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**MASTER**

**« Science of Language »**

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**Investigating the Use of ICT and its Role in EFL**

**Learning and Teaching**

The Case Study of Master One Students and Teachers at

Mostaganem University of AbdelhamidIbnBadis

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## Dedication

*I dedicate this work to my mother and my father for their infinite understanding and support during my period of study.*

*To all my sisters, especially L'ailia, Amina and my best last sister Mounouno.*

*My friendsLouiza and Asmaa I would like to thank them for their contribution and friendship and their good company through all the years, as well as, Malika and her encouragement.*

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## Abstract

Information and Communication Technology (ICT), in the field of education as a useful modern means , has taken a tremendous part in learning foreign languages. Therefore, in EFL learning and teaching, ICT is being used as a main tool that enables successful and interesting language learning and teaching. The present research work aims at investigating the use of ICT and its role in both English learning and teaching at university. This study attempts to explore how impactful ICT use is in classrooms, and its effect on the process of English learning and teaching, as well as, EFL students' and teachers' different attitudes towards ICT's implementation in class and to identify the difficulties which EFL learners face when they do not use it. In that sense, the study hypothesises that ICT as a teaching/learning device may facilitate the process as it enhances students' performance in class; mainly in listening and speaking skills, it motivates them and increases their interest towards courses. Without ICT, students face difficulties. In order to reach our study, the research is conducted both quantitatively and qualitatively. Accordingly, these two methods are adopted in order to validate or falsify the suggested hypotheses. The study opted for two different tools: a questionnaire and an interview, and the samples were M1 EFL students and teachers from different specialities selected randomly in the department of English at University of AbdelhamidIbnBadis in Mostaganem. The findings of this study show that EFL students and teachers support the use of ICT in classroom as a practical and multipurpose tool for teaching and learning. It introduces innovation and facilitates the way of learning and teaching, besides having a constructive effect on their performance.

*Keywords :* ICT, foreign languages, EFL, English learning and teaching, impactful role, technology tool, effect

# List of Acronyms

**EFL :** English as a Foreign Language

**ELL :** English Language Learning

**ELT :** English Language Teaching

**FL :** Foreign Language

**ICT :** Information and Communication Technologies

**IT :** Information Technology

**M1 :** Master one

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**General Introduction**

Over the last century, ICT has grown to become an important part in one's daily life. It is used by many individuals, at work, in administration, at universities, schools and in different fields. The role of ICT in educational field as an aid in foreign language learning and teaching is dramatically emerging as successful and significant. It creates a sense of collaboration among students who can acquire and practice any new language.

As far as the present study is concerned, using ICT in EFL classroom as a tool may enhance the quality of teaching and learning processes. It can develop and back up curriculum of courses in classrooms and attract the students' undivided attention and motivation to learn English in classroom, because it helps and facilitates the construction of knowledge in class by the aid of computers, laptops, Smartphones, tablets and so on. Therefore, it assists them in delivering their work and presentations in a proper and well-organised manner, as it saves time and effort. students and teachers are able to collaborate and find alternatives to solutions of problems.

The field of education seems to be affected by ICT in learning and teaching. Today ICT engages in motivating students to learn and do research, as well as, facilitating and assisting education to change to the better. The impact of ICT used in this field, especially at universities,it gives an experience to create and increase participation and interest for sharing knowledge and acquiring information. Moreover, ICT has a vital role in English Language Learning and Teaching which opens new possibilities, and provides facilities to EFL teacher and learner in order to present, collaborate, and enhance learning and teaching processes at university. In addition, ICT augments learning motivation and educational behavior of students in classroom performance.

The roleand impactful use of ICT have become a short influence of modern it encompassing different sectors; mainly, in education. Teacherstend to use it as motivating tools that enables them to modify the teaching methods in order to improve students' performance and help them to obtain information and increase their level. It makes the learners more motivated and enables them to interact with each other. Moreover, ICT gives the students the opportunity to participate effectively .

A number of reasons fuelled the desire to undertake such a study accompanied by a few observations taken a while back as a student. These observations serve as the driving force that allowed this research work to be conducted. For instance, it has been noticed that, in a way or another, the use of ICTs in class, by both learners and instructors, may impact the teaching/learning process. With the world moving fast with technology and globalization, English as the Lingua Franca and a Foreign Language necessitates the implementation of ICTs in class due to being a quick and effective tool to assist teachers and students in their classroom performances.

The present study, that investigates how impactful ICT use in class can be, aims to achieve the following objectives,

1- To investigate the effective role of using ICT on EFL students at University of Mostaganem.
2- To find out the students' goals in implementing ICT in their learning performance in class to achieve certain tasks, such as, oral presentations.
3- To find out and shed light on the difficulties which EFL students face when they do not use ICT and rely on traditional material.

The use of ICT has a vital role in EFL learning and teaching, and there are different points and elements concerning the impact of ICT on learning and teaching of English. Thus, this research is an attempt to investigate and find out how ICT devices have effected users in English learning and teaching as a main tool; as well as, the objectives and intentions of EFL students when using ICT in classroom. In addition, it attempts to know the possible difficulties that may surface when they do not rely on ICT.

Throughout this study, three major questions are raised,

- How does ICT affect English learning and teaching?
- What are the goals and intentions of students and teachers when using ICT in class?
- Do students find difficulties when they do not rely on ICT?

In order to answer the previously stated research questions, it is hypothesised that,

1- Incorporating ICT as a teaching/learning means may facilitate English teaching and learning by transmitting and delivering sound information both efficiently and effectively.

2- Students use ICT as a learning means to enhance their performance in classroom, mainly their listening and speaking skills. It may also motivate them and increase their interest towards coursesand achieving better performances.

3- Yes, students probably find difficulties in studies without ICT, which are present when the students do not get along with the lecture while studying, when they are less motivated to continue learning, when they lack understanding, confidence and they are passive.

The present study investigates how impactful ICT implementation is increasing in importance within any sort of class or speciality based on various observations. Moreover, technology keeps engulfing users in a world of diversity, change, and globalisation, because it guarantees not only successful interaction between teachers and their learners, but also drives them to add a touch of creativity every time a lesson is intended to be done or a presentation to outlaid.

To investigate the research hypotheses and come out with a relevant conclusion, the study is based on a mixed method research in which collected data is analysed both quantitatively and qualitatively. Furthermore, two different research instruments are selected to gather as much information as possible and they are: students' questionnaire and teachers' interview designed for 50 Master one students of English and 10 EFL teachers from different specialities, and who are randomly chosen as participants in the department of English at the University of AbdelhamidIbnBadis, Mostaganem.

The dissertation is divided into three chapters. The first chapter provides a theory background, as it presents an overview of ICT and its effective role in learning and teaching EFL. The second chapter deals with the first half of the practical part of the study. It describes the research methods, research instruments to conduct this research, the target population, and analysis of the questionnaire. The third chapter covers the second half which continues with the interview of participating teachers, followed by a moderate disscusion of findings, possible limitations of the study and some suggestions and recommendations as a final step to conclude the dissertation.

## Chapter One: ICT and its Role In Language Teaching/Learning

**Introduction**

Nowadays, all countries of the world are developed and in constant progress thanks to technology which is consequently affecting and changing lives. As it is known that Information and Communication Technology (henceforth)ICT is a part of globalization that gives the world information and serves as a network to find and transfer all kinds of information and knowledge in different cultural contexts and different life aspects. ICT has to some extent improved our personal lives in societies, and has become a major useful factor to access knowledge and facilitate the way to teach and learn and find solutions of issues.

Additionally, ICT with its different types is taking an important part in our personal and professional lives, as it is becoming essential and is playing an important role in higher education. Investigating the use of ICT and its impact on learning and teaching EFL is an appropriate incentive that drives researchers to approach such a topic from different perspectives. Thus, this chapter highlights the use of ICT that is being ecouraged in the field of EFL, and the way it is used as a new tool to facilitate and enhance learning and teaching of English. It rather focuses first on the varied definitions of ICT and deals with the use of ICT and its effect on learning and teaching of foreign languages; which is playing a significant role as a tool for enhancing teaching and learning process, as well as, boosting learning motivation and educational performance of both teachers and students. In addition to ICT's implementation in classes for developing speaking and listening skills and its assisted-language learning. Lastly, this chapter explores some of the negative aspects of ICT's use.

**1. 1. Defining ICT(Information and Communication Technology)**

ICT is the acronym of Information and Communication Technology, and it is a means of globalization, communication and information used by organizations for developments of countries. According to Helena Gillespie (2006) "ICT is a term which covers a range of Hardware (machines) and software (application of machine)", (p. 03). This means that ICT involves different tools and different resources. These two basic kinds of ICT; hardware which refers to the physical parts that can be touched, such as, computers, tablets, laptops and others, and software that refers to application of machines which is used by users to do different activities. It is based on resources of internet that include emails, websites and social networking sites.

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ICT is defined as a diverse set of technological tools and resources used to communicate, to create, disseminate, store and manage information (as cited in MuaRodannyKennah, 2016, p.08). Moreover, the term "ICT" is defined as forms of technology used for creating, displaying, storing manipulating, and exchanging information. This definition seems to be general, and ICT specifically refers to computer-based technologies; such, as desktops, laptops, tablets, smart-phones, and software; as well as, internet-based technologies including e-mail, websites and social networking sites (as cited in Dang Hoang and Nhung Hong T. N, 2014, p.34).

ICT stands for Information, Communication and Technology, which emerged in the 1980's. The short form 'ICT' which is the combination of both terms Information and Communication, was put together in order to emphasise the merging of both technologies. This phrase is also used to describe a range of technologies in order to gather, store, retrieve, process, analyse and transmit information. However, what follows is quite important to disclose regarding ICT and its inception.

> **Technology**can be defined as the process of using scientific, material and human resources in order to meet human needs or purpose. Thus, there is a simple definition of **Information**as "that which can be communicated and understood". Then together a basic definition is highlighted which is IT that refers to **Information Technology**. It is the use of information in order to meet human need or purpose (as cited in Jarmaine S. M. 2009, p.18).

