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Technology based instruction in the Algerian educational context

Case of EFL student at Naama university center)

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Dedication

This work is dedicated to all my family members,I would like to say thank you to my parents, my sisters and brothers for supporting me throughout writing thesis and my life in general.

Abstract

Technology plays a very important role in English teaching, using multimedia to create a context to teach English has its unique advantages, also the implementation of the new LMD system in the Algerian higher education is an ambitious project in the field of teaching English as a foreign language, in another word the LMD is of great importance to the teaching learning process, the aim of this research work is to " shed light on the importance of using technological tools in the field of EFL learning and teaching , in order to investigate the most used technological tools in the classroom ,to accomplish this work , the case study was managed to Naama university center , specifically ,the faculty of foreign languages ;where the first and second master degree EFL student , and teachers selected as a sample population .the research instruments were used to collect data, the questionnaire was addressed to both teachers and learners , the results of the study shown that ;both teachers and learners support the use of educational technology ,learners state that its use help them a lot , On another hand teacher claim that technology is too crucial and necessary at the level of language production and perception ,All of them recognized the importance of using educational technology,

and confirmed that it has a significant role in the EFL teaching and learning process.

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Key to Abbreviations and Acronyms

CD ROM: compact disc

DVD: digital versatile disc

GTM: grammar translation method

OTA: office technology assessment

CALL: computer assisted language learning

IWB: interactive white board

E-MAIL: electronic mail

HQW: high quality workers

ECTS: European credit transfer system

ICT: information communication of technology

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General introduction

During the 21 Century, it is important to note that technology is becoming more and more dominant in society; Algeria is facing the challenges of the new century, with the hope to catch-up with the demands of globalization and the knowledge economy.

In the year 204-2005, Algeria has joined the rules and principals of the “bolonga” process by adopting the LMD principals (license, master, and doctorate), teaching a foreign language is not an easy task; consequently the discrepancies between the use of French as a medium and as a tool started to compete with English which was hitherto placed at a third position ,from second foreign language to the language of knowledge and science ,English has gained steps forward in the Algerian educational scene.

The objective of this research work revolves around the integration of technology within the LMD system, taking the case of the EFL student at Naama university center as vivid example, the major problem involved is the lack of educational technological tools at the faculty of foreign languages.

In order to have a reliable answer to the problem statement the researcher introduces the following questions:

1- Does technology impact the student teaching
2- Does technology boost student learning ,and in which sense
3- What are the kinds of technology that teachers use and their performance with these tools.

The above mentioned questions led the researcher to propose the following hypothesis

1- Learners find that technology impact their way of teaching
2- Also its boost student learning in the sense of enhancing interaction and improving acquisition process, especially research promotion.
3- The technological tools that are available were only data show.

To find out to which extent the hypothesis are true ,the researcher designed an exploratory case study research with EFL teachers and first and second year EFL student master degree at center university of Naama “Salhi Ahmad”

to collect data , the researcher depended on the use of one research instrument which is the questionnaire for both teachers and students ,thus the results will be analyzed quantitatively and qualitatively .

The present work is structured into three chapters:

Chapter one sheds light on the educational technology , its integration in addition it defines technology in general ,then it deals with tools of technology used in teaching ,moving from traditional tools that use in ELT practice such as (the black board, tape recorder, language laboratories, videos, overhead projector….etc)as modern technological tools such as computer and its elements, the second point is the requirement of integration ,new technology in classroom that help in achieving the blend of technology on both teachers and student.

chapter two deal with the ELT situation in Algeria, first it focus to define the English language faculty and then it will focus to give an insight into the LMD system in Algeria, and a brief history about the emergence of the LMD system and its objectives secondary its will deal with the presentation of this system and its characteristics, than the necessary point which is the implementation of the LMD in Algeria, the requirements of the reform and quality of assurance, the last point technological tools used in EFL teaching at Naama university center.

chapter three is more practical than the tow previous theoretical chapters, its focus mainly on analyzing the data gathered from the research instrument (teachers, student questionnaire) in addition to the interpretation of the result .that have been collected and gathered

This chapter concentrates on the analysis of the answers given by teachers and student in the field of technology implementation in the LMD system in EFL learners, at Naama university center .and denote difficulties that may encounter when dealing with the use of technology within the LMD system.

1.1 INTRODUCTION:

This chapter sheds light on the educational technology , its integration in addition it defines technology in general ,then it deals with tools of technology used in teaching ,moving from traditional tools that use in ELT practice such as (the black board, tape recorder, language laboratories, videos, overhead projector….etc)as modern technological tools such as computer and its elements, the second point is the requirement of integration ,new technology in classroom that help in achieving the blend of technology on both teachers and student.

1.2 DEFINITION OF EDUCATIONAL TECHNOLOGY:

There is a wide range of terminology when we deal with technology used for learning. Media, information technology (IT), interactive and information technologies (IIT),multimedia, information and communication technologies (ICT) , advanced learning technologies (ALT) are all umbrella terms that cover all advanced technologies in manipulating and communicating information within the learning process,Technology refers to the applications of science or knowledge in different fields to solve problems. In other terms .it is the use of useful materials in all aspect of life with a view to turning things easier, faster and more enjoyable.As far as education is concerned, technological education refers to the integration of technological means which aim at facilitating the teacher's job. According to David Warlick: **"we need technology in every classroom and in every student and teachers hand because it is the pen and paper of our time,and it is the lens through whichwe experience much of our world".**Its means most people think that technologies are only computers,

because of their availability in school today instead of using computers and multimedia software, student can create presentation different to their paper and pencil double.

1.3 TECHNOLOGICAL TOOLS USED IN LANGUAGE TEACHING: Technological materials used in teaching could be divided into two types: traditional (comprising tapes recorders, video, and overhead projectors), and modern tools (encompassing CDR, DVD, computer, internet and the like)

1.3.1 TRADITIONAL TOOLS:

The use of technology is not new in teaching languages; the black board was for instance an effective device used within the grammar translation method (GTM) that appeared in the 1970s, by the 1980the audio-lingual method emerged in teaching urging tutors to use development materials such as tape recorders, radios, videos, and overhead projectors.

1.3.1.1 Tape Recorder:

Tape recorders proved very profitable for developing the listening skill. These operate via two phases: first the teacher dispatches handouts containing certain activities (ticking appropriate words, deleting odd words and filling in the gaps).then he invites his students to listen to the desired passage; this helps learners to improve theirlistening skill and correct their mistakes in pronunciation, as well as acquiring new vocabulary.

1.3.1.2 Language Laboratories:

Language laboratories can be seen as a useful devise that perform and evaluate one’s speech in any language ,which gives facility that enable the learners speak , model pronunciation repeat and record

the same .do self assessment ,speaking to their performance and assimilate with the model ,language laboratories also provides freedom for the learner to learn at their own step. At the same time the teacher could give assistance individually and collectively but not necessarily .as it allow each participant his or her privacy to listen and speak.

1.3.1.4 Videos:

The video was very appropriate material for teaching because it mixed image with sound. The tutor selects either a movie or a documentary that fits appropriately his objectives, and then invites his students to watch and listen attentively. This induces student to correct their errors and learn acquire new vocabulary. Tom Chatfieldsaid:

"I love video games. I'm also slightly in awe of them. I'm in awe of their power in terms of imagination, in terms of technology, in terms of concept. But I think, above all, I'm in awe at their power to motivate, to compel us, to transfix us, like really nothing else we've ever invented has quite done before."

1.3.1.5 Overhead projectors:

An overhead projectors, is a small portable machine which shines a light through a sheet of transparent plastic. The teacher simply writes on this sheet, and then the light shine it on the wall, this technique saves amply time and provides learners with a wide variety of activities including complex drawings and illustrations.

1.3.2 MODERN TECHNOLOGICAL TOOLS USED IN ELT PRACTICE:

Modern tools of technology emerged in the 80s, precisely in the USA when the congress requested the office of technology

assessment (OTA) to study the implementation of technology in teaching, with a view to preparing efficient learners for the twenty first century, the office's report read as follows:

"With the advent of ICT traditional teaching has turned into another activity elements of advising, course facilitating the process of language acquisition" From that time onwards modern technological tools began to acquire a great importance that harnessed their spread to all other parts of the world.

1.3.2.1: Computers:

The use of computers was at first limited to very simple applications in the 1990, they began to assume more significance by revolutionizing not only the world of communication, but also that of schools that epitomized with the rise of CALL (computer assisted language learning) computer altered drastically and gradually the way teachers dispensed their lessons, but they equally exerted impacts on learners acquisition process Peter Diamand said:**" thing that humans still do better than computers is recognize images".** And he adds;

"**With faster Internet and better computers, you'd better believe we're creating and consuming more digital data".**

1.3.2.2:CD-Rom:

CD-Rom are largely useful in the sense that teachers can use them to program different kinds of information such as video, images, text and course books in this way learners can practice both listening and reading at the same time.CD-Rom can also compile dictionaries that aid learners to practice pronunciation, record their voices, and practice phonology. Another disk, called the DVD (disk drive), has the same function as the CD- Rom; the only slight

difference resides in their capacity: this means that unlike the CD-Rom, the DVD can contain different documents and videos because of its huge capacity.

1.3.2.3: interactive whit board (IWB):

The interactive white board (IWB) is a computer. Connected board installed to software and data projector where the teacher can either use a special pen to write or simply manipulates with his finger .the white board help the instructor to explain lessons easily by dint of video, pictures songs and so on .beside he can teach the four skills in an integrative way, and within a short span of time.

1.3.2.4: power point:

The power point enables users to create a series of slides on a computer which may then be projected in the lecture theater using a data projector .it has advantages over both the slide projector and the overhead projector ,these comprise: pre-formed templates that help educators prepare professional looking and visually stimulating slides Edward Tuftesaid that**:**

“If you like overheads, you'll love PowerPoint”.

1.3.2.5: internet:

The internet is called the cyber space; it provides access to different teaching materials such as work sheets, lesson plans, rubrics, curriculum standards a tacit platform both for educators and learners for collecting fresh information, dialoguing on a wide scale, data are transported through several application programs such as websites, e-mails blogs, wiki and podcasts. Noam Chomsky said: **Theinternet could be a very positive step towards education, organization and participation in a meaningful society.**

a) websites:

Websites foster the qualities of innovation, creativity, active participation, and collaboration, teachers select the programs that fit their students need and their objectives furthermore, download videos from YouTube.

b) E-mails:

E-mails English used in writing skill, the teacher instruct students how they write an e-mail as a promising instructional and learning tool. However, its strength as an educational tool relies solely on constructing a solid e-mail-based environment and pedagogically sound messages. If one is going to integrate e-mail communication in the face-to – face or distant classroom in the hope of delivering timely and valuable feedback to students, one needs to understand the concept of feedback and how it functions, the purpose of this paper is to briefly examine the nature of feedback in education, to discuss the use of e-mail as a feedback and communication tool, and to provide a list of suggestion for incorporating e-mail into the classroom.

c) blogs, wiki and podcasts:

These are kinds of web sites (also termed as journals online) that allow a wide interaction between students and teachers, and among learners themselves, individual blogs are created both by teachers and students, ensuring a great flow of information between the two, this means that students address question to their teacher who respond either in their blogs, or for overwhelming objectives inside the class.

