooms	17	28,33%
Foreign language laboratories	00	00%
Libraries	14	23,33%
Computing laboratories	51	85%

Table 4.2.1.8: Access to ICTs inside institutions



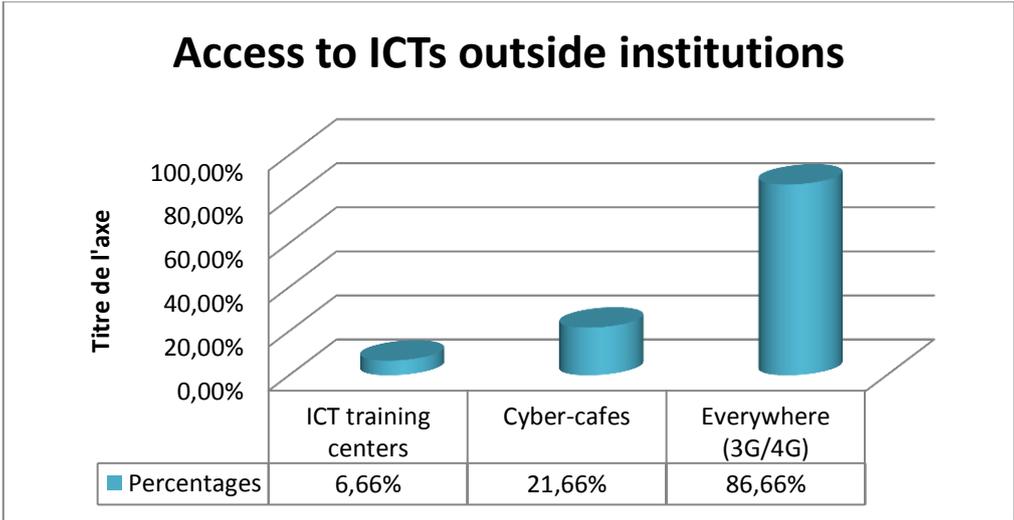
As presented in the table above 85% of the participants claimed that they have access to ICTs only in the computing laboratories. These labs are not meant for foreign language learning. Students of foreign languages have a module of ICTs in their yearly programs. It is meant for teaching students the basics of computing techniques not methods of using modern technologies in the foreign language teaching/learning process. Faculties of foreign languages must have their own laboratories devoted to foreign language teaching and learning. This is what seems unavailable in the university where this research has been conducted. No one among the participants claimed that s/he has access to foreign language laboratories where they can practice their language using modern technologies. Meanwhile,

23.33% of the participants indicated that they had access to ICTs in the institution’s library, and 28.33% of them indicated that they access ICTs in the classroom. Clearly, the percentage of using ICTs in the classroom sound very weak. This could be interpreted in two different ways: either the EFL teachers are not interested in integrating technology in their classrooms which means they have negative attitudes towards ICT integration, or, the nature of their subject matters force them not to use technology very often.

After having an overview about ICT integration in the foreign language classroom and institution, we tried to broaden our research more further to see the extent to which learning conditions out of institutions meet the needs of the foreign language learner of the 21st century. Participants were asked where else they could have access to ICT tools and facilities outside of their institution. The results as presented in the table below:

ICT resources	Number of participants	Percentages
ICT training centers	04	6,66%
Cyber-cafes	13	21,66%
Everywhere (3G/4G)	52	86,66%

Table 4.2.1.9: Access to ICTs outside institutions



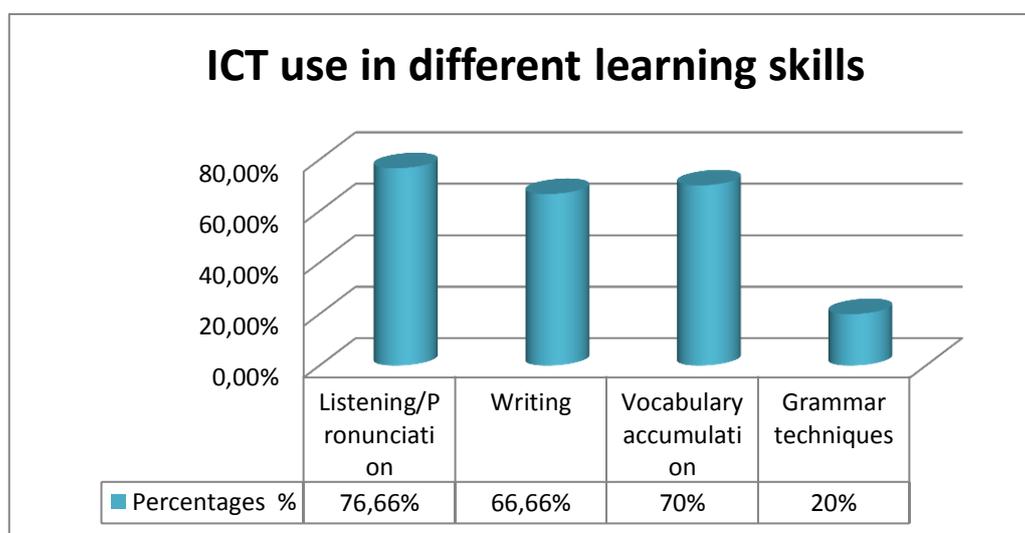
As presented in the table above, the majority of the participants (86.66 %) have access to 3G/4G internet. This advantage made students avoid Cyber-cafes; only 21.66% of the participants still go to the cyber-cafes to have access to internet and its related technologies. Meanwhile, there is a few of them (6.66%) had some ICT training in computing centres. These results indicate that Algeria has done a huge leap towards technology, but in the field of

education there still a need to a strict and clear strategy to get fully integrated in the technological education, especially in the field of foreign languages.

When the participants were asked in which of their subjects ICTs were used, the answers given in table (3.3.2) were obtained.

Learning skills	Number of participants	Percentages %
Listening/Pronunciation	46	76,66%
Writing	40	66,66%
Vocabulary accumulation	42	70%
Grammar techniques	12	20%

Table 4.2.1.10: ICT use in different learning skills



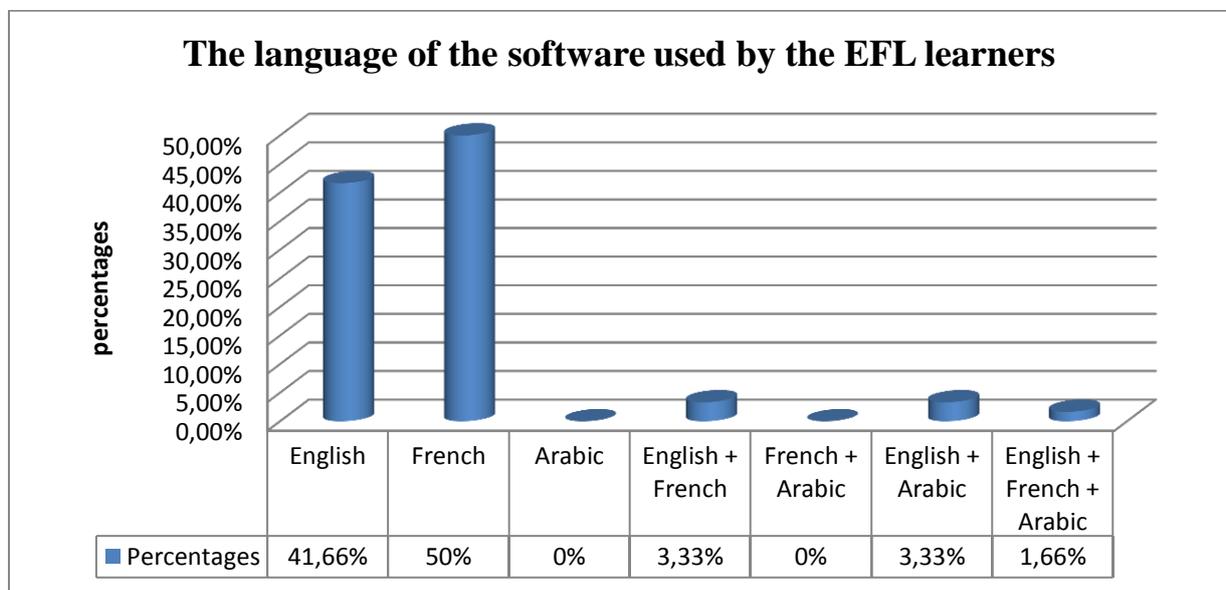
As indicated in the table above, 76.66% of the participants indicated that they use ICTs to enhance their listening and pronunciation skills. 70% of them use ICTs to enrich their vocabulary, and 66.66% use ICTs to improve their writing skills. But there is some, however, limited ICT use also in other subjects such as grammar techniques (20%).

It is worth noticing that the language of the software foreign language students used to deal with reflects the Algerian linguistic policy and the problem of foreign languages status, which is embodied in the language that students use spontaneously in their computers, laptops, tablets, and mobile phones. 50% use French only. 41.66% use English only. Some others shift from one language to another every now and then. 3.33% shift between English and French, 3.33% shift between English and Arabic. Unexpectedly, 00% of the participants use Arabic, and 00% of them shift between French and Arabic. Remarkably, though they are English language learners, they tend to use French more than English. And though English is the language of modern technologies and science, it is still

marginalized by its rival “French”. Yet, what seems spontaneous in this stage of learning was once positioned ideologically, and this is what is presented in the results in the table below.

Language of the software	Number of participants	Percentages
English	25	41.66%
French	30	50%
Arabic	00	00%
English + French	02	03.33%
French + Arabic	00	00%
English + Arabic	03	03.33%
English + French + Arabic	01	01.66%

Table 4.2.1.11: The language of the software used by the EFL learners



When we asked the participants why they have a tendency to use that language, the answers were as follows:

The English Users:

- ❖ *To improve their level in the language.*
- ❖ *It is a universal language.*
- ❖ *I want to learn new technical terms,*

- ❖ *I am an English language learner I want to use it everywhere.*
- ❖ *Since I am English language learner, I want to keep in touch with English everywhere so that I can practice what I am learning.*
- ❖ *I enjoy learning things using English. I love it.*
- ❖ *It is the language of technology. The language of the field of my study,*
- ❖ *Because it is the dominant language in the field of computing,*
- ❖ *To improve my language competence in English, to investigate goals,*
- ❖ *It is the language I master and it helps me improving my English in the technological field.*
- ❖ *I can easily understand it and I used to English from my first contact with ICTs.*
- ❖ *It is international language, easy to learn and acquire.*

The French Language Users:

- ❖ *It is the first foreign language we used to deal with and we still have a bias towards this language.*
- ❖ *I want to improve my French and enrich my vocabulary in this language.*
- ❖ *The dominant and the most useful language in our society.*
- ❖ *I found myself obliged to use French rather than English in this field more particularly.*
- ❖ *I learnt it from the primary school, and I am more familiar with French.*
- ❖ *It is my favourite language in the field of technology.*
- ❖ *It is the most common language in Algeria.*

Shifting Languages English and French:

- ❖ *To improve their language competence in both languages French and English and, I use French in my daily life and English in my courses and studies.*
- ❖ *I am interested in foreign languages this makes me shift between them from time to time.*
- ❖ *They are the most common languages in the field of technology.*
- ❖ *It is the second language in the country.*

English to Arabic:

- ❖ *I use Arabic because it is my native language, and English because it is my passion and the field of my study.*

D: General Self-assessment:

In this part of the questionnaire, students were asked to indicate the level of their skills in some ICT applications which are categorized in four categories:

The Basics: word processing, presentation tools: PowerPoint

Research: internet research and navigation

Social media: emailing, social networks, forums...

Educational networks: e-learning, webinars, and virtual classes,

These are nearly the most common ICT applications related to education and our students might be familiar with. Answering this question allows us having an overview about the extent to which our foreign language students are integrated into the educational technologies.

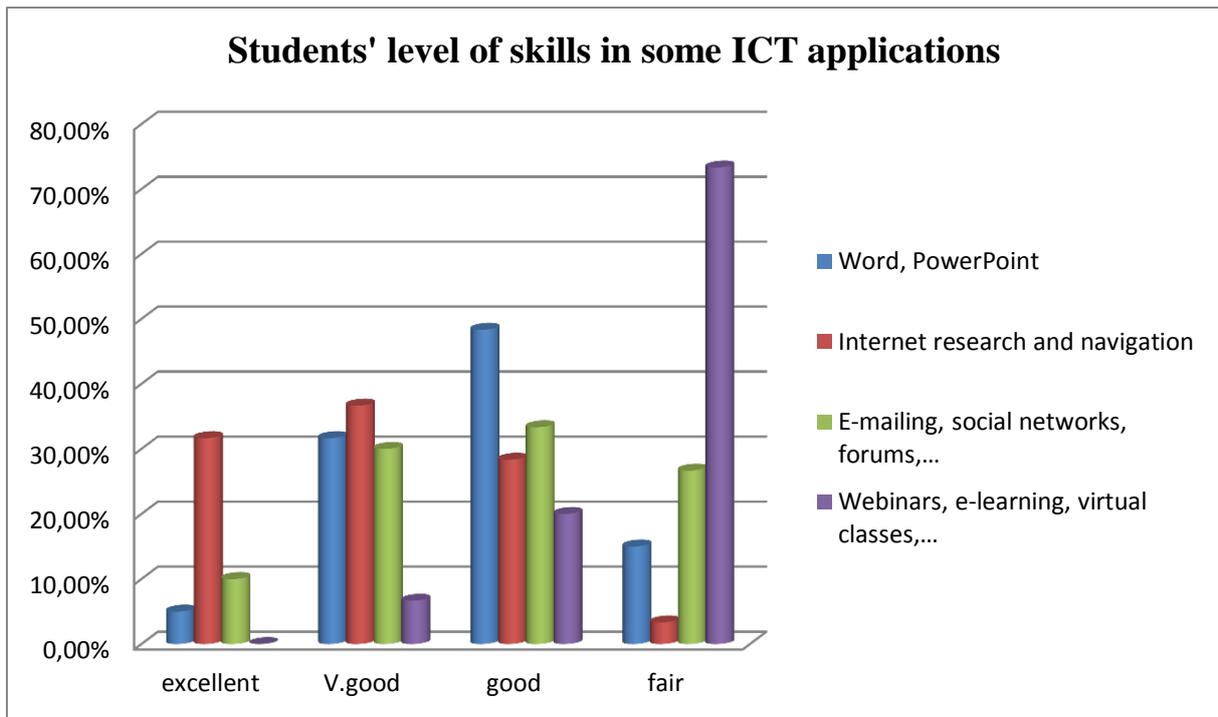
The results are deliberated in the table below:

	excellent	V.good	good	fair
Word, PowerPoint	03	19	29	09
Internet research and navigation	19	22	17	02
E-mailing, social networks, forums,...	06	18	20	16
Webinars, e-learning, virtual classes,...	00	04	12	44

Table 4.2.1.12 : Students' level of skills in some ICT applications (numbers)

	excellent	V.good	good	fair
Word, PowerPoint	05,00 %	31,66%	48,33%	15,00%
Internet research and navigation	31,66%	36,66%	28,33%	03,33%
E-mailing, social networks, forums,...	10,00%	30,00%	33,33%	26,66%
Webinars, e-learning, virtual classes,...	00,00%	06,66%	20,00%	73,33%

Table 4.2.1.12: Students' level of skills in some ICT applications (percentages)



As it is indicated in the table, the level of most of the participants in word processing and PowerPoint oscillates between good (48.33%) and very good (31.66%). Concerning internet research and navigation, the level of participants seems better than the previous applications (word and PPT). 31.66% indicated that they have an excellent level in internet surfing and navigation, 36.66% declared that they are very good in such field, and 28.33% said they are good internet navigators. Meanwhile, only 3.33% of them said they are fair navigators.

Concerning emailing, social networks and forums, 10% of the participants assessed themselves as being excellent in this domain, 30% of them said they are very good and 33.33% of them indicated that they are good. However, unexpectedly, 26.66% of the participants claimed that they are fairly engaged in the social media.

As for webinars, e-learning and virtual classes, the major number of the participants (73.33%) indicated that they are fairly skilled in such field. 20% of them assumed they have a good level in this domain. Meanwhile, only 6.66% indicated that they are very good, and no one of them claimed that s/he has an excellent level in these kinds of applications.

Generally speaking, the level of the participants oscillates between good and very good and to a less extent excellent in all first three categories. I.e. The basics, research and navigation, and the social media. Nevertheless, the major number of the participants is fairly engaged in the

educational networks and applications. As a result, we can sum up that foreign language students in Mostaganem University are very acquainted and skilled in the field of ICTs despite the lack of training and equipment in their institution. However, these skills and potentials in this field are misused. Students are needed to get the best out of them and to be guided to the right way of using the modern facilities technology may afford. Especially, when it comes to webinars, virtual classes and e-learning, foreign language teachers and the officials are required to create a real atmosphere that allows foreign language learners better practice their language and build educational bridges with students from other universities whether in Algeria or abroad.

Concerning the second question in this part, our participants were asked to describe the way they handle ICT resources, and the major roles ICT resources play in English learning process. They were asked to indicate how far they agree or disagree with the following statements:

a- Through ICTs I can interact with teachers/students from different colleges and faculties from different countries.

b- Using ICTs helps me manage information more effectively

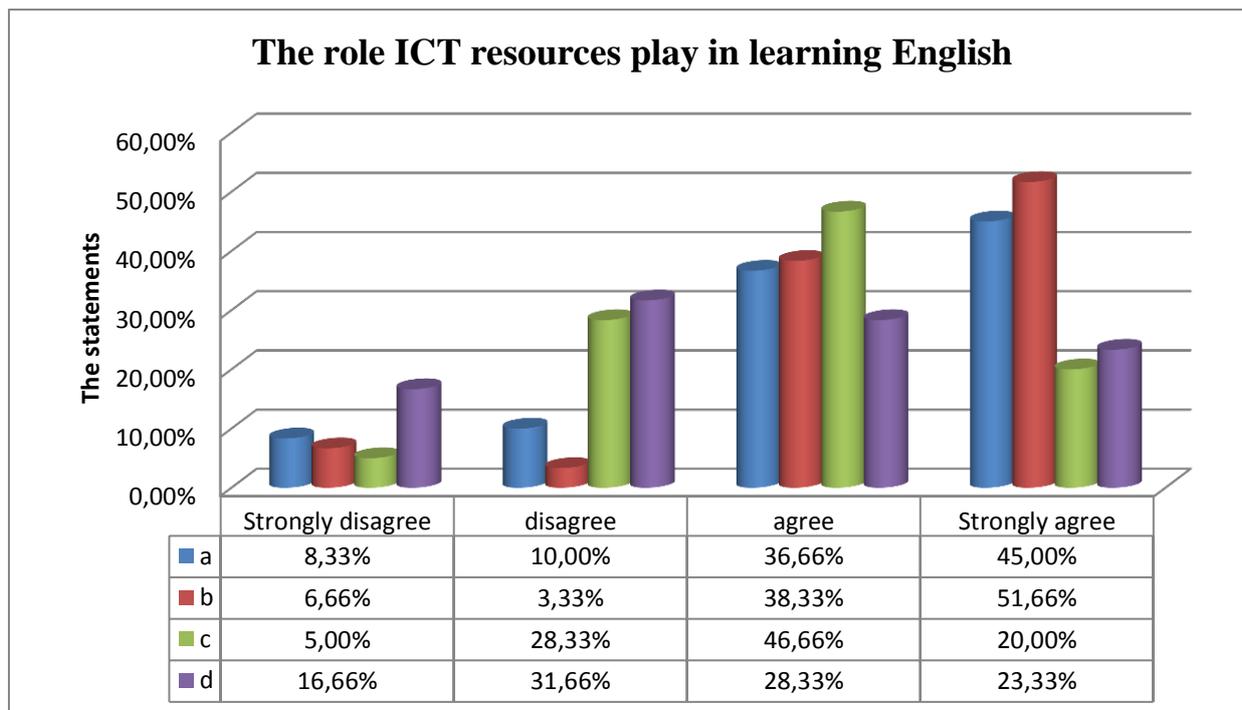
c- I find it easy to select the appropriate knowledge sources for my language learning

d- Using ICTs helps managing time.

The results of this question are presented in the table below:

	Strongly disagree	Disagree	Agree	Strongly agree
a	05	06	22	27
b	04	02	23	31
c	03	17	28	12
d	10	19	17	14
	Strongly disagree	Disagree	Agree	Strongly agree
a	08,33%	10,00%	36,66%	45,00%
b	06,66%	03,33%	38,33%	51,66%
c	05,00%	28,33%	46,66%	20,00%
d	16,66%	31,66%	28,33%	23,33%

Table 4.2.1.13: The roles ICT resources play in learning English



As for the first statement, most of the participants (45%+36.66%) agree that ICTs facilitate interaction between students and teachers from different colleges, faculties, and countries. This allows students and teachers alike improve their level in the foreign language and better understand the culture related to.

Concerning the second statement, 51.66% strongly agree and 38.33% agree with the fact that ICTs help students managing information more effectively. That is to say, allow them dealing with knowledge from different resources and of different opinions and stances. This creates a real sphere of autonomy and critical thinking.

As for the third statement, 46.66% of the participants agreed and 20% of them strongly agreed that ICTs facilitate selecting the appropriate resources necessary for the foreign language learning. These resources are books, articles, dissertations, websites, magazines, blogs, besides to the audio-visual tools such as videos, movies, documentaries, songs and so on. However, 28, 33% disagreed and 5% strongly disagreed with this statement. In other words, they find it difficult to select their appropriate knowledge sources for foreign language learning. This difficulty is due to the bunch of knowledge and resources available in the net. This knowledge is full of fake information, unreliable data, poisoned thought, deliberate wrongful ideas, and different ideologies. It is not that easy to deal with such amount of knowledge without serious control and guidance.

Concerning the fourth statement, only half of the participants (51.66%) believe that ICTs help managing time in the classroom. The second half of participants don't agree with the statement because of many reasons among which they mention slow speed of internet, teachers' lack of training, and the long yearly syllabi that make teachers running against the clock all the year-long.

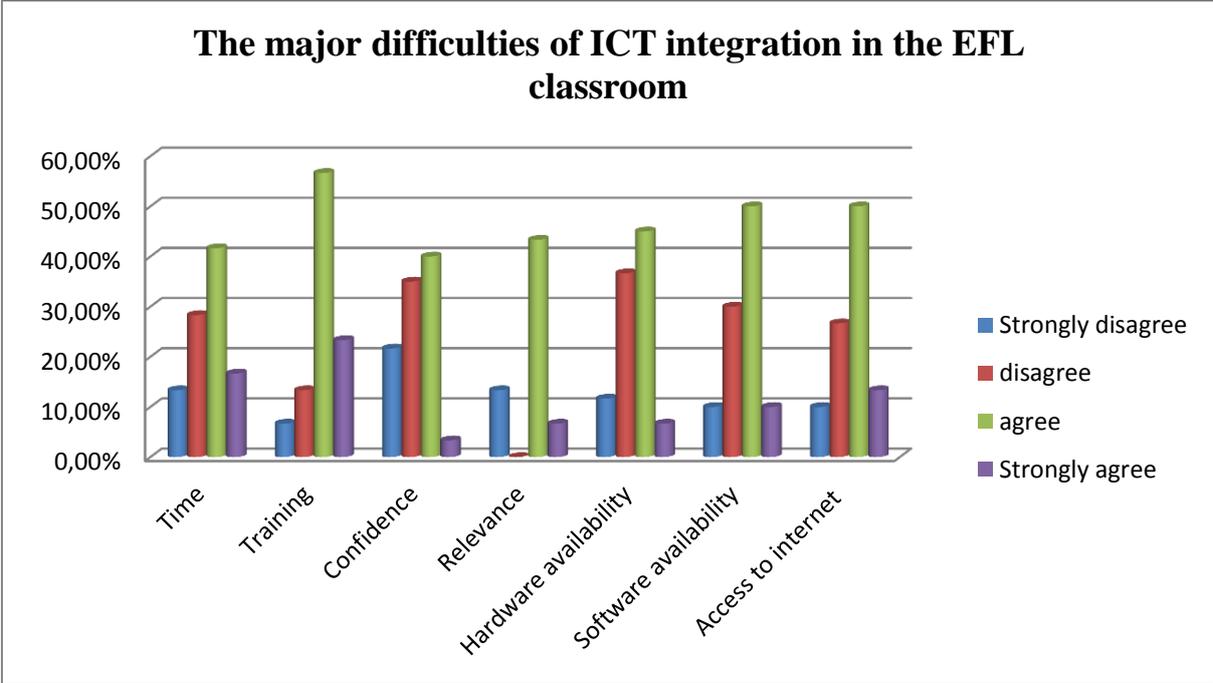
Concerning the third question of this part in which the participants were asked to determine the major difficulties in integrating ICTs in the EFL class. They were asked to indicate how far they agree or disagree with the following difficulties: time, training, confidence, relevance, hardware availability, software availability, and access to internet. The results are presented in the table below:

	Strongly disagree	Disagree	Agree	Strongly agree
Time	08	17	25	10
Training	04	08	34	14
Confidence	13	21	24	02
Relevance	08	22	26	04
Hardware availability	07	22	27	04
Software availability	06	18	30	06
Access to internet	06	16	30	08

Table 4.2.1.14: The major difficulties in ICT integration in the EFL class (numbers)

	Strongly disagree	Disagree	Agree	Strongly agree
Time	13,33%	28,33%	41,66%	16,66%
Training	06,66%	13,33%	56,66%	23,33%
Confidence	21,66%	35%	40%	3,33%
Relevance	13,33%	36,66%	43,33%	6,66%
Hardware availability	11,66%	36,66%	45%	6,66%
Software availability	10%	30%	50%	10%
Access to internet	10%	26,66%	50%	13,33%

Table 4.2.1.14: The major difficulties in ICT integration in the EFL class (percentages)



Among the seven difficulties mentioned in the table, time remains the major problem our students face when it comes to integrate technology in their sessions of foreign language learning. As indicated above in the table, 41.66% of the participants agree and 16.66% strongly agree that time raise a formidable challenge to the EFL learners when trying to integrate ICTs in their classes. However, 28.33% of the participants disagree, and 13.33% of them strongly disagree that time is a major difficulty for ICT integration in the EFL class. It is clear that the majority of our informants face a problem in time management. This problem is due to the fact that most of our students are not well trained and not experienced in using technology in their EFL class. The social background of the EFL learners is different and will remain raising a challenge to all the educational staff; decision-makers, teachers and learners. Yet, since the social background of learners is uncontrollable, democratizing education will remain an illusionary fact. Technology in this case can only mitigate the situation but never equalizing learning opportunities.