In summary, ICT is a sector that integrates Information Technology, and ICT is a tool and a way to improve the pedagogy and the traditional way of teaching by building a more effective organizational structure at universities and schools.

## 1.2. The Use of ICT in EFL Classrooms

Using ICT in EFL classrooms has an important role and is a factor in learning and teaching English. Today, ICT is not only used in studying foreign languages, it is implemented and used in education and pedagogy, generally speaking, in all domains of life. ICT plays a vital role in the field of teaching and learning EFL. As a necessary tool in EFL classrooms, it has great implications for curriculum reform, classroom teaching and student learning. According to Meenakshi (2013), ICT's use in education, as an augmented tool, exists in teaching methods and in learning which is more important. It is very useful in the

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educational career and can be the most effective way to increase the student's knowledge; especially, in education activities and learning process (p.04). Nowadays, ICT is considered as a part of the core of education, mainly, because it is employed by teachers and learners inside or outside their classes. Yet, its use requires certain facilities and resources; such as, internet access and various types of resources of technological devices from computers.

Students in classroom have attitudes towards working with ICT; especially, using it as an instrument to aid in the development of their language skills. Using ICT seems to attract them, because it is a challenge. When students and teachers utilise it in classroom, it motivates them to go searching, analysing and processing information. It makes learners grow interested, increases personal discovery and improves their motivation(as cited in Jermaine S.M., 2009, p.19). Furthermore, with the specific ICT elements and techniques used by students of English in classrooms, it facilitates their deliveryof presentations and practices. They used PCs and data projectors as first tools, and various communication services, for instance, e-mail, webs, blogs and so on. Such educational software was designed and developed with the aim of teaching and learning; for examples, text editors, internet tools, powerpoint presentations, google, and interactive whiteboards/smartboards (Krystallo T., 2008, p. 09)

The main tools which are used and are dominant in learning and teaching EFL in classrooms and are listed as follows. The first instrument is the projected aidswhich support students and teachers in presenting their exposés and courses respectively. They also facilitate their presentations as seen by the others; so, the presenter uses their personal computer and slides projectors as first tools in class. The second instrument is personal communication which is a digital communication tool that enables both teachers and students to interact with each other using web forums; such, as social networks ( facebook, twitter and skype). It provides a process of interaction that may allow students to create a stress-free atmosphere in which they exchange different information in the target language, and presents opportunities for the students to develop their level. Third tool is personal digital entertainment devices which enable users to download, play audio, photo and video files. That is to mean, students and teachers use smartphones, tablets, and cellphones. The last tool is laptops which are defined as a personal computer that operates with a battery away from power sources, and newer versions are now wireless and can connect to the internet in wireless hotspots (Mellea, Green &putland, 2005, pp. 58-70). Hence, laptops are widespread nowadays, and they are used

almost in all domains including education. When a laptop is ussed by the teacher and student together, this can be a very powerful source for teaching and learning by creating powerpoint presentations for instance (as cited in Outmoune R, 2016, p.14).

### 1.3. ICT's Effectivity in Learning and Teaching

In the 21$^{st}$ century, the term ICT has grown to become an important tool in many fields including education, and this is due to technology through which knowledge transfer reaches now most of the globe's countries. Nowadays, ICT has gone through innovations which is apparent in the fact that it has changed the way people think, work and live. Furthermore, ICT in education refers to the use of computers that are incorporated into daily classroom instructional process in teaching and learning due to the fact that learners and teachers are familiar with ICT and they learn better and with confidence . Therefore,

> ICT provides the help and complementary supports for both teachers and students where it involves effective learning with the help of the computers to serve the purpose of learning aids  Computersand technology does not acts as a replacing tools for quality teachers but instead they are considered as an add-on supplements needed for the better teaching and learning(as cited in Ghavifek and Rosdy W. A. W., 2015,  p.176).

Many researchers mentioned that ICT has a positive effect on the process of learning and teaching. According to FekihAhlem, with the rapid development of technology, more and more language teachers and learners; such as, English teachers, are advocating to use technologies as computers and internet for language teaching and learning. She focuses on the use of ICT in teaching and learning that impacts the achievements of language students' positively (2014,  p.14). When ICT is implemented in teaching and learning as a tool and a way to improve and build knowledge of both student and teacher in class, it creates an effective contribution. Moreover,

- ICT has a positive effect on student's learning, such as, increasing their motivation to stay on the task at hand and drive them to behave better and produce high quality work.

- Through ICT, learners feel more comfortable and learn independently. Besides, teachers who are ready to use ICT in teaching, feel more confident and carefully proceed into learning activities in lessons.

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- The use of ICT in learning and teaching allows students to be active in finding and building knowledge ( as cited in (Asidah A. Z. and Issham I., Robitah S. and Kumutho K., 2011, p. 22).

According to Mellar H. Maria K. et al (2007) research results, it is shown that using ICT in teaching creates greater experimentation with teaching styles, and forms of classroom management should be encouraged. ICT develops appropriate ways for learners to work effectively together and allows them to work and to involve defining structures and understand the role for collaborative work. Consequently, learners and teachers have positive attitudes towards ICT  as well as supporting social networks as personal resources used by them. Furthermore, the variety of technologies; such as, mobile phones, tablets, and laptops explore the motivational impact (p.19).

### 1.4. The Role of ICT in EFL Classroom

The role of ICT in education is becoming more and more important, and this importance continues to grow and to develop in 21st century. Thanks to the ICTs, the world is moving rapidly into digital media and information, and it has various impacts on contemporary higher education. ICT explores potential future developments in transforming teaching and learning, and the impact on the way programs are offered and delivered at universities.

With the opportunities of ICT emergence in recent years, technology has become of a contributive role in all sectors, especially, in education. It is worth mentioning how ICTs are dominating so much of the contemporary life, study and work; which means that the use of ICT as a tool of everyday life involves several capabilities; such as, the ability to reason formally, to solve problems, to communicate effectively, to manage time, to project management, collaboration and teamwork skills. ICT keeps influencing and supporting what is being learned and taught in universities and schools too, by supporting knowledge construction (Oliver. R., 2002, pp. 28-32).

Accordingly, ICT-supported learning might be either individual or collective, as well as, student or teacher directed using ICT in education can expedite the individualization of studying methods and support learning processes inside and outside a studying group utilize for publishing, chatting, presenting and communicating.

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**1.4.1. ICT for Enhancing Teaching/Learning Process**

Undoubtedly, ICT is proving to be a valuable and innovative teaching tool for enhancing EFL learning; as well as, a tool for designing significant teaching and learning scenarios. It associates teaching and learning processes with change and improvement in educational quality, theses qualities can be found in enhancing thinking and inter thinking, finding, processing, conveying and sharing information (as cited in(Carlos A. S &Juan.I.P, 2016, p. 256).

Many studies have shown that ICT can contribute to innovate the student-centered learning environment where teachers act as coaches. Therefore, ICT gives the students power to possess control over their own learning and give them voice. ICT also provides motivation variety, interest and involvement, maintains enjoyment, enhances thinking and problem-solving skills, let students create, participate and maintain web-based courses emphasising group learning. It has been described as a way to move and access education, and it helps and develops classroom instruction (as cited in Kaino L. M., 2008, p.02).

Additionally, the field of education has been affected by ICTs, affected teaching, learning and research. For that, ICT has the potential to motivate and engage students, to help relate universities and school experiences in order to produce practices and create economic viability for tomorrow workers; as well as, being tool for teaching and learning to aid education change for the better. ICTs are able to provide strong support given that,

> The integration of information and communication technologies can help revitalize teachers and students. This can help to improve and develop the quality of education by providing curricular support in difficult subject areas. To achieve these objectives, teachers need to be involved in collaborative projects and development of intervention change strategies, (as cited in Amin L. M., 2013, p. 03).

In other words, confident teachers are willing to explore new opportunities for changing their classroom practices by resorting to ICT. As a consequence, the use of ICT will not only enhance learning environments, but also prepare next generation for future lives and careers. ICT incorporated in teaching/learning processes contributes to increase the interaction and reception of information. Such possibilities suggest changes in the communication models and the teaching/learning methods used by teachers, giving way to new scenarios

which favour both individual and collaborative learning. Thereby, ICTs are tools that encourage and support independent learning.

Moreover, Kaffash H. R., Zohreh A., Soldabah A. K. and Ramezani M. T (2010) stated in their paper that ICT refers to the applications found on most desktop computers, digital cameras, recorders, etc., that can be used to enhance curriculum in the classroom: "ICT in classrooms tends to attract learner's interest and motivation" (p. 64). Although it is assumed that computer supports teaching-learning process and the use of ICT has suddenly emerged, the concept of ICT in curriculum is still very new.

### 1.4.2. ICT for Enhancing Learning Motivation

Nowadays, ICT has developed vastly and is now seen worldwide as both necessity and opportunity. Nations develop due to challenges that are faced by individuals all the time. There occur situations where people are encouraged to think, produce and be creative to particular conditions. This vast development provides challenges and opportunities to aspects of life including educational field; especially in English teaching and learning, the use of ICT provides a strong demand to bring into reality its applications in classroom teaching. In addition to the use of ICT for communication with those not physically present in the classroom. ICT opens new possibilities and builds motivation for learners by encouraging them to boost language skills (as cited in Fahri H., 2014, p.108). In their article, Nwigbo S. and Madhu B. K. (2016) mentioned that, "ICT can enhance teaching by enhancing what is already practiced or introducing new and better ways of learning and teaching. It has a positive effect on behavior , motivation, communication and process skills of students and teachers" (p. 06).