Wikis are different from blogs in their use in blogs learners can comment, add or delete certain piece of information, however in wiki they can neither edit nor delete because information there is constantly out dated by experts. Wikis refer to Wikipedia (www.wikipedia.org) an encyclopedia online.

1.4 REQUIREMENTS OF INTEGRATING NEW TECHNOLOGY IN CLASSROOM :

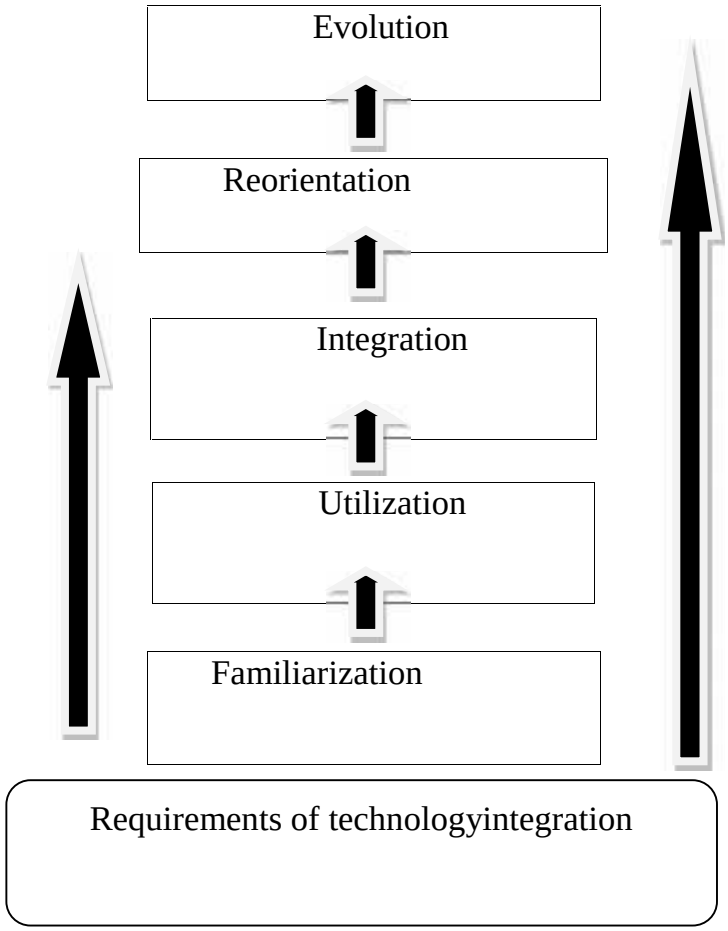
The integration of technology in teaching requires two important elements, via people and materials, the first people element refer to students, and staff, while the second involved electronic tools which are used in classroom to improve teaching, with regard to the category of people, the government must inform teachers and student alike about the importance of technology in teaching and learning, furthermore, the government should also provide teachers with adequate training facilities.

Technology-based teaching can only be successful when teachers embrace fully its momentum .in this respect A, G, Almekhlafi, M, H, Almekhlafi and S, Ismail asserted that the attitude of teachers is an integral part to achieve the use of ICT in teaching, this point was made more explicit by Bitner who argued that the belief of teachers towards the use of technology in teaching is extremely successful in improving both the quality and quantity of learners

Development of attitudes towards technology integration requires evidently and know-how that involves a number of application. According to Simon.H.AndLiyod. P .Rthese applications comprise five stages that are respectively: familiarization, utilization, integration, reorientation, and evolution, (See figure 1). The first three steps concern the teacher’s instruction; this means that he

should first acquaint himself with the material; the last two stages are centered on the learner's active construction of knowledge.

With regard to learners, there ought to be the promotion of two way knowledge between home and school use of technology in other words students should be encouraged to build on their out-of-school learning. Moreover, availability of technological materials is equally of a prime importance in the integration of technology, the implementation of which requires a sustained collaboration of technologists, and educational policy-makers, senior managers should prioritize support for teaching and learning



1.5: EFFECTIVENESS OF TECHNOLOGY INTEGRATION IN TEACHING:

The impact of technology integration into classrooms can be measured at two levels: students and teachers.

1.5.1effects on Students:

The use of technological materials improves substantially the motivation of learners. According to Lindsey educational technology provides students with an environment that stirs the development of motivation, and encourages them to challenge and improve themselves through competency and self .reliance, they become hence more confident and more interested in what they are learning.

Another significant advantage of technology is that it improves student's writing; in fact, word processors contain different functions that encourage students to correct their mistakes (grammar and vocabulary). Furthermore, the uses of technology in classrooms provide students with the opportunity to expand their knowledge, and solve problems.

The use of multimedia in class affects also the student's rate of concentration because these tools mix sound with picture.

Another crucial effect is related to anxiety decrease that induces the development of different patterns of interaction: student /teachers and student /student. In that stand F Barton and Fuhrman posit that:

"Student cooperates and collaborates more readily because of feeling of greater independence and relief from anxiety"

1.5.2: Effectson Teachers:

The use of technology in teaching helps teachers change their way of teaching and facilitates it, a teacher can combine the four skills within lectures; beside he can share his experience with other teachers either in his country or abroad. Teacher's isolation is, therefore, reduced as technology integration ***"can transcend the walls of isolation that separate teachers and extend formal and informal learning opportunities"*.**

The main impact of educational technology on teachers is that it helps the teachers to create new methods that assisted them in the management of their class effectively.

"Integration of information into teaching is the best choice for teachers to improve teaching methodology and teaching skills"

Arjunar.I.Ronasinghe claimed that technology facilitate the preparation of the lesson given the availability of plenty of resources, and direct accessibility .it should be reminded, however, that technology is just a tool to help teachers perform their tasks appropriately, and however it does by no means replace the teacher.

1.6: CONCLUSION:

Technological education is highly momentous in bettering student's performance and facilitating the teacher's job; nevertheless adequate means, judicious policies, and Intensive training are obviously important for a successful integration of technology, the latter should, indeed, be instilled both as feature and pre-requisite of modern times that have unleashed considerable effects on educational reform, in that juncture, the LMD system stands as a concrete example of modern educational exigencies all over the world, so, let's examine how this new reform provided for technological integration in the Algerian context.

2.1 INTRODUCTION:

This chapter deal with the ELT situation in Algeria, first it focus to define the English language faculty and then it will focus to give an insight into the LMD system in Algeria, and a brief history about the emergence of the LMD system and its objectives secondary its will deal with the presentation of this system and its characteristics, than the necessary point which is the implementation of the LMD in Algeria, the requirements of the reform and quality of assurance, the last point technological tools used in EFL teaching at Naama university center.

2.2 ELT SITUATION IN ALGERIA:

Since the independence in 1962, Algeria has struggled to constitute an educational system created to the need of the population it may refer, taking into account the historical connection with france.algeria has always looked at the French language as culture imperative, after the arabization policy of 1971 and the socioeconomic exchanges taking place worldwide , the use of English as a communicating instrument begin to benefit, more over ;the introduction of the bologna process and the European credit transfer system in higher education has necessitated some innovation ,In the design and development of new information changed to the socioeconomic market.

Algeria, as the rest of the globe, endeavors to implement and develop the use of English to insure better communication, as well as better access to knowledge for students, workers, researchers and so forth.

2.3 INSIGHT INTO THE LMD SYSTEM:

INTRODUCTION: the LMD system is an Anglo Saxon system that was adopted first in Europe and later transplanted to the African countries, in response to the wide current of change that

accompanied the age of globalization and information technology ,the system aimed to design a new higher educational project that would be innovative in terms of teaching and learning .its principal attribute was hence the quality assurance that would cope with a highly competitive world , the interest of this chapter is to high light the emergence of the LMD both in Europe and Africa particularly in Algeria , its objective characteristics , and requirements.

2.4.1 HISTORY OF THE LMD EMERGENCE:

2.4.2 RISE OF THE LMD:

The University of Sorbonne, France together with other universities in Italy, Germany and UK were the first higher education institutions .which applied the LMD in may 1998. This initiative was investigated by claudallerger the French ministerof higher education who wanted to harmonise education in these countries ,in 1999,29 european ministers of education met in bologna ,Italy to sign a declaration related to the future of higher education in Europe ,seven years later ,eleven European countries adhered to the declaration ,known as the bologna process, globally it sought to create ,within the European arena and its Mediterranean neighbors , a ‘quality culture’ whichfavors the development of higher quality workers (HQW).this category of works was earnestly required to cope with a highly competitive .age of economics globalization where the USA ,Japan, and Australia , were posing great challenge . The bologna process aimed to instill, over a span of time of eleven years, six principal objectives to make student more responsible and efficient:

1-a system of readable and comparable degree specifying, by dint of detailed appendices ,the studies pursued together with the result obtained.

2-a three cycle structure of studies.

3-the generalization of credits or ECTS (European credit transfer)

4-guarntee of mobility-for everyone: student, teachers, researchers, and personnel.

5- Assessing the quality of university education which is the basis for mutual recognition and mobility.

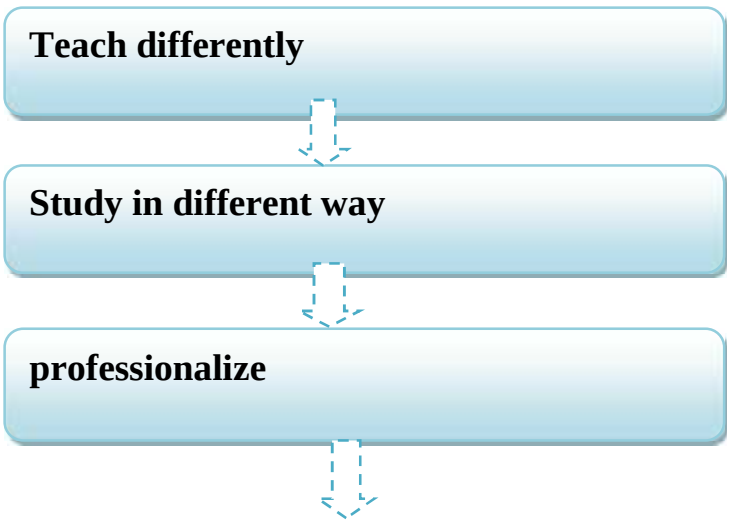
6- European dimension of teaching and sensibilisation of student as to the importance of European citizenship.