As for the training, most of our EFL learners are not trained and well-formed to use technology properly, either inside or outside the classroom. This is clearly demonstrated in their answers about our question. 56.66% of the participants agree, and 23.33% of them strongly agree that the lack of training cause them many difficulties when using technology which leads presumably to time mismanagement. The rest of the learners those who do not need training are very few. They are about 20% no more.

Another factor which might raise a problem to the EFL learners when using ICTs in the classroom is confidence. 40% of the informants agree and 3.33% strongly agree that confidence may play a considerable role in using technology in the classroom. They agreed on this claim in the sense that the more you are confident the more you manage your time and the more you reach your determined aims and goals. Meanwhile, more than the half of the informants (35% disagree and 21.66% strongly disagree) do not consider confidence as a major problem. For them, training is the major factor which raise so many difficulties among which the lack of confidence and time management. “Train us and we’ll gain our confidence all alone. All we have to do is preparation.” They say. This goes in line with the old saying: “practice makes perfect”.

Added to the above mentioned factors, the relevance between the content of the course and the kind of the tools integrated in the EFL classroom is of such an importance that it may affect students’ potentials for learning a foreign language. Half of the participants agree (43.33% agree and 6.66% strongly agree) that integrating ICTs in the EFL classroom must be relevant with the content of the courses prepared or delivered. However, the second half of them disagree (36.66% disagree and 13.33% strongly disagree) that relevance might be an issue of that importance.

As for the hardware availability, 45% of the informants agree and 6.66% strongly agree that the short availability of the hardware stands as a real obstacle against their endeavor to have a modern foreign language classroom that walks in line with the 21st century requirements. Nonetheless, there is a considerable number of the participants (36.66% disagree, 11.66% strongly disagree) face no problem with the hardware availability. Clearly, the inconsistency shown in the students’ answers is caused by the social differences among them. This is a serious problem that must be taken into account before any educational reform could be launched.

Concerning the software availability, 60% of the participants (50% agree, 10% strongly agree) declared that there is a short availability of the software, that is to say, no applications programmed specifically for foreign language learners. No websites administered by their teachers, no virtual classrooms, no specialists to entrain foreign language learners to handle ICTs. Yet, the software availability creates serious difficulties to most of foreign language learners.

Internet is one of the most significant factors in developing ICT skills in the EFL classroom. Yet, it still raises a formidable challenge to our educational staff. This is clearly deliberated in the students' answers about the extent to which internet access and speed stands as a major problem in developing ICT skills in the EFL classroom. 50% of the participants agreed, and 13.33% strongly agreed that internet access and speed are major difficulties to the successful integration of ICTs in the EFL classroom. Nevertheless, 10% of the participants strongly disagree and 26.66% of them disagree that internet access and speed raise major problems for them.

The last speed test of internet according to the global- index website (2020), Algeria ranked 138 among 139 country right before Palestine concerning the 3G and 4G internet. As for the fixed system ADSL of internet, Algeria ranked 173 among 176, right before Vanuatu, Venezuela, and Turkmenistan. This confirms the results of the questionnaire. 63.33% of the participants complain of such a problem of internet.

E/ ICT and Gender Relations:

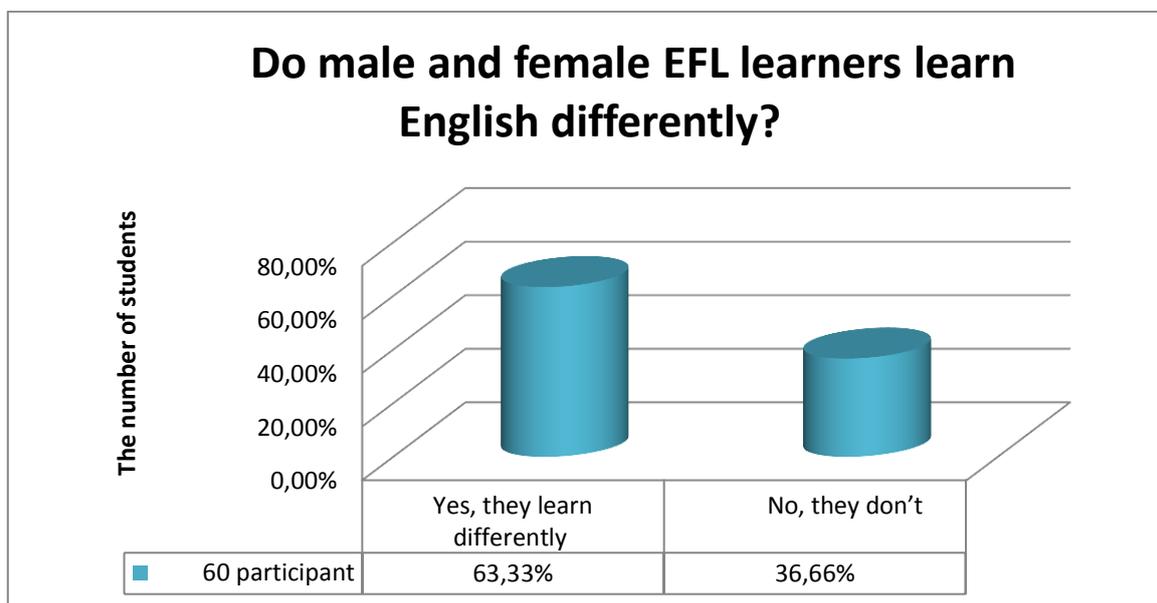
In this part, many questions have been raised and investigated thoroughly. Students were asked whether males and females learn a foreign language (English) differently. If yes, they were asked to explain briefly. We asked students as well whether they feel gender bias from their teachers in interaction and assessment. If so, what are the solutions? Could ICTs help handling such problem? They were also asked whether female students of English handle ICT resources to the same extent their male counterparts do. If yes, they were asked to explain. If no, they were asked to justify as well. They were asked as well about the kinds of classes they prefer; co-educational (mixed) or single (segregated) classes and why. Why do female students of English outnumber their male counterparts? Is it a matter of quantity or quality? That is to say, is it a matter of the demographic growth or a matter of the females' superiority on males in the field of foreign languages?

This part is meant to find an answer to the hypothesis which assumes that ICTs could decrease teachers' gender bias, further gender equalities and change students' attitudes towards language learning. Which in turn, tends to respond to Dale Spender(1982) and later Litosseliti's (2006) assumption that teacher-to-student classroom interactions produce and reproduce societal gender unequal power relations between male and female learners, as it opposes the second half of this assumption that teachers place girls at an educational disadvantage.

The first question of this part was about whether male students and their female counterparts learn English differently. The answer was as follows:

The number of students	Yes, they learn differently		No, they don't	
	Number	Percentages	Number	Percentages
60 participants	38	63,33 %	22	36,66%

Table 4.2.1.15: Do male and female EFL learners learn English differently?



As it is indicated in the table above, 63.33% of the participants, agreed that male and female learners learn English differently. The participants were asked to explain briefly their point of views. Some of their justifications were just as follows:

- ❖ Males tend to learn English from video games, sports, or action movies, while girls learn English from everything social.
- ❖ Males in per see don't learn the same way. So, it's not possible to claim that males and females learn a foreign language the same way.
- ❖ Female students seem to be more motivated to learn English than males.
- ❖ Females tend to show their emotional side in whatever things they do. Unlike males who are somehow strict and unemotional.
- ❖ Females seem to have more patience than males in all fields of learning.
- ❖ Males have their own way of thinking which totally different from females. This had been scientifically proved.
- ❖ Their interests and their critical thinking are different.

- ❖ In the field of languages, females seem to be more creative than their male counterparts.
- ❖ Males and females have different ways of understanding
- ❖ Generally, women are more attuned to languages than men. So, they learn it easily.
- ❖ I think females give much importance to details and the way they speak appropriate English.
- ❖ Females are more interested in learning and care about their studies more than males. It is well-known that males get bored so quickly in the classroom.
- ❖ Each one of them has his/her own style and techniques either in learning or teaching.
- ❖ Each gender has a method and a way of teaching and learning. I think females are better because they can be friendly easily.
- ❖ They have different styles of both teaching and learning. I think men are better in teaching because they have a strong personality.
- ❖ Since they are different in their behaviors, they learn differently and teach differently as well.
- ❖ Yes, they do learn and teach English differently because they differ in their methods, styles, and strategies.
- ❖ They have different concepts, beliefs and attitudes towards language use.
- ❖ Their sex explains their personality, and, teaching and learning are context bound.

However, 36.66% of the participants see it all the other way around. They don't see any difference between genders in teaching and learning a foreign language. They explained their stands as follows:

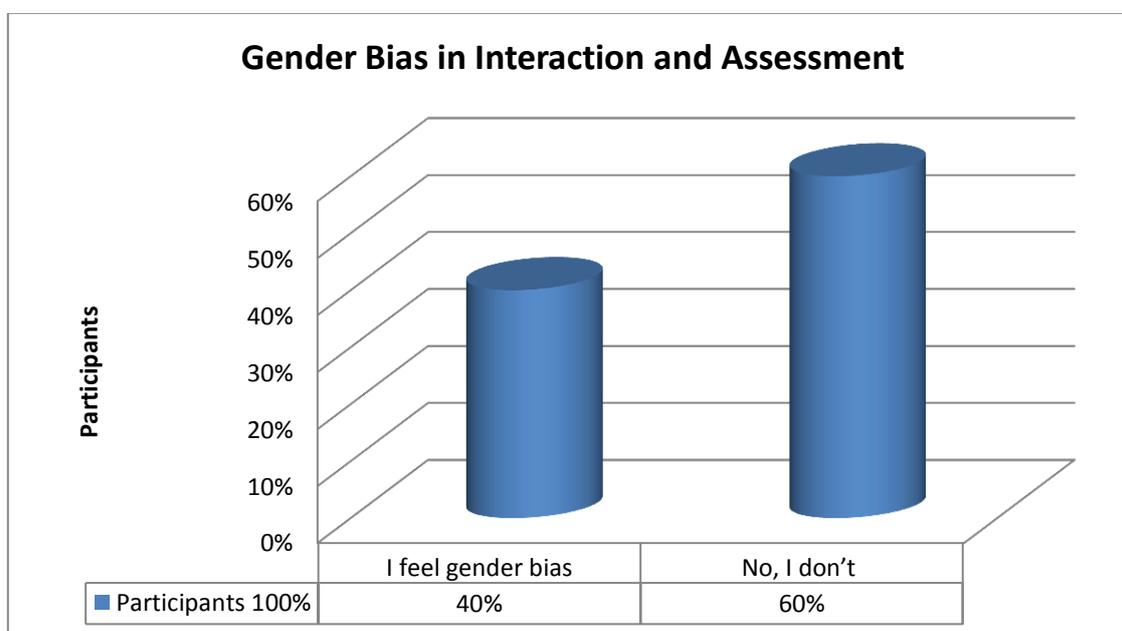
- ❖ It is not a matter of gender; it is a matter of goals, and the desire to fulfill them.
- ❖ It depends on the way a person receives and transforms information regardless of gender.
- ❖ It is not dependable on gender. It is all about being qualified and having the effective methods to teach or learn.
- ❖ I think that males and females teach and learn a foreign language similarly, because it has to do with the environment of the person but not gender.
- ❖ I think that teaching or learning a foreign language is all about each one's capacities.
- ❖ I don't believe in gender differences in language learning or teaching.
- ❖ I don't see the relation between gender and foreign language learning. If someone wants to learn English s/he will. I don't believe in gender discrimination.

- ❖ It is knowledge that determines the way a teacher teach, not gender.
- ❖ Whether the teacher is a male or female, learning o foreign language has to do with the experience of the teacher, the approach s/he uses during the lecture, and even the way s/he deals with students’ capacities.
- ❖ It is not about gender. It’s all about the teachers’ efficiency and the learners capacities.

The second question of this part was whether EFL learners feel gender bias in interaction and assessment. The answer is presented in the table below.

The number of students	I feel gender bias		No, I don't	
	Number	Percentages	Number	Percentages
60 participants	24	40%	36	60%

Table 4.2.1.16: Gender bias in interaction and assessment



As it is shown in the table above, 60% of the participants don't feel gender bias from teachers, neither in interaction nor in assessment. Meanwhile, 40% of them feel gender bias from their teachers. This number is very considerable that it can't be ignored. This is a serious problem that must be taken into consideration. Gender bias in the EFL classroom is caused by the lack of professionalism and it leads to students' demotivation and deterrence whether it is in interaction or assessment.

To handle such problem, the participants were asked whether ICT integration may help decreasing gender bias in the EFL classroom. The results are presented in the table below:

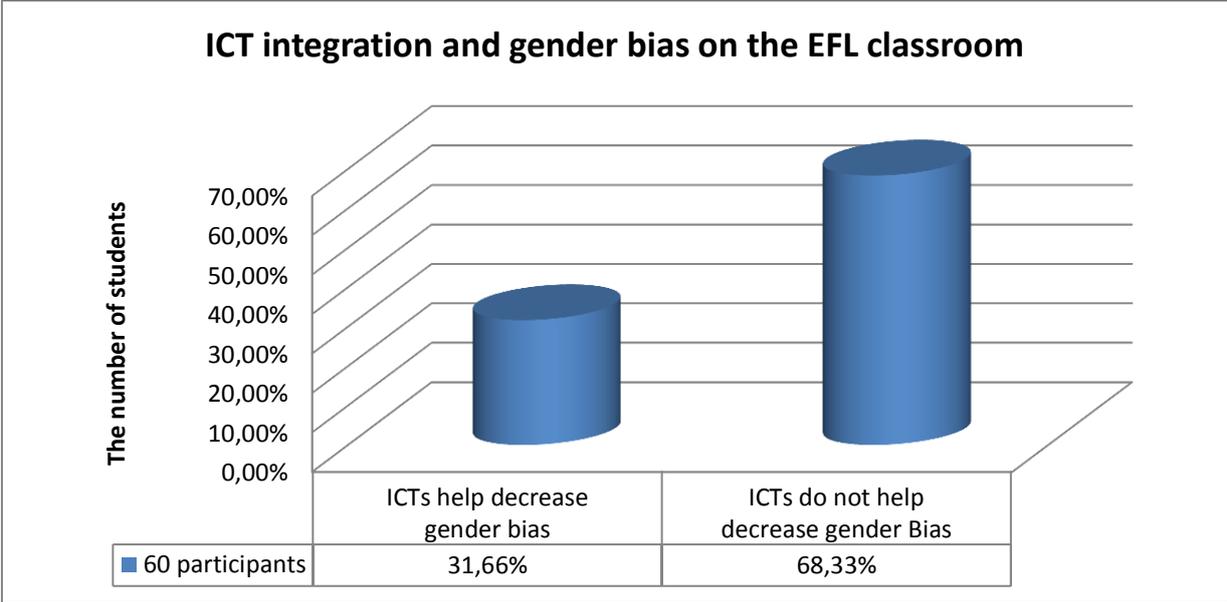
The number of students	ICTs help decrease gender bias		ICTs do not help decrease gender bias	
	Number	Percentages	Number	Percentages
60 participants	19	31.66%	41	68.33%

Table 4.2.1.17: ICT integration and gender bias in the EFL classroom

68.33% of the participants believe that ICTs could not solve the problem of gender bias. Those participants recognize very well that it is not a matter of the implemented methods or techniques. It is a matter of professionalism. That is to say, teachers' behavior and their ways of thinking are not technologically determined. They are culturally shaped and culturally bound. Yet, decreasing gender bias in the classroom requires changing teachers' minds before integrating ICTs in the classroom.

Meanwhile, 31.66% of them believe that ICT integration in the EFL classroom may help solving the problem of gender bias towards students. According to them, technological-based classrooms are a sphere to break the former traditions of the teacher-centered learning towards students-centered learning. Yet, students will be presumably integrated in the process of teaching/learning a foreign language. Gender, age, and the socio-cultural background will no longer be an issue for EFL learners. Up to some of the participants, ICTs may strengthen the weak, decrease gender bias, and be the voice of the unvoiced. Some participants believe that ICTs may change both the teacher's roles and attitudes and it gives students more opportunities to discover their optimal learning styles. Hence, problems of gender bias will be mitigated or even disappeared. In terms of examinations, students' answers could be corrected through technical applications. This gives more credibility to the process of assessment and helps teachers to avoid their biases and subjectivity.

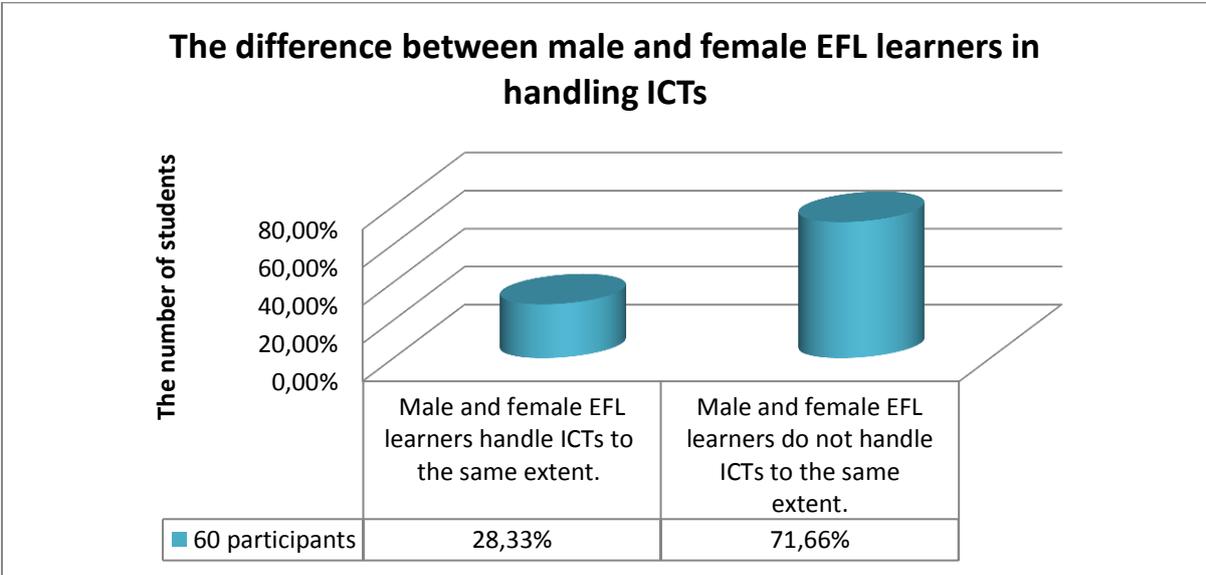
Clearly, both stances could be taken into consideration. Technology on its own cannot solve the problem of gender bias either in interaction or assessment, teachers socio-cultural background may play a significant role in such a case. ICT integration in the EFL classroom cannot be efficient unless the foreign language teachers adjust their attitudes and roles to the modern learner-centered and technology-based learning in which they remain guides on the side no more.



In the fourth question of this part, students were asked whether female students of English handle ICTs to the same extent their male counterparts do. They were asked to justify their answers as well. The answer is presented in the table below:

The number of students	Male and female EFL learners handle ICTs to the same extent.		Male and female EFL learners do not handle ICTs to the same extent.	
	Number	Percentages	Number	Percentages
60 participants	17	28,33%	43	71,66%

Table 4.2.1.18: The difference between male and female EFL learners in handling ICTs



71.66% of the informants answered that male and female EFL learners do not handle ICTs to the same extent. They said that there is a huge difference between the genders. Some of their justifications are as follows:

- ❖ Guys used to go to cyber coffees from their early childhood; they know many things related to computing, programming, and maintenance unlike the girls, they just know the basics.
- ❖ I think that male students can handle ICT resources better than female students because they are more interested in the field of ICTs.
- ❖ Generally, males are more interested in new technologies and more exposed to; meanwhile, females are exposed to some other activities.
- ❖ Male can handle ICT easily than females because they are more acquainted to.
- ❖ Female students care about the easiest side of the ICT resources. However, male students always prefer to go deeper when dealing with technology. Take the example of hackers. They are all males.
- ❖ They handle ICTs differently because they have different needs.

Meanwhile, the 28.33% of the participants those who see that both genders handle ICTs to the same extent justify their point of view as follows:

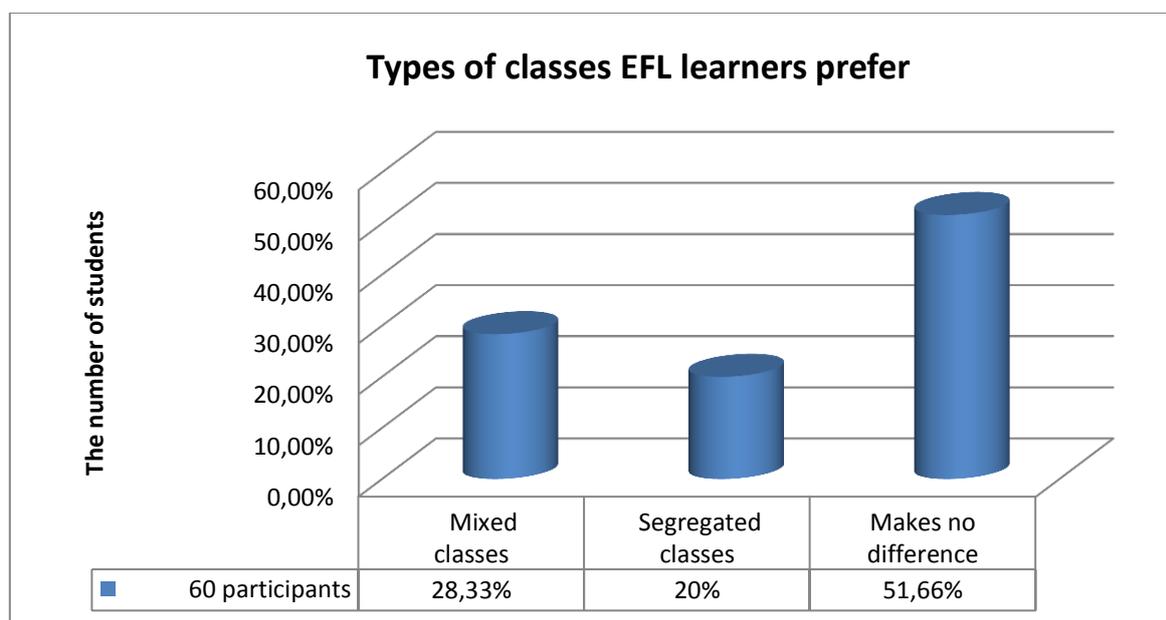
- ❖ In this time, both males and females are interested in ICTs and new technologies, and they have more access to ICT resources more than ever before.
- ❖ Technology is not gender dependent.
- ❖ It is not a matter of gender; it's a matter of experience.

Clearly, most of the participants agree that male and female EFL learners do not handle ICT resources to the same extent. They claim that males are more advantaged in this field which makes them more acquainted to new technologies and more interested in. Unlike their female counterparts who had less opportunities to access ICTs. Nonetheless, there are a few participants who do not see these differences or do not consider it as significant factors to make a difference between genders in handling ICT resources. According to them, handling technology is not gender dependent; rather, it is experience dependent. That is to say, it is not gender that makes the difference and makes boys advantaged in such field; it is experience that makes the difference. This fact can be proved in the next few years, especially now, access to ICT resources is no longer making a difference. Both genders are equally exposed to technology and having the same access to.

In the last question of this part, EFL learners were asked whether they prefer mixed or segregated classes, or it doesn't make any difference for them. The answer of this question is presented in the table below:

60 participants	Mixed classes		Segregated classes		Makes no difference	
	number	percentage	number	percentage	number	percentage
	17	28.33%	12	20%	31	51.66%

Table 4.2.1.19: Types of classes EFL learners prefer



As it is designated in the table above, 51.66% of the participants stated that the type of the class be it mixed or segregated, it doesn't make any difference for them. 28.33% of them prefer mixed classes. Meanwhile, 20% of them prefer the segregated classes.

Seemingly, Most of the foreign language learners participated in this questionnaire do not see that the type of the class can make a difference, according to them only knowledge, experience, learning styles and methods can make the difference. However those who prefer mixed classes or segregated ones have their own justifications as well.

The most significant justifications of those who prefer mixed classes are as follows:

- ❖ Mixed classes allow us learn from each other.
- ❖ Mixed classes are good to share both genders' points of view.
- ❖ The mixed classes are more active I guess, and it allows exchange ideas.

- ❖ Since the beginning of my study career I have been in mixed classes. So, I don't mind being in mixed classes.
- ❖ Mixed classes are richer in terms of ideas and knowledge.
- ❖ I prefer mixed classes because genders have tendencies towards each other's and this allows creating fruitful discussions in the classroom.
- ❖ I prefer the mixed ones because it is interesting to have two different perspectives in the same class.
- ❖ Though I have never experienced the other type of classes, I prefer the mixed ones.
- ❖ Different genders means different ideologies and different ways of learning. That is, more knowledge.
- ❖ There is no harm in sharing a class with the other gender. Both of us are human, and we seek learning.
- ❖ We live in a mixed society, and all that we need is how to communicate and treat each other.

Meanwhile, those who prefer segregated classes justify their points of view as follows:

- ❖ I feel embarrassed when I speak in public. So, single classes are better for students like me.
- ❖ It reduces pressure on us as female students. I feel that in a class dominated by males that they tend to dominate discussions. They are more aggressive in their discussions and views which make it harder for us to participate and understand.
- ❖ Mixed classes cause shyness to both genders and limit their contributions in the class.
- ❖ It is preferable for students of each gender to understand, participate, and interact freely.
- ❖ I prefer single classes because it helps interacting more easily.
- ❖ I prefer mixed classes in order to have no gender discrimination. All males and females are equal.

Though half of the respondents believe that learning a foreign language in co-educational or single classes does not make any difference for them, there is a considerable number of the informants who do not carry the same vision. Some of them see that single classes create the required atmosphere for both genders to feel more freedom and confidence to learn a foreign language. Whereas, some others prefer co-educational classes in the sense that it creates a suitable atmosphere to exchange ideas, abilities, and skills. These results make a one wondering if mixed classes could influence the way students learn a foreign language. If

yes, would it be positively as the proponents of this view justify it; or negatively as the opponents of this view claim. What if single classes may afford better results than the co-educational ones? In this respect, single classes are needed to be created to give equal opportunities to those who prefer this kind of classes as those who prefer co-educational ones, so as to analyse the results of both types of classes and stand on the differences. Hence, students of foreign languages would be free to suit themselves by choosing the kind they prefer.

As for the last question of this part, I tried to figure out why female students of English outnumbered their male counterparts. Is it a matter of quantity or quality? That is to say, is it a matter of the demographic growth or a matter of the females' superiority on males in the field of foreign languages?

Based on my experience as a student of English at Mostaganem University from 2007 until 2020, I consider my introspective data and observations as key elements in this research. Then, I work to prove these data and observations depending on the results taken from the questionnaire and students' mark scripts analyses.