Thanks to ICT, researchers or educators agree on students' success in programming courses. However, one important attitude is, without a doubt, the ability to think abstractly, creatively and independently in order to solve general problems using ICT to facilitate learning of new skills. Consequently, what needs be done is to use a teaching/learning methodology, which is based on something common in the daily life of the students. In the past, the structure of the classes involved a master reading from texts and commenting on the readings. The students were silent, passive, and in competition with each other. Still, in the current teaching paradigm, with the world moving rapidly into digital media and information, the role of ICTs is becoming more important and it keeps developing in the 21$^{st}$century;

especially in higher education, because ICTs are utilized for developing courses materials. (Carmen N. and Guerra ,O, 2015, p33).

In the present time, ICT is enhancing the quality of education in several ways; by increasing learners' motivation and engagement, by facilitating the acquisition and learning of languages, also enhancing teacher training and giving opportunities to learners to practice and be active; especially, when they use computer technology and internet, which allow teachers and students to do lessons in better conditions. ICT has an efficiently positive impact on students learning , such as, using videos, sounds, tests, images, and audios to engage them to listen to, understand and develop their cognitive capacities. Thus, ICT use in classroom as a cognitive and construction tool (Amin S. N., 2013, p. 06).

### 1.4.3. ICT for Enhancing Student and Teacher Performance

The use of ICT by students and teachers indicates that it may serve them as a practice tool, and a key to improve and enhance teaching and learning more efficiently. For the teachers, they begin utilising ICT in daily classroom activities, such as, computer or mobile and aid projector, to prepare lesson plans and lesson materials for the classroom lecture, to publish courses, and to help them to accomplish these courses in a professional and productive way to avoid repetition, duplication of manual work and concentrate on the quality of the course material. ICT permits teachers to make monitory observations for the academic performance of students in the lesson delivery.

Innovative teachers deliver their instruction to enhance the quality of performance in classroom as showing pictures and explaining, suggesting some objects to explain critical concepts, and including videos. Hence, all these can assure very productive, interesting, motivating and interactive teacher and student performance(Majumdar S., 2006, p.04).

As for students, ICT helps to improve students' and teachers' performance in classroom, for instance, powerpoint presentation software which can be a good choice for them when performing such tasks or lectures. Students closely consider ICT as a development tool in their performance. Furthermore, they have a positive attitude towards ICT as an aid to teaching and learning; as well as, its impact on students' academic performance and the betterment of their learning and communication.by referring to the previous

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The relationship between ICT and students' performance is strongly and significantly positive. This rapport between students and computer is growing necessary, as they tend to use it at home for learning and researchin; as well as, in classroom for presenting and performing better. Additionally, ICT increases students' engagement, self-confidence, authority and responsibility to present courses usually better and collaborate, especially via computers and internet technologies that enable new ways to teach and learn and to do what they have done before in a better way(as cited in Amin S, N, 2013, p. 08).

A very important study conducted by Shamim T., Alam J. and Apu A. I. showed that ICT affects students' performance in class and their competency development. Still, this impact does not put the learner off, it positively influence their learning by requiring them to use higher-order thinking as analysing information or creating new representations of knowledge, ICT influences students' performance and are more motivated and attentive when its facilities are used in class, state that,

> "Not only ICT has a strong motivational effect and positive effects on behavior, communication and process skills, but also students feel greater responsibility for their own learning when they use ICT, working more independently and effectively. So it can be said that, ICT helps to improve the quality of learning and educational outcomes. Moreover, use of digital technologies in higher education can have significant positive effects both on students' attitude and performance", (2016, p. 138).

## 1.4.4.ICT for Developing Speaking and Listening Skills

As mentioned before, the use of ICT helps to improve the quality of education in several ways, by increasing students' motivation and engagement by facilitating the aquisition of basic skills; such as, speaking and listening. Learning language means speaking it well, and ICT is proving itself as a significant means to develop students speaking proficiency in classroom. Therefore, when teachers utilise the different tools like audio recordings, videos and images in order to motivate students exchange of ideas verbally by discovering and correcting their mispronouciation and speaking problems. According to Georg Lindner's study results (2014),

Teachers used ICT for speaking activities, they marked that they used ICT mostly to record students when they spoke so that they could listen to themeselves to discoverpronounciation difficulties and expressions. They use pictures or presentations in order to inspire the students' speaking proficiency in classroom (p.14).

Moreover, ICT can be employed to develop the students' speaking performance, because language is a mandatory tool for communication that is used between individuals to express or share information. So, ICT gives opportunities to EFL students to aid them to be more aware of the importance of speaking in their learning process, and develop their vocabulary, knowledge and pronounciation.

Besides the speaking skill improvement, it goes without saying how important the listening skill is to complete speaking, therefore, "In the context of teaching and learning EFL, listening is one of the skills that form the basics of one's communicative competence."(JurajDatko, 2014, p.01). It means that listening is the first skill which students usually develop as they aquire the ability to communicate language, however, EFL teachers and students today have to rely on ICT to achieve this goal fast. They use listening materials from different resources including videos, reports, movies, songs, speeches, audio books and audio recordings in order to listen to native speakers. Georg Lindner (2014) states that,

Teachers used ICT for listening activities, and they indicated that they used different types of digital materials of spoken text by native speakers, such as, films and music files. Those teachers who work with a textbook available online mentioned that the online version also provided the possibility to have the text read out aloud by a native speaker, (p.14).

In other words, when teachers tend to employ listening material in their class, they mostly depend on the ones that include native speakers' voice to guarantee correct and authentic input of the target language. Thus, speaking as a productive skill cannot be fully incorporated without its receptive counterpart, listening. That is, these two skills complement each other based on authentic sources.

### 1.4.5. ICT in Assisted-Language Learning

As stated before, ICT are a device and a key to develop EFL teaching/learning. It is effective and it improves both professional and educational fields. Students and teachers are mostly using computers in classroom as a principle material to assist their learning. The role of ICT in foreign language teaching/learning process is related to the effective use of ICT which requires the development of new literacies, as new educational innovation. ICT brings about new possibilities for learning without time-space constraints, and plays the role of a facilitator of the learning.

Collaboration and intercultural awareness are two of the most interesting possibilities brought about by the use of ICT with specific goals and learning in different social groups and focusing on collaborative learningin order to foster collaborative learning, students' active participation and involvement in their own learning process. Therefore, ICT encourages such a way that knowledge results from different negotiation processes through community members. Consequently knowledge is constructed through discussion and collaborative work between individuals who reach an agreement, because ICT overcomes time-space constraints and connect people worldwide. ICTs can be considered as very suitable to foster collaborative learning.

ICT has given language learning various opportunities, as students utilise mobile technologies and internet access, at the same time increasing the chances, quantity and variety of accessible teaching resources, education and social participation. ICT has become more present in every individuals' personal and professional life, nowadays, ICT managed to globalise and connect societies (Pavon A. S., 2015, p. 40).

In a nutshell, ICT is an important tool that aids teachers to facilitate the language learning process and aids learners who require additional support.

### 1.5.The Negative Aspects of Using ICT

Besides the fact that ICT has positive aspects in learning and teaching EFL, there are negative aspects to be aware and cautious of. These disadvantages can be apparent in different cases and contexts, for instance, ICT can make it easier to cheat. Presently, students start to employ its advantages like instant internet access in illegal activities. For example, during an examination, they may send to themselves a text with answers, they can also send that data to anyone else via networking.

Cheating is an illegal activity but technology made it more powerful and easy to use with its powerful wings. It has really become very tough to control this activity, especially in the examination environment. Smartphones are available with all its advanced features and instant internet accessibility which compel them to use it without any hassles (Grace Pomers, 2015).

Additionally, some students may not know the difference between reliable and unreliable resources for completing a task or research, due to the abundance of information on the internet today that could be fake or exaggerated in some way. According to Pomers (2015),

Many websites come with wrong information that has been copied and pasted from other sources without checking its authenticity. Thus, the learners are misguided by the wrong information available on the websites. These things can perhaps become serious obstacles in their development.

The last disadvantage that is regarded as a serious issue in research development and ethics, is plagiarism. Students use the net that offers unlimited opportunities to obtain and download as much information they need, yet, it can be used the wrong way by students in their research, mainly, because they focus and rely more on ICT in their search and end up downloading different projects and information without any efforts, and do not even mention the sources of these information. They keep it as their own. ICT is a major cause of the increase of plagiarism in higher education, and this is what Kirkwood (2013) confirms,

Growth in use of ICT has increased the potential for plagiarism among students. The 'copy and paste' facility makes it easy for students to assemble an assignment from a variety of sources, while sophisticated search engines make it easy to locate sources from around the world (p. 03).

It is worth noting that not only these drawbacks exist, but quite a long list could be provided to illustrate the potential dangers of technology on some students who prefer speed and effortless achievements. Therefore, several attempts of raising the awareness of learners are required, especially in the field of scientific research and research ethics.

**Chapter  One: ICT and its Role In Language Teaching/Learning**

**Conclusion**

In order to conclude, ICT and its materials have allowed education to have more creative, more efficient and more effective teaching and learning, and it has helped enhancing classroom activities, motivating and engaging students in classroom activities. What has been discussed through this chapter is the impact of using ICT inside the classroom, in addition to the value of ICT effect in improving learning and teaching English. ICT in education refers to the development of information and communication technology for teaching/learning process. Its implementation in educational settings have shown that ICTs play an important role in education practices, teaching and learning process, quality, accessibility and motivation of students to learn in better conditions and boost their academic performance. ICT have a positive impact on students and teachers to learn and do research. It increases flexibility of learners and their responsibility, facilitates their possibilities, impacts their motivation and assists them in learning and acquiring language better and easier.

**Chapter Two: Methodology and Questionnaires' Analysis**

**Introduction**

The second chapter is devoted to an explanation of the research methodology and design, focusing on data collection and analysis of students' questionnaire. It presents descriptions of the case study selected for the investigation concerning the impact of using ICT in language learning and teaching of English on EFL students and teachers. This chapter is designed to collect data about students' use of ICT and its impact as material and resources tool on their English language learning inside the classroom, as well as, teachers' opinions about using this tool in their classes as an aid for various reasons. This chapter aims at providing an answer to the following research questions and hypotheses,

1- How does ICT affect English learning and teaching?
2- What are the goals and intentions of students when using ICT in classroom?
3- Do students find difficulties when they do not rely on ICT?

