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Investigating the Role of ICT in Bringing about Success in EFL Grammar Sessions:

The Case of 3rd Year Students at "Five Brothers Hamidat" Secondary School of Mecheria.

Extended Essay submitted to the Department of English in Candidacy for the requirement of the 'Master' Degree in Linguistics

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Dedication 1

To my parents the reason of what i become today,Thanks for your great support an continuous care

To my sisters and brothers l'm really grateful to both of you for being my inspiration and my soul mates.

Ouazene Manel

Dedication 2

I dedicate my dissertation work to my family and my friends. A special feeling of gratitude to my loving parents,whose words of encouragement and push for tenacity ring in my ears. My sister who has never left my side.

I also dedicate this dissertation to my friends a who have supported me throughout the process. I appreciate all what they have done for me , especially Ouazene Manel for helping me develop my skills,

I dedicate this work and give special thanks to my beloved brother Mohammed Youcef, my insperation (may he rest in peace).

Amara Bilal Abdelfatah

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Abstract

This paper aims to shed light on the influence of ICT on students' mastery of grammar while using the four language skills; listening, speaking, reading, and writing. The main hypothesis of the research is that via the use of computer aids and ICT, we will ensure the students' attention in a fun experience, and manage to help them acheive a good level of grammar at the same time. To confirm this hypothesis, data were collected by administering a questionnaire to third-year EFL students from the secondary schools in Mecheria (Wilaya of Naama), and a questionnaire for teachers from the same establishments. The results obtained from the collected data shows that the use of computer aids and ICT is highly motivating for students; they allow them to focus more and help them to be more efficient in the four skills while getting better at applying grammar rules spontaneously. Therefore, the use of technology clearly promotes learners' knowledge of the language; and most teachers have realized the benifits of using technology to emprove their lessons. Yet, they remain hesitant about adopting technology as a teaching method, they look at technology as an enabler rather than a teaching method.

Keywords: ICT, teaching/learning process,EFL learners, grammar, language skills,

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List of Abbreviations and Acronyms

CALL: Computer Assisted Language Learning.

CLT: Communicative language teaching.

EFL: English as foreign language.

ICT: Information and Communication technology.

LMD: License, Master, Doctorate

TEFL: Teaching English as foreign language.

USC: University of Southern California.

WWII: World War Two.

GENERAL INTRODUCTION

General Introduction

Nowadays it is a pressing matter to implement Information and Communication Technology (ICT) in the educational sphere, in this case; teaching and learning foreign languages. Decades ago, Computer Aided Language Learning (CALL) presented language teachers and learners with authentic inputs from native speakers, texts, audio resources and tasks through the use of computers. However, with the emergence of the Internet, ICT has taken the front and center position when talking about Teaching English as a Foreign Language (TEFL).

Foreign language learning, to many learners, means being competent speakers of the target language. It is necessary to behave as a native speaker in the target community, or at least be close enough. Speaking always comes first and then listening, reading and writing. Communicative skills are important but withing them there must be a decent level of grammar in use. Therefore, many scholars believe that the appropriate use and successful integration of ICT into the classroom can build up the grammar mastery along with communication.

This study aims to investigate the extent to which ICT could be used to improve the learners grasp of grammar. The objective is to bring some attention of both teachers and students to use ICT and raise awareness about the benifits of technology to teach/learn a seemingly technical and specific aspect of language, which is grammar.

It has been observed that many students of English as a foreign language have difficulty understanding and using the grammar rules of the target language. They refer their weaknesses to a lack in their understanding and to the complexity of some grammar rules, therefore, ICT is suggested as a remedy for students.Through this study we seek to answer the following question:

1. How can ICT develop students' grammar mastery?

2. How good is the use of technology for both teachers and students?

It has been hypothesized that:

1. Firstly, the integration of ICT in the classroom can create an enjoyable enironment in which the students are more likely to participate and be active. In addition to that, If the grammar lessons are presented in fansy illustrations, animations, and possibly even interactive activities on computers, students will have a better grasp on the subject.
2. And secondly; the use of ICT in classrooms creates a relaxed and supportive space for students and teachers.

Concerning data collection, a number of teachers have been selected to answer a questionnaire specially created for them. and a sample of third year EFL students was selected to complete a questionnaire specially designed for them.

Both the selected students and the selected teachers are from the secondary school of Five Brothers Hamidat in Mechria. The questionnaire, created to collect data from teachers, aims to collect their experiences and attitudes towards the

implementation of information and communication technologies as tools to improve the grammatical skills of EFL learners.