Clearly, female students of English are advantaged quantitatively; this is due to the fact that female students of English outnumber male counterparts. In this case, teacher-to-students classroom interactions produce societal gender unequal power relations between male and female learners, but not due to teachers' preferential treatment of boys while placing girls at an educational disadvantage as Dale Splender (1982) and Litossiliti (2006) claim. On the contrary, teachers will find themselves obliged to position females of English at an educational advantage. Especially in interactions when they inevitably interact more with females than males.

But to interact more with females because of number does not mean they are advantaged qualitatively. It may return back to the demographic factor. That is, if it happens to have a balanced classroom in which male students of English are equal in number to female counterparts, will female students be advantaged in interaction?

In this case, we have two hypotheses:

First, female students might be disadvantaged. This clearly supports Dale Splender and Litossiliti's assumption.

Second, Female students might be advantaged. And this is what contradicts with Splender and Litossiliti's assumption.

To verify the soundness of these hypotheses and to obtain reliable data that serves the study objectives, I considered English students' mark scripts as authentic materials for testing whether female students are more competent in languages than males according to their marks and averages. I have taken the last five years Master students' mark scripts, mainly of those ranked on top of their promotions from 2014 to 2019 (the top ten). The results are detailed in the table below:

School year	Fields of interest	Males	Females
2014-2015	British Civilization	02	08
	Literature and Anglo-Saxon Civilization	01	09
	Sociolinguistics and Gender Studies	02	08
	Didactics and Applied Linguistics	01	09
2015-2016	British Civilization	01	09
	Applied Linguistics	03	07
	British Literature	04	06
	Language and English Linguistics	01	09
	English Didactics and Applied Linguistics	03	07
	Literature and Anglo-Saxon Civilization	03	07
	Sociolinguistics and Gender Studies	03	07
2016-2017	Applied Linguistics	03	07
	Language and English linguistics	00	10
	English Didactics and Applied Linguistics	00	10
	Literature and Anglo-Saxon Civilization	03	07
	Sociolinguistics and Gender Studies	00	10
	British Civilization	05	05
	British Literature	02	08
	Psycholinguistic Questions in ELT	01	09
2017-2018	Didactics and Applied Linguistics	03	07
	Didactics of Foreign Languages	04	06
	Literature and Interdisciplinary Approaches	02	08
	Language and Communication	02	08
	Linguistics	05	05
	Literature and Civilization	01	09

	Language science	02	08
2018-2019	Didactics and Applied Linguistics	01	09
	Didactics of Foreign Languages	01	09
	Literature and Interdisciplinary Approaches	01	09
	Language and Communication	05	05
	Linguistics	03	07
	Literature and Civilization	01	09
	Language Science	02	08

Table 4.2.1.20: Master students rankings according to their mark-scripts

Concerning 2014-2015 school year, from a total of 40 brilliant students from four different fields of interest in which we considered only the top ten students of each specialty, there are 6 male students and 34 female students. That is 15% males and 85% females.

Concerning 2015-2016 school year, from a total of 70 brilliant students from seven different fields of interest in which we considered only the top ten students of each specialty, there are 18 male students and 52 female students. That is 25.71% males and 74.28% females.

Concerning 2016-2017 school year, from a total of 80 brilliant students from eight different fields of interest in which we considered only the top ten students of each specialty, there are 14 male students and 66 female students. That is 17.5% males and 82.5% females.

Concerning 2017-2018 school year, from a total of 70 brilliant students from seven different fields of interest in which we considered only the top ten students of each specialty, there are 19 male students and 51 female students. That is 27.14% males and 72.85% females.

Concerning 2018-2019 school year, from a total of 70 brilliant students from seven different fields of interest in which we considered only the top ten students of each specialty, there are 14 male students and 56 female students. That is 20% males and 80% females.

In the bottom line, during the last five years, most of the EFL students who ranked on top of their promotions in all fields of interest are females. This makes female English learners qualitatively advantaged.

From these results, female students of English seem to be quantitatively and qualitatively advantaged. Obviously, these results oppose the first hypothesis which supports Splender and Littossiliti's claim. In this line of thought, the assumption that teacher-to-

students classroom interactions produce societal gender unequal power relations between male and female learners, due to teachers' preferential treatment of boys while placing girls at an educational disadvantage as Dale Splender(1982) and Litossiliti (2006) claim, does not fit in the context of EFL classrooms.

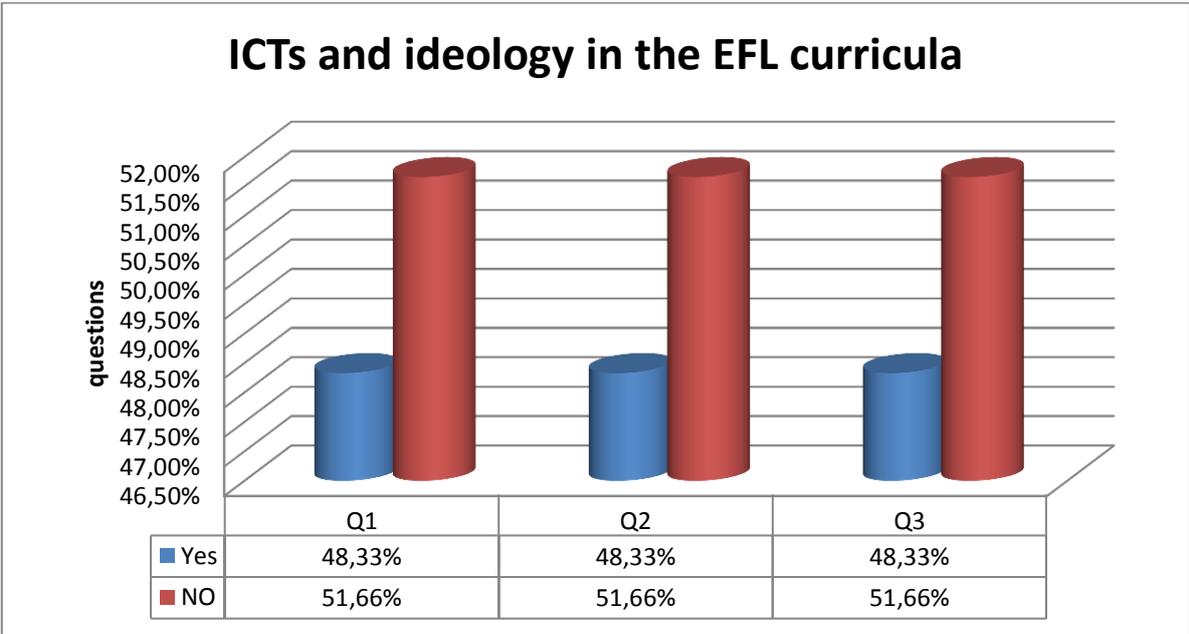
The fact that female students of English are more competent than males returns back to two major reasons; nature and nurture (socialization). Nature in the sense that females biological format allows them to be more advantaged in foreign language learning which goes against the process of nurturing or socializing individuals on some beliefs. That is, our own socialized views of gender differences will impact our foreign language teaching and learning. Yet, our socialization as gendered beings has an influence on our own learning and teaching styles. Foreign language teachers should give students many opportunities to discover their optimal learning styles, they have to be vigilant of their own subconscious biases and expectations which might be manifested in the ways they treat their students in the classroom. This is what a considerable number of the participants in this research believe to be accomplished through ICTs. They believe that ICTs can play a major role in changing teachers' attitudes towards language teaching and learners' attitudes towards language learning. That is to say, dissocialize the gendered beings of both teachers and learners alike. Hence, decreasing teachers' gender bias and furthering gender equalities in the classroom whether in interaction or in assessment.

F/ ICT and Ideology in the EFL curricula:

The students of English as a foreign language were asked whether they see that there is an ideology or a political power exercised through the EFL curricula in the Algerian university. If yes, they were required to give some details. Yet, right after, in the second question, they were asked if there is a way to escape or deal with ideologies and to give some propositions on the way to raise a challenge against to. After that, they were asked if technology and ICT resources may raise a challenge to ideologies exercised through foreign language curricula, be it implicit or explicit. If yes, they were required to give some explanation. The table below represents the findings of these questions.

Questions	Yes		No	
	Numbers	Percentages	Numbers	Percentages
Q1	29	48.33%	31	51.66%
	29	48.33%	31	51.66%
Q2	29	48.33%	31	51.66%
	29	48.33%	31	51.66%
Q3	29	48.33%	31	51.66%
	29	48.33%	31	51.66%

Table 4.2.1.21: ICTs and ideology in the EFL curricula



As for the first question, 48.33% of the participants claimed that there is an ideology or a political power exercised through the EFL curricula. The same number of participants believed that there must be a way to escape such an ideology, and the same number believed that ICT integration in the EFL curricula would be the best solution might have taken place in the university stratum. This rate of participants believed that internet and more particularly social media can raise a challenge to all kinds of ideologies. Through Facebook or twitter for instance, students can form different communities of practice that can be an important vehicle for breaking through all kinds of ideologies and barriers of knowledge sharing. A Community of Practice is defined as “a group of individuals who regularly engage in sharing and learning based on their common interests or methods of working. Within communities, individuals

interact with one another to solve problems, test new ideas, learn about new developments in their field and build a sense of affiliation with others in similar circumstances.” Lesser and Fontaine (2004, p15).

Lesser and Fontaine assume that there are two types of individuals lie at the heart of knowledge sharing: knowledge seekers those who are looking for knowledge, and knowledge sources those who either have the knowledge the seeker needs or who can point the seeker to another knowledge source. According to them, effective knowledge sharing happens when applicable networks are put together between one or more of these gatherings. Cross, Parker, Prusak and Borgatti (2001) highlight four common barriers to knowledge sharing that CoPs help overcome:

- **Awareness:** Making seekers and sources aware of their respective knowledge.
- **Access:** Providing the time and space for seekers and sources to connect with one another.
- **Application:** Ensuring that the knowledge seeker and source have a common content and understanding necessary to share their insights.
- **Perception:** Creating an atmosphere where knowledge sharing behaviours between seekers and sources are respected and valued.

Yet, virtual communities of practice which is formed through the social media can overcome such barriers more easily than any other forms of communities of practice.

Some participants hold different views about ideology in the foreign language curricula and the role ICTs may play in challenging such an ideology. Here are some of their presumptions:

- ❖ *ICTs are exposed windows of exchanging ideas and shaping thought.*
- ❖ *ICTs are gates for raising awareness, and only awareness can raise a challenge to all sorts of ideologies among which that is exercised through foreign language prospectuses.*
- ❖ *Changing the whole curricula and integrating ICTs in all fields of learning may make a change. Social media may play significant role in raising awareness and shaping critical thought for students and teachers of all educational strata.*
- ❖ *The language of the oppressor in the language of the oppressed.*
- ❖ *Teach English through your own culture.*

- ❖ *There is no better way to escape the ineluctable ideologies than creating scholarships for students and giving them more chances to discover the others' cultural aspects. This can happen as well through virtual communities of practice such as virtual language rooms and virtual cultural rooms.*
- ❖ *Generally, the political systems practise their agendas through educational curricula without taking into consideration the generations' actual social needs.*
- ❖ *Ideologies are positioned by political powers to achieve several types of agenda. These ideologies can only be defied by other political powers. That is to say, ideologies can be challenged by ideologies alone. Yet, education is the best way leading to moulding individuals' way of thinking, and it is the battle field of the political powers in which students are victimised.*
- ❖ *ICTs open the doors of freedom and autonomy.*
- ❖ *Teaching a foreign language is not necessarily teaching the ideologies related to. Feminism is a case in point. Some ideologies are directed to change the social norms and values.*
- ❖ *ICTs can be a two edged sword. They can raise a challenge to ideologies exercised through foreign language curricula, as they can play a major role in spreading and widening such ideologies.*

However, and unexpectedly, 51.66% of the participants assumed that there is no ideology exercised upon learners through their EFL curricula. Those participants believed that ICTs has nothing to do with ideology. The teachers' answers about these questions will give some reliability to the students' ones or refute their assumptions.

G/ ICTs and Culture in the EFL Classroom

In this part students were asked to indicate the extent to which they agree with the following statement:

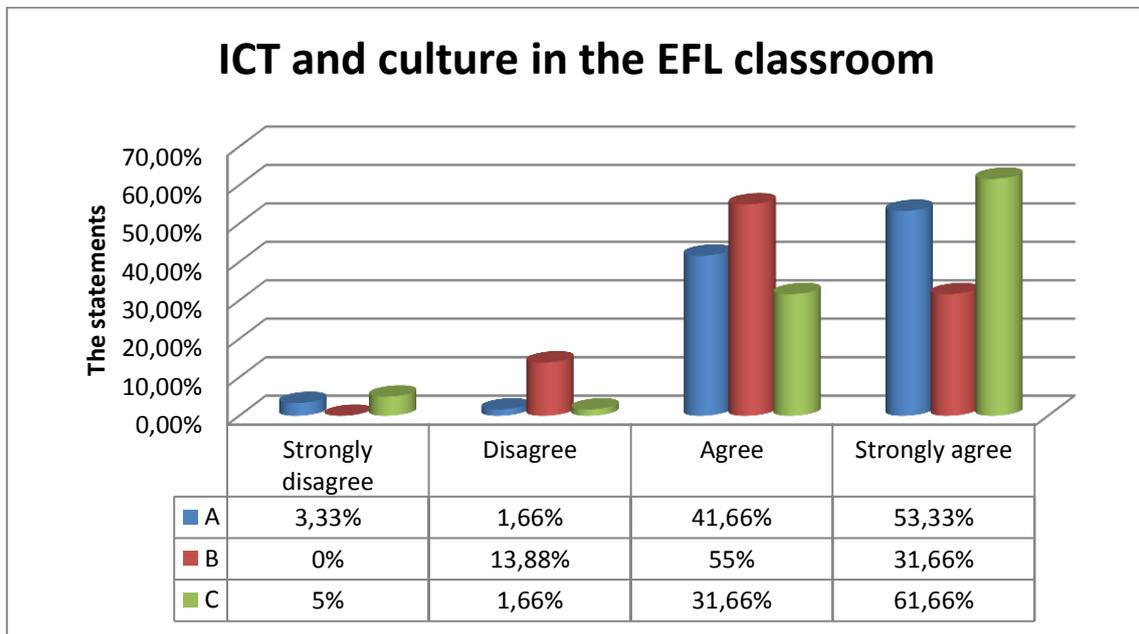
ICTs may help solving all the culture problems related to language:

- A. ICTs may help negotiating the giving-taking process of cross-cultures.
- B. Fosters learners' third place.
- C. Raise students' awareness of language as a socio-culturally determined

Whatever the extent to which they agree or disagree, foreign language learners were required to justify their answers. The findings are presented in the table below:

statements	Strongly disagree	Disagree	Agree	Strongly agree
A	3,33%	1,66%	41,66%	53,33%
B	00	13,88%	55%	31,66%
C	05%	1,66%	31,66%	61,66%

Table 4.2.1.21: ICT and Culture in the EFL Classroom



95% of the participants (41.66% agree and 53.33% strongly agree) agreed that ICTs can play a significant role in negotiating the giving-taking process of the cross-cultures. 86.66% of them (55% agree and 31.66% strongly agree) agreed that ICTs can foster learners' third place, and 93.32% of them (31.66% agree and 61.66% strongly agree) claimed that ICTs are means of raising students' awareness of language as socio-culturally determined.

However, only 5% of the participants (3.33% disagree and 1.66% strongly disagreed) didn't agree with the first statement. 13.88% of them disagreed with the second statement, and 6.66% of them (1.66% disagree and 5% strongly disagree) disagreed with the third statement.

Participants who agreed that ICTs help solving all the cultural related problems justify their answers as follow:

- ❖ *ICTs make the access to the foreign content easier, faster, and more stimulating. I.e., effective.*
- ❖ *ICTs give you the opportunity to communicate with others from different countries which means different sociocultural values and practices.*

- ❖ *Through ICTs, people can negotiate the cultural related problems anytime anywhere.*
- ❖ *ICTs facilitate interaction between peoples all over the world.*
- ❖ *ICTs are very helpful means to learn a foreign language and to find answers to all the cultural questions related to.*
- ❖ *ICTs allow you to be in touch with the Other, help you learn from them just like being among them.*
- ❖ *In the classroom, only technology can help both learners and teachers dealing with the cultural problems, shocks, or clashes.*
- ❖ *ICTs strengthen our cultural literacy.*
- ❖ *The sociocultural aspects are very important in learning any foreign language. ICTs can help learners dealing with the cultural side of language.*
- ❖ *ICTs are open gates to the outer world.*
- ❖ *ICTs help raising students' intercultural awareness.*

4.2.2. Teachers' Questionnaire Analysis

Dealing with foreign language learning is by essence dealing with foreign language teaching. Yet, the goal of this questionnaire is to see how far the teachers' answers are compatible with the answers of their foreign language learners when investigating the role of ICTs in the EFL classroom and its efficiency in the aforementioned entities. The teachers' answers can give more reliability to the students' ones. Besides, their perception of ICT integration in the classroom can be more insightful and their understandings to notions such as ideology, culture, and gender can be more discerning.

A: Demographic Questions:

The teachers' age varies between 32 and 48 years old. The sum of this group includes 20 teachers of English. They teach different subject matters in the department of English in Mostaganem University. The language of instruction in the institution is English.

B: Teachers' ICT Training:

In the first question of this part, teachers were asked whether they had training on ICT use in foreign language teaching. They were asked to indicate the duration of their training on the most common tools and applications used in the foreign language classroom in the Algerian context (word processing, presentation tools e.g. Power-Point, internet research, emailing, educational networks, forums, E-learning and video conferencing). The Results are presented in the table below:

ICT resources	Duration				
	Two weeks	month	semester	year	never
Word processing	02	02	00	00	16
Power point	02	00	00	00	18
Internet research	04	02	00	00	14
e-mailing, forums, chat	02	02	00	00	16
e-learning, video conferences	00	00	00	01	09

Table 4.2.2.1: ICT use and duration of training received (numbers)

ICT resources	Duration				
	Two weeks	month	semester	year	never
Word processing	10%	10%	00%	00%	80%
Power point	10%	00%	00%	00%	90%
Internet research	20%	10%	00%	00%	80%
e-mailing, forums, chat	10%	10%	00%	00%	80%
e-learning, video conferences	00%	00%	00%	00%	90%

Table 4.2.2.1: ICT use and duration of training received (percentages)

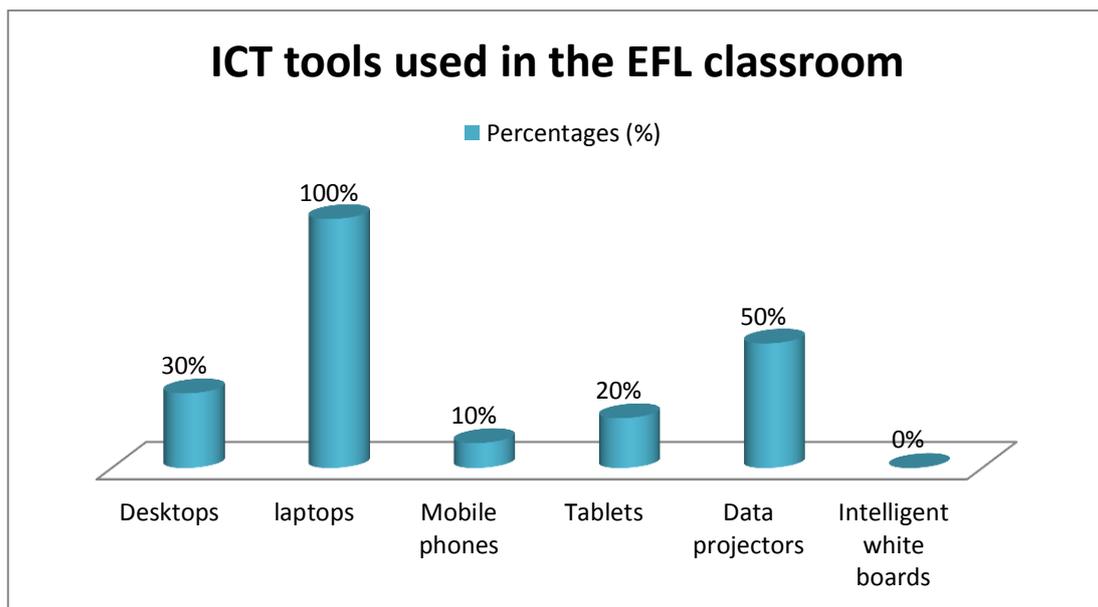
The results show that the majority of teachers (80% to 90%) received no training on the above mentioned tools and applications. Meanwhile, (10% to 20%) of them had training on some of those ICT resources such as word processing, power-point, or emailing. The period of training lasted from two weeks to a month at best. Most remarkably, the EFL teachers never had training on the most prominent ICT resources in the EFL classroom in the era of information; e-learning and video-conferencing.

C: ICT skills and Access in Learning a Foreign Language

The first question in this part was about the ICT tools teachers of English used to integrate in their language classes. They were asked to choose among the following tools all that is available and used in their foreign language teaching process: computers, laptops, mobile phones, tablets, data projectors, and intelligent white boards. The results are presented in the table below:

	Number of participants	Percentages (%)
Desktops	06	30%
laptops	20	100%
Mobile phones	02	10%
Tablets	04	20%
Data projectors	10	50%
Intelligent white boards	00	00%

Table 4.2.2.2: ICT tools used in the EFL classroom.



As indicated in the table, all the teachers assumed that they use laptops in their language classes. But only half of them use data projectors while teaching. Which means, not all teachers use laptops for the sake of teaching. In other words, some teachers use their own laptops to serve their personal demands only. Students need to manage their studies on their own. However, 30% of the teachers claimed that they use the desktops installed in some amphies s and teaching halls. 20% of them stated that they use their own tablets. Meanwhile, 00% of them have ever come across the intelligent white board.

Nonetheless, those teachers were asked to point out the frequency of using such kinds of ICTs in their language classes. The results are shown in the table below:

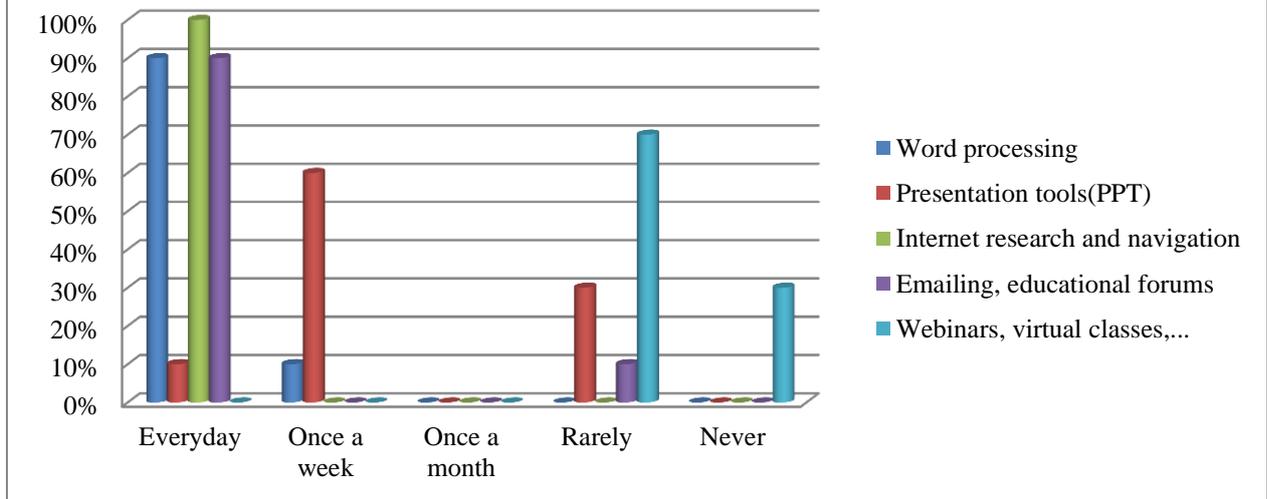
	Every day	Once a week	Once a month	Rarely	Never
Word processing	18	02	00	00	00
Presentation tools(PPT)	02	12	00	06	00
Internet research and navigation	20	00	00	00	00
Emailing, forums	18	00	00	02	00
Webinars, virtual classes,...	00	00	00	14	06

Table 4.2.2.3: The frequency of the use of some ICT resources (numbers)

	Every day	Once a week	Once a month	Rarely	Never
Word processing	90%	10%	00%	00%	00%
Presentation tools(PPT)	10%	60%	00%	30%	00%
Internet research and navigation	100%	00%	00%	00%	00%
Emailing, forums	90%	00%	00%	10%	00%
Webinars, virtual classes,...	00%	00%	00%	70%	30%

Table 4.2.2.3: The frequency of the use of some ICT resources (percentages)

The frequency of the use of some ICT resources in the EFL classroom



As it is demonstrated above, the findings presented in this table justify that ICT applications in foreign language teaching is not well integrated, it is still far beyond the expectations, and still not integrated to the extent that could make a difference between the traditional methods of foreign language teaching and the modern ones. Using word processing and internet more frequently doesn't mean that it is integrated successfully. As a matter of fact, presentational tools are not used so often. 60% of the participants stated that they use presentational tools once a week. Meanwhile, 30% of them stated that they rarely use presentational tools in teaching English as a foreign language.

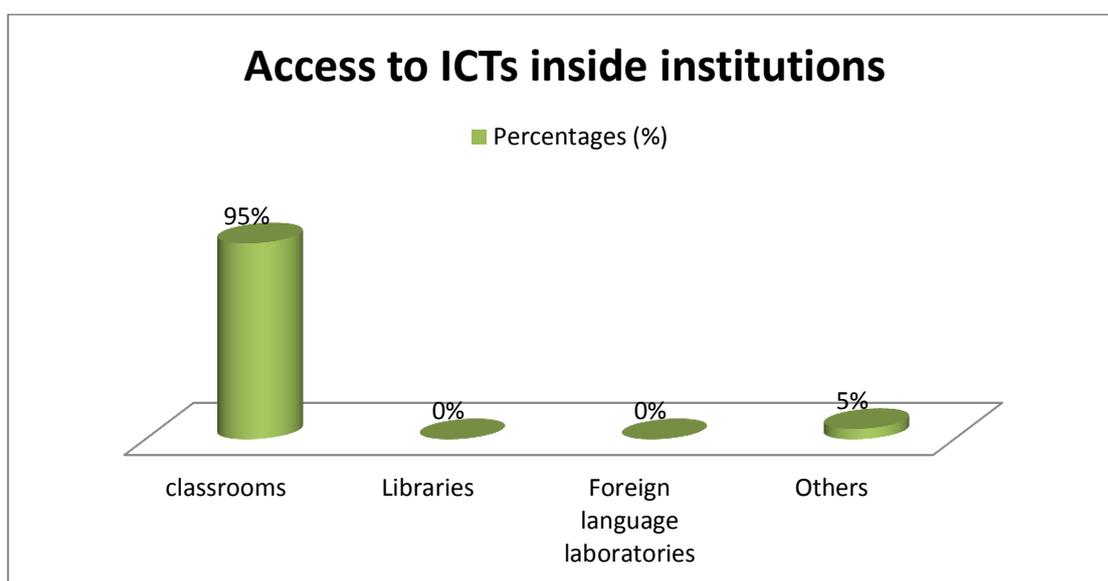
As for e-mailing and educational forums, though 90% of the teachers claimed that they use e-mails every day, and interact in forums more frequently, it seems that they don't use it for teaching purposes, especially if we consider the findings of students about this question. The majority of the students stated that they rarely use emailing or engage in forums of foreign language learning. Which means that English language teachers use e-mails for their own purposes most of the time, and interact in forums have nothing to do with foreign language teaching. Otherwise, how can we explain the incompatibility between students' and teachers' answers? This can be given more reliability when we find out that 70% of the English language teachers pointed out that they rarely participate in webinars or virtual classes, and 30% of them claimed that they never had a chance or participated in such matters.