1- Incorporating ICT as a teaching/learning means may facilitate English teaching and learning by transmitting and delivering sound information both efficiently and effectively.

2- Students use ICT as a learning means to enhance their performance in classroom, mainly their listening and speaking skills. It may also motivate them and increase their interest towards courses and achieving better performances.

3- Yes, students probably find difficulties in studies without ICT, which are present when the students do not get along with the lecture while studying, when they are less motivated to continue learning, when they lack understanding, confidence and they are passive.

The target population, the instrumentation and analyses are presented in order, in addition to descriptions of the results of data obtained from both teachers' interview and Master one students' questionnaire at University of AbdelhamidIbnBadis, Mostaganem. As for the main objectives of this chapter, it namely aims to inspect the effect and importance of  ICT as an essential pedagogical tool  used by teachers and students .

# Chapter Two: Methodology and Questionnaires' Analysis

## 2.1. Methodology

Research is a methodological approach to collect and analyse data; and any research design is a step to move on to the practical work of a given investigation. The present research is based on a mixed methodology that relies on two main approaches; namely, quantitative and qualitative method approaches. Accordingly, two data gathering tools are chosen, a questionnaire for students and an interview for teachers in order to gather reliable data to possess sufficient knowledge and understanding in this topic and phenomenon; as well as, to gain a lot of valuable information and figure out the true picture of investigating the use of ICT and its influential role in English learning and teaching at university.

### 2.1.1. Research Tools

In this study, the researcher has opted for two instruments to collect data needed for the investigation of EFL students and teachers' opinions about the use of ICT both inside and outside the classroom for educational purposes; and its impact on learning and teaching English at university. The present work is developed through the use of a questionnaire and an interview.

#### 2.1.1.1. Students' Questionnaire

The questionnaire is the most common tool used for collecting data. It usually comes in a written form consisting of open-ended and/or close-ended questions. It is a tool which is employed in most of research works, and it helps the researchers to collect the necessary data. The questionnaire contains (13) questions that centre about students' perception of the use of ICT and how it influences the enhancement of English learning. Moreover, data collection for this questionnaire type comprises close-ended answers with 'yes' and 'no' with some questions that require justification and open-ended questions that give the respondents the opportunity to answer freely without any limit in order to provide quantitative data.

#### 2.1.1.2. Teachers' Interview

The purpose of this research interview is to explore the teachers' different opinions about using ICT in general and its impact on teaching and learning EFL. (10) teachers from different age categories and with professional experience are selected to participate during the

data collection procedure. Their interview consists of (13) questions divided into two main parts. The first is devoted to get teachers' background information, and the second part comprises questions that target teachers' perceptions about the use of ICT and its impact on and enhancement of English teaching and learning. The interview is done randomly among teachers of English who take part in teaching Master students in vacant classrooms and in the teachers' room at the department of English.

### 2.2. Target Population

Teachers and students are the main participants in this study, and two research tools are used for data collection: a questionnaire for EFL university students and an interview designed for teachers in the English department at Abdel Hamid IbnBadis university of Mostaganem. The purpose of using more than one tool of research is to gather significant data, as well as, to provide credible information to this research.

### 2.2.1. Students' Sample

The questionnaire is chosen as a method for investigating the opinions of first year master students of English department at Abdel Hamid IbnBadis, Moataganem University, with regard to the variety of their utilization of ICT tools and their influence in learning. For that, (50) participants are selected from various Master one specialities to answer questions about the same topic of this research.

### 2.2.2. Teachers' Sample

This study also involves (10) teachers from the department of English at Abdel Hamid IbnBadis, university of Mostaganem, and they all have a degree of Magister or PhD. Their experiences in teaching English vary from 4 to more than 12 years. They teach modules in different LMD levels, starting from first year Licence to Master two. The selection of this sample focuses much more on teachers who use ICT to teach students and how it impacts, develops and facilitates language teaching.

### 2.3. ResearchMethod

This research depends on a mixture of data analysis method of both quantitative and qualitative.Toanalyse the questionnaire and interview quantitatively and qualitatively,

# Chapter Two: Methodology and Questionnaires' Analysis

close-ended and open-ended questions are embedded to help the researcher to obtain better and more significant results. The data is treated and analysed through tables and statistics, and non-statistical information acquired from opinions and justifications is presented and analysed qualitatively. In this present study, students and teachers are participated.

## 2.4. Data Collection

### 2.4.1. Procedure

in this research, the questionnaire was distributed among random Master one students from different specialities. The numbert of students ranged around (50) participants that were questioned on $05^{th}$ May, 2019 and this process took (08-12) hours at University of Mostaganem, department of English. As for the teachers' interview, (10) teachers who were teaching Master one EFL also were requested to answer a few questions. The research was carried out in the period of time from $08^{th}$ to $15^{th}$ may, 2019 between (10-20) minutes per instructor in vacant classrooms and in the teachers' room at the department of English at University of Mostaganem.

## 2.5. Data Analysis

The following elements cover the detailed description and analysis of the research tools recovered from the selected participants for clearer and more precise results. Therefore, data are analysed question by question followed by their descriptions and aims, and are displayed in the form of tables containing statistics, as well as, additional information for clarification and justification.

### 2.5.1. Students' Questionnaire Analysis

The number of participants who are randomly selected in this research are (50) students, the questions are (13) with a variety in their forms as previously explained, and data are described through statistics and percentages. The questionnaire targets the issue of student's perception about the use of ICT, and its impact on and enhancement of English language learning.

**Question 01.**Do you use ICT for learning?The first question aims at knowing if Master one students use ICT tools to learn English  vocabulary, pronounciation and get information to build their knowledge.

**Chapter Two: Methodology and Questionnaires' Analysis**

| Options | Number | Percentage % |
|---------|--------|--------------|
| Yes | 44 | 88% |
| No | 06 | 12% |
| Total | 50 | 100% |

**Table 01. Students Use of ICT for Learning**

This question was designed to quantify the number of students who use ICT for learning English or do not. The majority of our participants ((88 %) state that they utilise ICT, While (12%) of them do not have use of it.

**Question 02.** What forms of ICT do you use in classroom?

This question requires students to state what forms of ICT they use in classroom as material tools. It aims at knowing which forms are most frequently used or available for them to focus on the lesson in classroom.

| Options | Number | Percentage % |
|---------|--------|--------------|
| Computer | 30 | 60% |
| Tablet | 20 | 40% |
| Smartphone | 40 | 80% |
| Data projector | 30 | 60% |
| Voice recorder | 6 | 12% |
| Total of answers | 126 | 100% |

**Table 02. Students' Preferred Forms of ICT in Classroom**

Concerning this question, students tend to pick more than one answer, so, this question gives the respondents the opportunity to answer freely and select more than one suggestion. The majority of respondents (40) from total of (50) (80%) use smartphones and more than half (60%) use computers and data projectors. Whereas, (40%) prefer tablets, and others according see voice recorders fit (12%).

**Question 03.** For what purpose do you use ICT?

The third question aims to know the intentions of the students with regard to the purpose for using ICT. As what has been noticed before, the majority of them rely on ICT

**Chapter Two: Methodology and Questionnaires' Analysis**

because of its impact on and enhancements of their English. That is, whether they use technology in class, such as, consulting dictionaries or googling for information, for the constant preparation of their lessons as required by their instructors; mainly, for their homework. Another purpose could be to record the lecture or type the lessons and exercises. Even for oral assignments and presentations. The following table illustrates their answers.

| Options | Number | Percentage% |
|---------|--------|-------------|
| In classroom | 35 | 70% |
| For preparation | 25 | 50% |
| Duringlessons | 15 | 30% |
| For presentation | 50 | 100% |

**Table 03. Students' Purpose for Using ICT**

According to the result shown in this table, apparently (70%) of the respondents use ICT in classroom, (50%) are using it for various forms of preparation, but only (30%) have use of it during lessons which shows their vigilance and need for concentration0 For presentations, all the respondents (100%) resort to ICT in order to achieve that task properly in classroom.

**Question 04.** How often do you use ICT tools in classroom?

The purpose of asking this question is solely to know if EFL students, Master one as a main case study here, frequently, constantly or never use ICT in class, as an aid tool for educational purposes that is.

| Options | Number | Percentage % |
|---------|--------|--------------|
| Usually | 20 | 40% |
| Sometimes | 30 | 60% |
| Never | 00 | 00% |
| Total | 50 | 100% |

**Table 04. Students' Frequency in The Use of ICT in Classroom**

As the result is shown in the table above, participant students mentioned their answers as follows, (40%) of respondents said that they usually use ICT as a tool in classroom,

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(30)respondents represent the percentage of (60%) of those that use it sometimes, and no onof
them answerenever                                                                                       .

.**Question 05.** Do you think that using ICT tools in classroom can enhance listening and
speaking skills?                                                                                          .

This question emphasises the result of how effective and impactful ICTs can be on
learners' receptive and productive language skills, mainly, listening and speaking. The
informants' answers are either positive or negative towards the use of ICT tools in classroom
and their role in enhancing skills.

| Options | Number | Percentage% |
|---------|--------|-------------|
| Yes | 45 | 90% |
| No | 05 | 10% |
| Total | 50 | 100% |

**Table 05. Students' Opinion about ICT Tools' Possibility of Enhancing Listening and
Speaking Skills**

Results show that (90%) the majority of participants responded positively towards the
use of ICT in terms of boosting their listening and speaking skills, while (10%) of them do not
think so.

**Question 06.**Do you think that using ICT would enhance and facilitate your English language
learning?

How?