The student questionnaire aims to discover whether the students use ICT. Student questionnaire consists of 16 questions and one of the teachers' six questions. Students are asked to either check the desired answer or, if necessary, provide their own opinions. Briefly, the questionnaires are designed to identify whether teachers or learners appreciate the use of ICT as a tool for improving grammar skills and developing a decent grasp and practical knowledge of the target language grammar

The present research is divided into two chapters. The first is dedicated to providing a knowledge background about the related concepts, and sheding light on the past literature research on the use of ICT and technology for EFL. We also concentrate on the technologies utilized while teaching EFL. This first chapter contains some historical overview of the use of technology in teaching languages with input from several scholars.

CHAPTER ONE:
REVIEW OF LITERATURE

CHAPTER ONE: REVIEW OF LITERATURE

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1.1 Introduction

It is a widely accepted fact that English is the global language, especially by the end of the 20th century. It holds a special place among other world languages that are in use. The term "global English" carries various meanings and objectives that English acheives on a worldwide level. To use the words of Kachru (Kachru & Nelson 2001), it is the first and majority group language. English is used as a second language along with other languages in many countries as a means of communication, and in the spreading more and more each day. In countries such as Algeria, English is used in Schools are mostly taught as a foreign language.

Certainly, English has become the lingua franca and has reached a global level of importance. No previous lingua franca influenced international communication as English has in this new age. In general, two opposing perspectives can be pursued in the discourse on the global use of English. Crystal (1997) and Wardhaugh (1987), state that the power of English in the world is a natural result of the historical and economical reasons, and relative ease of use.

The 21st century presents challenegs and priviledges, many of which are related to technology and communicaion. Currently, schools and educational systems must adapt. Information from teacher to student over a specified period of time must rather encourage the educational institutions to learn, i.e. to acquire knowledge and skills that enable continuous learning throughout life enable. Hense, it is the teacher's resposibility to establish them accordingly to cater to the present challanges and requirements. The atmost goal today is to provide people with the skills of the English

language and it is made so much easier by using ICT and e-learning approaches in class.

1.2 Technology and Language Learning

After WWII, technology made large leaps towards new esciting horizons, and it affected economic and commercial movements around the world. This scientific improvement, economic progress, and commercial growth resulted in a world that was unified and dominated by two forces: technology and trade, and their constant progression quickly led to a demand for a universal language.

There is no debate at this level that the development of modern postwar life could not be done without a good command of the English language. There have been a variety of techniques to teaching English during the previous few decades, the majority of them were founded on theoretical ideas. Those theories in language teaching approaches led to adjustments and alterations in related teaching methods and approaches in order to attain maximum efficiency in transmitting optimal knowledge of the target language, in this case, English.

Currently in a technology-driven world such as the education sector like most if not all areas of life, could not break away from the power of technology. it changed and rebuilt different angles of teaching strategies, the term "e-learning" has become a re-occuring one in most educational systems.

Technology integration into education is critical because it fits the needs of today's students. Nowadyas, the classroom space is very different from traditional ones, traditional methods, which are mainly based on reading and drilling, make

English learning rather robotic and no more than an excercise of memory. That is why many fail horribly at learning English language or achieve a respectable level. New platforms such on the Internet, Skype, Youtube, smartphones and many others helped not only to stimulate, but further increase the engagement of learners participating in the learning process.

1.3 Grammar Teaching

Often when grammar is discussed, many people, shrug their shoulders and question its importance in a language classroom. This negative view has existed for while. For example, Webbe expressed doubts about the rank of grammar instructionas by maintaining that "grammar could be picked up through simply communicating" (Webbe2005). Opposing to Webbe, other thinkers have regarded grammar as the head of the language development.

For instance, Ur (1988:4) declares that "there is no doubt that a knowledge – implicit or explicit –of grammatical rules is essential for mastery of a language: you cannot use words unless you know how they should be put together." Although some scholars, such as Ur (1988), defend grammar teaching, there are still some who think of grammar as be difficult and boring (Greenbaum,1996:192;Yule, 2010:190).

As a result of the globality of English as the language of science and research and its "unique and special role" internationally (Clark, 2008), most countries put it in their schools. Despite all of that, according to Ellis (Ruin, 1996:10), many EFL students' and teachers' personal attitudes and dealings with grammar show that grammar teaching may assist learners acquire a second language. Yet, students and

teachers similarily admit that it is one of the pillars of language, regardless of the opposing views about grammar. Terefore, it is very important for language proficiency (Fengjuan, 2010:78).