Yet, added to the students' previous findings, the teachers' findings as well came to prove that there is no real and efficient integration of ICTs resources and applications in the foreign language classroom in the Algerian university.

To fortify our claim and to stand upon the extent to which foreign language teachers might have access to ICTs inside their institutions, teachers of English were asked whether they have access and use ICT tools and facilities in their institutions. Their answers are presented in the table below:

	Number of participants	Percentages (%)
Classrooms	19	95%
Libraries	6	10%
Foreign language laboratories	00	00%
Others	01	05%

Table 4.2.2.4: Access to ICTs inside institutions



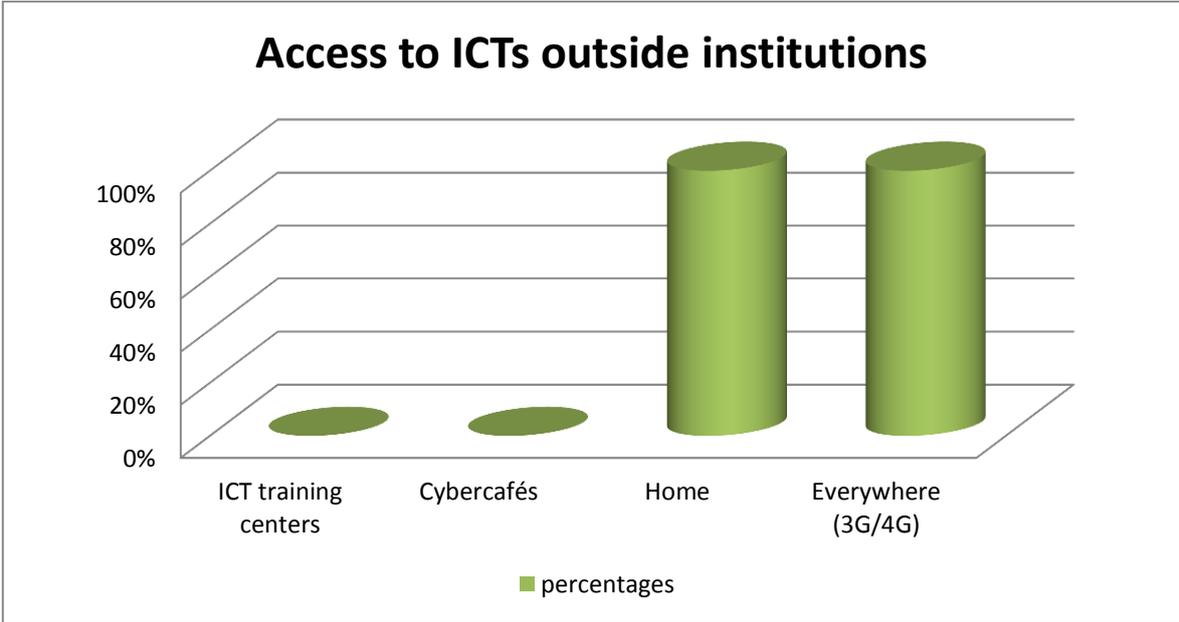
The findings presented in the table above show that 95% of the English language teachers have no other access to ICT resources except in the classroom. 10% of them said that they have access to ICT resources in library and none of them claimed that they have access to ICTs in foreign language laboratories. However, claiming that they have access to ICTs in the classroom doesn't mean that EFL classrooms are well equipped, and in every table there is a PC or a Laptop. It means the availability of the Data Projector only, and the teachers must have a computer of their own. These findings are similar to students' ones. Both of students and teachers claimed that there are no foreign language laboratories devoted to English

language teaching and learning. Meanwhile, 40% of the students claimed that they have access to ICT resources in the library. This makes one conclude that the library is not well equipped and prepared for both students and teachers, besides to the absence of readability which seems to be another cause beyond these findings.

To see the extent to which learning conditions out of institutions meet the needs of the foreign language teaching of the 21st century. Teachers were asked where else they could have access to ICT tools and facilities outside the institution. The results are presented in the table below:

	Number of participants	percentages
ICT training centers	00	00%
Cybercafés	00	00%
Home	20	100%
Everywhere (3G/4G)	20	100 %

Table 4.2.2.5: Access to ICTs outside institutions



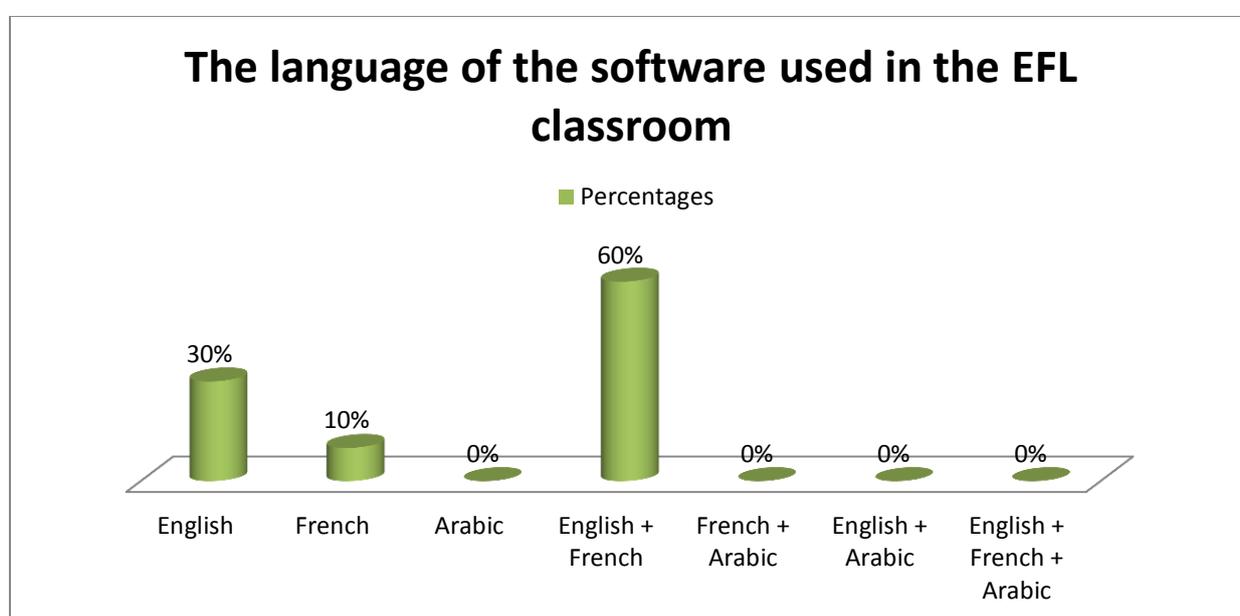
As presented in the table above, all the teachers have access to 3G/4G internet. This allows them use their mobile phones, tablets, or even their laptops whenever they want and where ever they want. The everywhere Internet availability cancelled the role of cybercafés limited the roles of ICT training centers. Home became the most suitable place for teachers as it is indicated in the table above. 100% of them have access to ICT resources at home and everywhere.

Once again, these findings signify that the Algerian government recognizes very well the urgent need to technology, and she is striving hard to keep pace with the 21st century demands. Nevertheless, in the field of education, there still a lot of shortcomings needed to be undertaken very seriously. Not only the material matters, but also the human resources. Clear strategies should have been adapted to modernize the field of education and instilling a culture of technology in the heart the future generations.

Instilling a culture of technology needs, by essence, mastering the foreign languages related to, more particularly the language of technology which is English as it is previously stated. To see the extent to which foreign language teachers have a good command of technology, we asked them which language they use in the software of their teaching technological tools. The findings are presented in the table below.

Language of the software	Number of participants	Percentages
English	06	30%
French	02	10%
Arabic	00	00%
English + French	12	60%
French + Arabic	00	00%
English + Arabic	00	00%
English + French + Arabic	00	00%

Table 4.2.2.6: Language of the software used in the EFL classroom



30% of the teachers stated that the language of the software they used to deal with is English. Meanwhile, 10% of them said that they use French only as a language of the software. However, 60% of the teachers claimed that they shift between English and French when necessary. The teachers were asked to justify their answers. Their justification was that it is a matter of mastery of the language chosen. That is to say, the language they master best, and the language they use the most. And, it seems that English and French are taking the lion share amongst the other languages. As it is shown above, there is no use of Arabic, and no shift between French and Arabic, or between English and Arabic. Though it is the mother tongue, Arabic is totally marginalized, and though it is more rich than all the languages the world have ever seen in terms of terminology, it still looks crippled and remains far beyond French in the Algerian community. This again, brings back the issue of the linguistic ideological implications which made the French language a real rival to Arabic, and gave it a preference over all other foreign languages among which English the language of technology and the whole world in the 21st century.

D/ General Self-assessment:

In this part of the questionnaire, teachers were asked to indicate the level of their skills in some ICT applications which are categorized in four categories:

The Basics: word processing, presentation tools: PowerPoint

Research: internet research and navigation

Social media: emailing, social networks, forums...

Educational networks: e-learning, webinars, and virtual classes ...

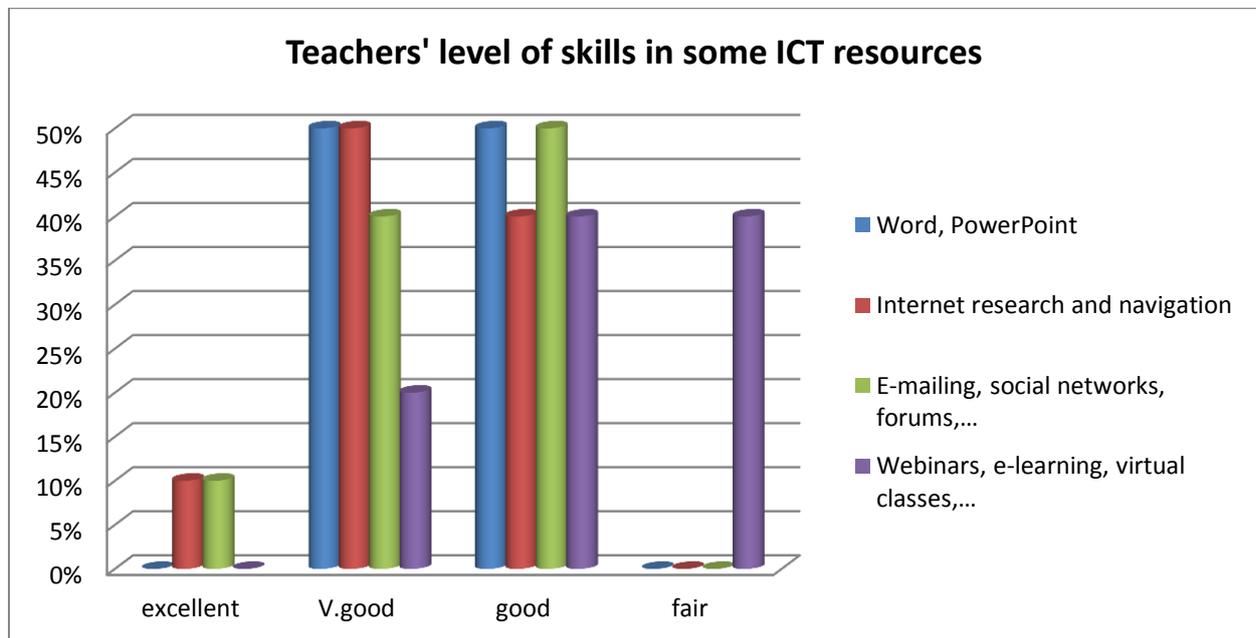
These are nearly the most common ICT applications related to education in general and foreign language teaching/learning in particular. Answering this question allows us having a synopsis about the extent to which our foreign language teachers are integrated into the technological education. The results are deliberated in the table below:

	Excellent	V.good	Good	Fair
Word, PowerPoint	00	10	10	00
Internet research and navigation	02	10	08	00
E-mailing, social networks, forums,...	02	08	10	00
Webinars, e-learning, virtual classes,...	00	04	08	08

Table 4.2.2.7: Teachers' level of skills in some ICT resources (numbers)

	Excellent	V. good	Good	Fair
Word, PowerPoint	00%	50%	50%	00%
Internet research and navigation	10%	50%	40%	00%
E-mailing, social networks, forums,...	10%	40%	50%	00%
Webinars, e-learning, virtual classes,...	00%	20%	40%	40%

Table 4.2.2.7: Teachers' level of skills in some ICT resources (percentages)



As it is indicated in the table, the level of most of the teachers in word processing and PowerPoint ranges between good (50%) and very good (50%). Concerning internet research and navigation, the level of the teachers seems better than the previous applications (word and PPT). 10% indicated that they have an excellent level in internet surfing and navigation, 50% declared that they are very good in such field, and 40% said they are good at internet navigation. As for emailing, social networks and forums, 10% of the teachers assessed themselves as being excellent in such sort of ICT resources. 40% of them said they are very good and 50% of them indicated that they are good.

As for webinars, e-learning and virtual classes, the level of teachers seems less and far beyond the expectations compared to the previous ICT applications. 40% of the teachers claimed themselves as being fair in this field and 40% of them as well claimed that they are good; meanwhile, only 20% indicated that they are very good in such domain. As a matter of fact, what categorizes the foreign language classroom of 21st century from the previous traditional ones are e-learning, virtual classes, and scientific webinars. If teachers are not

highly skilled in such field, how can students be highly qualified in learning a foreign language! The blind cannot judge colours.

The bottom line of this analysis is that foreign language teachers are generally good at the basics, internet navigation, and social media despite the lack of training and formations. Nevertheless, they still need a lot of work concerning the e-learning, webinars and virtual classes. They are required to upraise their level in such domains so that they would be able to create real spheres for their learners and contribute seriously in creating virtual classes and building educational bridges between teachers and students from different universities nationally or internationally.

As for the second part of this question, the teachers were asked to describe the way they handle ICT resources. They were asked to indicate how far they agree or disagree with the following statements:

a- Through ICTs I can interact with teachers/students from different colleges and faculties from different countries.

b- Using ICTs helps me manage information more effectively

c- I find it easy to select the appropriate knowledge sources for language teaching

d- Using ICTs helps managing time.

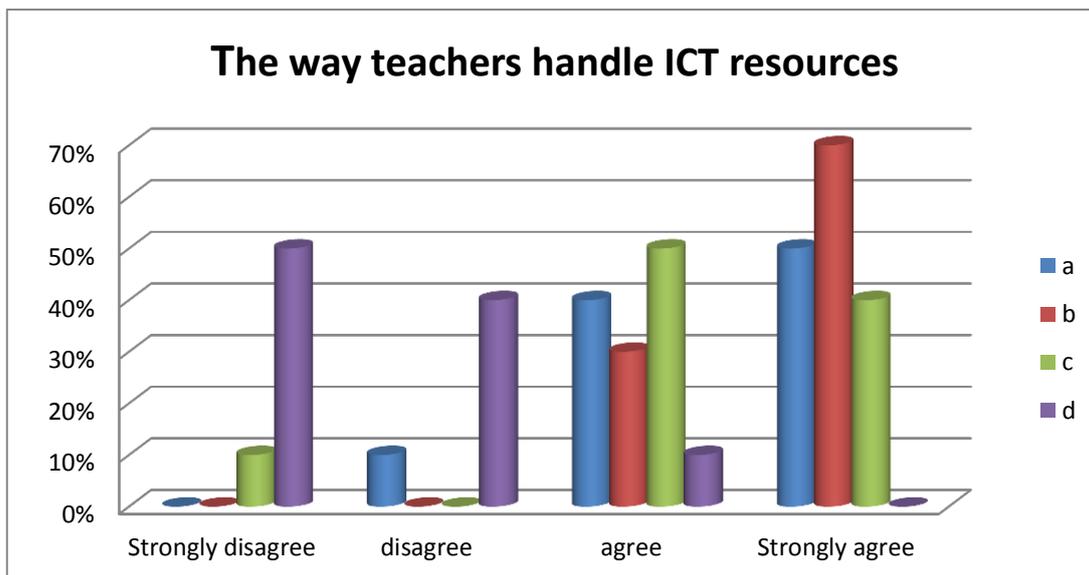
The results of this question are presented in the table below:

	Strongly disagree	disagree	agree	Strongly agree
a	00	02	08	10
b	00	00	06	14
c	02	00	10	08
d	10	08	02	00

Table 4.2.2.8: The way teachers handle ICT resources (numbers)

	Strongly disagree	disagree	agree	Strongly agree
a	00%	10%	40%	50%
b	00%	00%	30%	70%
c	10%	00%	50%	40%
d	50%	40%	10%	00%

Table 4.2.2.8: The way teachers handle ICT resources (percentages)



As for the first statement, 90% of teachers (40% agree, 50% strongly disagree) generally agree that ICTs allow interaction between teachers and students from different colleges, faculties, and countries. This contributes heavily in developing teachers' and students' level of foreign language teaching/learning, and it opens the doors for intercultural communications. Nonetheless, 10% of the teachers do not agree with this statement.

As for the second statement, 70% of the teachers strongly agree and 30% of them agree with the fact that ICTs help teachers managing information more effectively. That is to say, it helps approaching different sources of knowledge and delivering knowledge of different perspectives to learners integrating several kinds of ICT resources. Hence, raising students' awareness and shaping critical minds.

Concerning the third statement, 50% of the teachers agreed and 40% of them strongly agreed that it is easy for them to access knowledge, select the appropriate knowledge sources, and provide students with the entire necessary requirements for language learning. However, there still 10% of the teachers who do not agree with the statement. This is due to the fact that the web is such vast source of knowledge that could never be easy to deal with. Yet, both teachers and students should be careful from the purposeful ideologies integrated into the bunch of knowledge sources available in the net, as they should own a critical mind that permits them to differentiate between fake and reliable knowledge. Accessing the world of information in times of globalization requires a high degree of awareness and sharp critical minds.

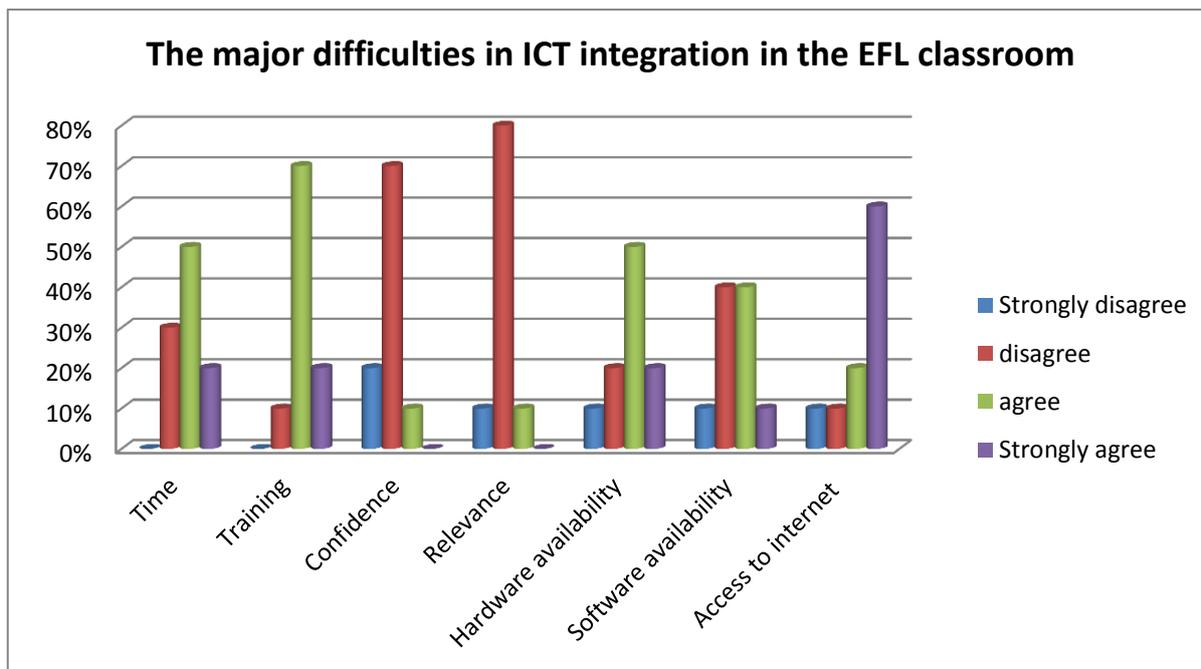
Concerning the third question of this part in which the teachers were asked to determine the major difficulties in integrating ICTs in the EFL class. They were asked to indicate how far they agree or disagree with the following difficulties: time, training, confidence, relevance, hardware availability, software availability, and access to internet. The results are presented in the table below:

	Strongly disagree	disagree	agree	Strongly agree
Time	00	06	10	04
Training	00	02	14	04
Confidence	04	14	02	00
Relevance	02	16	02	00
Hardware availability	02	04	10	04
Software availability	02	08	08	02
Access to internet	02	02	04	12

Table 4.2.2.9: The major difficulties in ICT integration in the EFL classroom (numbers)

	Strongly disagree	disagree	agree	Strongly agree
Time	00%	30%	50%	20%
Training	00%	10%	70%	20%
Confidence	20%	70%	10%	00%
Relevance	10%	80%	10%	00%
Hardware availability	10%	20%	50%	20%
Software availability	10%	40%	40%	10%
Access to internet	10%	10%	20%	60%

Table 4.2.2.9: The major difficulties in ICT integration in the EFL classroom (percentages)



Time is one of the major barriers that hinder the successful integration of ICTs in the EFL classroom. As it is indicated in the table above, 70% (50% agree, 20% strongly agree) of the teachers agreed that time still raise a challenge to them when integrating ICTs in the English language sessions. However, 30% of the teachers don't see time as a problem in teaching English as a foreign language using ICTs. This group of teachers seems to be well experienced in teaching English using technology. Nonetheless, the majority of teachers face the problem of time management which is caused by the lack of training and experience. This fact is proved when they were asked to indicate their agreement or disagreement about training as another factor that hinders the successful integration of ICTs in the EFL classroom. 90% of the teachers (70% agree and 20% strongly agree) agreed that training is one of the most problems that raise a challenge to EFL teachers. The age of the teachers participated in this study ranges from 32 to 48 years old. Though the majority of them are young teachers, they face the same problem that old teachers are supposed to face. They have all agreed that the lack of training leads to the time mismanagement.

One other factor that effects the ICT integration in the EFL classroom is confidence. 90% of the teachers (70% disagreed and 20% strongly disagreed) agreed that confidence is not an issue for them and it raises no difficulty at all which means that the EFL teachers have a positive attitude towards technology integration in the EFL classroom. That is to say, if they were well trained about the ICT use in the EFL classroom, they would face no problem of confidence. Meanwhile, 10% of them agreed that confidence can be a problem for some

teachers, and this is related to their negative attitudes towards technology which is essentially caused by the lack of training and practice as well.

Added to the above mentioned factors, the relevance between the content of the course and the kind of the tools integrated in the EFL classroom is of such an importance that it may affect the teachers' efficiency in teaching a foreign language. 90% of the teachers do not see relevance as a problem that may hinder the successful integration of ICTs in the EFL classroom. However, 10% of them see it the other way around. Again, these findings strengthen the claim that teachers who participated in this study have a positive attitude towards ICT integration in the classroom. Neither confidence nor relevance would cause them a difficulty if they were well-trained and highly formed.

As for the hardware availability, 70% of the teachers agreed (50% agreed and 20% strongly agreed) that the short availability of the hardware causes hard difficulties to them in the classroom which makes it impossible to realize the aims of the modern foreign language classroom needed in the era of information. Meanwhile, 30% of them seem satisfied of their classes. This is related to the fact that they are well equipped and use their own tools to reach their aims. The English department provides no laptops for the English language teachers.

The software availability in turn, still raises a challenge to the English language teachers. 50% of the teachers (40% agree, and 10% strongly agree) declared that they face a problem of software shortage. That is to say, the hardware shortage leads automatically to the software shortage. Besides, there is no official websites or pages, no YouTube channels, no TV channels meant for the EFL learners administered by university teachers or learners. No virtual classrooms, no webinars, no electronic journals for publication! Yet, the software availability creates serious difficulties to both teachers and learners of English. However, the second half of the EFL teachers those who declared that the software availability raises no challenge for them are those who use their personal hardware and depend on other foreign websites, channels, and journals.

Internet is one of the most important factors that cause serious difficulties to the EFL teachers and hinder the successful integration of ICTs in the EFL classroom. As it is indicated in the table above, 80% of the teachers agreed (60% strongly agreed, and 20% agreed) that internet is still raises a formidable challenge to them. The low speed of net does not help teachers to schedule webinars, nor establish virtual classes or create fruitful channels for their EFL learners. As it is stated before, Algeria is ranked 138 among 139 countries participated in

the test of net speed concerning 3G/4G internet, And 173 among 176 concerning the fixed ADSL system.

To sum up the findings of this part, foreign language teachers' attitudes are positive towards the ICT integration in the EFL classroom. They all agreed that confidence and relevance cause them no difficulties in the process of teaching. Meanwhile, their major problems lie in the training which leads to another problem which is time management, beside to the hardware and software availability and, the net speed and access. Both EFL learners and teachers agreed on these problems and hope to be seriously tackled by the decision-makers.