The aim of this question is to find out more of the students' inclination towards using
ICT as a possible tool or facilitator in improving their learning of English, such as, vocabulary
and pronounciation and building their basic knowledge. Implicitly figuring out whether for
knowledge acquisition or time consumption.

| Options | Number | Percentage% |
|---------|--------|-------------|
| Yes | 47 | 94% |
| No | 03 | 06% |
| Total | 50 | 100% |

**Table 06. Students' Inclination Towards Using ICT as a Facilitator**

**Chapter Two: Methodology and Questionnaires' Analysis**

The result of this question, as displayed in the sixth table, is (94%) most of the participants confirm that ICT would facilitate and enhace their ELL. Still, most of them did not justify their answers, only 04 students stated that technology tools facilitate and enhance learning. ICT motivates and helps them to get more information by organising the main ideas and correct their mistakes, especially in pronunciation. In addition, it allows students to be always active and to improve their listening and speaking skills. It also aids them in participating and interacting with lessons, and sometimes they do not understand the lecture, so they check websites to clarify and confirm information sources. Whereas, (06%) of them answered no without jutification.

**Question 07.**Do you think it is easier for you to learn English using ICT than using

books?

If yes or no why?

This question aims at figuring out if students prefer ICT tools, such as, computers and smartphones, to hardcopy books or the opposite. This question targets the issue of student's preference in learning English either the traditional way or the digital one.

| Options | Number | Percentage% |
|---------|--------|-------------|
| Yes | 30 | 60% |
| No | 20 | 40% |
| Total | 50 | 100% |

**Table 07. Students' Prefered Tool in English Learning**

According to the results shown in this table, (60%) of respondents see that using ICT is easier than books, (40%) of them find that using books is the best. Those who answered positively explained that living in the 21st Century has changed individuals' minds towards ICT. That is, searching for any topic or piece of information has become quicker and easier, and less time-consuming. Therefore, ICT can facilitate searching and enhance speaking skills.It clarifies, shares ideas and sticks to the subject which students search . They find technology tools more practical and authentic, hence, the  learning process includes more precise information and provides organisation of their work. Others think it is more effective and it gains time than books that take extra time. It encompasses skills; listening and speaking and even reading.

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Therefore, it helps to develop their skills. Whereas, those who use books claim that a book is also a main tool for learning, as they prefer consulting and reading books in order to develop their ideas better. Books are mandatory for improving reading skills and building up their knowledge and even discovering new ideas and information about ELL. They prefer books over ICT tools, because they see that ICT is used by lazy learners; so, they learn the language without any efforts.

**Question 08 .** Do you agree to utilising ICT and its applications like dictionaries, videos, images and internet as a supporting tool to enhance your language learning?

The purpose of asking such a question is to find out whether students agree or diagree to the use of technology varied tools as a supportive means of language learning. That is, resorting to ICT does not exclude traditional ways, it complements the process of learning the best way possible.

| Option | Number | Percentage% |
|--------|--------|-------------|
| Agree | 45 | 90% |
| Disagree | 05 | 10% |
| Neutral | 00 | 00% |
| Total | 50 | 100% |

**Table 08. The Possibility of Using ICT Applications as a Supportive Tool in Language Learning**

As displayed above, we find the percentage of (45) students (90%) of those participants who agree to supporting themselves in language learning with ICT tools quite high; while, only the minority (10%) disapprove such a technique or method.

**Question 09**. How can ICT cause any problems in your learning process or make your work easier?

This open-ended question aims at exploring and finding out the answers of M1 students concerning ICT being a cause of any obstacles on one hand, or facilitating their work on the other one. Most of respondents report that ICT indeed make their work easier, their tasks are related to such technological tool. ICT is the best way to learn, enquire and get information. Thanks to ICT, they work more at ease and in short periods of time, it facilitates

their difficulties and gives them wider possibilities to find and collect pieces of information and solution to their hitches in learning; concerning resources and material.

Meanwhile, some of the students explain that ICT sometimes may cause problems during lessons, for instance, without ICT in class, they will be passive when they do not see lecture presentation, and do not understand what the teacher or presenter's topic speak about. They do not feel confident when the computer or data projector does not function properly or just facing technical problems with  PowerPoint slides.

**Question 10 .**While doing research, which tool do you use the most?

Why?

Question ten aims to check whether students use traditional tools, such as, books, interviews, periodicals among others; while doing research or they simply rely on only internet and digital aids.

| Options | Number | Percentage% |
|---------|--------|-------------|
| Books | 05 | 10% |
| Internet | 30 | 60% |
| Both | 15 | 30% |
| Total | 50 | 100% |

**Table 09. Students' Choice between Internet and Books in their Research**

As shown above, the majority of students (60%) affirm that they use only internet, because they find many useful websites and resources like articles, e-books, free books, memoires, and they collect extra information. Internet provides direct ideas and saves time than books that take extra time to collect data and sometimes they cannot get their hands on books find books required for their research, which causes lack of references. By contrast, (30%) explain that they use both, they consult books and internet, and (10%) remaining state that they use only books to provide credible and solid jutifications.

**Question 11.**What feeling do you have about utilising ICT in learning English?

The following question aims to discover the students' attitudes towards ICT usage in their ELL process. This is illustrated by having positive or negative attitudes or no  feeling is worth mentioning.

| Options | Number | Percentage% |
|---|---|---|
| Positive Attitude | 47 | 94% |
| Negative Attitude | 00 | 00% |
| No feeling | 03 | 06% |
| Total | 50 | 100% |

**Table 10. Students' Attitudes towards ICT's Usage English Learning Process**

The majority of respondents (94%) chose option one which means they have positive attitudes about using ICT in ELL ,whereas, (06%) declared no feeling. No respondent indicated any negative feelings concerning ICT's use. This result helps in solidifying the present study's objectives, as to say that technology has a tremendous impact on students' attitudes.

**Question 12.** Do you use ICT to assist your learning both in and out of class?

This question enquires about students' utilisation of ICT tools, whatever they have possession of, in order to assist their learning both in and out of classroom. This refers to educational purposes in both contexts as to figure out the role of ICT in the educational field, university, especially in EFL classrooms or the possibility of non-educational purposes as well.

| Options | Number | Percentage% |
|---|---|---|
| Yes | 50% | 100% |
| No | 00% | 00% |
| Total | 50 | 100% |

**Table 11. ICT as an Educational Aid inside and outside The Class**

As seen in table of students' dual use of ICT tools to assist their learning both inside and outside the classroom, all respondent students (100%) opted for the answer yes as they tend to be attached to technology everywhere.

**Question 13.** Can you learn English language without ICT?

The basic purpose of this lastly listed question is to know if M1 students can learn english without depending on ICT or without facing difficulties when they do not use it. The

**Chapter Two: Methodology and Questionnaires' Analysis**

answer will support the latter question in terms of constant use of an attachment to technology tools, such as, their computers and phones to name a few.

| Options | Number | Percentage% |
|---|---|---|
| Yes, I can | 17 | 34% |
| No, I cannot | 33 | 66% |
| Total | 50 | 100% |

**Table 12. Students' Ability to Learn English without ICT**

The result on this table show that more than half of the participants (66%) are unable to learn English without ICT, while (34%) of them can carry on learning without relying on such tools. Therefore, it isworth mentioning that most of them face difficulties when they do not use ICT and some of them see ICT as a modern tool or learning method and they are ICT-dependent.

**Conclusion**

In this chapter, we have analysed the main data gathered about the use of ICT and its impact on learning and teaching field of EFL, by using different data collection tools. The main instrument of research in this study is students' questionnaire that is analysed to acquire instant and clear answers about this research. Then a second tool "teachers' interview"; which aims to know and explore the different points of view of M1 teachers with regard to the use of ICT and its impact on and enhacement of English teaching and learning; is thoroughly analysed in the third chapter. The results of this part reveal that the usage of ICT tools is significant in developing and facilitating students' learning and there is the possible occurrence of difficulties when ICT is not employed in their habitual practices in class or for assignemets. Accordingly, ICT has a positive effect and impact on students' ELL. As a conlusion, according to the present data analysis and the answers obtained concerning ICT usage in EFL contexts as a main tool for students, results are discussed subsequently along with teachers' questionnaire analysis.

# Chapter Three: Interviews' Analysis and Discussions

**Introduction**

On the basis of results obtained, this chapter still includes teacher interview analysis and; hence, is devoted to discussions of the main findings plus some suggestions and recommendations which attract the attention of both students and teachers to the need of using ICT in the EFL classroom as an assisting tool to enhance language learning and teaching. This chapter is the last part of this study, and it focuses on the analysis of teacher questionnaire and a total disscusion of the findings of the obtained results. It also comprises the limitations of this study and provides suggestions and recommendations about the use of ICT due to its impact on teaching and learning of English, that would hopefully assist students and teachers to enhance and improve their language learning/teaching process. Moreover, EFL students and teachers need this tool in their learning because they do research, communicate, publish lessons and articles thanks to technology tools available everywhere, mainly, internet. This chapter analyses collected data and disscuses the results obtained from the full-length analysis of the students' questionnaire and teachers' interview at the department of English of AbdelhamidIbnBadis university of Mostaganem; Master one EFL students and teachers who employ ICT in their profession and education.

**3.1. The Description and Analysis of Teachers' Interview**

The interview designed by the researcher for EFL teachers from the department of English aims to elicit more information concerning the use of ICT. After the questionnaire has brought information by a sample of M1 students, another sample of teachers is chosen to provide additional data. Consequently, ten EFL teachers of AbdelhamidIbnBadis University of Mostaganem were randomly requested to sit for a formal interview concerning the same topic explained earlier. The interview 's basic purpose is to enquire into and examine their perception and reaction about the use of ICTs as teaching tools and their impact on English learning and teaching in an Algerian educational setting.