1.3.1 Traditional Grammar Teaching

The term ‘traditional grammar teaching’ generally means an emphasis on rules, patterns and grammatical forms. Traditional grammar teaching, eventhough difficult to detail, may be defined as a ‘focus on forms’ rather than ‘focus on form’. The implication of ‘Focus on forms’ is that the linguistic aspect of the language is the focus. Forms, or structures, are more essential than the act of communicating itself. on the other hand, ‘focus on form’ refers to addressing the idea instead of focusing on the structure of a language (Ellis et al 2002:420).

For decades, several types of grammar methods of instruction were considered to be the only path to teach/learn a target foreign language. In traditional grammar teaching, learners go through drill-exercises built upon stimulus and response (Lee & VanPattern 2003:139). Drill-exercises are the activities and tasks directed at specific grammatical rules that can be tackeld without paying attention to the context or even the meaning of the words in the sentence itself. Tornberg defines the grammar-translation method as:

> **“a method of foreign or second language teaching which makes use of translation and grammar study as the main teaching and learning activities.” (2007:103-105)**

The grammar-translation method was originally names the classical method because it was mainly used in the teaching of Latin and Greek in the past. In the early 19th century, the grammar-translation method was adopted to help EFL learners to read, study, and translate foreign languages and language literature.

1.3.2 ICT in the Classroom

Svensson (2008) identifies the four different angles by which ICT may be utilized in EFL: ICT could be an automation, a tool, a field and as a channel of communication. automation means that the computer is used by teachers to create context and interection where learners are graded. Thanks to Skinner, who coined teaching machines to provide answers automatically.

Skinner was a leader of of the behaviourist theory. He investigated how creatures are trained to repeat specific behaviours by positively re-enforcing and rewarding preferrable actions. Humans were thought to be not very different, they too obey such rules of re-enforcement when behaving well.

To the eyes of the behaviourists people can learn many things through that repitition, and this behaviousritic view arrived at school systems, clearly existent in the teaching devices. These machines gave feedback to learners instead of the human teachers. Skinner believed that when the actions of learners were emproved, they should learn to perform well in the later experiences. Skinner's machines included automated questions and answers, for example a sentence with a gap for a word. The students needed to fill in the gaps and would at the same time know when the choices were correct or false (Svensson 2008:50-51).

Such teaching machines are forgotten today, however, grammar continues to be taught in a nearly same mechanical way. The computer has substituted them, it allows the teacher to focus on other important tasks. Many teachers and researchers have shown negative stances towards the use of the automated computer, because according to them, this is an old and unworkable way of learning a language. Yet, learners are far from negative in their attitudes, they in deed appreciate how the computer provides quick results (Estling Vannestål 2009:19).

1.4 The Use of ICT in the Development of Grammar Skills

The term ICT means Information Communications Technology, and it is often used to discuss computers and other technology use in schools. There are many approaches and strategies to involve ICT in EFL and this study tackles the question of how to use ICT in the teaching of English grammar. Grammar has been taught in various ways throughout the history of language learning. In the 19th century grammar was the most important part of learning a foreign language, while during the 1980s grammar was ignored (Tornberg 2007:103-104).

Today most people agree that grammar benefits the learners, but the exact way of teachng it is where all the debate happens. The demands towards involving computers and smart devices in teaching arose in the 1970s and have grown in numbers since then. Kenning (2007:105) proposes that two of the main advantages of ICT are that it helps learners to grasp and lead their own learning and that it can assist teachers design teaching according to needs. Many schools lack a strategy for how to work with ICT and only few teachers use ICT in their teaching.

Using technologies such as computers is impornatin this regard, in addition to the efficiency at using said technologies. The capability and motivation of the teacher are strongly supported and envigoured by ICT (Jämterud 2010:13). Due to the fact that teachers play an important role for the successful integration of ICT in teaching, this study deals with their experiences and opinions.

1.4.1 The Aspects of Teaching Grammar Through ICT

According to Stannard and Basiel (2013) clearly the important inquiry of the theories must deal with process, style and strategy to the target language language learning which needs to be identified one way or another (Brown, 1994; Hartnett, 1985; Trayer, 1991). Including ICT in English teaching and learning is connected and linked to the types of the learners. Brown describes 'type' as personal and continuous liking or preferences in an individual'. Trayer in 'Learning Style Differences: Gifted vs. Regular Language Students' says that learning style plays a big role in the target language aquiqition.