E/ ICT and Gender Relations:

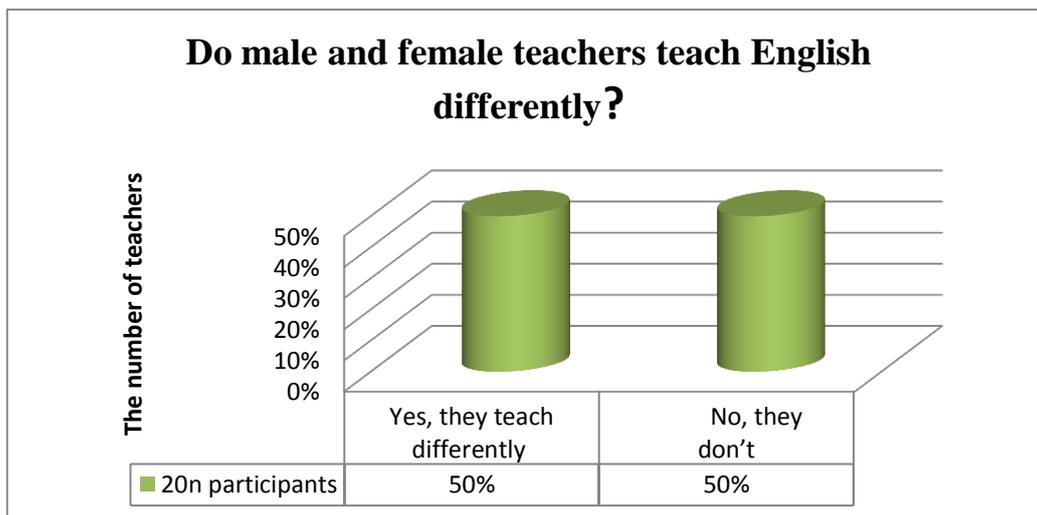
In this part, EFL teachers were asked whether males and females teach a foreign language (English) differently. If yes, they were asked to explain briefly. They were asked as well whether female teachers handle ICT resources to the same extent their male counterparts do. They were asked to justify their answers. They were asked also about the kinds of classes they prefer; co-educational (mixed) or single (segregated) classes and why.

From the students' findings, female students of English seem to be quantitatively and qualitatively advantaged. These results oppose the hypothesis which supports Splender and Littossiliti's claim. In this line of thought, the assumption that teacher-to-students classroom interactions produce societal gender unequal power relations between male and female learners, due to teachers' preferential treatment of boys while placing girls at an educational disadvantage as Dale Splender(1982) and Litossiliti (2006) claim, does not fit in the context of the EFL classroom. Yet, teachers' answers about the questions of this part come to either strengthen students' findings which oppose Splender's and Litossiliti's assumption or refute students' findings and approve the claim of Splender and Littossiliti.

The first question of this part was about whether male teachers and their female counterparts teach English differently. The answer was as follows:

The number of teachers	Yes, they teach differently		No, they don't	
	Number	Percentages	Number	Percentages
20 participants	10	50 %	10	50 %

Table 4.2.2.10: Do male and female EFL teachers teach English differently?



As it is indicated in the table above, 50% of the EFL teachers agreed that male and female teachers teach English differently. The participants were asked to explain briefly their point of views. Some of their justifications were just as follows:

- ❖ *Females are more patient and passionate compared to their male counterparts.*
- ❖ *Females give interest to decorations and colorful presentations*
- ❖ *Female teachers are more motivated and make more efforts to teach a foreign language.*
- ❖ *Males do not rely on the learning by heart strategy, while female do.*
- ❖ *According to my research males and females use learning strategies differently in learning English. Females outperform males in using strategies.*
- ❖ *I think that men and women approach language differently. Mainly, gender is an important factor affecting the strategies of language teaching and learning. Females are more skilled in speaking, very quick to transmit ideas. Men, however, can be very clear and direct to the point.*
- ❖ *Female teachers tend to be more explicative and creative unlike the male teachers who are very simple*
- ❖ *As being differently socialized and biologically different, there must be some differences between males and females in both learning and teaching.*

However, 50% of the EFL teachers do not agree with the fact that male and female teachers teach differently because of gender. They justify their answers as follows:

- ❖ *Teaching is a process based on the individual capacities and competences; it has nothing to do with gender.*

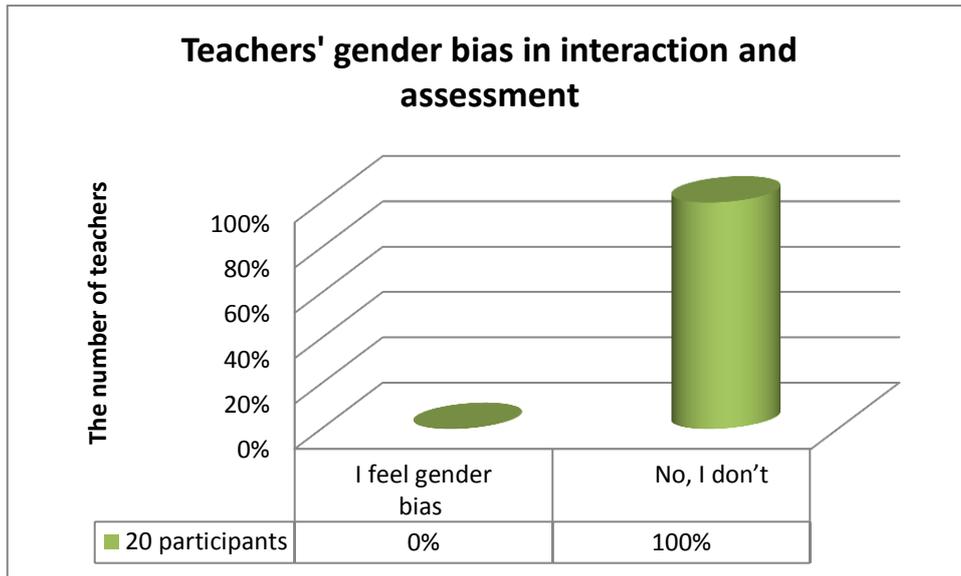
- ❖ *I think, it is not gender that makes the difference. It is knowledge. The more knowledgeable you are the more competent you will be, and the more differences you will make.*
- ❖ *There are differences between the male teachers themselves and differences between their female counterparts as well. So, there is no doubt that there are differences between male and female teachers. Yet, these differences are not gender bound.*
- ❖ *I cannot deny that gender plays a role in making differences in the way we learn or teach. But, I think, there are some other determinants.*

Generally, both of the teachers' stances could be taken into account. The ones who claim that male and female EFL teachers teach differently ground their claims on the fact that gender is biologically determined. That is to say, the biological endowments determine the individuals' socio-cultural behaviors. These behaviors are the ones males and females act and behave accordingly, and the ones which make differences between males and females EFL teachers. However, those who claim that gender has nothing to do with male and female EFL teachers' differences they mean that "sex" or "biology" is not what determines differences between males and females. This goes in line with Saul McLeod (2014) view that a person's sex does not change from birth, but their gender can. According to them gender and sex are different and, the biological differences are not the ones that determine differences between males and females, only the sociocultural ones do. But, in fact, both biology and the sociocultural differences contribute in shaping males and females' identity and behaviours which teachers behave accordingly.

The second question of this part was whether EFL teachers practice gender bias in interaction and assessment either deliberately or unintentionally. The answer is presented in the table below.

The number of students	I feel gender bias		No, I don't	
	Number	Percentages	Number	Percentages
20 participants	00	00%	20	100%

Table 4.2.2.11: Teachers' gender bias in interaction and assessment

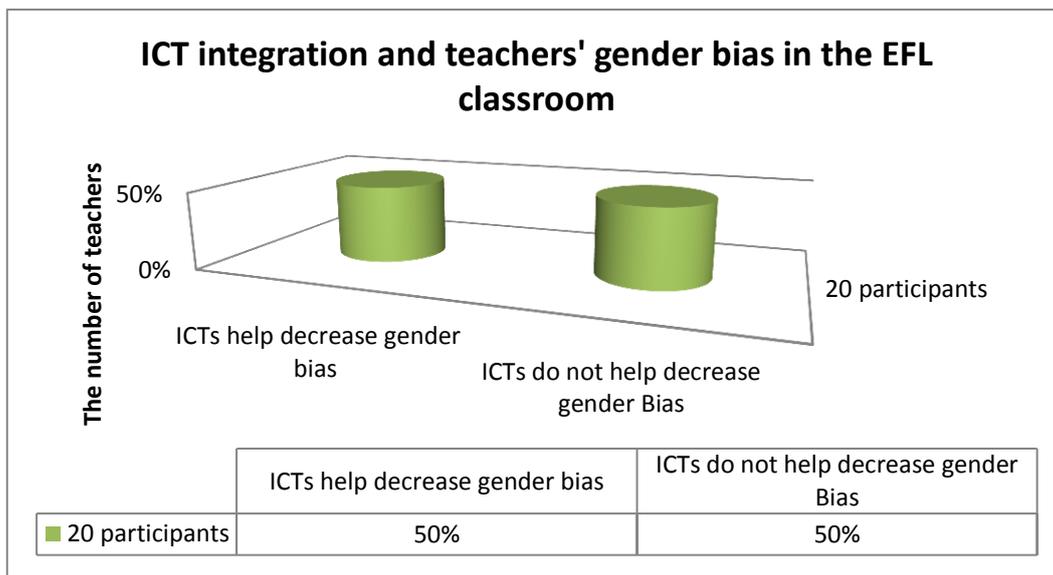


As it is shown in the table above, 100% of the teachers assume that they practice no gender bias in their EFL classes, neither in interaction nor in assessment. This result contradicts with students findings where 40% of them complained of teachers' gender bias in interaction and assessment. This problem seems hard to be kept under control.

In the following question, teachers were asked whether ICT integration may help decreasing gender bias in the EFL class. The results are presented in the table below:

The number of students	ICTs help decrease gender bias		ICTs do not help decrease gender Bias	
	Number	Percentages	Number	Percentages
20 participants	10	50%	10	50%

Table 4.2.2.12: ICT integration and teachers' gender bias in the EFL classroom

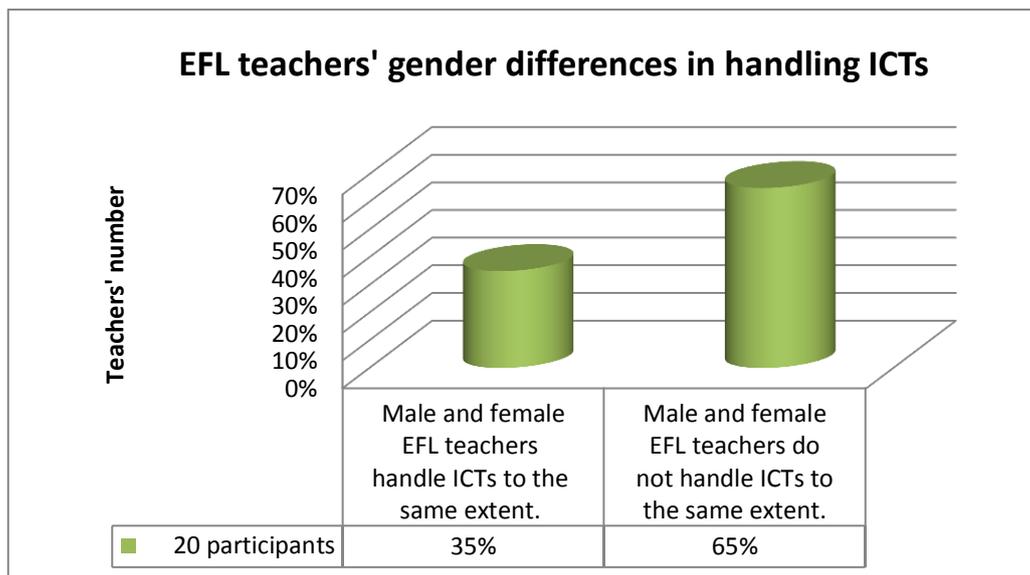


Though, all the teachers declared that they do not practice gender bias in their EFL classes, 50% of them believe that ICTs could solve the problem of gender bias. If there were no gender bias, what would ICTs solve?! The explanation of this contradiction is that the EFL teachers do not dare to assign gender bias to themselves, but they dare to assign it to others. They admit that gender bias exists in foreign language teaching but never dare to be in charge of this phenomenon. Yet, they see ICTs an urgent solution to the traditional methods' problems that consider the teacher as the all-knowing and the sage on the stage. They surely recognize that ICTs provide more spaces for autonomous learning, critical thinking, and creativity. Yet, the more autonomous students are, the more teachers' roles change, and the more gender bias decrease. Hence, the more professionalism takes place. Eloquently, the EFL learners assumed that gender bias in the classroom turns back to the teachers' lack of professionalism caused by their socio-culturally determined behaviors. In this respect, technological-based classrooms can play significant roles in changing teachers' roles, decreasing gender bias and helping students discover their optimal learning styles.

In the fourth question of this part, teachers were asked whether female teachers of English handle ICTs to the same extent their male counterparts do. They were asked to justify their answers as well. The answer is presented in the table below:

The number of teachers	Male and female EFL teachers handle ICTs to the same extent.		Male and female EFL teachers do not handle ICTs to the same extent.	
	Number	Percentages	Number	Percentages
20 participants	07	35%	13	65%

Table 4.2.2.13: EFL teachers' Gender differences in handling ICTs



65% of the teachers answered that male and female EFL teachers do not handle ICTs to the same extent. The associates of this stance claimed that there is a colossal difference between the genders. They justified their answers as follows:

- ❖ *Females are in most cases interested with items related to the make-up of them.*
- ❖ *I think males are enthusiasts and perform different tasks seem difficult to their female counterparts. Males tend to be expert in this field meanwhile females use the network for their own needs only.*
- ❖ *Female teachers can't handle ICTs to the same extent we do or outperform us. We are very acquainted to technology compared to most of them.*
- ❖ *Computing, programming, and maintenance are male specific. You could barely find a woman specialized in these domains.*
- ❖ *I think that male teachers can handle ICT resources better than females because the males had the opportunity to deal with technology from their early childhood.*
- ❖ *Male teachers are more advantaged in this domain. Yet, they handle ICTs better than females.*

However, 35% of the teachers agreed that male and female EFL teachers handle ICTs to the same extent. They justify their point of view as follows:

- ❖ *Handling ICTs is not gender bound, and it is not being a male what makes the difference. It is society that made the male advantaged in many fields of life.*

- ❖ *Today, both men and women have the same opportunities to access ICTs. Handling ICTs is, in fact, related to their training in the field and experience. You can find highly skilled teachers from both genders, as you can find the low skilled ones.*
- ❖ *I know that our biological morphology makes us different, but what makes the real difference is practice not biology. Practice makes perfect. We can handle ICTs to the same extent the males do or even better.*

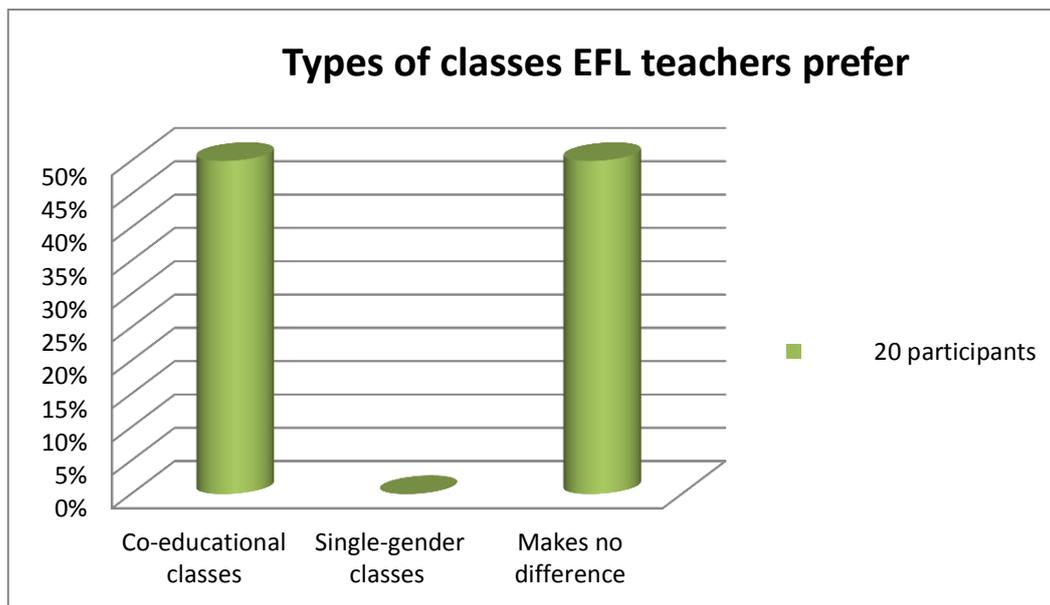
Walking in the same flow of their learners, most of the EFL teachers agreed that male and female teachers of English do not handle ICTs to same extent. Male teachers seem to be more advantaged and more competent in this field. Based on the teachers' comments, we jump to a conclusion that all the EFL teachers agree on the fact that the difference between males and females in handling ICT resources is due not to the biological genitalia but rather, it is due to the sociocultural environment and the process of socialization. The associates of the first stance agreed on the claim that technology is male specific and they ground this claim on the fact that males are exposed to technology from their early childhood and they are well-trained and more experienced. These advantages are not biological privileges. These are the sociocultural preferences males oriented towards intentionally. The opponents of this claim believe that technology is not male specific. For them technology could be handled to the same extent by the two genders if they had the same opportunities to access the ICT resources. "Practice makes perfect," they say. Biology has nothing to do with competency according to them. Yet, though the two stances are controverted, they agree that the sociocultural environment stand beyond these differences.

However, claiming that the sociocultural factors are the only reasons that make differences between males and females makes one wondering how did these sociocultural factors come to existence? Are they based on the biological differences or on stereotypical value judgments?

In the last question of this part, EFL teachers were asked whether they prefer co-educational or single-gender classes, or it doesn't make any difference for them. The answer of this question is presented in the table below:

Teachers' number	Co-educational classes		Single-gender classes		Makes no difference	
	number	percentage	number	percentage	number	percentage
20 100%	10	50%	00	00%	10	50%

Table 4.2.2.14: Types of classes EFL teachers prefer



As it is indicated in the table above, 50% of the EFL teachers stated that the type of the class they prefer is the co-educational class, and 50% of them claimed that it make no difference for them. Meanwhile, 00% of them stated that they prefer the single-gender ones. Here are some of the major teachers' explanations of their point of views:

- ❖ *Mixed classes allow learners learn from each other. Different genders means different cultures and attitudes.*
- ❖ *Having mixed classes allows seeing how both sexes learn, especially for further research.*
- ❖ *No matter the sex of the teacher is, mixed classes help teachers feel comfortable.*
- ❖ *Mixed classes are the norm nowadays. I don't think that it could make any difference.*
- ❖ *Globalization is taking place everywhere and affecting all sectors of life. The field of education is affected by, and you could hardly find segregated classes for the time being.*

Clearly, the EFL teachers participated in this study seem well-affected by the Globalization waves. In other words, they are either obliged or unintentionally integrated in the global flow. Claiming that you prefer a segregated class sounds very odd and unacceptable in the 21st century. Meanwhile, this phenomenon was very common before the 20th century, particularly in secondary and higher education. Nowadays, it is advocated on the basis of traditions and religions, and it is still practiced in many countries; Muslim and non-Muslim

countries, such as south Korea, Singapore, Ireland , United Kingdom, Hong Kong, south Africa and so on. Wiseman (2008) states that by 2003, only a few countries across the globe have greater than one or two percent single schools. But there are exceptions where the percent of single sex schools exceeds 10 percent: Belgium, Chile, Singapore, the United Kingdom, Hong Kong, New Zealand, Australia, South Korea, and most Muslim nations. (Riordan, 2011).

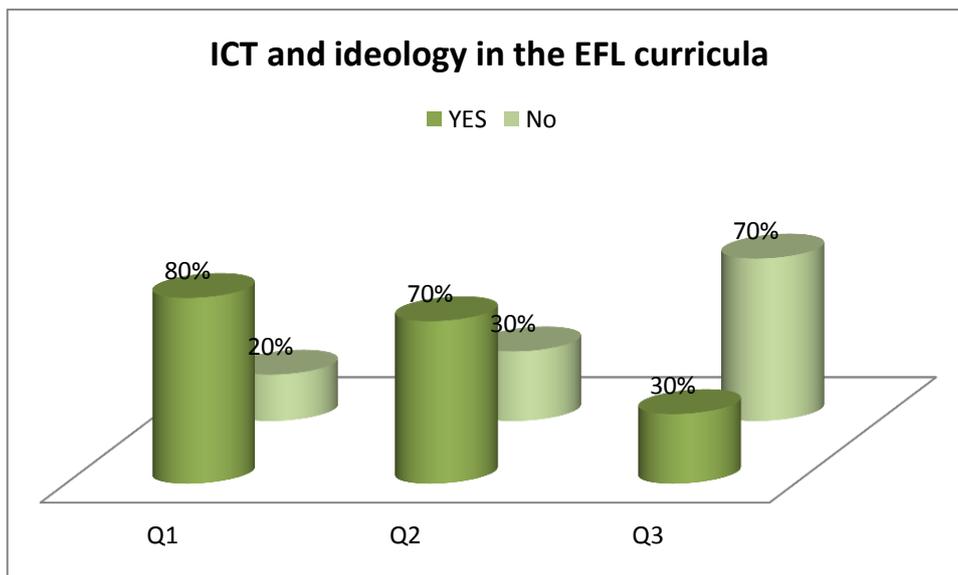
F/ ICT and Ideology in the EFL Curricula:

The EFL teachers were asked whether they feel that there is an ideology or a political power exercised through the EFL curricula in the Algerian university. If yes, they were required to explain. In the second question, they were asked to give some propositions to raise a challenge to such an ideology. After that, they were asked if technology and ICT resources may raise a challenge to ideologies exercised through foreign language curricula, be it implicit or explicit. If yes, they were asked to give some explanations. The table below represents the findings of these questions.

Questions	Yes		No	
	Numbers	Percentages	Numbers	Percentages
Q1	16	80%	04	20%
	Numbers	Percentages	Numbers	Percentages
Q2	14	70%	06	30%
	Numbers	Percentages	Numbers	Percentages
Q3	06	30%	14	70%
	Numbers	Percentages	Numbers	Percentages

Table 4.2.2.15: ICTs and ideology in the EFL curricula

Concerning the first question, 80% of the EFL teachers claimed that ideology and the political power are truly exercised through the EFL curricula. Unlike their students, where less than the half of them believed in ideology in the curricula. These findings makes one understands that teachers of English are more conscious and they have clear and comprehensive view of the reality of teaching in the university stratum. Clearly, teachers are the link between the decision makers and the students. And, they are more knowledgeable about teaching more than any other. Yet, their answers sound very logic compared to that of students.



As for the second question, 70% of the teachers believe that there are some ways to escape such ideologies. Among the propositions they gave, contributing very effectively in making serious reforms and legislating new decrees provide a lot of autonomy to teachers and syllable makers to best respond to the students' needs without politicizing the Algerian university. However, 30% of the teachers declared that ideology is ineluctable. They believed that there would be no way to get rid of ideologies unless other ideologies were positioned instead.

Concerning the third question, the EFL teachers were asked whether technology and ICT resources can raise a challenge to all kinds of ideologies practiced through foreign language curricula. 70% of the teachers disagreed with this hypothesis. They believe that ideology is practiced through teachers. It is enhanced through them, and only through them it could be resisted. They illustrate this stance by giving an example from the English department where the presidents of the several branches of the Masters' degree apply their ideologies through the subject matters they afford and the teachers they opt to work with. They choose teachers those who share the same flow of thought to form future teachers among students work for the same ideology. This raised challenging problems to the administration which forced the higher authorities to reconsider the situation and avoid teachers and students ideological polarization. Yet, the representatives of the branches have been stripped of their duties, and the heads of departments became in charge of.

As a matter of fact, curriculum development in the field of foreign languages has always been a controversial issue. Alongside the official curriculum, there is an unofficial or

“hidden” curriculum. The official curriculum transmit an overt ideology meanwhile the unofficial one transmit a covert ideology. Nunan (1989) claims that Teachers are often unconscious of the covert messages they transmit, verbally and non-verbally, and these messages usually reveal teachers’ attitudes towards many different aspects of the teaching-learning process. Whether the teachers are conscious or not about their covert messages, the EFL learners should be conscious about what they are studying, what for, and whom they are taught by so that they can shape their perceptions about learning, their own role in it, and the nature of the subject they are studying all on their own not on the learning process which goes on in covert ways beneath the surface of what the teachers sets out to teach as Hedge (2000) put to describe the hidden curriculum.

Though the EFL teachers bear the full responsibility towards the ideology practiced through their syllabi covertly and overtly which makes these sorts of ideologies inescapable, there is still a role for ICTs to play outside the classroom and institution. Through ICTs the EFL learners are permitted to raise their awareness and put everything comes out from teachers under questioning. Teachers, in turn, are capable to illuminate students’ minds and direct them towards critical thinking instead of getting them affiliated to their own ideologies or to whatsoever designed purposeful ideology. Nearly half of the EFL learners (48.33%) who participated in this study approved that ICTs, social media more particularly, can be an important vehicle for breaking through all kinds of ideologies and barriers of knowledge sharing. The second half of them has no idea of ideologies, and no sense of criticism. Right here, the role of the EFL teachers needs to take place. Teachers, in this sense, are knowledge sources having the knowledge the seeker needs, as they can point the seeker to another knowledge source. The teacher is one of the two types that lie at the heart of knowledge sharing as Lesser and Fontaine (2004) eloquently have put it.