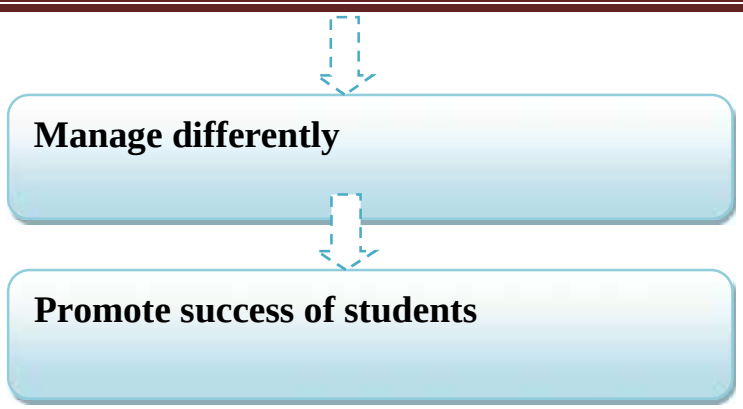
2.4.3 PRESENTATION OF THE LMD SYSTEM:

As stated earlier ,the LMD is new educational system brought to the reform university education it is divided into three cycles, L refers to licence ,M refersto master ,D refer to doctorate . Studies are disturbed over semester for master, and six semesters for doctorate.

It is an innovative system in the sense that it requires new teaching /learning strategies will entail new management procedure, and lead evidently to the success of student.(see diagrams) teaching does not simply aim to transfer knowledge ,but rather to instill a know –how

DIAGRAM 1: LMD IDENTIFICATION





2.4.4 CHARACTERISTICS OF THE LMD SYSTEM:

The **LMD** system is generally characterized by capitalized and transferable teaching units, in addition to the transverality and flexibility of training units comprise three groups: fundamental units that learners should validate: methodology units which ensure autonomy in learning discovery units that ensure Deeping of knowledge, orientationgateways, and professionalization; and finally transversal units that introduce the learners to other languages and TIC. The LMD design is semester-centered whereby teaching is dispensed over semesters to facilitate the organization of training courses, with each semester including a range of fourteen to sixteen weeks.

Assessment within each semester proceeds though a final examination and several continuous assessment elements, comprising supervised assignment, homework, practical text, reports and presentation ,failure of students in exams entitles them to repeat one or more examinations at the Re-sit ,assessment under the three –cycle system place on a half-yearly basis.

The LMD is a credit –centered system a credit is a unit of measuring progression of studies .each teaching unit is correlated with a credit which comprises from twenty to twenty five hours. It represents the value of face-work and personal work that the

student is required to furnish throughout the semester. The number of credits accumulated by all the teaching units of semester is about thirty .this means that the license and master encompass respectively 180 and 120 credit to facilitate the adaptation of the learners with the LMD system, and boost their success student accompaniment of tutorial is highly recommended, the tutor is required to instruct the novice learners .i.e. first year student .on everything that pertains. To their new life in the university: notably:

1- Acquaintance with the pedagogical staff.

2-initiation to new methods of learning that promotes 'not taking, expose elaboration and presentation…etc).

3-advice as to over view of LMD system, the question that is worth asking now is how this system was implemented in Algeria, and how for the adequate means for its application were catered for.

2.4.5 LMD IMPLEMENTATION IN ALGERIA

2.4.5.1 Context Of Implementation :

The growing criticism of university education in Algeria alongside the exigencies and repercussions of the age of civilization urged decision makers to debate, on a very restrictive scale, the reformation of the traditional educational system into the European model of LMD .key educational actors and social partners did not take part in the conception of project, an action showing clearly the marginalization of those to whom the reform mattered the most.

Two years later, the LMD system was set up in ten universities by dint of a Not D'oriontation Du Minister (on April 2004).but texts regulating the reform were made only lately with respectively: decret de creation du deplome de license noveau regime in november 2004, arrêtefixant les reglesd'laboration et

d'habilitation in juin 2005, and arretfixant la composition et les prerogative de la commission national d'habilitation in juin 2005 .this show clearly that the system was applied without a thorough study of its textual pre –requisites.

2.4.5.2 REQUIREMENTS OF THE REFORM:

The development of a high quality learning and teaching implies necessarily the availability of adequate human and materials recourses;however, the Algerian university has suffered, for innumerable years, from the serious problem related to the shortage of sufficient and effete personnel .the number of teacher in 2004 was about 23 , 205 among whom only 3, 442 were highly ranked (1.408 professors , 2.034 associate professors, 9077 adjunct professors and 9.557 senior lecturers) , with a student population amounting to 647.371 . This meant that the national ratio was 1 teacher for 15 students. In 2012 the number of student increased to 1.247.000 but human man power was still lagging behind. As for as material recourses were concerned the same problem we faced; great sums of money were devoted to infrastructure development, notably residence halls while equipment was given slight priority, universities continued,therefore, to work in un favorable conditions exemplified by an insufficient number of laboratories .TD rooms, computers-based classes , in addition to obsolete and poorly furnished libraries .it is not striking ,than , to notice that the Algerian university was still remote from international norms: in 2012 the leading university Constantine obtained the 1837 the position among 20368 universities.

A tangible consideration of those human and material needs could have been ensured if a clear insight was developed into drawing intelligently the different steps for LMD implementation.

According to maghrounif, ateacher at the University of Tlemcen this process requires five steps that are illustrated indiagram.

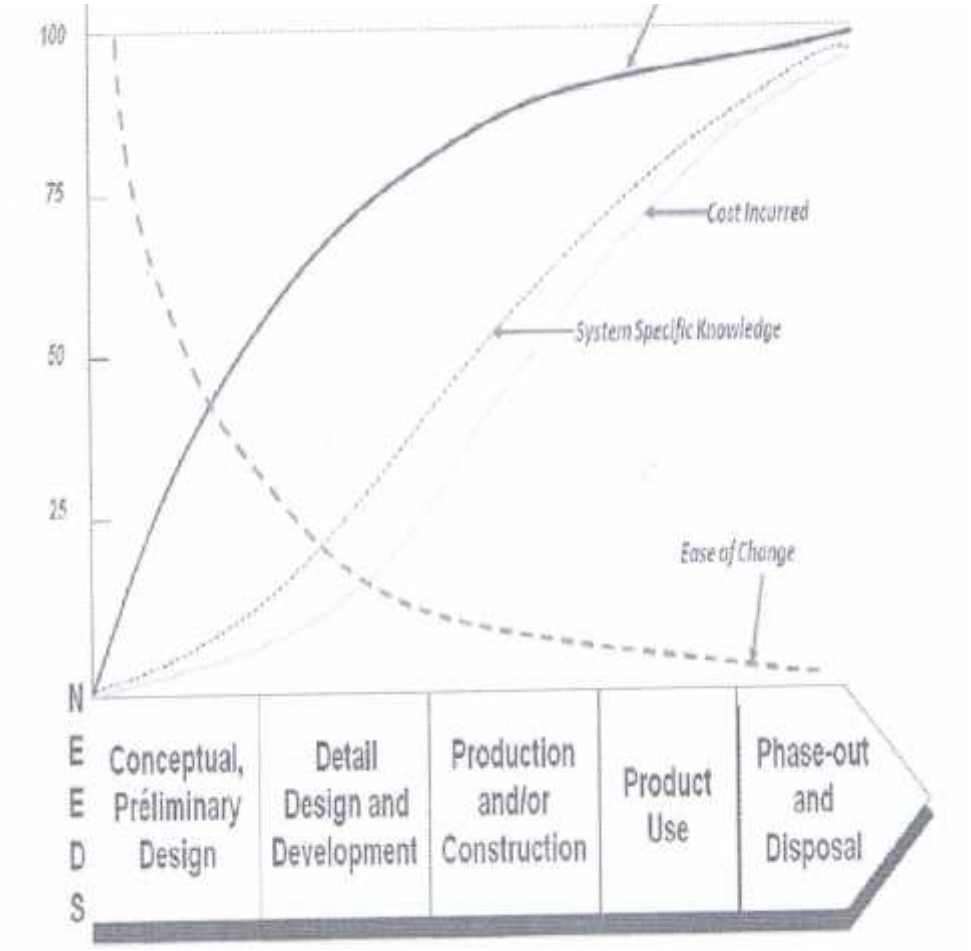
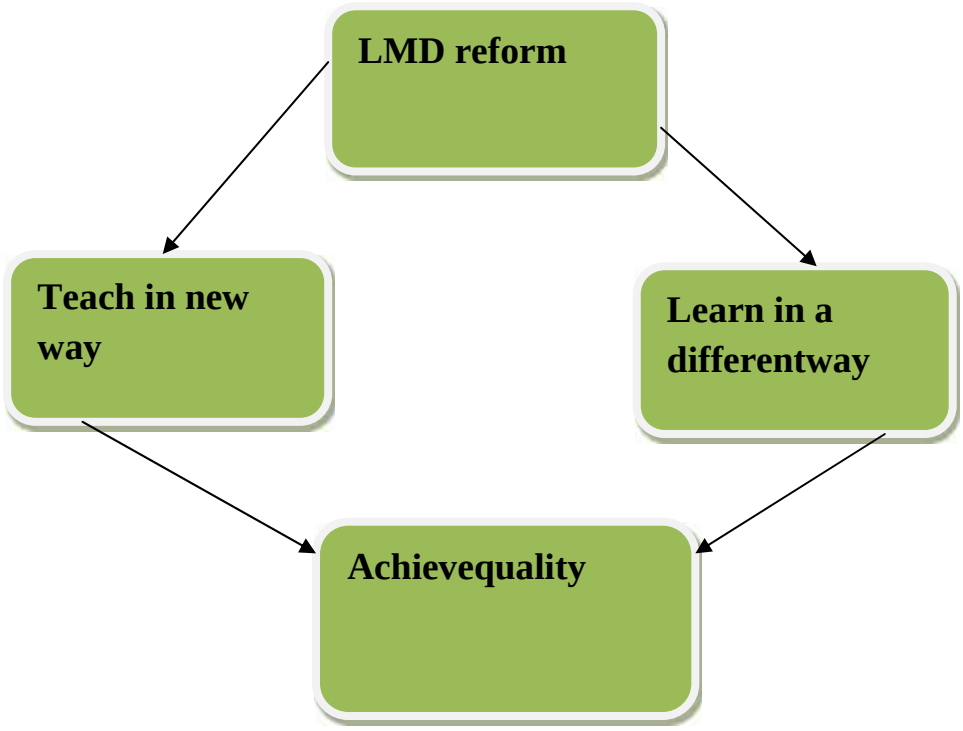


DIAGRAM: System life cycle.