It is necessary to integrate ICT in English teaching and learning is uncovered here and it would be clear if we study the human brain and the way it functions more deeply. Some learners prefer the auditory input of learning materials, they participate in the lesson and classroom action no matter how it is conducted, verbal symbols and communications, memorize words, rely on language in thinking and remembering, and prefer inunciating; on the other hand, field dependent and right-brain functioning learners like the images and animations.

It is probable that they lose attention because of the settings, reply to demonstrations, animations, and imagery. They rely on illustrations in thought processes and memory, they rather paint or draw and create (Torrance, 1980). Therefore, it is not enough for them to be provided with written texts.

ICT tools may assist in emproving learning materials if styles are taken into consideration. Further causes to implement ICT in EFL are that Grammar Translation method is a specifically deductive method, and grammar rules seem as rules for most of the learners (Lyanage and Walker, 2014). ICT can cure the difficulties which face the learning style of students.

1.4.2 Usefull Tools for Improving Grammar with the Help of ICT

Some studies have been done on the points of interest of utilizing innovation in EFL. Hennessy (2005) expressed the utilize of ICT acts as a catalyst in spurring instructors and learners to work in other ways. The analyst caught on that as learners ended up more independent, instructors feel that they ought to encourage and back their learners to act and think autonomously. The application of Computer Assisted Language Learning (CALL) changes learners' learning states of mind and upgrades their self-confidence (Lee, 2001). Information and communication technologies (ICTs) have a few advantages for EFL teaching. To begin with, learners play an dynamic part, which can offer assistance them hold more data.

Gillespie (2006) declared that the utilization of technology to aid learners' participation in learning errands. It helps them in gathering data and association with assets such as recordings.Warschauer (2000a) depicted two distinctive sees almost

how to coordinated innovation into the lesson. To begin with, within the cognitive approach, learners get the opportunity to extend their presentation to language meaningfully and make their possess information. Moment, within the social approach, learners must be given openings for bona fide social intelligent to hone genuine life abilities. This objective can be gotten through the collaboration of learners in genuine exercises.

1.4.3 Advantages of Using Technology in Teaching Grammar

Estling Vannestål (2009:17) mentions many advantages of using ICT in the EFL classrooms. Firstly, ICT aids to diversify and color the classroom experiment, which could motivate learners and as a result prepares them to learn the second language. In addition, there are many online materials readily available to be used for the goal of ICT integration.

Furthermore, there are many chances for students internationally to communicate with each ther. Emails are some of the most basic ways of communicating, chatting or message boards. By any means of communication, ICT probably will help emprove our ideas of other countries. ICT provides learners with the chance to contact other people of different academic levels.On the off chance that their texts are posted on a web journal, it has the potential to be examined by more people, and this might offer assistance guarantee that the understudies put more exertion into their work.

Estling Vannestål (2009:18) also states that ICT can offer assistance adjust the educating to the person level of the student. Students who do well can get more

assignments whereas students who underachieve can advantage from work more appropriate to their level. Also, understudies with learning incapacities can incredibly advantage from the utilize of ICT. There are many computer materials made specifically with such students in mind, for instance texts with a clear language and more illustrations.

1.4.4 The Shortcomings of Using Technology for Teaching Grammar

There are some problems that could occur in EFL classrooms when ICT is employed, and Estling Vannestål (2009:19) deals with some of these. The primary prevention recorded is the need of computers, or that the computers are old and moderate. Furthermore there's a lack of technical back in numerous schools, and after that the reality that numerous instructors don't have sufficient information of working with ICT, in common or particularly within the educating of English. The following problem may be that the students need adequate information of computers, which might come as a shock to a few.

Moreover, it appears genuine that the working environment within the classroom gets to be way better when the students work with computers (Olson 2011:76). More inquire about is required in this zone, but the Web is here to remain and its presence within the dialect classroom cannot be disregarded. Our center ought to instep be on looking at the possibilities and conceivable outcomes of the Web.

1.5 Barries that Hinder Teachers from Using ICT in their Teaching

Various observational studies show that both inner and external variables on the part of the teacher can prevent the integration of technology in teaching and learning. Internal variables include the demeanor of instructors, which suggests that instructors themselves may refrain from utilizing technology within the classroom. instructors don't like to utilize computers due to their ancient age; They trust that more youthful ones will learn and utilize it, whereas they accept that more seasoned professionals do not ought to utilize it any longer.