G/ ICTs and Culture in the EFL Classroom:

In this part of the questionnaire, teachers were asked to indicate the extent to which they agree with the following statement:

ICTs may help solving all the culture related problems to language:

- D. ICTs may help negotiating the giving-taking process of cross-cultures.
- E. Fosters learners’ third place.
- F. Raise students’ awareness of language as a socio-culturally determined

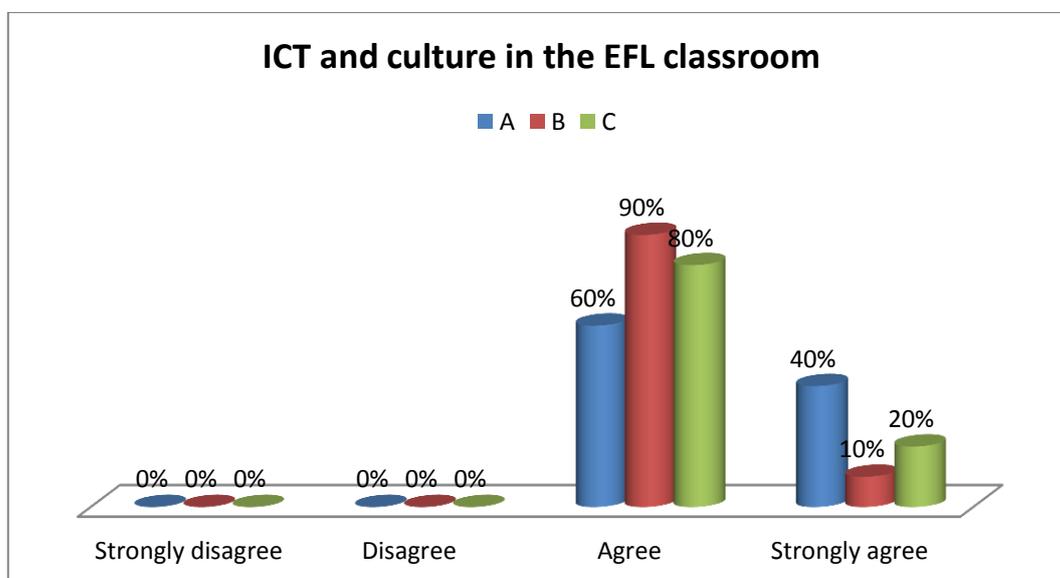
Foreign language teachers were required to justify their answers as well. The findings are presented in the table below:

statements	Strongly disagree	Disagree	Agree	Strongly agree
A	00	00	12	08
B	00	00	18	02
C	00	00	16	04

Table 4.2.2.16: ICT and culture in the EFL classroom (numbers)

statements	Strongly disagree	Disagree	Agree	Strongly agree
A	00%	00%	60%	40%
B	00%	00%	90%	10%
C	00%	00%	80%	20%

Table 4.2.2.16: ICT and culture in the EFL classroom (percentages)



100% of the EFL teachers (60% agree and 40% strongly agree) agreed that ICTs can play an important role in negotiating the giving-taking process of the cross-cultures. 100% of them (90% agree and 10% strongly agree) agreed that ICTs can foster learners' third place, and 100% of them (80% agree and 20% strongly agree) claimed that ICTs are means of raising students' awareness of language as socio-culturally determined. All the EFL teachers agreed with the three statements mentioned above. This goes in line with our hypothesis which states that ICTs could help negotiating the giving-taking process of cross-cultures, fosters learners third place, and raise students' awareness of language as a socio-culturally determined. Down below are some of their justifications:

- ❖ *ICTs make the access to the foreign content easier, faster, and more stimulating. I.e., effective.*
- ❖ *ICTs give you the opportunity to communicate with others from different countries which means different sociocultural values and practices.*
- ❖ *Through ICTs, people can negotiate the cultural related problems anytime anywhere.*
- ❖ *ICTs facilitate interaction between peoples all over the world.*
- ❖ *ICTs are very helpful means to learn a foreign language and to find answers to all the cultural questions related to.*
- ❖ *ICTs allow you to be in touch with the Other, help you learn from them just like being among them.*
- ❖ *In the classroom, only technology can help both learners and teachers dealing with the cultural problems, shocks, or clashes.*
- ❖ *ICTs strengthen our cultural literacy.*
- ❖ *The sociocultural aspects are very important in learning any foreign language. ICTs can help learners dealing with the cultural side of language.*
- ❖ *ICTs are open gates to the outer world.*
- ❖ *ICTs help raising students' intercultural awareness.*

4.4. Discussions and Interpretations

Generally, the findings of this study permit us to claim that the use of ICTs in the foreign language classroom is empowering, inspiring, and exciting. They allow finding creative ways to work with computers, mobiles, tablets and so on, and help managing information more effectively and dealing with knowledge from different resources. ICTs can play a major role to enhance the cognitive skills: communicative skills, autonomy and critical thinking skills, problem identification and solving skills, interpersonal and collaborative skills, creativity and intellectual curiosity skills. These skills are very essential to the foreign language classroom in the 21st century.

As for the gender related issues, 50 % of teachers and 60% of learners agreed that males and females teach and learn differently. All the teachers claimed that they don't practice gender bias towards their EFL learners, neither in interaction nor in assessment. Meanwhile, 40% of the EFL learners feel gender bias from their teachers and they attribute such an issue to the teachers' lack of professionalism that causes students' demotivation and deterrence. They claim that technology on its own cannot solve the problem of teachers' gender bias in the EFL classroom, neither in interaction nor in assessment. ICT integration in the EFL classroom cannot be efficient unless the foreign language teachers put aside their socio-cultural inheritance and adjust their attitudes and roles to the modern learner-centered and technology-based learning in which they remain guides on the side, and give students more opportunities to discover their optimal learning styles.

Most of the participants agree that male and female EFL learners do not handle ICT resources to the same extent. They claim that males are more advantaged in this field which makes them more acquainted to new technologies and more interested in. Unlike their female counterparts who had less opportunities to access ICTs. Nonetheless, there are some participants consider the difference in handling ICTs as a none-gender dependent problem but rather, experience dependent problem. That is to say, it is not gender that makes the difference and makes male EFL learners advantaged in such field; it is experience. For the time being, both genders of the EFL learners are equally exposed to technology and having the same access to. Yet, there might be no gender differences in handling ICTs, and there would be no excuses for the female learners to justify their deficiencies in front of their male counterparts.

Our findings show that female students of English seem to be qualitatively and quantitatively advantaged. This is due to the fact that they are biologically prepared to be

linguistically more competent than males. Socially, females are more embraced and pushed to a higher educational performance than their male counterparts. Males are pushed towards a low performance and higher rate of dropping out of school because of their complicated psychology and behavior which make them hard to be approached by teachers. Males are treated as less polite, violent and problem makers. Yet, they suffer gender bias in the class which presumably leads to higher rates of dropping out of school among male learners and creates a serious educational gender gap, and this is what made female EFL learners quantitatively advantaged. In this respect, a considerable number of learners and teachers, in this study, believe that ICT integration in the EFL classroom may change students' attitudes and behaviours towards learning, hence, changing teachers' attitudes and roles towards their learners which results to decreasing gender bias and reducing educational gender gap among male and female learners. This have to be a whole coherent program applied through all the educational levels from the primary to the higher education.

Pedagogically speaking, 51.66% of the EFL learners didn't agree with the methods the teachers used to apply in their courses when integrating ICTs in their classes. They didn't see the real shift towards the learners' centeredness. Their abilities are not improved to the extent they expected from ICTs to realize. Most of them assume that their disagreement to the teachers' way of teaching is due to the fact that teachers are not well entrained about the use of technology in the classroom which makes them unable to integrate different techniques and tools in their classes, besides to the lack of equipment in their institutions. Furthermore, 56.66% of the EFL learners claim that teachers' courses are not well designed to achieve the goals that meet the needs of the 21st century EFL learners. These assumptions were justified when the participants, both teachers and students, indicated the frequency of their use of ICT resources in the EFL classroom, which shows that there is no real integration of ICTs in the field of foreign language classrooms. Both teachers and students of English as a foreign language assumed that they are not acquainted to webinars, virtual classes or e-learning.

As a matter of fact, integrating ICTs properly in fields of education requires proper time management, fine hardware availability and a real access to internet. These are the major barriers hinder the successful integration of ICTs in the EFL classrooms. When seriously tackled, the EFL teachers will create a real atmosphere for them to be engaged in webinars and virtual classes, and guide their students to be part of the trajectory. The EFL teachers can be real mentors only when they feel the good will from decision makers to improve their sector practically not only hypothetically.

As for the ideologies exercised through the foreign language curricula, 80% of the EFL teachers believe that ideology and the political power are deliberately exercised through the EFL curricula. These results contradict altogether with the claim of Nunan (1989) that Teachers are often unconscious of the covert messages they transmit. Unexpectedly, and contrary to what we suggested in our hypothesis, 70% of them believe that ICT integration in the EFL classroom cannot raise a real challenge to the implicit or explicit ideologies unless it is handled properly by its users, more particularly, teachers who are in the heart of the educational process in the higher education. They have the opportunity to stand against all kinds of ideologies, as they have the opportunity to enhance any kind of ideology they intend to exercise. Yet, ideologies sound ineluctable, and the only role ICTs may play to face such problem, is raising students' awareness and critical thinking. The EFL teachers proposed that the authorities should make serious reforms and legislate new decrees through which they would be given more autonomy to design curricula that consist with the 21st century EFL students' needs. Teachers' stance towards ideologies in the EFL curriculum goes in line with half of their students' stances. Generally speaking, and though 48.33% of EFL students believe that social media can be an important vehicle for breaking through all kinds of ideologies and barriers of knowledge sharing, the findings of this research are not congruent with our hypothesis which states that ICTs can raise a challenge to all kinds of ideological inhibitions exercised through foreign language curricula, in the sense that ICTs are two edged weapon. It could be used as a challenge against ideologies as it could be used as a real back up to perpetuate the existing ones.

Concerning the cultural issues, the findings of our research go in line with our hypothesized vision which presumes that ICTs can play a significant role in negotiating the giving-taking process and creating a third place through which the cultural clashes, and the stereotypical stigmatizations between the "Self" and the "Other" could be mitigated; meanwhile, considering ICTs as means of raising students' awareness of language as socio-culturally determined.

As being one of the most controversial issues taking place in current scientific researches in all fields of study, it took place in our research as well. Yet, our findings concerning the teachers' and students' preferences related to the single and co-educational classes in the field of foreign languages are not conclusive. 50% of our respondents believe that learning a foreign language in co-educational or single classes does not make any difference, whereas, 50% of them have a totally different viewpoint. Some of them see that single classes create

the required atmosphere for both genders to feel more comfortable, free, and confident to learn a foreign language. Some others consider co-educational classes as a fine atmosphere to discuss and exchange ideas, and strengthening students' abilities and language skills. Yet, it seems critical to give both supporters of both standpoints more chances and equal opportunities to prove their claims instead of prioritizing one assumption over another.

SECTION TWO: General Recommendation for Further Research

4.5. Suggestions and Recommendations

The purpose of this research was to divulge and comprehend the challenges faced by the EFL learners/teachers and, the reasons behind them so that appropriate precautionary and supportive processes can be implemented to help students and teachers alike to overcome such challenges. As mentioned in the very outset, the most controversial issues the EFL learners and teachers face are ideology, culture and, gender. Yet, we claimed that ICTs could raise a challenge to such issues and help overcoming them.

Clearly, the digital landscape of the classroom has profoundly changed over the last two decades. A decade ago the use of technology in the English classroom meant a trip to the computer suite usually to word process completed written work (Harrison *et al.*, 2001). Now, the majority of English lessons in the modern world are taught on Internet-enabled interactive whiteboards (IWBs) supported by scanners, visualizers, and other digital peripherals (Moss *et al.*, 2007). Let alone the mobile phones, tablets and, laptops. This change marks a shift from “one defining apparatus to another”, from print to digital technologies, which is accompanied by an intensification of digital practice and changing communicational forms (Green, 2004, p. 298). Understanding the outcomes of this shift, be it positive or negative, is essential for the future design of the EFL curriculum as well as the way technological change mediates the curriculum.

The changes in the EFL classroom practices need to be positioned in a wider cultural and technological frame. Students' communicational resources have considerably changed over last two decades, carrying music, image and video into their everyday repertoire. Nearly all students in Algeria now have home access to the Internet and more often than not carry a mobile phone with digital camera, video, and MP3 player. These changes have extended the multimodal resources available to students, increased the reading paths to be navigated, and introduced practices of re-mixing and redesign of communicational forms (Leander & Frank,

2006). They raise questions about the form and functions of writing and image in the classroom (Bezemer & Kress, 2008; Crook & Bennett, 2007; Merchant, 2007) and highlight the complexity of digital writing and reading practices (Unsworth, 2008) and speaking/listening (Goodwyn, 2004; Andrews, 2004). Nevertheless, this cultural and technological change is essentially inter-related with the government-driven scheme of the educational modernisation. The impacts of policies envisioned to standardize teaching and learning have enhanced dramatically over the last decades. Perpetual change has become a cultural norm. A range of policy intermediations has led to a more stringently restricted content, and respectively more prescribed and standardised styles of teaching and assessment in English and other curriculum subjects. As a result, both the temporal and the spatial arrangements of the classroom have been changed: the use of time is subject to more explicit management, and space has been reorganised so as to facilitate the teacher's panoptical gaze (Jewitt & Jones 2005).

Yet, debates about ICT integration in education, more particularly, in the foreign language classroom need to focus on *how* the EFL learners are already using technology in and out of schools and institutions, and on *how* teachers can contribute to extending this development. Integrating ICTs at a base level of utility is no longer making the desired change. It's about time the EFL learners, teachers, and decision makers raised an alert to develop pedagogical learning goals and strategies designed to extend students' critical and creative capabilities with new technologies so that to allow students improve their performance indoors and outdoors the school settings.

When it comes to talk about In-school learning and out-of-school learning, we refer to a "formal" highly valued process of learning, and an informal less valued process of learning. Sefton-Green (2003) assumed that both sites can offer scope for meaningful learning offers a way onward for reconsidering the relationship between learning locales, curriculum structure, pedagogy and assessment. Brown (2002), in turn, recognised the co-existence of on-campus and virtual learning communities and subsequently launched the framing of "new knowledge architecture" to clarify what he termed "a learning ecology" for university students:

A framework, or architecture, that unifies these traditionally separate info-spheres to produce a new form of a learning ecology—an active place where the virtual and the physical seamlessly and synergistically coexist (p. 80).

In identifying the flexibility between the two spheres, he advocated a hybrid model of learning—one that combines the power of passion-based participation in niche communities of practice with a limited core curriculum for teaching the rigorous thinking and argumentation specific to that field (Brown 2006, p. 19).

The notion of learning ecology has been tackled earlier by Beavis, Nixon and Atkinson (2005). They argued that “the overall ecology of learning” is constituted within the “flows between formal and informal sites and practices” (p. 41). In the same line of thought, Macdonald (2003) announced that teachers are needed to widen their curricular perspectives to embrace those new learning locales of learners: “educators need to recruit and recognise new spaces and places for learning that are effective and engaging, but are beyond formal curriculum planning and reform projects” (p. 145). Here, informal sites are synonymous with community-based learning, more specifically, virtual learning, and this is what ICTs can provide for the EFL learners out of schools and institutions. It gives the power to create more active, involved process of learning through time breaking all the cultural, gender and, age boundaries. The EFL learners should engage with virtual communities of practice through online, special interest networks. Jenkins (2006) considers such engagement as “a participatory culture” (p. 3) where membership, contribution, and collegial mentoring in such groups and communities are all voluntary, and where all participants get empowered and interconnected. Jenkins believes that many kinds of skills acquired by young people, “learning how to campaign and govern; how to read, write, edit, and defend civil liberties; how to program computers and run a business; how to make a movie and get it distributed” (p. 5), have been acquired in their communities and extended by their peers, but not in their schools. Yet, it is imperative the informal out of school learning be taken seriously into account in parallel with the formal in-school learning and, the complementarity of out-of-school technology practices (virtual community learning) and curricular learning should be recognized especially in the field of foreign languages. Hence, allowing students enhance their knowledge capacities in both using and producing knowledge and consequently opening a gate for discovering new ways of assessing students in the formal and informal contexts as well.

4.6. Guidelines for the EFL Learners

Though they are growing up digital as stated by (Tapscott, 1998), EFL learners are still required to be more proficient in using and producing knowledge. They need to shift their

goals from acquiring facts and content knowledge to becoming critical users of knowledge, critical evaluators, and ethical users of technology. Yet, they become trustworthy producers of reliable knowledge. Clearly, the traditionally valued literacy skills such as reading, writing, speaking, comprehension, and problem solving are still essential for the EFL learners. But, the digital age learners require digital ways of learning. These are the ones (Kimber & Wyatt-Smith, 2005) call *Essential Digital Learnings* (EDLs) which include *e-proficiency*, *e-credibility* and *e-designing* which are the most significant learnings for using and producing knowledge in digital environments.

4.6.1. e-proficiency

Wyatt-Smith & Kimber (2005) use the term “*e-proficiency*” to refer to the learner’s capabilities and repertoires of practice to utilise a variety of digital media in communicating with others. On the operational level, they assume that it includes basic navigation across the Internet and a variety of software programs as in technological competence. However, E-proficiency extends well beyond this. It is about the extent to which a learner would be able to choose and use appropriate software applications for particular tasks, to achieve the desired goals. Being net-savvy starts with the ability to search and locate relevant information. As a matter of fact, most of the EFL learners used to search for information using only one search engine and using simple search terms. Harris (2008) advocates explicit teaching about the resources of the invisible Web, claiming that “digital natives are not necessarily skilled or critical consumers of digital information. Many are still novices when it comes to searching, selecting and assessing the meaning and value of the information they find” (p. 155).

Armed with the knowledge of several search locomotives and strategies for increasing discerning searches, the EFL learners can improve their e-proficiency and the quality of their learning process and outcomes. Added to the proficient use of search locomotives is a vital cognitive capacity with personal, social and ideological complications: *e-credibility*.

4.6.2. e-credibility

No matter how proficient you are, credibility issues have been identified as perhaps the greatest challenge facing a networked society (Metzger and Flanagin, 2008). People’s ability to gauge the credibility of a source or person has always been fundamental to human relationships, so it is not surprising to anticipate how the intricacy of the Internet has shaped the difficulty of being able to detect trustworthy indicators. Haas and Wearden’s (2003) use

the term e-credibility to refer to “the qualities of trustworthiness, accuracy, completeness and timeliness that entail a sense of ‘believability’ ” (p. 170). Yet, foreign language learners have to be well-aware of this term and they should enhance their credibility judgements as they negotiate their virtual world. They should be able to analyse, criticize, decode, discern, accept or refute the reliability of the source in question.

Harris (2008) states that some young learner’s level of cognitive development, naiveté, lack of real world experience and tendency to “satisfice” (p. 162), or settle for “good enough” rather than enhance their decisions, sets them at a disadvantage when dealing with information on the Web. Understanding the informational indications in digital texts necessitate the reader to locate, organise, consider logically and apply abstract reasoning, all of which are directly linked to developmental changes in cognition (Eastin, 2008). However, learners, as Drotner (2008) eloquently points it out, cannot develop the kinds of evaluation and reflection needed in online environments without explicit instruction. That is to say, teachers should support the learners to develop their abilities and meta-strategies for questioning texts, seeking validation and arriving at knowledgeable decisions.

In the same line of thought, (Burbules, 1997a, 1997b) argues that learners can develop their evaluative strategies via “hyper-reading”, particularly of hyperlinks, to develop a more critical facility for identifying and distinguishing between “misinformation, messed-up and mostly useless information”. Harris (2008), in turn, recommended going beyond checklists “because evaluation of information is subjective, relative and situational rather than objective, absolute, and universally recognizable” (p. 166). Sundar (2008) launched the MAIN (Modality, Agency, Interactivity and Navigability) model of heuristics (a method of solving problems by finding practical ways of dealing with them, learning from past experience and encouraging learners to discover things by their own selves.) to help students realizing greater evaluative perception of credibility when working with digital texts. Yet, to achieve valid, astute, credibility judgments, EFL learners are required to set out effective meta-strategies appropriate for learning in a digital environment, and makes of them as Flanagin and Metzger (2008) said the “architects of credibility” (p. 18).

The concept of e-credibility is central to the quality of EFL learners’ academic performance and social interactions. Its efficiency can be recognized in the products they create through *e-designing*.

4.6.3. e-designing

The term e-designing is used by (Wyatt-Smith & Kimber, 2005) to entail the active, dynamic act of traversal across mental and virtual spaces in sourcing, navigating, connecting and engaging with ideas or information, and perhaps interacting with others to create new digital artefacts. They claim that e-designing captures an amalgam of creativity, evaluation, e-credibility and e-proficiency and it reflects the degree of ethical concern or cultural affiliations of the designer. They add, the act of creation could be achieved individually or in collaboration, and entails imagination, multimodal display, reflection and evaluation. When these different perceptions are taken into consideration, the role of e-designing in improving the digital learning can be appreciated. In the same line of thought, several empirical studies have approved the academic progress and value-added performances of students who act as designers of multimodal texts (Chen & McGrath et al., 2003) including computer games (Prensky et al., 2007) and electronic concept maps (Kimber, Pillay, & Richards, 2007). Such studies demonstrate growing support for the notion that e-designing can enhance the foreign language teaching/learning process.

To conclude, *e-proficiency*, *e-credibility* and *e-designing* are noteworthy entities to the foreign language teaching/ learning process. These EDLs function in a dynamic consistent way to enhance the critical, creative, ethical and cultural dimensions of the twenty-first EFL learners.

4.7. Guidelines for Teachers of Foreign Languages

In the light of the American psychiatrist William Glasser's (2008) claim that we learn 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we see and hear, 70% of what is discussed with others, 80% of what is experienced personally, and 95% of what we teach to someone else, we could infer that ICTs allow students to be exposed to all of these forms of learning. Students will especially benefit from the experience of teaching others not only because it reinforces previously known and newly found knowledge, but also because it supports collaborative learning and it is a form of learning empowerment. By integrating ICTs in the EFL classroom, a teacher is not only giving students knowledge, but also showing them how to use it.

As learning shifts from the “teacher-centered model” to a “learner-centered model”, the teacher will no longer embody the role of omniscient, unique source of knowledge,

through which he/she used to spoon-feed his/her learners, on the contrary, he/she is supposed to step back and become classroom manager, who, from the background, comment if required, trigger ideas, give feedback, praise and reprimand, serve as example, but by no means prescribe everything that has to be learnt. The role of the teacher, weakened though it may be, is indispensable (Dam, 1990; Little, 1995; as cited in Ensslin, 2004).

Nonetheless, having access to ICTs and the modern Technology is very similar to having a kid in a candy store; there is so much to choose from that they spend too much time looking and either end up with too much junk or nothing at all. That is why clear guidelines and objectives are necessary when using ICTs in the language classroom. Below is a brief summary of guidelines outlined by Mark Warschauer and P. Fawn Whittaker, which was taken from an investigation of experiences of dozens of teachers around the world who actually use the Internet in their classes. (Warschauer 1997; as cited in Jermaine S. McDougald, 2005)

- ❖ **Carefully consider your goals** – As a teacher you must consider what you want to achieve during each class. What immediate goal do you want the students to acquire? The teacher has to consider what language experiences would be beneficial and arrange the computer activities accordingly. Having clear goals in the beginning is necessary and will alleviate unnecessary problems.
- ❖ **Think about integration** – The main goal in using modern technology and the internet in the classroom is for the EFL student to be exposed to an English environment, thus increasing their English skills. However, the activities that are centered on technology need to be well integrated into the curriculum. This is where teacher intervention comes in to play by creating learning activities that bring about sufficient linguistic and cognitive environment for the student.
- ❖ **Do not take the complexities for granted** – Many teachers are well versed with the Internet as well as using the computer, keyboard, mouse etc. and therefore they have no problems getting around the net. On the other hand, some EFL students may not be which will cause non-language related problems. Therefore, this must be taken into account when planning activities. The use of the computer lab may also throw your plans out of the loop, because of availability. Finally yet importantly, which is a problem all over, is equipment malfunctions. The CD Rom, the headphones, microphone do not work. The PC's continually lock up. The internet is slow too or

does not work at all. All these complexities need to be thought out when planning your lesson centered on technology

- ❖ **Provide the necessary tools or support** – It is best to provide guidance and support along the way when using technology. This will lessen the problems that will come along. Warschauer and Whittaker suggest various methods in which to support students. One is writing detailed handouts so that students can refer to if necessary. Have technology training sessions programmed within the class time from time to time. Assign students to work in pairs or groups so that they can help each other. Instruct students how to receive help inside and outside of class when technical problems arise. Moreover, making you available to help students when they most likely need it. Obviously, other methods may exist in order to help or support students, but these are some basic guidelines that can be employed easily.
- ❖ **Include students in Decisions** – Get students to participate when designing technology based projects or assignments. This will help to reduce some of the complexities that may come up. Warschauer and Whittaker suggest doing this in the form of an anonymous survey, class discussions or similar means where it involves the student expressing their opinions about the implementation process. Warschauer and Whittaker (1997) also point out that a situation which is based on communication between students but in which the students have little say over the topics or outcomes of that communication is not likely to lead to the kind of atmosphere optimal for language learning.
- ❖ **Tolerating the cultural differences and mitigating the gender issues-** They need to have a broad understanding of the social, cultural, socio-political and, the global issues affecting their profession. Foreign language classrooms of the 21st century are culturally diverse, having students of different cultures, ethnicities, and genders, which makes it an amalgamation of different ideologies. This requires very tolerant teachers of higher degree of intellectuality and consciousness. Teachers who are prepared to live and work in a globalized society, and able to think out of the traditional paradigms.

4.8. Suggestions for Decision Makers:

One of the many challenges facing developing countries today is preparing their societies and governments for the globalization and the information and communication revolution. With ICTs, they can leap forth to higher levels of social, economic and political

development. We hope that in making this leap, policy and decision makers, planners and researchers, are aware of the way they should address the pertinent issues. As access to information continues to grow exponentially, schools and universities cannot remain mere venues for the transmission of a prescribed set of information from teacher to student over a fixed period of time. Rather, they must promote “learning to learn,” i.e., the acquisition of knowledge and skills that make possible continuous learning over the lifetime. The illiterate of the 21st century, according to futurist Alvin Toffler (2002), “will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.” As cited in (Tinio, 2002; p, 3). Yet, policy and decision makers in Algeria must define a framework for the appropriate and effective use of ICTs in the educational system as they must realize that the potential educational benefits of ICTs are not automatic. The effective integration of ICTs into the educational system is a complex, multifaceted process that involves not just technology but also curriculum and pedagogy, institutional readiness, teacher competencies, and long-term financing, among others, as it involves issues such as ideology, culture and gender. The introduction of ICTs in education, particularly in the EFL classroom, when done without careful deliberation, can result in furthering marginalization of those who are already underserved or disadvantaged, widening the cultural gap between the self and the other, and contributing to disseminate purposeful ideologies. Therefore, serious attention must be paid to ensuring that technology is contributing in solving problems not creating new ones.

4.9. Limitations of the study

This study involved a population of learners and teachers from one faculty in one Algerian university. Though it reflects some of the reality of the Algerian universities, foreign language departments more particularly, there should be some other researches in other branches and fields of study in several Algerian universities, so that we can have a broad overview about the Algerian universities.

Considering Gender as a variable factor in a quantitative research raises a major problem, especially in the field of foreign languages, where female learners outnumber their male counterparts. Yet, findings of the questions where equality among informants is required couldn't be generalized, and they were analyzed descriptively.

4.10. Conclusion

The successful integration of ICT into the curriculum depends on the what, the when, and the how it should be used to create the appropriate environment for language teaching and learning. Teachers play a pivotal role in such operation, and they are required to have positive attitudes towards ICT integration into the classroom. However, there are many factors related to teachers affect the ICT integration into the classroom, among which, teachers' age, gender, and experience. Yet, fostering foreign language teaching/learning process through technology requires well entrained teachers who have the ability to strike a balance between their roles and ICT roles. To sum up, the successful integration of ICT needs to address three interconnected frameworks for change: the teacher, the school, and the policy makers

GENERAL CONCLUSION:

Information and communication technology (ICT) is a force that has changed many aspects of the way we live. The impact of ICT across the past two or three decades has been enormous. But when one looks at education, particularly, the field of foreign language teaching or learning, there seems to have been an uncanny lack of influence and far less change than other fields have experienced.