2.4.5.3 QUALITY ASSURANCE:

Quality assurance means quintessentially an innovation in the teaching /learning methods, in fact, the exigencies of the LMD reform urge both partners in the teaching operation, namely the teachers and the student's to embrace the change with aview to achieving the designed aims this can be reumed in the following diagram.

DIAGRAM3:



As far as teacher is concerned he is advised to manage time appropriately within the semester, and favor autonomous by seeking the suitable pedagogical materials, such as, power point, internet, electronic libraries…etc, the teacher should be aware of the necessity not the dispence everything to this students since ,the LMD relies on personal work .as to the learners ,he is compelled to the basic actor in his learning ,a situation necessitating deep changes with the traditional system ,but the achievement of this autonomy impels the integration of technology as it enables as substantial time management and offers diversified sources for research .in that *Assoumou* ,the vive secretary of LMD reform committee. in the ivory coast ,affirm that the actual drawbacks for quality achievement that **'The betterment of infrastructure and**

pedagogical equipment through the use of ICT, the modernization of libraries, and the re-dynamination of research', further more he mention the conditions of this quality attainment, that is to say a significant implication and contribution of states in drawing tactic policies ,and the involvement of all actors involved , learners, teachers ,personal, public service, socio economic milieu ,and citizens, totally the quality assurance achievement is directly linked a change of mentalities .as put clearly by A.A assomou.

'en somme la mise en oevere du system LMD en afrique et singulierment en cote d'lvoire ,appele de chacun et de tout ,a quelque niveau que se soit et selon sa nature, un changement de mentalité ,qui mette au cœur de l'action formatrice ,tout a la fois la rigueur et la souplesse.,lecoute attentive et la communication nécessairea l'approvisionementdu system'.

2.5 TECHNOLOGICAL TOOLS USED IN EFL TEACHING AT NAAMA UNIVERSITY CENTER: after searching and asking teachers, student, pedagogical managers about the tools that are available in the center university of Naama "SALHI AHMED" and the materials they used in the faculty of foreign languages, their answers were as follow:

1- Only two data show.
2- One e-learning room.
3- And two electronic laboratories.

With regard to the number of students' and teachers we find that, there is a lack of technological tools and that will not achieve or

accomplish both student and teachersneeds, classical methodsand traditional tools of teaching still used.

2.6 CONCLUSION:

Having summarized the implication of the LMD reform in Algeria, notably the use of modern technological tools for the attainment of quality both in teaching and learning, it is now important to consider this situation at the university of Naama, in particular the faculty of foreign languages ,ELT learners ,this constitute ,then the focus of the third chap

3.1 INTRODUCTION:

This chapter is more practical than the tow previous theoretical chapters, its focus mainly on analyzing the data gathered from the research instrument (teachers, student questionnaire) in addition to the interpretation of the result .that have been collected and gathered

This chapter concentrates on the analysis of the answers given by teachers and student in the field of technology implementation in the LMD system in EFL learners,at Naama university center .and denote difficulties that may encounter when dealing with the use of technology within the LMD system.

3.2 ANALYTICAL TOOLS: AIMS AND PROCEDURES:

3.2.1 Research Design:

In educational research, it is usually possible and certainly popular to characterize a research study's methodology as qualitative; as quantitative; or as involving both qualitative and quantitative methods, in which case it is typically referred to as mixed methods the term research design is widely used in education, yet it takes on different meaning in different studies. These features bellow inform the description of research design.

3.2.2 Quantitative research definition:

Quantitative research methods attempt to maximize objectivity, explicability, and generalization of findings and are typically interested in prediction integral to this approach is the expectation that a researcher will set aside his or her experiences perceptions.

Quantitative studies are the use of instruments such tests or surveys to collect data, and dependence on probability theory to test statistical hypotheses that correspond to research questions of interest.

Is a method which gives a result in numeric information and it is machine-readable and can be analyzed by statistical tests and modelsQuantitative information is usually gathered by asking the same set of questions to a specific sample of a reference population, with answers recorded in numeric codes or actual number.

3.2.3 Qualitative Research definition:

It focuses on discovering and understanding the experiences perspective, and thoughts of participants that is explores meaning, purpose, or reality.

Qualitative research is usually described as allowing a detailed exploration of a topic of interest in which information is collected by a research through case studies, ethnographic work, interview, and so on, qualitative research may construct theories or hypothesis, explanation, and conceptualization from details provided by a participant.

Is a method which gives result in textual or narrative information that is either descriptive, or subject to other forms of analysis.

3.2.4 Survey methods:

Usually generate quantitative information, although open-ended questions with narrative answers, it can be used on survey questionnaires

3.4 Teacher's questionnaire presentation:

The main aim of the teacher's questionnaire is to find out the opinion of teachers about the usefulness of technology in language teaching it aims at examining current teaching pedagogies with a purpose of enhancing learner's proficiency trough the use of technology in their learning.

The questionnaire was handed to 20 teachers in the Center University of Naama, the teacher's questionnaire composes of 13 questions. First they consist of 10 close questions (yes or no responses), and 3 open questions. Depending on different genders female and male, also it is concerned with their teaching experience (number of years) were counted between 4 till 10 years, also their field of specialization differentiate between (sociolinguistics, literature, and magister ESP…).and the module in charge differentiate between (linguistics ESP ,socio-cultural aspects ,oral written expression) .

The questionnaires focus on giving a deeper understanding about the usefulness of technology in language teaching it aims at examining current teaching pedagogieswith a purpose of enhancing learner's proficiency trough the use of technology in their learning.

3.4.1 Teachers' Data analysis:

Since, in collecting data, the researcher have adopted one research Instrument which was the questionnaire Therefore, the researcher made use of quantitative andqualitative data analysis method to analyze the questionnaire.

The researchers addressed questionnaire to the teachers in order to know their opinion aboutthe usefulness of technology in language teaching it aims at examining current teaching pedagogies with a

purpose of enhancing learner's proficiency trough the use of technology in their learning.

3.4.2 Teacher's questionnaire analysis:

The results and the percentages of the questionnaire answers will be represented in the following pie charts, from the first question until the thirteenth question and the ninth, twelfth and thirteenth questions analyzed in a paragraph because it is an indirect question.The first question asked teachers about how they assess language proficiency concerning the EFL learners? Most of their responses were average.

3.4.3 Result of the questionnaire:

Question one: taking into considerationthe majorityof **EFL** learners .how do you assess their language proficiency?

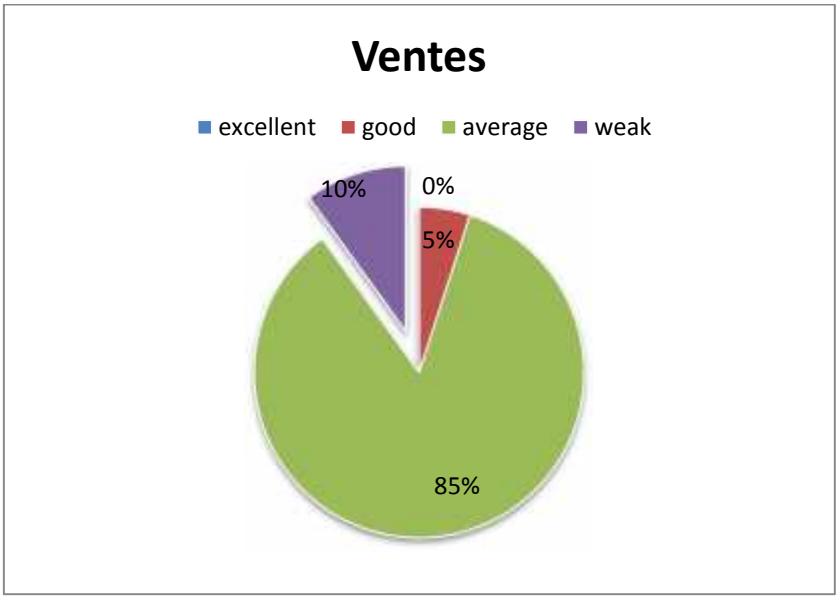


Figure 1: teachers' view about EFL learners' language proficiency.

Question two: does the LMD system require the implementation of educational technology?

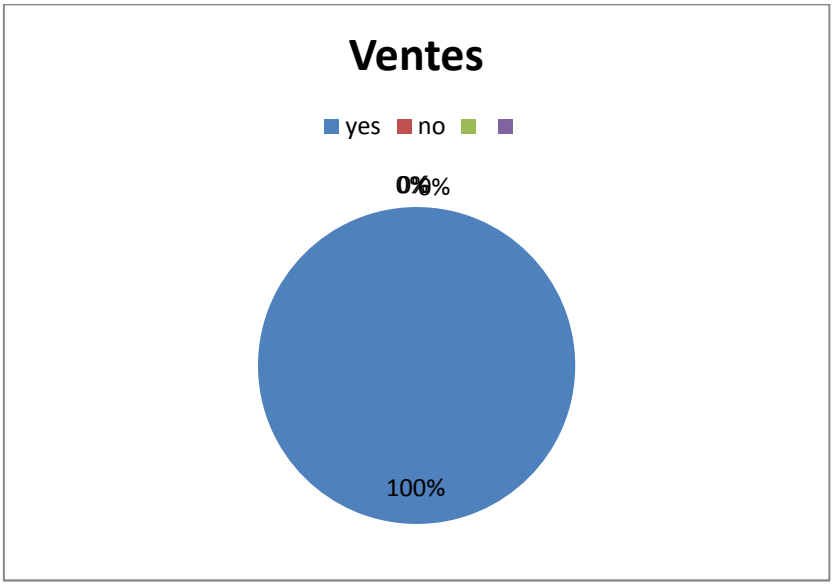


Figure 2: teachers' view as to the link between technology and the LMD system.

Question three:do you believe educational technology impact your way of teaching?

The third question complete the second question, for the reason that the same percentage agree that the LMD require the implementation of educational technology ,in this view most of them believe that educational technology impact the way of teaching .

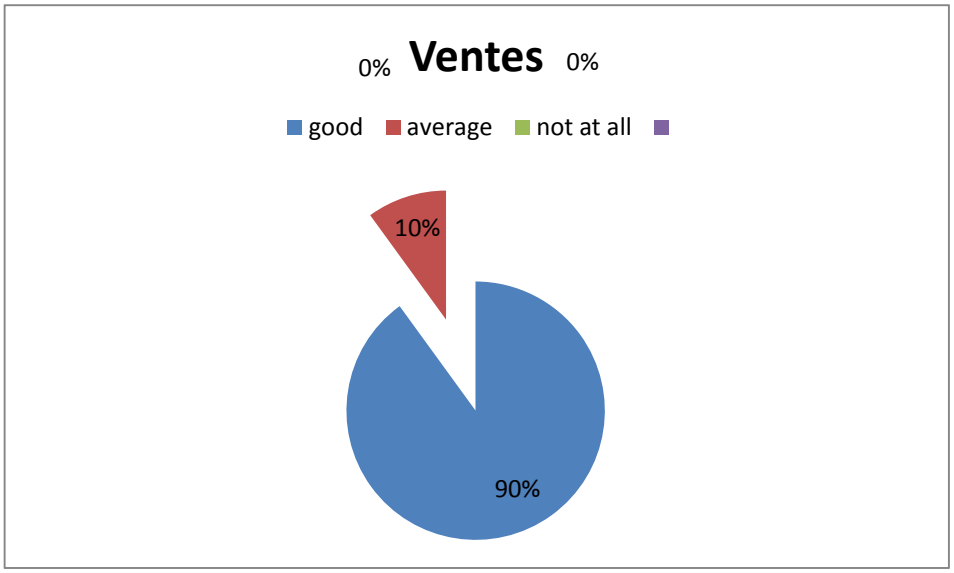


Figure 3: teachers' view as to the positive impact of technology.