All interviews were held individually and under comfortable conditions and locations. Teachers were interviewed in a period of time between 10-20 minutes in order to discuss their own understanding of using ICT as a means for enhancing their teaching and their students language learning. All interviewees describe ICT as an aiding tool which they use to help students improve their skills and enhance their language learning. This interview includes (13) questions divided in two parts. The first part is composed of one question that concerns

# Chapter Three: Interviews' Analysis and Discussions

teachers' background. The second part is composed of (12) questions that centre around teachers' perception about the use of ICT and its impact on and enhacement of English learning and teaching in the department of English. The questions are handled separately and the procedure of discussion and analysis is similar to that of participant students.

**Question 01.**How many years have you been teaching English?

In this question, interviewees are asked about the number of years during which they have been teaching English. consequently aims at discovering their teaching experience that may demonstrate their teaching habits being either traditional or modern in terms of teaching tools, such as, ICTs.

| Options | Number | Percentage% |
|---|---|---|
| 1-4 years | 02 | 20% |
| 5-8 years | 03 | 30% |
| 9-12 years | 03 | 30% |
| More than 12 years | 02 | 20% |
| Total | 10 | 100% |

**Table 13. TeachingExperience**

The results demonstrated on the table above show that 02 teachers of the population of the study have the experience of less than 5 years, and 03 teachers have the experience of more than 5 years. Whereas, 03 other teachers possess teaching experience that is more than 09 years, and 02 teachers have been teaching for more than 12 years. The number of teachers participating in this study is small due to circumstances explained in this study's limitations.

**Question 02.**Has ICT changed the way you teach?

How?

Interviewees are required to clarify how ICT might have an impact on their teaching ways and methods. That is, teachers could change or replace the traditional way of teaching to a modern one, as technology facilitates their teaching, and makes it clearer and less time-consuming.

# Chapter Three: Interviews' Analysis and Discussions

| Options | Number | Percentage% |
|---------|--------|-------------|
| Yes | 08 | 80% |
| No | 02 | 20% |
| Total | 10% | 100% |

**Table 14. Teachers' Views about ICT's Impact on their Teaching Ways**

The aim behind this question is to know if EFL teachers can adapt their way of teaching to the new way related to technology by using ICT tool, if any. The answers are different, as the majority of them (80 %) said yes to ICT being a means of change, because it makes teaching much easier and clearer. They stated that ICT tools encourage students to find interest in the courses and lectures, it facilitates the challenges and obstacles in teaching, motivates the students and engages them more into their learning; as well as, it helps the teacher to gain time and make lectures even more interactive, interesting and informative. Other teachers limit their answers by declaring that they use ICT in phonetics class by using it to play audio recordings and tracks of native speakers. The last two remaining teachers no, because they use ICT only for preparation of lessons.

**Question 03.** Do you use ICT for teaching?

This question is related to the previous one as it aims to know if ICT tools are used solely for teaching. That is, if most of teachers focus and rely on ICT tools in their lectures for a confident course of lessons and understanding. In addition to encourage students to interactive and interested.

| Options | Number | Percentage% |
|---------|--------|-------------|
| Yes | 08 | 80% |
| No | 02 | 20% |
| Total | 10 | 100% |

**Table 15. Teachers' Use of ICT in Teaching**

The table above shows that the majority of teachers interviewed actually manage their classes and lectures with ICT. With relation to the objectives listed above, most teachers employ technological devices, such as, laptops and projectors for a good development and

# Chapter Three: Interviews' Analysis and Discussions

course of lectures, as well as, lesson plans and preparation. Two of the participants do not use ICT in teaching.

**Question 04.**What forms of ICT do you use in classroom?

Question four focuses on ICT material utilised in classroom by EFL teachers. Therefore, it aims to find out which forms of these material are frequently used during lessons. Moreover, interviewees are required to add and choose one or more possibilities suggested below.

| Options | Number | Percentage% |
|---|---|---|
| Computer | 10 | 100% |
| Tablet | 00 | 00% |
| Smartphone | 03 | 30% |
| Data projector | 07 | 70% |
| Total | 10 | 100% |

**Table 16. Teachers' Use of Different ICT Forms in Class**

The table displays (100%) of all teacher interviewees use a computer in their class, and no one utilisea tablet. Whereas, in the case of smartphones, 03 teachers (30%) actually do find them handy, and (70%) of them stated that they use a data projector. Interviewees selected more than one answer as allowed, and they see computer and data projector as the main forms of ICT used in their classrooms. Hence, any computer combined with a data projector is still the leading teaching method used during classes and lectures.

**Question 05.**For what purpose do you use ICT?

The basic aim of this question is to explore the various purposes of ICT tools and different possibilities for teachers to be innovative in the usage of technology. In relation to the previous question, what is precisely enquired is the usefulness and useability of ICTs. Accordingly, the purposes suggested in this interview are expressed in the general use.

# Chapter Three: Interviews' Analysis and Discussions

| Options | Number | Percentage% |
|---|---|---|
| For a lecture | 07 | 70% |
| For preparation | 02 | 20% |
| During (TDs) | 05 | 50% |
| For apresentation | 09 | 90% |
| Total | 10 | 100% |

**Table 17.The Different Purposes of ICT**

What is seen in the table above is that teachers gave answers about their personal use or purpose for using ICT in their profession; therefore, they were free to choose also more than one option. (70%) stated that they use ICT tools for a lecture, that is, during reading, or presenting a lesson to a larger group of students. Only (20%) of them said that they use it for preparation of lessons and activities that could be printed out and used as handouts, and (50%) utilise such tools during TDs; which means certain modules require more practice. Whereas, the majority (90 %) use ICT for presentations, such as, exposés or lessons. As noticed, ICT aids teachers with vaious uses both at home and at work.

**Question 06.** Do you think that using ICT in EFL teaching and learning is significant?

This is an open-ended question for EFL teachers to state their viewpoints whether using ICT for teaching and learning has an important part or not. Considering all teachers' statements combined, they do think ICT is important in teaching and learning English, as long as it brings something new and helps teachers and learners get and retain information easily. Moreover, it should be given importance because it has revolutionised the field and because it is very time-saving. It helps providing andfinding authentic materials which it requires to come up with new ways to assist students in developing their skills; especially listening and speaking and even reading.

Additionally, it aids learners to get in touch with teaching; in the sense that when the teachers cannot make it in time or are held up by obligations, and learners are unable to attend the lecture, have difficulty understanding elements of the lecture or want more clarification and explanation, ICT, as a resource, becomes important in the way it facilitates communication between teacher and learner and in manner it affects learning resources, such as, EFL learners' need to be exposed to spoken English by native speakers,as well as, sharing

# Chapter Three: Interviews' Analysis and Discussions

digital formats of the lessons via internet.ICT is important in EFL for powerpoint presentations of graphs and pictures.

**Question 07.** Being a teacher, do you think that utilising ICT in classroom can be a main teaching tool?

The aim behind this question is to know whether EFL teachers utilising ICT in classroom consider it a main teaching tool or not. Through collecting the opinions of interviewees, 02 participants did not answer the question, and 04 teachers said yes adding that ICT provides many and different sources of information in a short period of time, and that students should have access to technology. It is important in the way it helps teachers organise the course and plan the lesson's presentation to target students' motivation. It can include pictures and recordings.

Furthermore, it is a source of interest for students and it always makes teaching more interesting and dynamic. 04 teachers said no emphasising that ICT is one tool among others, and its necessary use depends on the teacher and the subject matter. Moreover, the overdependence on technology is not effective, and we should use other material. Blended teaching is the best solution when sometimes the projector does not function or is not available. So, the teacher has to prepare his/herself for that. One o f the participants stated that being teachers, we do not have to be slaves of technology in order to change the way of teaching and must be flexible according to the conditions of old teaching.

**Question 08.**Does the use of ICT increase students' interest towards the courses?

This question investigates one of the possibilities that ICT could play an important role in attracting learners and increasing their interest and motivation. It could also function as an incentive for them to study harder and learn English in better conditions. This is mainly related to the learners' tendencies of using technology more often to do various tasks that no longer require traditional material.

| Options | Number | Percentage% |
|---------|--------|-------------|
| Agree | 08 | 80% |
| Disagree | 02 | 20% |
| Total | 10 | 100% |

**Table 18. The Possibility of Using ICT to Increase Learners' Interest**

# Chapter Three: Interviews' Analysis and Discussions

The results above indicates that the 08 teachers (80%) do agree with the idea of implementing ICT in their lessons and lectures in order to increase students' interest towards courses, and 02 teachers disagree. Interviewees have dissimilar opinions concerning this idea, because some might find ICT tools helpful while others might find them distracting.

**Question 09.** Does the use of ICT make students motivated or less motivated?

Concerning question nine, the teachers were requests to declare if the use of ICT motivates the students or not. Such a question explores how respondents understand and feel about the fact that the use of ICT really motivates students to get involved in the courses and allow themselves to broaden their scopes.

| Options | Number | Percentage% |
|---------|--------|-------------|
| Motivated | 10 | 100% |
| LessMotivated | 00 | 00% |
| Total | 10 | 100% |

**Table 19. The Impact of ICT on Students' Motivation**

The statistics display a one-hundred-agreement of the participants with regard to students' motivation being increased thanks to the implementation of ICT tools in any given educational context. None of the participants believes the opposite and; therefore, their answer demonstrates how ICT is becoming more mandatory in classes to guarantee successful communication and retention of information.

**Question 10.** What is the biggest obstacle students have in relation to ICT?

The question is asked to enquire about the potential problems or obstacles which students may encounter in relation to ICT, that is in order to explore the opinions of teachers and their reactions. Some teachers negate the existence of any problems at all within the class and could be mostly external problems. The others claimed that the biggest problem is the students' obliviousness of how to properly use it, mastery of new devices, and some of the students do not have any sort of technology at home. Others do not possess the skill to properly manipulate the new technologies, and some of them use complicated words and structures even without understanding them themselves, only for the purpose of completing the tasks.

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**Question 11.**How do you see the impact of ICT on students' learning?