One may ask: Is ICT-assisted learning or teaching of a foreign language better or worse than traditional methods? The answer is, probably both. ICT does not suit all students, all subjects, or all phases of learning equally. Much depends on how ICT-assisted learning is done, and, as in traditional teaching, there are no fast formulas. Discovering and developing the potential of ICT will surely take time, and what we find may not be valid for all times because the context is continuously changing. Technology in itself is not a panacea; Teachers have to be trained and need to feel knowledgeable and skilled. In fact, with the introduction of ICTs in the classroom, the teacher's role in the learning/teaching process becomes even more critical. What can and should change is the kind of role that both teachers and students all alike play.

One additional point is that "technology is developing so rapidly that it can often be difficult or even overwhelming to harness, somewhat like trying to get a drink of water from a gushing fire hydrant" (Warschauer, 1997). Yet, In order to make effective use of ICTs and the

new technologies, Decision makers need to take a step back and focus on some basic pedagogical requirements that make teachers reluctant to use ICTs. Some of the reasons that make this reluctance as Hannafin and Savenye (1993) eloquently identified them are poor software design, skepticism about the efficiency of technology in improving learning outcomes, lack of administrative support, increased time and effort needed to cope with technology and the way to use it for teaching, and the technophobia; the fear of losing authority in the classroom as it becomes more learner-centered. These are all issues that must be addressed by all teachers.

Despite these shortcomings and Even though ICT integration in the curriculum is not spelt out, it is supposedly the message. However, as individual attempts have shown, effective use of technology must be accompanied by other factors that support and make legitimate the integration of technology in education. These have to do with changing attitudes, training teachers, and developing curriculum more than simply making facilities available (Warschauer, 2003). In other words, investments in hardware and software will not produce the desired results unless there is also an investment in the human ware, that is to say, raising individuals' awareness and critical thinking towards the current most controversial issues such as ideologies, cultural matters, and gender issues Only then can we fully claim successful attempts to integrate technology in the educational system.

Yet, despite the fact that Information and communication technologies have been advertised as potentially powerful enabling tools for educational change and reform, it is imperative to be used appropriately to help increase access to education, reinforce the significance of education to the increasingly digital workplace, and improving the educational quality by help making the teaching/learning process into an engaging, active process connected to the actual life. More generally, and to be successfully integrated, ICTs need to play the roles that help unveiling all types of ideology, solving the cultural and gender related problems, and raising students' awareness and critical thinking.

End-notes

¹Charles-Robert Agero (1923-2008) is a French historian whose book *les Algeriens Musulmans et la France (1871-1919)* has had great impact on a wide range of readership.

²MOT: My Own Translation

³Pierre Foncin (1841-1916) was a teacher of geography and later promoted to the post of inspector general for public instruction (1890). He was known for his advocacy in favor of the colonial policy.

⁴This statement was first said by a Scotsman by the name of Patrick Geddes (1854-1932), and who was an architect by calling. In the field of education, Stuart R. Graur, Ph.D. An American educator is claimed to have been the first advocator.

⁵President Abdelaziz Bouteflika, before his elections as head of state in April 1999. Mentioned in: Millian, M. "teaching English in a Multi-lingual context: the Algerian case." *The Mediterranean Journal of Educational Studies*, 2000) Vol 6(1). Cited in N, Abdelatif Mami 2013)

⁶ TEMPUS is the European Union programme which was launched in 1990 and supports the modernization of higher education in the EU's surrounding area. Tempus promotes institutional cooperation that involves the European Union and partner countries, and focuses on the reform and modernization of higher education systems in the partner countries of Eastern Europe, central Asia, the Western Balkans, and the Mediterranean region. Benstaali,B. (2014, p. 14)

⁷Hirak is the Algerian peaceful movement against the government and the corrupt system. It started feb, 22nd, 2019. It became a national day against corruption.

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Appendix I

Foreign Language Classroom in the Era of Information: ICTs as a Challenge to Current most Controversial Issues; Ideology, Culture and Gender.

Students' Questionnaire:

The following questionnaire aims at exploring the role of ICTs in the EFL classroom, and the extent to which this latter would be efficient in:

- Improving the quality of foreign language learning/teaching in the classroom,
- Raising students' awareness about the ineluctable ideological implications in the foreign language curriculum,
- Opening a gate for negotiating the giving-taking process of Cross-Cultures.
- Fostering students' autonomy and critical thinking.
- And, investigating gender differences in FLT\FLL, assessment, and ICT competences.

This questionnaire consists of eight groups of questions: (A) Demographic questions, (B) ICT and course evaluation, (C) ICT skills and access, (D) general self-assessment in ICT, (E) Gender and ICT relations, F/ ICT and Ideology in the EFL curricula, G/ ICTs and Culture.

AGE:

Gender: please, choose only one of the following:

Female

Male

Professional status:

Student

• Level: PhD Master Bachelor/License

• Field of study:

Language of instruction: language(s) of instruction in your institute:

Please, choose all that apply:

English

French

Arabic

B: ICT Training and course evaluation:

- a- **Training received: In the course of your studies, have you ever received training on information and communication technologies (ICTs)?**

Yes

No

Please indicate the duration of the course.

	Two weeks	month	semester	year	never
Word processing	<input type="checkbox"/>				
Presentation tools e.g. Power point	<input type="checkbox"/>				
Internet research	<input type="checkbox"/>				
Emailing, forums, chat	<input type="checkbox"/>				
E-learning, video conferencing, webinars	<input type="checkbox"/>				

b- Course Evaluation

Would you evaluate the ICT courses which you attended during your English classes; what made you content and what made you less satisfied?

.....

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.....

To what extent do you agree with the following aspects? Please indicate below.

(1=strongly disagree, 2=disagree, 3= agree, 4=strongly agree)

A. Motivational aspects: I found this ICT integration course of foreign language learning:

- 1. Empowering** – I had meaningful interactions with instructors and peers from different universities inside and outside my country.
- 2. Exciting** – I was inspired to find creative ways to work with the computer, mobile, tablet and on.
- 3. Methodic** – I was taught processes and procedures to follow for learning a foreign language
- 4. Relevant** – I acquired knowledge and skills from teachers’ techniques to prepare myself for learning a foreign language using ICTs
- 5. Validating** – I was encouraged to evaluate my previous experiences and cover my shortcomings in learning a foreign language using appropriate tools of ICTs

B. Cognitive Aspects:

ICTs can enhance the following cognitive skills which are very essential in the foreign language learning in the 21st century. Tick yes or no in the table below then justify your answer.

statements	yes	No
VI. Communication skills		
VII. Autonomy and critical thinking		
VIII. Problem identification and solving skills		
IX. Interpersonal and collaborative skills		
X. Creativity and intellectual curiosity skills		

C: ICT skills and access:

Language of software: please name the language of the software that you use in your mobiles, laptops, computers... (The language of the system)

Choose all that apply:

- English
- French
- Arabic

Justify why do you use such a language?

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

Which ICT tools do you use in your language class?

- Computers
- Laptops
- Mobile phones
- Tablets
- Data projectors
- Intelligent white boards

How often do you use the following ICT resources for learning / teaching a foreign language?

	Everyday	once a week	once a month	rarely	never
Word processing	<input type="checkbox"/>				
Presentation tools e.g. Power point	<input type="checkbox"/>				
Internet research and navigation	<input type="checkbox"/>				
Email, social networks, forums,...	<input type="checkbox"/>				
Video conferences, e-learning,...	<input type="checkbox"/>				

Where else can you access and use ICT tools and facilities outside your institution?

- ICT training courses
- Cyber/internet café
- At home

Where do you use computers in your institution?

- Classroom
- Computer laboratory
- Library
- Others

In which of the following learning skills do you use ICTs

- Listening and pronunciation
- Writing
- Vocabulary accumulation
- Grammar techniques

D: General Self-assessment:

Indicate your level of skills in the use of the following computer applications:

	Excellent	very good	good	fair
Word processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation tools e.g. PPT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Email, social networks, forums,....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Webinars, e-learning, virtual classes,...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How would you describe the way you handle ICT resources? Please indicate how far you agree or disagree with the following statements:

(1=strongly disagree, 2=disagree, 3= agree, 4=strongly agree):

a- Through ICTs I can interact with teachers/students from different colleges and faculties from different countries.

b- Using ICTs helps me manage information more effectively

c- I find it easy to select the appropriate knowledge sources for my language learning

d- Using ICTs helps managing time.

My major difficulties in developing ICT skills are (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree):

Time

Training

Confidence

Relevance

Hardware availability

Software availability

Access to Internet

The Net speed

E: ICTs & gender relations:

Do you think that males and females teach / learn a foreign language (English) differently?

1. Yes

2. No

Explain briefly.

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

Do you feel gender bias from your teachers in interaction or assessment?

1. Yes

2. NO

If yes, what do you propose as a solution?

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

Do you think ICT integration may help decreasing gender bias in the classroom?

1. Yes

2. NO

If YES how? If NO, why?

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

Do you think female students of a foreign language handle ICT resources to the same extent their male counterparts do?

1. Yes

2. NO

If YES explain. If NO, why?

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

Do you see any difference between mixed and segregated classes of foreign language learning? Explain.

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

F/ ICT and Ideology in the EFL curricula:

Do you think there is an ideology or a political power exercised through the EFL curricula in the Algerian university?

1. YES

2. NO

If YES explain.

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

Do you think there is a way to raise a challenge to such an ideology?

- 1. YES
- 2. NO

If YES explain.

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

Do you think ICTs can raise a challenge to all kinds of ideology exercised through foreign language curricula?

- 1. YES
- 2. NO

If YES explain.

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

G/ ICTs and Culture:

ICTs may help solving all the culture related problems to language. Please indicate below the extent to which you (1=strongly disagree, 2=disagree, 3= agree, 4=strongly agree):

- 1. ICTs may help negotiating the giving-taking process of cross-cultures.
- 2. Fosters learners' third place.
- 3. Raise students' awareness of language as a socio-culturally determined.

If you agree explain how. If you don't, explain why.

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*****Thank You*****

Appendix II

Foreign Language Classroom in the Era of Information: ICTs as a Challenge to Current most Controversial Issues; Ideology, Culture and Gender.

Teachers' Questionnaire:

The following questionnaire aims at exploring the role of ICTs in the EFL classroom, and the extent to which this latter would be efficient in:

- Improving the quality of foreign language learning/teaching in the classroom,
- Raising students' awareness about the ineluctable ideological implications in the foreign language curriculum,
- Opening a gate for negotiating the giving-taking process of Cross-Cultures.
- Fostering students' autonomy and critical thinking.
- And, investigating gender differences in FLT\FLL, assessment, and ICT competences.

This questionnaire consists of eight groups of questions: (A) Demographic questions, (B) ICT and course evaluation, (C) ICT skills and access, (D) general self-assessment in ICT, (E) Gender and ICT relations, F/ ICT and Ideology in the EFL curricula, G/ ICTs and Culture.

A: Demographic questions:

AGE:

Gender: please, choose only one of the following:

Female

Male

Professional status:

Teacher

- Fields of interest/Specialty:
.....

Language of instruction: language(s) of instruction in your institute:

Please, choose all that apply:

English

French

Arabic

B: ICT Training and Course Evaluation:

Have you ever received training on information and communication technologies (ICTs)?

Yes

No

Please indicate the duration of the course.

	Two weeks	month	semester	year	never
Word processing	<input type="checkbox"/>				
Presentation tools e.g. Power point	<input type="checkbox"/>				
Internet research	<input type="checkbox"/>				
Emailing, social networks, forums	<input type="checkbox"/>				
E-learning, video conferencing, webinars	<input type="checkbox"/>				

C: ICT Skills and Access:

Which ICT tools do you use in your language class?

Computers	<input type="checkbox"/>
Laptops	<input type="checkbox"/>
Mobile phones	<input type="checkbox"/>
Tablets	<input type="checkbox"/>
Data projectors	<input type="checkbox"/>
Intelligent white boards	<input type="checkbox"/>

How often do you use the following ICT resources for teaching a foreign language?

	Everyday	once a week	once a month	rarely	never
Word processing	<input type="checkbox"/>				
Presentation tools e.g. Power point	<input type="checkbox"/>				
Internet research and navigation	<input type="checkbox"/>				
Email, forums, social networks	<input type="checkbox"/>				
Webinars, virtual classes,...	<input type="checkbox"/>				

Where do you use computers in your institution?

- Classrooms
- Libraries
- Foreign language laboratories
- Others

Where else can you access and use ICT tools and facilities outside your institution?

- ICT training courses
- Cyber/internet cafés
- At home
- Everywhere (3G/4G)

Language of software: please name the language of the software that you use in your mobiles, laptops, computers... (The language of the system)

Choose all that apply:

- English
- French
- Arabic

Justify why do you use such a language?

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

D: General self assessment:

Indicate your level of skills in the use of the following computer applications:

	Excellent	very good	good	fair
Word processing, presentation tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Email, social networks, forums,...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Webinars, e-learning, virtual classes,...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How would you describe the way you handle ICT resources? Please indicate how far you agree or disagree with the following statements:

(1=strongly disagree, 2=disagree, 3= agree, 4=strongly agree):

a- Through ICTs I can interact with teachers/students from different colleges and faculties from different countries.

b- Using ICTs helps me manage information more effectively

c- I find it easy to select the appropriate knowledge sources for my language teaching

d- Using ICTs helps managing time.

My major difficulties in developing ICT skills are (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree):

- Time
- Training
- Confidence
- Relevance
- Hardware availability
- Software availability
- Access to Internet
- The Net speed

E: ICTs & gender relations:

Do you think male and female EFL teachers teach a foreign language (English) differently?

- 1. Yes
- 2. No

Explain briefly.

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

Do you think EFL teachers practise gender bias in interaction or assessment either deliberately or unintentionally?

1. Yes

2. NO

If yes, what do you propose as a solution?

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

Do you think ICT integration may help decreasing gender bias in the classroom?

1. Yes

2. NO

If YES how? If NO, why?

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.....
.....

Do you think female EFL teachers handle ICT resources to the same extent their male counterparts do?

1. Yes

2. NO

If YES explain. If NO, why?

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.....
.....

Do you prefer co-educational or single-gender classes? Or, it doesn't make any difference for you.

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.....

F/ ICT and Ideology in the EFL curricula:

Do you think there is an ideology or a political power exercised through the EFL curricula in the Algerian university?

3. YES

4. NO

If YES explain.

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

Do you think there is a way to raise a challenge to such an ideology?

3. YES

4. NO

If YES explain.

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

Do you think ICTs can raise a challenge to all kinds of ideology exercised through foreign language curricula?

3. YES

4. NO

If YES explain.

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

G/ ICTs and Culture:

ICTs may help solving all the culture related problems to language. Please indicate below the extent to which you (1=strongly disagree, 2=disagree, 3= agree, 4=strongly agree):

4. ICTs may help negotiating the giving-taking process of cross-cultures.

5. Fosters learners' third place.

6. Raise students' awareness of language as a socio-culturally determined.

If you agree explain how. If you don't, explain why.

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.....

*****Thank You*****

Université Abdelhamid Ibn Badis - Mostaganem -													
des Langues étrangères													
de la langue anglaise													
Année Universitaire:		2014 / 2015				Date :		15/12/2019					
Classement des étudiants par ordre de mérite													
2 ème année - Domaine: Lettres et Langues Etrangères - Filière: Langue Anglaise - Spécialité: Master Civilisation Britannique													
MGF: Moyenne Générale de Formation (sur 6 semestres pour la licence ou sur 4 semestres pour le master)						MGC: Moyenne Générale de Classement							
Années de retard:		Nombre de Redoublements cumulés		Avec dettes:		Nombre d'admissions avec dettes (maximum = 2)							
Session 1 Nombre d'admissions en 2° session (maximum = 3)													
MGC = MGF(1 - abattement(années de retards + (avec dettes)/2 + session2/4))						Abattement: 4,00 %							
Date: 15/12/2019													
N°	Nom et prénoms	Matricule	MS1	MS3	MS4	MS5	MS6	Red	Ses 2	Dettes	MGF	MGC	
1											13,17	13,17	f
2											13,10	13,10	m
3											12,99	12,99	f
4											12,82	12,82	f
5											12,77	12,77	f
6											12,60	12,60	f
7											12,46	12,46	f
8											12,35	12,35	f
9											12,32	12,32	f
10											12,22	12,22	m

Année Universitaire:		2014 / 2015				Date :		15/12/2019					
Classement des étudiants par ordre de mérite													
2 ème année - Domaine: Lettres et Langues Etrangères - Filière: Langue Anglaise - Spécialité: Master Didactique de l Anglais et Linguistique Appliquée													
MGF: Moyenne Générale de Formation (sur 6 semestres pour la licence ou sur 4 semestres pour le master)						MGC: Moyenne Générale de Classement							
Années de retard:		Nombre de Redoublements cumulés		Avec dettes:		Nombre d'admissions avec dettes (maximum = 2)							
Session 1 Nombre d'admissions en 2° session (maximum = 3)													
MGC = MGF(1 - abattement(années de retards + (avec dettes)/2 + session2/4))						Abattement: 4,00 %							
Date: 15/12/2019													
N°	Nom et prénoms	Matricule	MS1	MS3	MS4	MS5	MS6	Red	Ses 2	Dettes	MGF	MGC	
1											14,26	14,26	f
2											14,25	14,25	f
3											14,14	14,14	f
4											13,79	13,79	f
5											13,70	13,70	f
6											13,68	13,68	f
7											13,66	13,66	f
8											13,60	13,60	f
9											13,40	13,40	f
10											13,35	13,35	m

Année Universitaire:		2014 / 2015		Date : 15/12/2019									
Classement des étudiants par ordre de mérite													
2^{ème} année - Domaine: Lettres et Langues Etrangères - Filière: Langue Anglaise - Spécialité: Master Littérature et Civilisation Anglo-Saxonnes													
MGF:	Moyenne Générale de Formation (sur 6 semestres pour la licence ou sur 4 semestres pour le master)					MGC:	Moyenne Générale de Classement						
Années de retard:	Nombre de Redoublements cumulés		Avec dettes:	Nombre d'admissions avec dettes (maximum = 2)									
Session 1 Nombre d'admissions en 2 ^o session (maximum = 3)													
MGC = MGF(1 - abattement(années de retards + (avec dettes)/2 + session2/4))						Abattement:	4,00 %						
						Date:	15/12/2019						
N°	Nom et prénoms	Matricule	MS1	MS3	MS4	MS5	MS6	Red	Ses 2	Dettes	MGF	MGC	
1											14,77	14,77	f
2											14,67	14,67	2
3											14,57	14,57	f
4											13,91	13,91	f
5											13,90	13,90	f
6											13,56	13,56	f
7											13,45	13,45	f
8											13,43	13,43	f
9											13,25	13,25	f
10											13,16	13,16	f

Année Universitaire:		2014 / 2015		Date : 15/12/2019									
Classement des étudiants par ordre de mérite													
2^{ème} année - Domaine: Lettres et Langues Etrangères - Filière: Langue Anglaise - Spécialité: Master Sociolinguistique et Etude de Genre													
MGF:	Moyenne Générale de Formation (sur 6 semestres pour la licence ou sur 4 semestres pour le master)					MGC:	Moyenne Générale de Classement						
Années de retard:	Nombre de Redoublements cumulés		Avec dettes:	Nombre d'admissions avec dettes (maximum = 2)									
Session 1 Nombre d'admissions en 2 ^o session (maximum = 3)													
MGC = MGF(1 - abattement(années de retards + (avec dettes)/2 + session2/4))						Abattement:	4,00 %						
						Date:	15/12/2019						
N°	Nom et prénoms	Matricule	MS1	MS3	MS4	MS5	MS6	Red	Ses 2	Dettes	MGF	MGC	
1											14,06	14,06	f
2											14,01	14,01	f
3											13,95	13,95	f
4											13,70	13,70	m
5											13,65	13,65	m
6											13,44	13,44	f
7											13,40	13,40	f
8											13,33	13,33	f
9											13,08	13,08	f
10											13,07	13,07	f

Année Universitaire:		2015 / 2016		Date : 15/12/2019									
Classement des étudiants par ordre de mérite													
2 ème année - Domaine: Lettres et Langues Etrangères - Filière: Langue Anglaise - Spécialité: Master Littérature Britannique													
MGF: Moyenne Générale de Formation (sur 6 semestres pour la licence ou sur 4 semestres pour le master)						MGC: Moyenne Générale de Classement							
Années de retard:		Nombre de Redoublements cumulés		Avec dettes:		Nombre d'admissions avec dettes (maximum = 2)							
Session 1 Nombre d'admissions en 2 ^e session (maximum = 3)													
MGC = MGF(1 - abattement(années de retards + (avec dettes)/2 + session2/4))						Abattement: 4,00 %							
Date: 15/12/2019													
N°	Nom et prénoms	Matricule	MS1	MS3	MS4	MS5	MS6	Red	Ses 2	Dettes	MGF	MGC	
1											16,05	16,05	f
2											15,34	15,34	m
3									1		15,28	15,13	f
4											15,01	15,01	f
5											14,88	14,88	f
6											14,66	14,66	m
7											14,62	14,62	m
8									1		14,62	14,47	f
9											14,34	14,34	f
10											13,79	13,79	m

Année Universitaire:		2015 / 2016		Date : 15/12/2019									
Classement des étudiants par ordre de mérite													
2 ème année - Domaine: Lettres et Langues Etrangères - Filière: Langue Anglaise - Spécialité: Master Littérature Britannique													
MGF: Moyenne Générale de Formation (sur 6 semestres pour la licence ou sur 4 semestres pour le master)						MGC: Moyenne Générale de Classement							
Années de retard:		Nombre de Redoublements cumulés		Avec dettes:		Nombre d'admissions avec dettes (maximum = 2)							
Session 1 Nombre d'admissions en 2 ^e session (maximum = 3)													
MGC = MGF(1 - abattement(années de retards + (avec dettes)/2 + session2/4))						Abattement: 4,00 %							
Date: 15/12/2019													
N°	Nom et prénoms	Matricule	MS1	MS3	MS4	MS5	MS6	Red	Ses 2	Dettes	MGF	MGC	
1											16,05	16,05	f
2											15,34	15,34	m
3									1		15,28	15,13	f
4											15,01	15,01	f
5											14,88	14,88	f
6											14,66	14,66	m
7											14,62	14,62	m
8									1		14,62	14,47	f
9											14,34	14,34	f
10											13,79	13,79	m

Année Universitaire:		2015 / 2016		Date :		15/12/2019							
Classement des étudiants par ordre de mérite													
2 ème année - Domaine: Lettres et Langues Etrangères - Filière: Langue Anglaise - Spécialité: Master Didactique de l'Anglais et Linguistique Appliquée													
MGF: Moyenne Générale de Formation (sur 6 semestres pour la licence ou sur 4 semestres pour le master)						MGC: Moyenne Générale de Classement							
Années de retard:		Nombre de Redoublements cumulés		Avec dettes:		Nombre d'admissions avec dettes (maximum = 2)							
Session 1		Nombre d'admissions en 2 ^e session (maximum = 3)											
MGC = MGF(1 - abattement(années de retards + (avec dettes)/2 + session2/4))						Abattement:		4,00 %					
						Date:		15/12/2019					
N°	Nom et prénoms	Matricule	MS1	MS3	MS4	MS5	MS6	Red	Ses 2	Dettes	MGF	MGC	
1											15,00	15,00	f
2											14,77	14,77	f
3											14,71	14,71	f
4											14,47	14,47	f
5											14,43	14,43	m
6											14,28	14,28	f
7											14,17	14,17	m
8											14,05	14,05	m
9											14,03	14,03	f
10											13,99	13,99	f

Année Universitaire:		2015 / 2016		Date :		15/12/2019							
Classement des étudiants par ordre de mérite													
2 ème année - Domaine: Lettres et Langues Etrangères - Filière: Langue Anglaise - Spécialité: Master Littérature et Civilisation Anglo-Saxonnes													
MGF: Moyenne Générale de Formation (sur 6 semestres pour la licence ou sur 4 semestres pour le master)						MGC: Moyenne Générale de Classement							
Années de retard:		Nombre de Redoublements cumulés		Avec dettes:		Nombre d'admissions avec dettes (maximum = 2)							
Session 1		Nombre d'admissions en 2 ^e session (maximum = 3)											
MGC = MGF(1 - abattement(années de retards + (avec dettes)/2 + session2/4))						Abattement:		4,00 %					
						Date:		15/12/2019					
N°	Nom et prénoms	Matricule	MS1	MS3	MS4	MS5	MS6	Red	Ses 2	Dettes	MGF	MGC	
1											14,19	14,19	m
2											13,99	13,99	m
3											12,97	12,97	f
4									1		12,73	12,60	f
5									1		12,70	12,57	f
6											12,21	12,21	m
7									2		12,43	12,18	f
8									2		12,18	11,94	f
9									1		12,02	11,90	f
10											11,85	11,85	

Année Universitaire:		2015 / 2016		Date :		15/12/2019							
Classement des étudiants par ordre de mérite													
2^eème année – Domaine: Lettres et Langues Etrangères – Filière: Langue Anglaise – Spécialité: Master Sociolinguistique et Etude de Genre													
MGF: Moyenne Générale de Formation (sur 6 semestres pour la licence ou sur 4 semestres pour le master)						MGC: Moyenne Générale de Classement							
Années de retard: Nombre de Redoublements cumulés				Avec dettes: Nombre d'admissions avec dettes (maximum = 2)									
Session 1 Nombre d'admissions en 2 ^e session (maximum = 3)													
MGC = MGF(1 - abattement(années de retards + (avec dettes)/2 + session2/4))						Abattement: 4,00 %							
Date: 15/12/2019													
N°	Nom et prénoms	Matricule	MS1	MS3	MS4	MS5	MS6	Red	Ses 2	Dettes	MGF	MGC	
1											14,33	14,33	f
2											14,20	14,20	f
3											14,11	14,11	m
4									1		14,05	13,91	f
5											13,90	13,90	f
6											13,84	13,84	m
7											13,65	13,65	f
8											13,56	13,56	f
9											13,52	13,52	f
10											13,49	13,49	m