Question four: ifyes, how can technology enhance your classroom practice?

The forth question complete the third one for the reason that it exemplify with more than one example, when asking teacher how can technology enhance their classroom practice, their answer differentiate between (technology motivate learners, savetime, attractive, its apart of their real life, the audio visual instrument may help a lot, create fun wish push them to work more….etc).

Questionfive:what is your rate of acquaintance with technological tools?

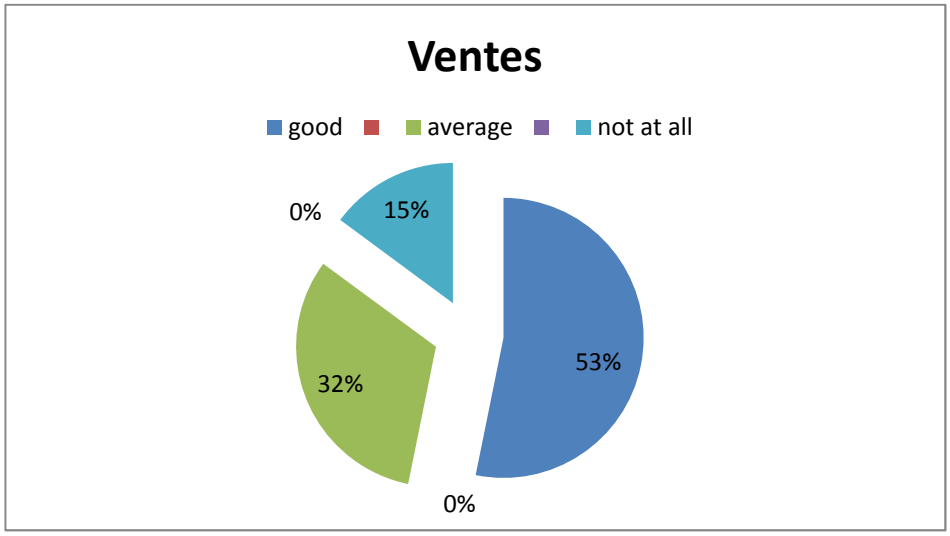


Figure 5: teachers' rate of acquaintance with technological tools.

The fifthquestion asked teachers about their rate of acquaintance with technological tools,53% answer were good ,32% "average" and the rest 15% answer were "nil" .

Question six: have you receive any ICT training?

Thesixth questionasked them if they have received any ICT training, half of them answer with "yes" and the other half with "no".

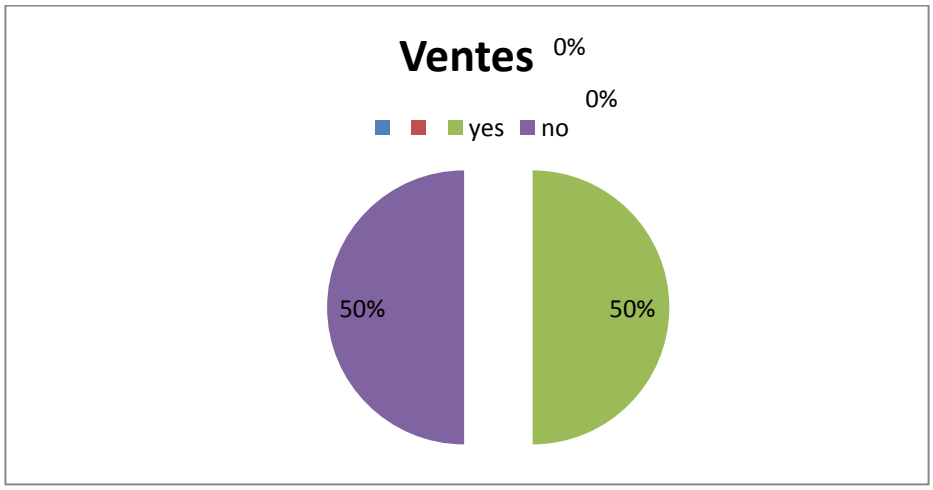


Figure 6:have you received any ICT training?

Question seven:do you think the faculty should cater for your training or should it be personal initiative

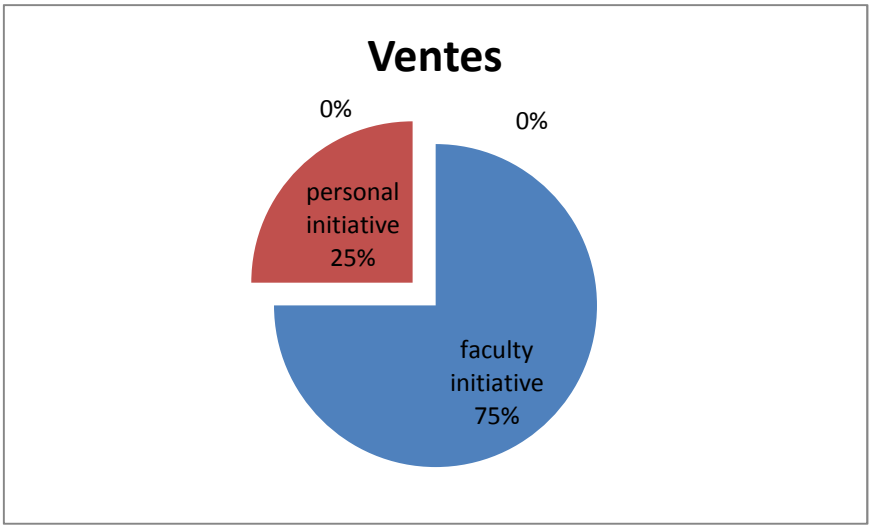


Figure7: institutions /persons responsible for training in informatics?

Question eight: how do you qualify the availability of technological tools at your department?

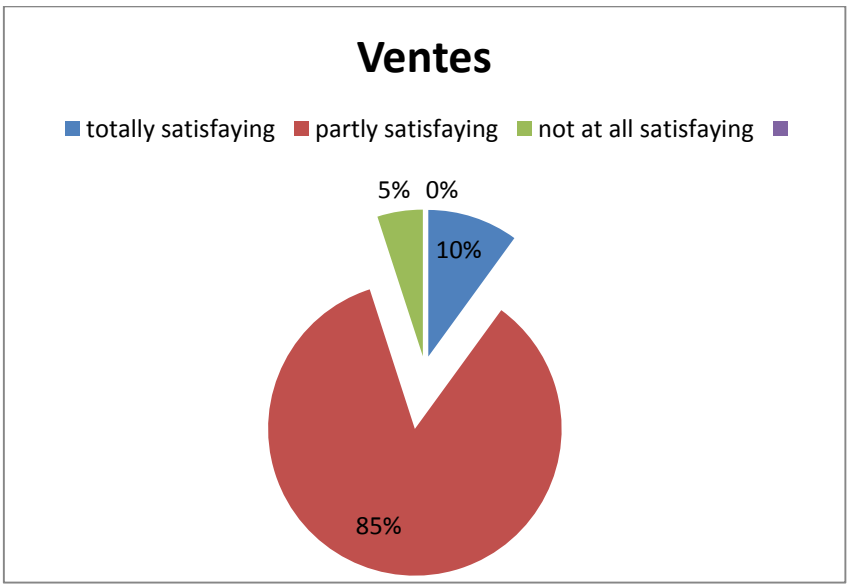


Figure 8: teachers' answer about the availability of technological tools in the department.

When asking teachers about the availability of technological tools in the department, their answer differentiate between 85% partly satisfying, 10% totally satisfying, and only 5% agreed that it was not at all satisfying.

Question nine: what are the hindrances that impede the use of multimedia technology?

The majority answers were the same, they all agree that classroom should be already equipped by the materials (data show, speakers...)

Question ten: do you use any technological tools in your teaching? If yes what kind?

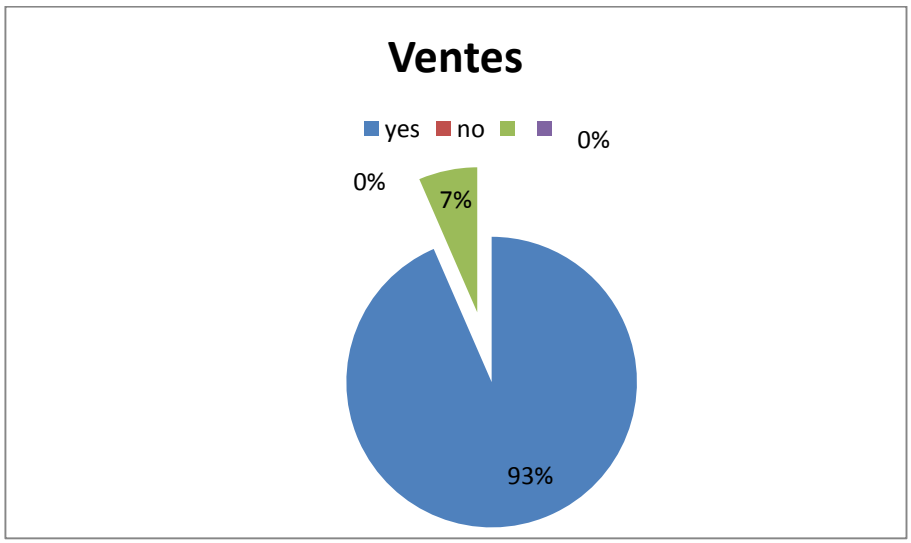


Figure 10: do you use any technological tools in your teaching? If yes what kind?

Most of teachers' answers were yes, and they noticed that; Data Show, Computers were the only tools available in the department, on other

word teacher used these toolswhileteaching, some of them added that this materials are very important in an oral or phonetics classes.

Question eleven: do you take any endeavors to sensibilise student's interest through the use of technology in their own learning?