This open-ended question requires the interviewees to answer freely and provide as many information as possible. It also aims at finding out the teachers' conceptions about the impact of ICT on students' process and degree of learning. Thus, their answers reveal that ICT has got a positive impact on students' learning to some extent, because ICT gives them more confidence, a wide range of knowledge and correctness, and it increases their motivation. It is becoming a crucial tool to introduce them to scientific research, to augment their learning curiosity and the desire to learn more. ICT increases students' interest and motivates them, as they seem to be more interested in the lecture. It helps them a lot in improving themselves in terms of vocabulary and language building components. Theses answers are referenced later to support the topic of investigation at hand.

**Question 12.** Do you use ICT to assist your teaching both in and out of the class?

The aim of this question is to figure out if teachers attempt using and relying on ICT as tool to assist their teaching both in and out of their classrooms. Moreover, to know the role of ICT at university especially in EFL classrooms. That is, whether they rely solely on technology or they switch back to traditional material.

| Options | Number | Percentage% |
|---------|--------|-------------|
| Yes | 08 | 80% |
| No | 02 | 20% |
| Total | 10 | 100% |

**Table 20.Teachers' Conceptions about Using ICT as an Aid in and out of Classes**

As seen in table regarding the constant use of ICT by teachers, (80%) of interviewees said yes that ICTs assist their teaching, especially, in classroom to keep students attracted to the lecture's objectives from beginning until the end of session, even outside the class, ICT also aids teachers and students as they use it to communicate and collaborate in networking like e-mails and group sharing the courses. By contrast, 02 teachers (20%) answered no, as it once again depends on the module that is taught and if it requires ICT materials, such as, oral expresion, phonetics, civilisation, etc.

**Question 13.**do you believe that ICT helps and enhances or hinders learning and does it affect the students negatively or positively?

# Chapter Three: Interviews' Analysis and Discussions

This open-ended question investigates the possible effects of ICT devices that can either help and enhance or hinder the learning process; as well as, if it influences the learners positively or negatively. The respondents said that it does affect them positively because it facilitates improving their learning and level as future teachers. It affects them positively in the sense that it encourages them to learn, to be creative and cooperative, and it rather helps and fosters learning. One teacher believes that the impact of ICT on students, learning and teaching procedure depends entirely on how the learners use it,andit has got a positive effect since it boosts comprehension.

## 3.2. Discussion of the Findings

To accomplish reliable results for this study and and demonstrate a clear idea about the use of ICT and its impact on EFL learning and teaching, the results acquired from the previous analysis are discussed subsequently. It is an attempt to explore the key findings and important role of using ICT as a main or suplementary tool by teachers and students at university. Results have been reached through the case study of Master one EFL students at university of AbdelhamidIbnBadis in Mostaganem. The discusion of the findings is obtained from the analysis of data gathered by two main research instruments, the questionnaire for students and an interview for teachers.

The main finding acquired from analysing collected data of M1 students' questionnaire, and M1 teachers' interview is the familiarity with ICT as a means of knowledge delivery and retention in EFL contexts. It undoubtedly has a growing positive impact on learning and teaching language, and students' reactions to ICT implementation in classes cannot be denied, because it continuously boosts their motivation for an interest in learning and researching more in class. Another positive effect is that they gain more confidence in their skills, because it facilitates their learning and undermines any difficulties.

Moreover, in accordance with teachers' viewpoints, they resort to ICT as main tool in teaching because it saves time and facilitates interaction and also retention of courses' contents. They see it as a way to improve and enhance students' learning process and motivates them do their best.

# Chapter Three: Interviews' Analysis and Discussions

### 3.2.1. Students' Questionnaire

In the questionnaire's analysis, through questions (1) and (2), it is noticed that students focus on using ICT in their learning, and they use its various forms as a means in classroom. The answers were varied about using ICT forms in classroom, as students focus more on computers and data projector as main tools; besides those who implement smartphones in their learning inside classroom to quickly consult dictionaries or other applications.

From the analysis of questions (3) and (4), it is observed that all students share similar purposes of ICT use, for instance, educational purposes within the classroom for a presentation and it is more useful in classroom activities and tasks at times. Particularly questions (5) and (6) investigate how students think learning English via using ICT tool is easier and can enhance listening and speaking skills, how ICT motivates them and helps to get more information, be active and interested into participating in lessons and practice activities.

Question (7) tackles the situation when the students think that learning English via ICT is easier than via books. They mentioned that ICTs are mainly utilized to assist and develop their listening and speaking skills, to get information more easily and in short periods of time. Students tend to be attached to technology devices as they manage their work, espeaciallypowerpoint presentations. They can move from one website to another and quickly search for any desired topics rather than books. They relate this to the rapidity provided by 21C technology advancement.

The result of question (8) shows that students' answers indicate that they agree with the idea of utilizing ICT tool with it applications as a supporting instrument in order to enhance their language learning. Moreover, in question (9) students were asked if ICT could cause any problems in their learning process or, on the contrary, make their work easier. So, they reported that ICT made their tasks go more easily, because they function better with it, it is the most suitable way for them and the main tool to learn and get information fast and even overcome their difficulties. In addition, it gives them possibilities to find solutions and extra information from its varied resources and materials. A group of M1 students agreed that the only problem they might face was the absence of ICT during a lecture; without it they will be passive, face comprehension difficulties, lack of understanding, and lack of self-confidence.

With regard to question (10), participating students were asked whether they would opt for books or internet or use both while researching. It was noticed that the majority of studentsprefered internet, because it was possible to find many websites and resourceful

references, it gave them direct ideas with saving time rather than books which would take extra time to find information, as well as, the lack of free references.

Question (11) results centre around EFL students' feeling about utilising ICT in their language learning and it was shown how most of participants have a positive attitude towards using ICT as a tool in English language learning. As for the last results of the questions (12) and (13), they bring about students' viewpoints concerning ICT as a potential means to assist their learning both in and out of classroom and if they could learn English language without it. Therefore, all students had positive answers as they saw that ICT aided them in learning and most of them could not learn English without ICT. It is worth mentioning that most of students find difficulties in the absence of ICT.

### 3.2.2. Teachers' Interview

The analysis of the teachers' interview was designed in a simple manner that started with teachers' background. For question (1), the results show that teachers' experiences in teaching exceeds 04 years in the field of English. This a reminder that teachers designated for M1 studies are qualified for so. Moreover, the results that are obtained from teachers' perceptions in questions (2) and (3) were investigating ICT's possible change that affects their way of teaching once implemented for constant use. Most of them share the same opinion that this means is indeed changing their previous ways and techniques of teaching and some have become reliant on it in their teaching for its various uses and benefits as emphasised earlier, such as, making teaching much easier and clearer, facilitating comprehension and encouraging passive students, enhancing and improving learning, motivating and engaging students more in their learning and interaction, as well as, helping teachers accomplish lectures more successfully.

Questions (4) and (5) enquires teacher about the ICT forms which they use in classroom and their purpose. Consequently, it is observed that all teachers use a computer as a main form for teaching and most of them utilise a data projector for lectures and presentations during TDs. The answers to questions (6) and (7) report that teachers share similar opinions about the idea of using ICT for EFL teaching and learning, which growing to be important and compulsory. It is also noticed that all interviewees think that ICT is significant in learning and teaching, as it brings a new touch or vibe to the class, helps students get extra

# Chapter Three: Interviews' Analysis and Discussions

information. They believe that ICT revolutionised the educational field, and helps to find authentic material to enhance listening and speaking skills, aids students in finding solutions to the difficulties facing them during lectures, it provides more clarification and confirmation of knowledge, facilitates communication and learning resources.

The use of ICT in classroom can be a main teaching tool, because it provides many and different pieces of information in short periods of time, it helps teachers organise the course of lesson presentation, motivates students and makes teaching more interesting and dynamic. Some teachers said that ICT is one tool among others, because they find that blended teaching is the best way when they lack a data projector and computer too; so, teachers should be prepared for such technology mishaps in order not to be too much reliant on ICT tools.

The results of questions (8) and (9) address the issue of how ICTs increase students' interest towards courses and make them motivated for more classroom interaction and positive feedback, and fortunately teachers agree with the idea. From questions (10) and (11), teachers answered the issue of students having problems in relation with ICT and their opinion about its impact on them. The answers were different, some of them mentioned that they did not think there would be problems, and others said that the ignorance of using such technology tools might hurdle them. They added that the impact of ICT on students' learning is positive, it boosts their motivation and encourages them to get engaged with the lecture, it gives them more confidence and they feel more comfortable with their tasks and classroom achievement. Besides, students seem to be curious and desired to learn more.

The last results to questions (12) and (13) about ICT assisting their teaching inside and outside the classroom are promising, because teachers gave positive replies. They rely on such tools a lot, especially in class to keep students attracted to the lecture from beginning until the end of session, and even outside the class to assist their teaching procedure and improve their methods and techniques, they use it to communicate with their students via social media, and share the courses on students' groups and forums. It is worth reporting that teachers believe ICT helps students learn the target language and affects them positively in the sense that it raises their motivation to learn more, to be creative and cooperative.

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## 3.3. Limitations of the Study

This study has some limitations that will be overcome in further research. The first limitation is the lack of awareness when it comes to ICT. Some students could not understand and know what the term ICT is at first, as a tool used in all domains and life fields, in education as a main instrument for teaching and learning EFL. The second limitation is the shortage of references in the libraries of Mostaganem. The third limitation is related to the population that has been selected, as the sample was limited to 50 students and 10 teachers upon which these results cannot be generalised. Moreover, most of students of first year master EFL dI'd not justify their answers, and some of them refused to cooperate with us because of the unexpected strike. The intention of the researcher was to collect as many participants as possible for more credibility of the present research. The last one problem is that of time. It was difficult to have teachers for interviews due to the fact that some teachers could not be present because of work schedules.

## 3.4. Recommendations and Suggestions

After analysing and discussing  the results of students' questionnaire and teachers' interview, the following recommendations and suggestions are listed below to attract both students and teachers to consider using ICT.