Année Universitaire:		2016 / 2017		Date :		15/12/2019							
Classement des étudiants par ordre de mérite													
2^eème année – Domaine: Lettres et Langues Etrangères – Filière: Langue Anglaise – Spécialité: Master Linguistique Appliquée													
MGF: Moyenne Générale de Formation (sur 6 semestres pour la licence ou sur 4 semestres pour le master)						MGC: Moyenne Générale de Classement							
Années de retard: Nombre de Redoublements cumulés				Avec dettes: Nombre d'admissions avec dettes (maximum = 2)									
Session 1 Nombre d'admissions en 2 ^e session (maximum = 3)													
MGC = MGF(1 - abattement(années de retards + (avec dettes)/2 + session2/4))						Abattement: 4,00 %							
Date: 15/12/2019													
N°	Nom et prénoms	Matricule	MS1	MS3	MS4	MS5	MS6	Red	Ses 2	Dettes	MGF	MGC	
1											16,65	16,65	f
2											16,24	16,24	f
3											16,08	16,08	f
4											15,98	15,98	f
m											15,63	15,63	m
6											14,96	14,96	f
7											14,57	14,57	f
8											14,56	14,56	m
9											14,30	14,30	m
10											14,26	14,26	f

Année Universitaire:		2016 / 2017		Date : 15/12/2019									
Classement des étudiants par ordre de mérite													
2^eème année – Domaine: Lettres et Langues Etrangères – Filière: Langue Anglaise – Spécialité: Master Langue et Linguistique Anglaises													
MGF: Moyenne Générale de Formation (sur 6 semestres pour la licence ou sur 4 semestres pour le master)				MGC: Moyenne Générale de Classement									
Années de retard: Nombre de Redoublements cumulés		Avec dettes: Nombre d'admissions avec dettes (maximum = 2)											
Session : Nombre d'admissions en 2 ^e session (maximum = 3)													
MGC = MGF(1 - abattement(années de retards + (avec dettes)/2 + session/24))				Abattement: 4,00 %									
				Date: 15/12/2019									
N°	Nom et prénoms	Matricule	MS1	MS3	MS4	MS5	MS6	Red	Ses 2	Dettes	MGF	MGC	
1											15,73	15,73	f
2											15,62	15,62	f
3											15,02	15,02	f
4											14,79	14,79	f
5											14,64	14,64	f
6											13,85	13,85	f
7											13,84	13,84	f
8											13,60	13,60	f
9											13,50	13,50	f
10											13,33	13,33	f

Année Universitaire:		2016 / 2017		Date : 15/12/2019									
Classement des étudiants par ordre de mérite													
2^eème année – Domaine: Lettres et Langues Etrangères – Filière: Langue Anglaise – Spécialité: Master Didactique de l'Anglais et Linguistique Appliquée													
MGF: Moyenne Générale de Formation (sur 6 semestres pour la licence ou sur 4 semestres pour le master)				MGC: Moyenne Générale de Classement									
Années de retard: Nombre de Redoublements cumulés		Avec dettes: Nombre d'admissions avec dettes (maximum = 2)											
Session : Nombre d'admissions en 2 ^e session (maximum = 3)													
MGC = MGF(1 - abattement(années de retards + (avec dettes)/2 + session/24))				Abattement: 4,00 %									
				Date: 15/12/2019									
N°	Nom et prénoms	Matricule	MS1	MS3	MS4	MS5	MS6	Red	Ses 2	Dettes	MGF	MGC	
1											14,85	14,85	f
2											14,02	14,02	f
3											13,96	13,96	f
4											13,95	13,95	f
5											13,80	13,80	f
6											13,77	13,77	f
7											13,76	13,76	f
8											13,70	13,70	f
9											13,70	13,70	f
10											13,67	13,67	f

Année Universitaire:		2016 / 2017		Date :		15/12/2019							
Classement des étudiants par ordre de mérite													
2^eème année - Domaine: Lettres et Langues Etrangères - Filière: Langue Anglaise - Spécialité: Master Littérature et Civilisation Anglo-Saxonnes													
MGF: Moyenne Générale de Formation (sur 6 semestres pour la licence ou sur 4 semestres pour le master)						MGC: Moyenne Générale de Classement							
Années de retard:		Nombre de Redoublements cumulés		Avec dettes:		Nombre d'admissions avec dettes (maximum = 2)							
Session 1 Nombre d'admissions en 2 ^e session (maximum = 3)													
MGC = MGF(1 - abattement(années de retards + (avec dettes)/2 + session2/4))						Abattement: 4,00 %							
Date: 15/12/2019													
N°	Nom et prénoms	Matricule	MS1	MS3	MS4	MS5	MS6	Red	Ses 2	Dettes	MGF	MGC	
1											16,20	16,20	m
2											15,78	15,78	m
3											14,17	14,17	f
4											14,10	14,10	f
5											13,04	13,04	m
6									1		12,99	12,86	f
7									1		12,41	12,29	f
8											12,04	12,04	f
9											11,99	11,99	f
10											11,94	11,94	f

Année Universitaire:		2016 / 2017		Date :		15/12/2019							
Classement des étudiants par ordre de mérite													
2^eème année - Domaine: Lettres et Langues Etrangères - Filière: Langue Anglaise - Spécialité: Master Sociolinguistique et Etude de Genre													
MGF: Moyenne Générale de Formation (sur 6 semestres pour la licence ou sur 4 semestres pour le master)						MGC: Moyenne Générale de Classement							
Années de retard:		Nombre de Redoublements cumulés		Avec dettes:		Nombre d'admissions avec dettes (maximum = 2)							
Session 1 Nombre d'admissions en 2 ^e session (maximum = 3)													
MGC = MGF(1 - abattement(années de retards + (avec dettes)/2 + session2/4))						Abattement: 4,00 %							
Date: 15/12/2019													
N°	Nom et prénoms	Matricule	MS1	MS3	MS4	MS5	MS6	Red	Ses 2	Dettes	MGF	MGC	
1											14,93	14,93	m
2											13,78	13,78	f
3											13,51	13,51	f
4											13,45	13,45	f
5											13,28	13,28	f
6											13,26	13,26	f
7											13,17	13,17	f
8											13,12	13,12	f
9											12,97	12,97	f
10											12,95	12,95	f

Année Universitaire:		2016 / 2017		Date : 15/12/2019									
Classement des étudiants par ordre de mérite													
1^{ère} année - Domaine: Lettres et Langues Etrangères - Filière: Langue Anglaise - Spécialité: Master Questions Psycholinguistiques dans l'enseignement Ang													
MGF: Moyenne Générale de Formation (sur 6 semestres pour la licence ou sur 4 semestres pour le master)				MGC: Moyenne Générale de Classement									
Années de retard: Nombre de Redoublements cumulés		Avec dettes: Nombre d'admissions avec dettes (maximum = 2)											
Session 1 Nombre d'admissions en 2 ^o session (maximum = 3)													
MGC = MGF(1 - abattement(années de retards + (avec dettes)/2 + session2/4))				Abattement: 4,00 %									
				Date: 15/12/2019									
N°	Nom et prénoms	Matricule	MS1	MS3	MS4	MS5	MS6	Red	Ses 2	Dettes	MGF	MGC	
1											15,63	15,63	f
2											15,53	15,53	f
3											15,44	15,44	m
4											14,66	14,66	f
5											14,37	14,37	f
6									1		14,43	14,29	f
7									1		14,27	14,13	f
8											13,79	13,79	f
9											13,68	13,68	f
10											13,46	13,46	f

Année Universitaire:		2016 / 2017		Date : 17/12/2019									
Classement des étudiants par ordre de mérite													
2^{ème} année - Domaine: Lettres et Langues Etrangères - Filière: Langue Anglaise - Spécialité: Master Civilisation Britannique													
MGF: Moyenne Générale de Formation (sur 6 semestres pour la licence ou sur 4 semestres pour le master)				MGC: Moyenne Générale de Classement									
Années de retard: Nombre de Redoublements cumulés		Avec dettes: Nombre d'admissions avec dettes (maximum = 2)											
Session 1 Nombre d'admissions en 2 ^o session (maximum = 3)													
MGC = MGF(1 - abattement(années de retards + (avec dettes)/2 + session2/4))				Abattement: 4,00 %									
				Date: 17/12/2019									
N°	Nom et prénoms	Matricule	MS1	MS3	MS4	MS5	MS6	Red	Ses 2	Dettes	MGF	MGC	
1											13,98	13,98	m
2									1		13,08	12,95	f
3											12,44	12,44	m
4											12,37	12,37	m
5											12,31	12,31	f
6											11,90	11,90	f
7								1	1		12,52	11,89	f
8											11,79	11,79	m
9									1		11,91	11,79	f
10											11,65	11,65	m

Année Universitaire:		2016 / 2017		Date :		17/12/2019							
Classement des étudiants par ordre de mérite													
2 ème année – Domaine: Lettres et Langues Etrangères – Filière: Langue Anglaise – Spécialité: Master Littérature Britannique													
MGF: Moyenne Générale de Formation (sur 6 semestres pour la licence ou sur 4 semestres pour le master)						MGC: Moyenne Générale de Classement							
Années de retard:		Nombre de Redoublements cumulés		Avec dettes:		Nombre d'admissions avec dettes (maximum = 2)							
Session 1 Nombre d'admissions en 2° session (maximum = 3)													
MGC = MGF(1 - abattement(années de retards + (avec dettes)/2 + session2/4))						Abattement: 4,00 %							
Date: 17/12/2019													
N°	Nom et prénoms	Matricule	MS1	MS3	MS4	MS5	MS6	Red	Ses 2	Dettes	MGF	MGC	
1											14,43	14,43	m
2											14,38	14,38	f
3											14,21	14,21	m
4											14,08	14,08	f
5											13,88	13,88	f
6											13,33	13,33	f
7											13,03	13,03	f
8									1		13,16	13,03	f
9											12,83	12,83	f
10											12,83	12,83	f

Année Universitaire:		2017 / 2018		Date :		17/12/2019							
Classement des étudiants par ordre de mérite													
2 ème année – Domaine: Lettres et Langues Etrangères – Filière: Langue Anglaise – Spécialité: Master Didactique et langues appliquées													
MGF: Moyenne Générale de Formation (sur 6 semestres pour la licence ou sur 4 semestres pour le master)						MGC: Moyenne Générale de Classement							
Années de retard:		Nombre de Redoublements cumulés		Avec dettes:		Nombre d'admissions avec dettes (maximum = 2)							
Session 1 Nombre d'admissions en 2° session (maximum = 3)													
MGC = MGF(1 - abattement(années de retards + (avec dettes)/2 + session2/4))						Abattement: 4,00 %							
Date: 17/12/2019													
N°	Nom et prénoms	Matricule	MS1	MS3	MS4	MS5	MS6	Red	Ses 2	Dettes	MGF	MGC	
1											13,59	13,59	m
2											13,56	13,56	f
3											13,46	13,46	f
4											13,26	13,26	f
5											13,12	13,12	f
6									1		13,18	13,05	m
7											12,59	12,59	f
8											12,50	12,50	f
9											12,24	12,24	f
10										1	12,28	12,03	m

Année Universitaire:		2017 / 2018		Date :		17/12/2019							
Classement des étudiants par ordre de mérite													
2^{ème} année – Domaine: Lettres et Langues Etrangères – Filière: Langue Anglaise – Spécialité: Master Didactique des langues étrangères													
MGF: Moyenne Générale de Formation (sur 6 semestres pour la licence ou sur 4 semestres pour le master)						MGC: Moyenne Générale de Classement							
Années de retard: Nombre de Redoublements cumulés			Avec dettes: Nombre d'admissions avec dettes (maximum = 2)										
Session 1 Nombre d'admissions en 2 ^e session (maximum = 3)													
MGC = MGF(1 - abattement(années de retards + (avec dettes)/2 + session2/4))						Abattement: 4,00 %							
						Date: 17/12/2019							
N°	Nom et prénoms	Matricule	MS1	MS3	MS4	MS5	MS6	Red	Ses 2	Dettes	MGF	MGC	
1											15,11	15,11	f
2											14,85	14,85	f
3											14,60	14,60	f
4											14,58	14,58	f
5											14,28	14,28	m
6											14,10	14,10	m
7											13,76	13,76	f
8											13,25	13,25	m
9											13,07	13,07	m
10											11,94	11,94	f

Année Universitaire:		2017 / 2018		Date :		17/12/2019							
Classement des étudiants par ordre de mérite													
2^{ème} année – Domaine: Lettres et Langues Etrangères – Filière: Langue Anglaise – Spécialité: Master Littérature et approches interdisciplinaires													
MGF: Moyenne Générale de Formation (sur 6 semestres pour la licence ou sur 4 semestres pour le master)						MGC: Moyenne Générale de Classement							
Années de retard: Nombre de Redoublements cumulés			Avec dettes: Nombre d'admissions avec dettes (maximum = 2)										
Session 1 Nombre d'admissions en 2 ^e session (maximum = 3)													
MGC = MGF(1 - abattement(années de retards + (avec dettes)/2 + session2/4))						Abattement: 4,00 %							
						Date: 17/12/2019							
N°	Nom et prénoms	Matricule	MS1	MS3	MS4	MS5	MS6	Red	Ses 2	Dettes	MGF	MGC	
1											15,06	15,06	f
2											14,44	14,44	m
3											13,51	13,51	f
4											13,39	13,39	f
5											13,18	13,18	f
6											12,63	12,63	f
7											12,43	12,43	m
8											12,36	12,36	f
9											12,25	12,25	f
10											12,11	12,11	f

Année Universitaire:		2017 / 2018		Date :		17/12/2019							
Classement des étudiants par ordre de mérite													
2 ème année - Domaine: Lettres et Langues Etrangères - Filière: Langue Anglaise - Spécialité: Master Langue et communication													
MGF: Moyenne Générale de Formation (sur 6 semestres pour la licence ou sur 4 semestres pour le master)						MGC: Moyenne Générale de Classement							
Années de retard:		Nombre de Redoublements cumulés		Avec dettes:		Nombre d'admissions avec dettes (maximum = 2)							
Session 1 Nombre d'admissions en 2 ^e session (maximum = 3)													
MGC = MGF(1 - abattement(années de retards + (avec dettes)/2 + session2/4))						Abattement: 4,00 %							
Date: 17/12/2019													
N°	Nom et prénoms	Matricule	MS1	MS3	MS4	MS5	MS6	Red	Ses 2	Dettes	MGF	MGC	
1											17,17	17,17	f
2											16,61	16,61	f
3											16,56	16,56	f
4											16,22	16,22	f
5											15,34	15,34	m
6											14,66	14,66	f
7											14,42	14,42	f
8											13,67	13,67	f
9											13,49	13,49	f
10									1		13,44	13,31	m

Année Universitaire:		2017 / 2018		Date :		17/12/2019							
Classement des étudiants par ordre de mérite													
2 ème année - Domaine: Lettres et Langues Etrangères - Filière: Langue Anglaise - Spécialité: Master Linguistique													
MGF: Moyenne Générale de Formation (sur 6 semestres pour la licence ou sur 4 semestres pour le master)						MGC: Moyenne Générale de Classement							
Années de retard:		Nombre de Redoublements cumulés		Avec dettes:		Nombre d'admissions avec dettes (maximum = 2)							
Session 1 Nombre d'admissions en 2 ^e session (maximum = 3)													
MGC = MGF(1 - abattement(années de retards + (avec dettes)/2 + session2/4))						Abattement: 4,00 %							
Date: 17/12/2019													
N°	Nom et prénoms	Matricule	MS1	MS3	MS4	MS5	MS6	Red	Ses 2	Dettes	MGF	MGC	
1											15,69	15,69	m
2											15,28	15,28	f
3											14,98	14,98	f
4											14,48	14,48	f
5											13,93	13,93	m
6											13,84	13,84	m
7									1		13,20	13,07	f
8											12,97	12,97	m
9									1		12,84	12,71	f
10											12,55	12,55	m

Année Universitaire:		2017 / 2018		Date : 17/12/2019									
Classement des étudiants par ordre de mérite													
2^{ème} année - Domaine: Lettres et Langues Etrangères - Filière: Langue Anglaise - Spécialité: Master Littérature et civilisation													
MGF: Moyenne Générale de Formation (sur 6 semestres pour la licence ou sur 4 semestres pour le master)						MGC: Moyenne Générale de Classement							
Années de retard:		Nombre de Redoublements cumulés		Avec dettes: Nombre d'admissions avec dettes (maximum = 2)									
		Session 1: Nombre d'admissions en 2 ^e session (maximum = 3)											
MGC = MGF(1 - abattement(années de retards + (avec dettes)/2 + session2/4))						Abattement: 4,00 %							
						Date: 17/12/2019							
N°	Nom et prénoms	Matricule	MS1	MS3	MS4	MS5	MS6	Red	Ses 2	Dettes	MGF	MGC	
1											13,78	13,78	f
2											13,25	13,25	f
3									1		12,77	12,64	f
4											12,24	12,24	f
5									1		12,20	12,08	f
6									1		12,18	12,06	f
7									1		12,02	11,90	f
8									1		11,87	11,75	f
9									1	1	11,90	11,54	f
10									2		11,37	11,14	m

Année Universitaire:		2017 / 2018		Date : 17/12/2019									
Classement des étudiants par ordre de mérite													
2^{ème} année - Domaine: Lettres et Langues Etrangères - Filière: Langue Anglaise - Spécialité: Master Sciences du langage													
MGF: Moyenne Générale de Formation (sur 6 semestres pour la licence ou sur 4 semestres pour le master)						MGC: Moyenne Générale de Classement							
Années de retard:		Nombre de Redoublements cumulés		Avec dettes: Nombre d'admissions avec dettes (maximum = 2)									
		Session 1: Nombre d'admissions en 2 ^e session (maximum = 3)											
MGC = MGF(1 - abattement(années de retards + (avec dettes)/2 + session2/4))						Abattement: 4,00 %							
						Date: 17/12/2019							
N°	Nom et prénoms	Matricule	MS1	MS3	MS4	MS5	MS6	Red	Ses 2	Dettes	MGF	MGC	
1								1			13,48	12,94	f
2									1		12,52	12,39	f
3											12,12	12,12	m
4									1		11,63	11,51	f
5								3	1		13,18	11,47	f
6								1			11,85	11,38	f
7									2		11,50	11,27	f
8								1	1		11,86	11,27	f
9								1			11,70	11,23	m
10									2		11,38	11,15	f

Année Universitaire:		2018 / 2019		Date : 17/12/2019									
Classement des étudiants par ordre de mérite													
2^{ème} année – Domaine: Lettres et Langues Etrangères – Filière: Langue Anglaise – Spécialité: Master Didactique et langues appliquées													
MGF: Moyenne Générale de Formation (sur 6 semestres pour la licence ou sur 4 semestres pour le master)				MGC: Moyenne Générale de Classement									
Années de retard: Nombre de Redoublements cumulés		Avec dettes: Nombre d'admissions avec dettes (maximum = 2)											
Session : Nombre d'admissions en 2 ^e session (maximum = 3)													
MGC = MGF(1 - abattement(années de retards + (avec dettes)/2 + session2/4))				Abattement: 4,00 %									
				Date: 17/12/2019									
N°	Nom et prénoms	Matricule	MS1	MS3	MS4	MS5	MS6	Red	Ses 2	Dettes	MGF	MGC	
1											15,29	15,29	f
2											15,11	15,11	f
3											14,01	14,01	f
4											13,99	13,99	f
5											13,90	13,90	f
6											13,77	13,77	f
7											13,22	13,22	m
8											13,10	13,10	f
9											13,09	13,09	f
10								1			13,60	13,06	f

Année Universitaire:		2018 / 2019		Date : 17/12/2019									
Classement des étudiants par ordre de mérite													
2^{ème} année – Domaine: Lettres et Langues Etrangères – Filière: Langue Anglaise – Spécialité: Master Didactique des langues étrangères													
MGF: Moyenne Générale de Formation (sur 6 semestres pour la licence ou sur 4 semestres pour le master)				MGC: Moyenne Générale de Classement									
Années de retard: Nombre de Redoublements cumulés		Avec dettes: Nombre d'admissions avec dettes (maximum = 2)											
Session : Nombre d'admissions en 2 ^e session (maximum = 3)													
MGC = MGF(1 - abattement(années de retards + (avec dettes)/2 + session2/4))				Abattement: 4,00 %									
				Date: 17/12/2019									
N°	Nom et prénoms	Matricule	MS1	MS3	MS4	MS5	MS6	Red	Ses 2	Dettes	MGF	MGC	
1											16,23	16,23	f
2											16,19	16,19	m
3											15,88	15,88	f
4									1		14,23	14,09	f
5											13,53	13,53	f
6									1		13,11	12,98	f
7											12,87	12,87	f
8											12,84	12,84	f
9											12,57	12,57	f
10									1		12,56	12,43	f

Année Universitaire:		2018 / 2019		Date : 17/12/2019									
Classement des étudiants par ordre de mérite													
2^{ème} année – Domaine: Lettres et Langues Etrangères – Filière: Langue Anglaise – Spécialité: Master Littérature et approches interdisciplinaires													
MGF: Moyenne Générale de Formation (sur 6 semestres pour la licence ou sur 4 semestres pour le master)						MGC: Moyenne Générale de Classement							
Années de retard: Nombre de Redoublements cumulés		Avec dettes: Nombre d'admissions avec dettes (maximum = 2)											
Session : Nombre d'admissions en 2 ^e session (maximum = 3)													
MGC = MGF(1 - abattement(années de retards + (avec dettes)/2 + session2/4))						Abattement: 4,00 %							
						Date: 17/12/2019							
N°	Nom et prénoms	Matricule	MS1	MS3	MS4	MS5	MS6	Red	Ses 2	Dettes	MGF	MGC	
1											15,95	15,95	f
2											14,59	14,59	f
3											14,49	14,49	f
4											13,93	13,93	f
5											13,43	13,43	f
6											12,98	12,98	m
7											12,80	12,80	f
8								1			12,94	12,42	f
9								1			12,78	12,27	f
10											12,23	12,23	f

Année Universitaire:		2018 / 2019		Date : 17/12/2019									
Classement des étudiants par ordre de mérite													
2^{ème} année – Domaine: Lettres et Langues Etrangères – Filière: Langue Anglaise – Spécialité: Master Langue et communication													
MGF: Moyenne Générale de Formation (sur 6 semestres pour la licence ou sur 4 semestres pour le master)						MGC: Moyenne Générale de Classement							
Années de retard: Nombre de Redoublements cumulés		Avec dettes: Nombre d'admissions avec dettes (maximum = 2)											
Session : Nombre d'admissions en 2 ^e session (maximum = 3)													
MGC = MGF(1 - abattement(années de retards + (avec dettes)/2 + session2/4))						Abattement: 4,00 %							
						Date: 17/12/2019							
N°	Nom et prénoms	Matricule	MS1	MS3	MS4	MS5	MS6	Red	Ses 2	Dettes	MGF	MGC	
1											15,63	15,63	f
2											14,82	14,82	m
3											14,47	14,47	m
4											13,37	13,37	m
5											13,32	13,32	m
6											13,31	13,31	f
7									1		13,42	13,29	f
8											12,82	12,82	f
9									1		12,64	12,51	f
10									1		12,05	11,93	m

Année Universitaire:		2018 / 2019		Date :		17/12/2019							
Classement des étudiants par ordre de mérite													
2^{ème} année – Domaine: Lettres et Langues Etrangères – Filière: Langue Anglaise – Spécialité: Master Linguistique													
MGF:		Moyenne Générale de Formation (sur 6 semestres pour la licence ou sur 4 semestres pour le master)						MGC:		Moyenne Générale de Classement			
Années de retard:		Nombre de Redoublements cumulés		Avec dettes:		Nombre d'admissions avec dettes (maximum = 2)							
Session :		Nombre d'admissions en 2 ^e session (maximum = 3)											
MGC = MGF(1 - abattement(années de retards + (avec dettes)/2 + session/24))							Abattement:		4,00 %				
							Date:		17/12/2019				
N°	Nom et prénoms	Matricule	MS1	MS3	MS4	MS5	MS6	Red	Ses 2	Dettes	MGF	MGC	
1											16,25	16,25	f
2											15,54	15,54	m
3											15,18	15,18	f
4											14,67	14,67	m
5											13,03	13,03	f
6								2			13,68	12,59	f
7									2		12,68	12,43	m
8											12,35	12,35	f
9								1			12,11	11,63	f
10								1	1		12,10	11,50	f

Année Universitaire:		2018 / 2019		Date :		17/12/2019							
Classement des étudiants par ordre de mérite													
2^{ème} année – Domaine: Lettres et Langues Etrangères – Filière: Langue Anglaise – Spécialité: Master Littérature et civilisation													
MGF:		Moyenne Générale de Formation (sur 6 semestres pour la licence ou sur 4 semestres pour le master)						MGC:		Moyenne Générale de Classement			
Années de retard:		Nombre de Redoublements cumulés		Avec dettes:		Nombre d'admissions avec dettes (maximum = 2)							
Session :		Nombre d'admissions en 2 ^e session (maximum = 3)											
MGC = MGF(1 - abattement(années de retards + (avec dettes)/2 + session/24))							Abattement:		4,00 %				
							Date:		17/12/2019				
N°	Nom et prénoms	Matricule	MS1	MS3	MS4	MS5	MS6	Red	Ses 2	Dettes	MGF	MGC	
1											15,82	15,82	m
2											14,40	14,40	f
3											13,05	13,05	f
4									1		12,47	12,35	f
5									2		12,02	11,78	f
6									2		12,00	11,76	f
7								1	1		12,30	11,69	f
8								2	1		12,45	11,33	f
9									2		11,54	11,31	f
10								1		1	11,80	11,09	f

Année Universitaire:		2018 / 2019		Date : 17/12/2019											
Classement des étudiants par ordre de mérite															
2^{ème} année - Domaine: Lettres et Langues Etrangères - Filière: Langue Anglaise - Spécialité: Master Sciences du langage															
MGF: Moyenne Générale de Formation (sur 6 semestres pour la licence ou sur 4 semestres pour le master)				MGC: Moyenne Générale de Classement											
Années de retard: Nombre de Redoublements cumulés		Avec dettes: Nombre d'admissions avec dettes (maximum = 2)													
Session 1 Nombre d'admissions en 2 ^e session (maximum = 3)															
MGC = MGF(1 - abattement(années de retards + (avec dettes)/2 + session2/4))				Abattement: 4,00 %											
						Date: 17/12/2019									
N°	Nom et prénoms	Matricule	MS1	MS3	MS4	MS5	MS6	Red	Ses 2	Dettes	MGF	MGC			
1											15,88	15,88	f		
2											15,14	15,14	f		
3								1	1		13,14	12,48	m		
4								1			12,32	11,83	f		
5									2		11,67	11,44	f		
6								1			11,86	11,39	f		
7										1	11,43	11,32	f		
8								1	1	1	12,15	11,30	m		
9								1	1	1	12,13	11,28	f		
10								1	1		11,60	11,02	f		