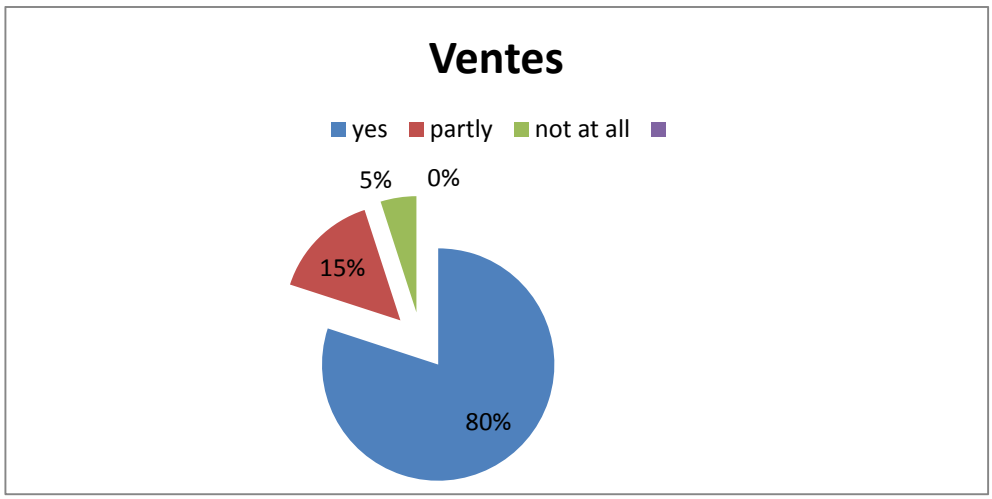


Figure 11: do you take any endeavors to sensibilise student's interest through the use of technology in their own learning?

Most of teachers answered "partly" i.e. they encouraged student interest through the use of technology, 15% answered "partly" and only 5% answered "not at all".

Question twelve: what are the main reasons behind the use of educational technological tools on language learners?

This question was very important to know the reason behind the use of technological materials on language learners, the teacher's responses were very clear, they said that the main reason behind these technologies is to facilitate the teaching /learning process and to encourage student's motivation and to gain time, as they added educational technological tools enhance and improve their listening/speaking skills, and to receive more information.

Question thirteen: how do you envisage technology integration into teaching EFL in the future?

With regard to this question teachers hoped to have facilities for integrating technology in their classes in the future .the majority of them wish to integrate new technologies such as: the internet (wifi), e-learning, computers, and data show, in each room, most of them agreed that technology is to crucial and necessary for helping teachers and learners either at the level of language production (speaking and writing) or the language perception (listening and reading) as they added, technology is necessary for both as it would dominate on the field of learning languages.

3.5 Students Questionnaire presentation:

This questionnaire was designed for the master degree students of the faculty of foreign languages, Naama university center, the academic year 2017-2018 there was no need for a sample as the more view we collected ,the more tangible our remarks would be, the aim of the questionnaire was to know the attitude of students towards the implementation of technology in the LMD system .it was worked on through several draft .it was not piloted on a sample of the population as it was directly handed over to the students, and the instructions were explained to them on the spot.

The questionnaire was intended for the student of the “English master degree”, i.e. 99 students but only 89 student accepted to co-operate, probably because the questionnaire was administered within the period of exams where student felt tired.

3.5.1 Students Data analysis:

The questionnaire contained eleven question items related to student's opinions as to : the link between the LMD system and multi-media integration , the effect of technology on their learning , their familiarity with the informatics skill, the rate of training achieved within the ICT module , scope of their teacher's use of technology in teaching ,its nature and frequency of application, their views as to their teachers use of technology , their response as to a technology-based course, and finally their perspectives as to the use of technology in the department in the future.

3.5.2 Results of the questionnaire:

Question one: according to you are the new university studies very important for your future professional life?

Astonishingly, the majority of students 85%believe that the new university studies very important for your future professional life?

Table 1:according to you are the new university studies very important for your future professional life?

level	yes	no
Master degree (first and second year)	85%	14%

The result shows that most of the students' answers were yes, so the majority answers confirm the importance of the university studies for the future professional life.

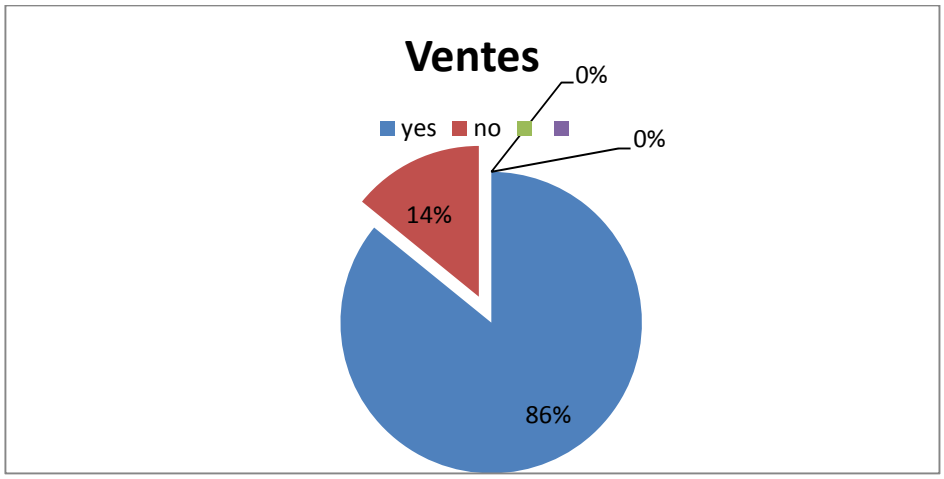


Figure1: the importance of the university studies for the future professional life.

Question two:do you think the LMD requires implementation of media technology?

Table 2: show the opinion of students towards the link between the LMD system and technological integration.

level	yes	no
Master degree (first and second year)	95%	2%

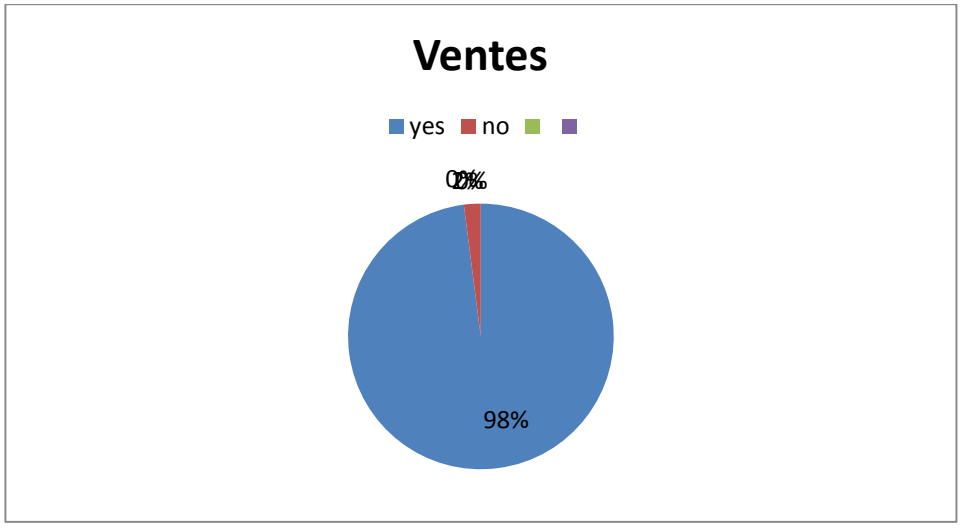


Figure 2: the opinion of students towards the link between the LMD system and technological integration

Result show that all students think that LMD system requires technology 89%.

Question three and four: will technology education boost your learning and in which sense?

Table3: will technology education boost your learning and in which sense?

level	yes	no
Master degree (first and second year)	98%	2%

These two questions, complete each other,we find that the majority of students answer was “yes”, 95% believe that technology education will boost their learning, only 2% do not agree, This can be mainly due to exposition, to authentic sources that improve the acquisition process and because of the availability of sources that encourage the research, and the other half said that in sense of enhancing interaction.

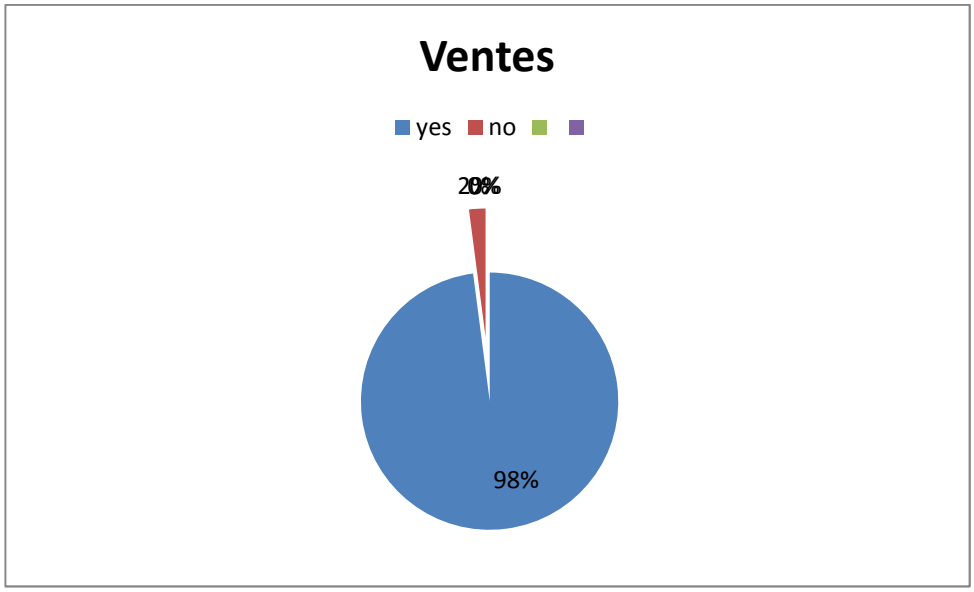


Figure 3:will technology education boost your learning and in which sense?

When asking in which sense, the data above show that the majority of student34% find that technology has a positive effect on research promotion, 33% believe that exposition to authentic sources improves the acquisition process, 22% state that technological integration soars their motivation, and 10% agree that it enhance interaction .the column “other” was left blank which show that multiple choice question are like a safe refuge for learners ,since they d not have to think for their own answers.