-ICT is a means used in any field of life, and EFL teachers and students should be using ICT in order to enhance their learning and teaching of the target language.
-Teachers should use ICT in their professional and educational careers to facilitate their English teaching( in lessons presentation, and for audio recordering).
-ICT promotes the successful behaviour in pedagogy and effects positively on students and teachers at university.
-Using ICT would create some opportunities for students to enhance and improve their performance in and capacity to learn.
-Using ICT in class plays an important role in EFL learning and teaching, because it allows students to be more active and motivate them to do their best.
-ICT makes students work more easily and comfortably and feel confident.
-ICT in the educational field brings new ways for learning and teaching.

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- ICT tools make teaching clearer and encourages the students to get interested and curious for different subjects.

-ICT assists the classes and attracts the students' attention towards the lecture from the beginning until its end.

-Teachers would be eclectic in using and implementing varied ICT material, such as, smartphones, computers, and audio recording during their classes to increase students' participation and positive feedback, as well as, developing their skills.

-Teachers should involve their students in their decisions, and understand their difficulties.

-Both teacher and student should attempt using ICT tools by collaboration and cooperation

-ICT tool is creative and most useful for clarification and confirmation of the knowledge obtained.

-ICT motivates EFL students in classroom to join in learning different activities and to accept different information.

- Students should avoid relying on ICT as a source for cheating and plagiarism.

-Students should use ICT resources as internet access, and generation three and four in the right way as a necessary support in classroom.

-Teachers should allow students to use ICT applications with activities when they face difficulties.

-Students can develop their vocabulary and pronunciation through the assistance of ICT which can provide audio recording, listening to native speakers in order to aid them in speaking and conversations mastery.

-Students can use different ICT forms and resources to develop their knowledge about English.

-Students possibility of possessing electronic books and articles can increase their interaction and facilitate their research.

-Finaly, ICT tools give students the chance to enhance their learning in different ways, and find what they need, by overcoming moving obstacles easily.

**Conclusion**

As a conclusion, in this chapter , we discuss the findings that are obtained from the analyses of gathered information gathering from two research instruments: students' questionnaire and teachers' interview. A handful of recommendations and suggestions for a

# Chapter Three: Interviews' Analysis and Discussions

successful use of ICT as a useful tool in the educational field at universities. Furthermore, it undoubtedly impacts EFL students and enhances English language learning and teaching. It improves students' lingual capacities and engages them to learn language more easily and comfortably. Moreover, teachers play a vital role in encouraging and motivating students to learn English by allowing them to use ICT tools in classroom and show them the proper way in order to help them to be more active and intrigued.

## General Conclusion

The use of ICT tools in EFL classrooms have achieved a conspicuous success and its role in education is increasing in importance, especially at universities. Thanks to the development of technologies in educational settings, mainly in EFL, teaching and learning process is continously being facilitated and enhanced. The present study deals with an investigation conducted on the use of ICT and its impact on learning and teaching EFL. The study focuses on how impactful ICT devices' use in EFL classrooms for Master one students of English at uninversity of AbdelhamidIbnBadis, Mostaganem. Accordingly, EFL teachers and students from different specialities are selected as primary participants.

For the present study's rationale, there are three major questions addressed and to be investigated,

-How does ICT affect English learning and teaching?

-What are the goals and intentions of students when using ICT in class?

-Do students find difficulties when they do not rely on ICT?

In this research work, an overview about the use of ICT and its effective role in EFL field of teaching/learning is relavantly exposed. The theoretical framework focuses on the main points, such as, the use of ICT in EFL classrooms, and its effectivity in learning and teaching, as well as, ICT's undeniable role in enhancing EFL teachability and students' motivation. Some elements explores ICTs tools for aiding and developing students and teachers' performance and improving their listening and speaking skills. Afterwards, the second part is methodological in essence, yet is based on practical data, in which the analyses of the questionnaires are thoroughly and statistically presented. The final part of the study, follows the continuity of the empirical data of the interviews analyses and an overlapping disscusion of the findings on the use of ICT in classroom and its impact on and enhancement of EFL teaching and learning. The chapter comes in conclusion with brief suggestions and recommendations in the same area of research.

Through the present study, the discussed results aim to confirm the suggested hypotheses about ICT as a main tool for improving learning and teaching, and motivating students to learn better, which are,

4- Incorporating ICT as a teaching/learning means may facilitate English teaching and learning by transmitting and delivering sound information both efficiently and effectively.

5- Students use ICT as a learning means to enhance their performance in classroom, mainly their listening and speaking skills. It may also motivate them and increase their interest towards courses and achieving better performances.

6- Yes, students probably find difficulties in studies without ICT, which are present when the students do not get along with the lecture while studying, when they are less motivated to continue learning, when they lack understanding, confidence and they are passive.

Consequently, based on the results acquired from the analyses of the tools employed in this study, these hypotheses are to some extent correct,The results gathered from both participants, M1 EFL students and teachers at the University of Mostaganem show that ICT is an important tool in English Learning , and they use it all its forms and resources, to achieve their objectives in class. ICT facilitates their learning, it enhances their performance in classroom and improves their listening and speaking skills and even increases their interests.

Moreover, students have positive attitudes towards ICT, and they feel more comfortable, dynamic and confident while utilising its tools. ICT tend to solve problems and difficulties facing them as well. For teachers, on the other hand, ICT provides a new and innovational way of teaching as it facilitates the way of teaching and motivates the students to get interested in the courses. Learning and teaching EFL need ICT tools to help students develop their skills because it affects them positively so far.

To conclude, this research work has shown that ICT has got a promising and important role in EFL teaching and learning. ICT can provide students with many opportunities to learn Foreign Languages, such as English, and it helps improve their learning when they use its materials inside the classroom and different resources in their learning. It is also important for teachers as an aiding tool in their classes, and it facilitates the way of teaching. ICT tools are helpful for teaching and learning and they increase success in class which is the desire of everyone involve ,both teachers and learners.                                           .

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## Appendix.A

## Students'Questionnaire

Dear students, you are kindly invited to answer this questionnaire, which aims to find out about student's perception and expectation of ICT use in order to impact and enhance English language learning . All answers will be taken into consideration as part of this investigation .we will be thankful for your help and contribution to our research.

When answering, please put a tick of the selected answer.

**Students perception about the use of ICT inside classroom and its impact on and enhancement English language learning**.

**1-**Do you use ICT for learning ?     Yes  ☐          No  ☐

**2-**What forms of ICT do you use in classroom ?

a-Computer  ☐        b-Tablet  ☐    c-Smartphone  ☐    d-Data projector ☐

E-Voice recorder  ☐

**3-**For what purpose do you use ICT ?

a-In classroom  ☐        b- For preparation  ☐              c- During lessons ☐
d- For a presentation  ☐

**4-**How often do you use ICT tools in classroom ?

Usually ☐                Sometimes ☐                Never  ☐

**5-** Do you think that using ICT tools in classroom can enhance listening and speaking skills ?
Yes        ☐        No        ☐

**6-**Do you think that using ICT would enhance and facilitate your English  language learning ?
Yes        ☐        No        ☐

How ?......................................................................................................................................
....................................................................................................................................

**7-** Do you think it is easier for you to learn  English using ICT tools than using books ?
Yes            ☐        No        ☐

If yes or no  why ?

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**8-** Do you agree to utilising ICT and its applications like dictionaries, videos, images and internet as a supporting tool to enhance your language learning?

Agree ☐          Disagree ☐          Neutral ☐

**9-**How can ICT cause any problems in you learning process or it make your work easier?

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**10-**While doing research, which tool do you use the most ?

Books ☐          Internet ☐          Both ☐

Why ?..............................................................................................................................

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

**11-**What feeling do you have about utilizing ICT in  learning English language ?

Postive attitude ☐          Negative attitude ☐          No feeling ☐

**12-**Do you use ICT to assist your learning both in and out of classroom?

Yes ☐          No ☐

**13-** Can you learn English language without ICT ?

Yes,I could ☐          No, Icould'nt ☐

**Thank you for your collaboration☺**

**Appendix.B**

**Teachers'interview**

Dear teachers, this interview aims to find out about teacher's perception and expectation of ICT use to impact and enhance English language teaching ,and aims to gather information to carry out this research. We will be thankful for your help and contribution to our research entitled « Investigating the use of ICT and its role in learning and teaching EFL ».

**Part one : Background Information**

**1-**How many years have you been teaching English ?

a-1-4 years ☐ b-5-8 years ☐

c-9-12 years ☐ d- More than 12 years ☐

**Part two : Teachers perception about the use of ICT inside classroom and its impact on and enhancement of English language teaching and learning**

**2-**Has ICT changed the way you teach ?

Yes ☐ No ☐

How ?......................................................................................................................................
..............................................................................................................................................

**3-**Do you use ICT for teaching ? Yes ☐ No ☐

**4-**What forms of ICT do you use in classroom ?

a-Computer ☐ b-Tablet ☐ c-Smartphone ☐ d-Data projector ☐

**5-**For what purpose do you use ICT ?

a-For a lecture ☐ b- For preparation ☐ c- During (TDS)☐
d- For a presentation ☐

**6-**Do you think that using ICT for EFL teaching and learning is significant?
..............................................................................................................................................
..............................................................................................................................................
.........................................................................................................................................

**7-**Being a teacher,do you think that utilizing ICT in classroom can be a main teaching tool ?

How is that ?..........................................................................................................................

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**8-** Does the use of ICT increase students' interest towards courses ?

   Agree ☐              Disagree ☐

**9-**Does the use of ICT make students ?

         Motivated ☐               Less motivated ☐

**10-**What is the biggest obstacle students have in relation to ICT ?

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**11-**How do you see the impact of ICT on students learning ?

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**12-**Do you use ICT to assist your teaching both in and out of classroom?

     Yes ☐               No ☐

**13-**Do you believe that ICT helps and enhances or hinders the learning ?Does it affect the students negatively or positively ?

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**Thankyou for your cooperation**