Table4: in which sense.

level	Soaring motivation	Promotion of the aquisition	Research promotion	Interaction enhanceme
Masteerdegree (first and second year)	22%	33%	34%	10%

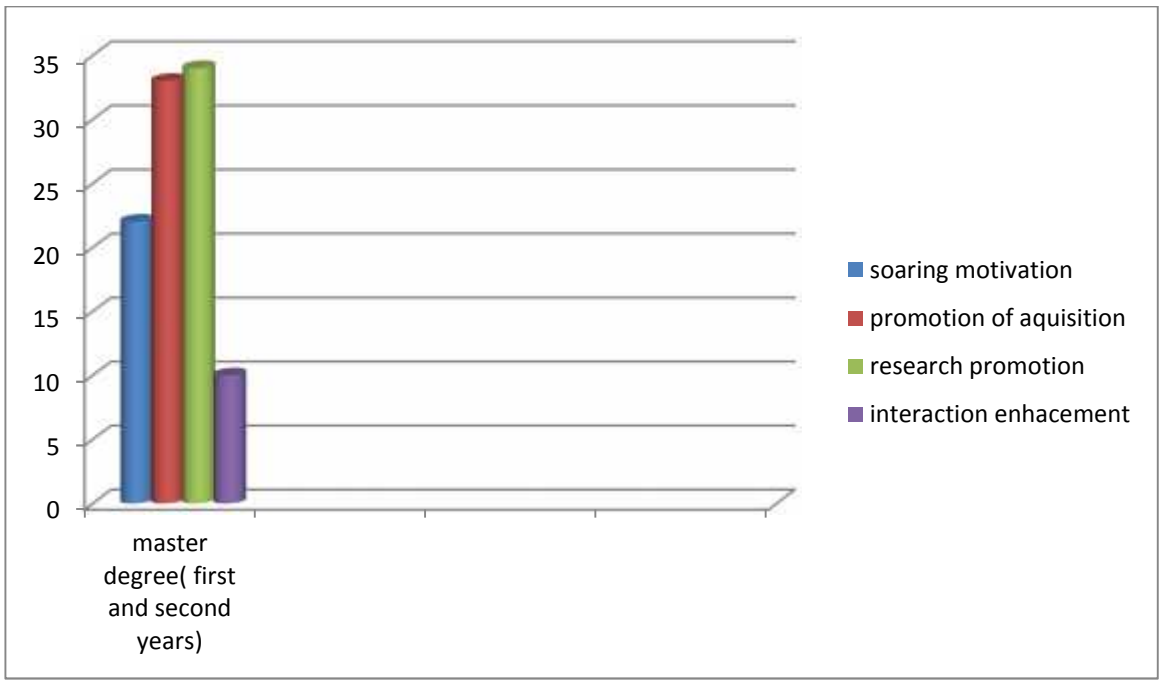


Figure 4: in which sense

Question five: what is you rate of acquaintance with the informatics skills?

Table5: Rate of student's acquaintance with the informatics skills.

level	good	average	Not at all
Master degree(first and second year)	35%	65%	4%

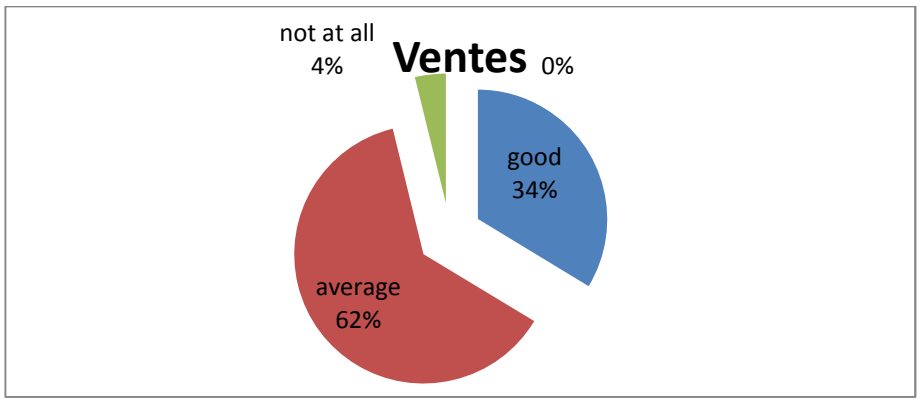


Figure5: students' acquaintance with the informatics skills.

The data display above show that the majority of student 62% affirm that their knowledge of the informatics skill is average, 34% assume they are good, and small minority 4% state that their acquaintance with the informatics skill is nil.

Question six:did you have any training within the ICT module?

Table 6: students' opinion as to the availability of training within the ICT module

level	yes	no
Master degree (first and second year)	35%	65%

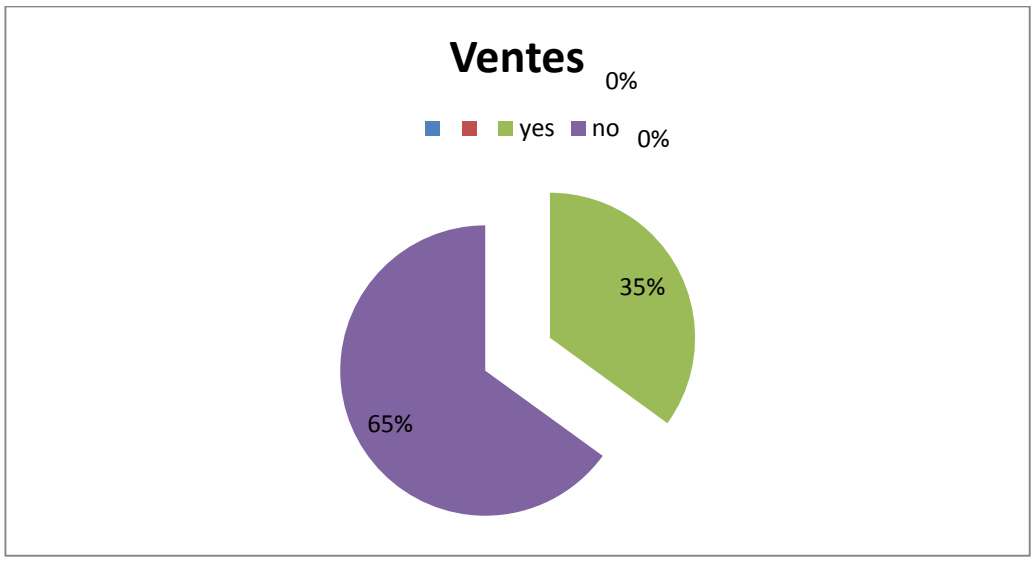


Figure 6: students' opinion as to the availability of training within the ICT module

The figure above illustrate data about the rate of student training within the ICT module .according to the answers of students 35% affirmed that , apart from theoretical knowledge ,they had no practical training in the field while 65% confirmed that they had training .may be because most of them studied in different universities before and each studied different modules…etc.

Question seven:do your teachersintegrate technology in teaching?

Table 7: view of student as to teacher's integration of technology in teaching:

level	yes	no
Master degree (first and second year)	53%	47%

Table seven demonstrate that 53%of student affirm that their teachers integrate technology in teaching, while 47% state their teachers do not use technological materials in the classroom .

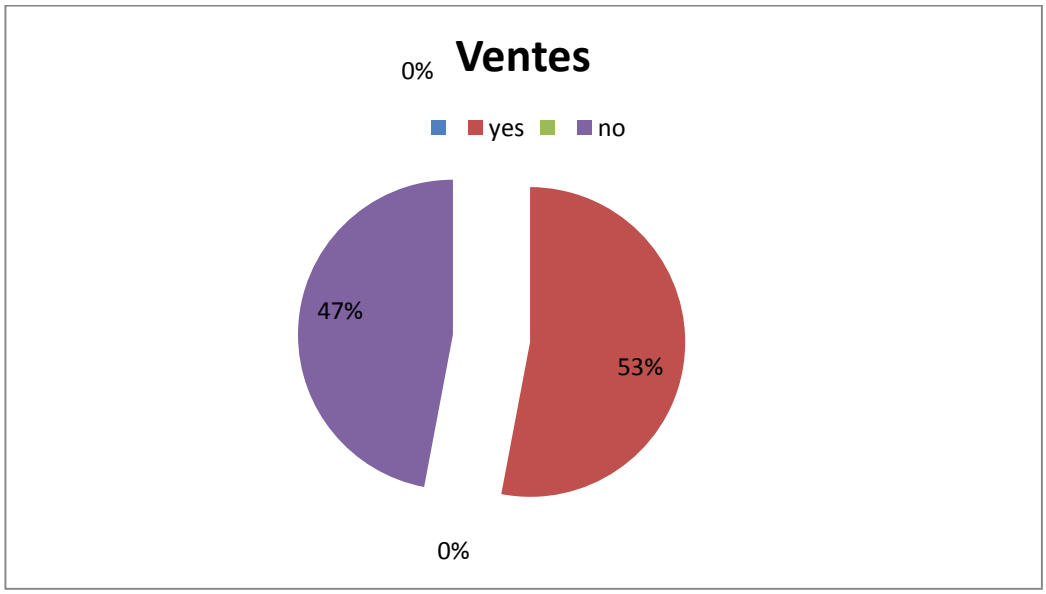


Figure 7:view of student as to teacher's integration of technology in teaching.

Question8: What kind of technological tools do they use?

When asking about the kind of technological tools that teachers used in the classroom, the majority answer "data show", relying of course on their own laptop.

Question nine:how often?

Table 9:how often?

level	usually	sometimes	rarely	never

Master degree (first and second year)	14%	60%	25%	0%

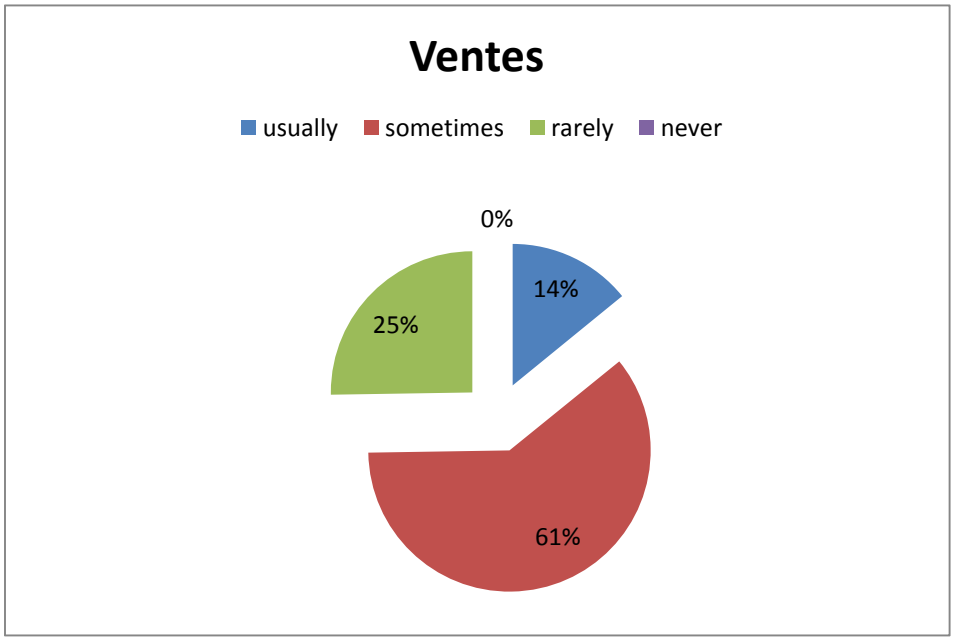


Figure9:how often?

According to these data 14% of student affirm that their teachers integrate technology in teaching from time to time, 61% think that their teacher work all the time with technology ,while 25%state that teachers rarely resort to the use of technology in teaching ,and no one answer with “never”.

Question ten:how do you find teachers performance with technological tools?

Table 10:teacher’s performance with technological tools.

Level	good	average
Master degree (first and second year)	43%	57%

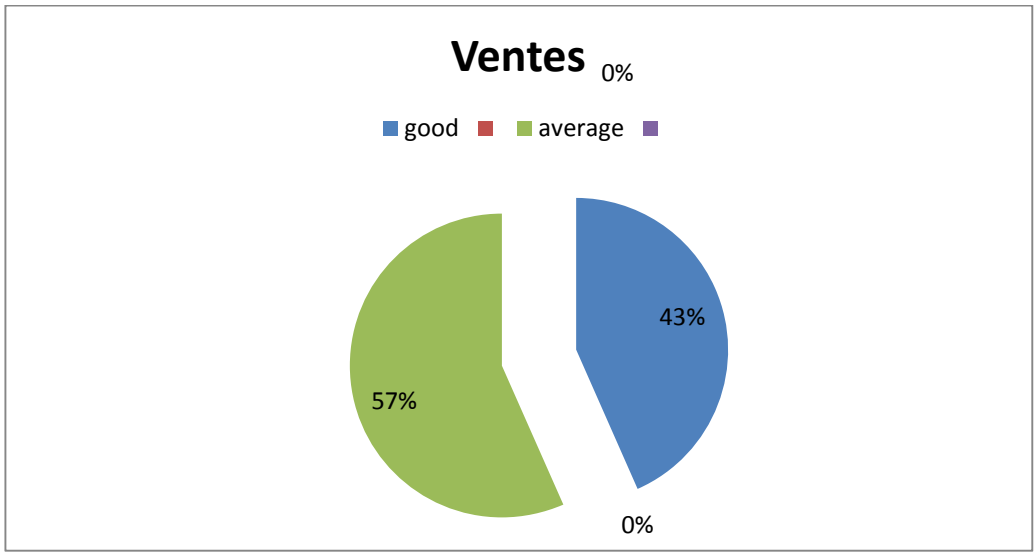


Figure10:teacher's performance with technological tools.

When asking about teacher's performance with technological tools the majority 57% answers were "average" they believe that their teachers are not familiar with the mode of using technological materials ,whereas the other half 43% said "good" they confirm that their teachers are good in using technology .and that because not all teachers have training with the ICT module.

Question eleven: how do you think technology could be integrated for teaching English?

Table11:how do you think technology could be integrated for teaching English?

student	Internet, Recordings, videos, language web sites. E-mails….	Newer technology	Did not answer
Master degree (first and second year)	48%	36%	19%

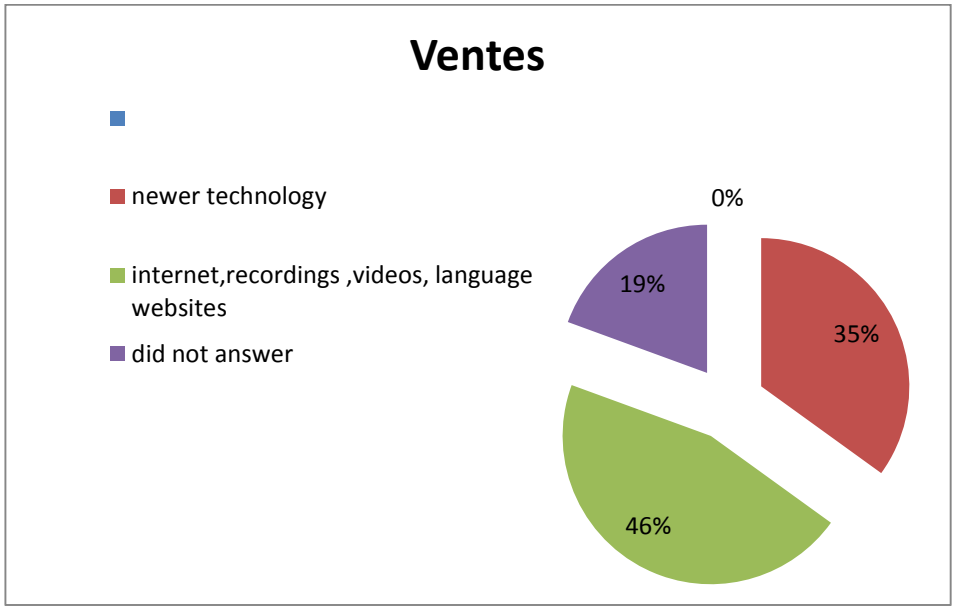


Figure11:how do you think technology could be integrated for teaching English?

The majority answers was that teaching English with technology is actually a great way to facilitate the teaching /learning process for

both teachers and learners , in other hand they suggest that teachers should opt more for the use of authentic materials, that

Promotes communication in the target language; like recordings, videos, and language websites, in addition language laboratories should be also used in order to enhance listening and speaking.

3.6 SUGGESTION AND RECOMMENDATION TO IMPROVE ELT TROUGH THE USE OF TECHNOLOGY:

It is highly recommended then that the positive steps for altering this situation be ensured through the commitment of teachers, students, and the staff managing the faculty through the provision of technological tools ,notably a large number of data show, internet access, e-learning ,electronic libraries …etc ,change of mentality can also be inserted if more cultural activities (study days, seminars and conference)are undertaken with a view to sensiblising and creating a motivating environment and this are Some Suggestion to Improve ELT through the use of technology

-ICT tool, Wi-Fi in each room, Electronic libraries, to qualify the availability of tools at the level of the department, also to shed light on on the lack of online conference.

General conclusion

We are living in a world where technologies is an omnipresent,the phrase “e-learning “or “technology” in education has become the buzz, in language teaching and learning ,we have a lot of choose from the world of technology : Radio ,TV, CD- ROM,Computers ,Call, The Internet Electronic Dictionary ,E-mail, blogs and audio cassettes ,power point , videos….etc ,the last two decades have witnessed a revolution due to onset of technology ,this rapid rising and development of information technology has offered a better patterns to explore new teaching model.

Nowadays language teaching in general and English language teaching “ELT” in particular has changed over the centuries, taking the example of the centerUniversity of Naama, in particular the faculty of foreign languages, the hindrance is tacitly felt when finding that the department possess only two data show, and no laptop at all, teachers should bring theirs, or ask their student to be in charge of it, besides ,average mastery of technologicall tools by the majority of teachers ,on one hand ,and their large ignorance by students .

To accomplish this work, the case study was managed to Naama university center, specifically, the faculty of foreign language, where the first and second master degree EFL student and teachers were selected as a sample population.

Research instrument were used to collect data, the questionnaire was addressed to both teachers and learners, the result of the study shown that both teachers and student support the use of educational technology, teachers claim that technology motivate learners, createfun that push them to work more, reduce time from the two

sides “teachers, learners” as they added that the audio visual instrument may help a lot.

The ultimate aim of the two questionnaires was to see the reason that retard the implementation of technology at the level of English classes.

The claim that non familiarity both of teachers and student with technological tools was clearly evidenced in their views where the majority affirmed that their knowledge of the informatics skills was not highly developed

It is evidently clear from the research findings that all the actors involved in the English faculty, believe that the LMD system needs the implementation of multimedia technology, but they do not really seem to be committed to this change, their stand is certainly understandable because how could one alter his way of teaching /learning when no means are available to ensure a smooth change.

A change of an educational ideology require a change in the parameters that condition the change, otherwise it would not succeed.

University-level teachers Questionnaire:

The following questionnaire aims at revealing your own opinion about the usefulness of technology in language teaching .It also aims at examining current teaching pedagogies (classroom practices) with a purpose of enhancing learners proficiency through the use of technology in their learning; Therefore, you are kindly requested to, put a tick in the appropriate box and to make comments whenever necessary.

Part one:

Teaching experience: number of years:

Post graduate: field of specialization:

Module in charge:

Sex: male ☐ female ☐

Part two:

1- Taking into consideration the majority of EFL learners. How do you assess their language proficiency?

a. Excellent ☐
b. Good ☐
c. Average ☐
d. Weak ☐

2-Deos the LMD system requires the implementation of educational technology?

Yes ☐ No ☐

3-Do you believe educational technology impact your way of teaching?

Yes ☐ No ☐

4- If yes, how can technology enhance your classroom practice?

……

……..

…….

5- What is your rate of acquaintance with technology tools?

Good ☐ average ☐ not at all ☐

6- Have you received any ICT training?

Yes ☐ No ☐

7-Do you think the faculty should cater for your training or should it be personal initiative?

Faculty initiative ☐ Personal initiative ☐

8-How do you qualify the availability of technological tools at your department?

Totally satisfying ☐ partly satisfying ☐ Not at all satisfying ☐

9-What are the hindrances that impede the use of multimedia technology?

……

……

……

10-Do you use any technological tool in your teaching?

Yes ☐ No ☐

If yes, what kind?

……

……

11-Do you take any endeavors to sensibilise student's interest through the use of technology in their own learning?

Yes ☐ partly ☐ not at all ☐

12-What are the main reasons behind the use of educational technological tools on language learners?

……

……

……

13-How do you envisage technology integration into teaching EFL in the future?

……..

……

……

……

EFL learner's Questionnaire.

The purpose of this questionnaire is to collect data about the use of technology in EFL teaching. Therefore you are kindly requested to answer the following questions by putting a cross in the appropriate box or selecting the letter (s) which best reflects your opinions. And to make comments whenever necessary.

Part one:

Age:

Sex:

Level:

Part two:

1- According to you are the new university studies very important for your future professional life?

Yes ☐ No ☐

2-Do you think the LMD require the implementation and the use of multimedia technology?

Yes ☐ No ☐

3-Will technological education boosts your learning?

Yes ☐ No ☐

4-In which sense:

A-through soaring ☐

B-exposition to authentic sources improves the acquisition process ☐

C-availability of sources encourage research ☐

D-enhancing interaction ☐

E-other……..

5-What is your rate of acquaintance with the informatics skill

Good ☐ Average ☐ Not at all ☐

6-Did you have any training within the ICT module

Yes ☐ No ☐

7-Do your teachers integrate technology in their teaching?

Yes ☐ No ☐

8-What kind of technological tools do they use?

…….

……..

…….

9-How often?

Usually ☐ Sometimes ☐ Rarely ☐ Never ☐

10-How do you find teachers performance with technological tools?

Good ☐ Average ☐

11-How do you think technology could be integrated for teaching English?

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