Furthermore, they accept they can utilize conventional strategies to teach interactive lessons without utilizing innovation. Moreover, for those instructors who have a long time of encounter. work involvement, lean toward to utilize manual shapes rather than utilizing projectors. Outside variables are due to need of educator time; Need of preparing; Need of get to to ICT.

1.6 conclusion

As English has become a universal language, its presence and value in the world has increased tremendously through the years. Decades ago, learners have not been given productive, creative, and constructive activity in learning the language. The changing demands of nowadays, technology is evolving each second, and the education system benifits from this advancment.

ICT as a tool to achieve greater efficiency in the teaching of foreign languages, and particularly oral skills, has had significant positive results in both the learner's listening and speaking due to its wide range of tools, each with its own advantages also the teacher. And so ICT has shaken traditional teaching methods and has made ICT more important in the educational field.

CHAPTER TWO:

RESEARCH METHODOLOGY

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2.1. Introduction

This chapter includes the analysis of data collected through the questionnaire and interview through charts and tables. It is necessary to gather information from the field, specifically, the acting members of the teaching/learning process; teachers and students. We set out to investigate the teachers' and students views, attitudes and relation with technology for the sake of drawing an expectation of how it may be used in the classroom for the purpose of teaching grammar.

2.2. Methodology

A systematic process of collecting data to support the thesis and produce findings was followed. The data needed had to be quantitative.

2.2.1. Sample

This research has both aspects of being quantitative, it took place in the secondary school of the Five Brothers Hamidat, in Mecheria, the wilaya of Naama.

Serving this quantitative study, the decision regarding the number of participants in a study becomes a reflection the study's purpose. Forty (40) pupils from the third year of the secondary school, and ten (10) teachers from the same institution. We had to take special procedures due to the difficulties raised by the pandemic situation and the absence of some teachers. These participants may prove to be sufficient in quantitative inquiries concerning the understanding, experiences and perceptions of participants about the use of ICT in the classroom for the sake of grammar learning. A successful purposeful sample in such study can come from the number of participants involved.

2.2.2. Research Instruments

Two questionnaires have been formulated to cover the different aspects of the inquiry. One was delivered to the teachers, the other was for the students. They contain closed-ended and open-ended questions, and rating questions as well.

2.2.3. Data Collection

The questionnaires were distributed to both the teachers and students then collected and classified. There were some difficulties because of the time period; the end of the year and the pandemic procedures, so, the process was relatively slowed down.

2.3. Data Analysis

In the data analysis phase both the questionnaire for teachers and students will be analyzed in the following tables and charts

2.3.1. Teachers' Questionnaire.

Question one:is about the length of the career of the correspondents. It helps create a view of the relation between how long the teacher has been teaching and his or her tendency to use ICT.

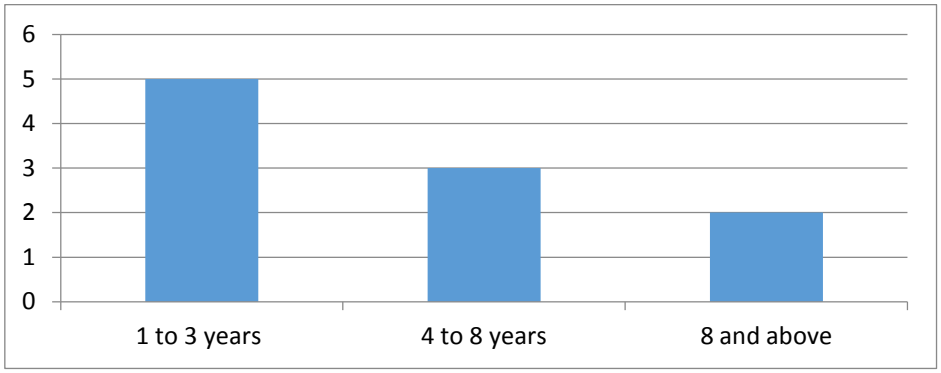


Table 2.1 Teachers classification according to career length.

This research takes as a population sample ten (10) teachers. According to the data collected, 50% of them have been teaching for three (3) years or less. 30% of them have been teaching for four (4) to eight (8) years. Only 20% have been teaching for more than eight (8) years.

Question two: This chart shows the teachers' considerations of ICT as a fundamental module.

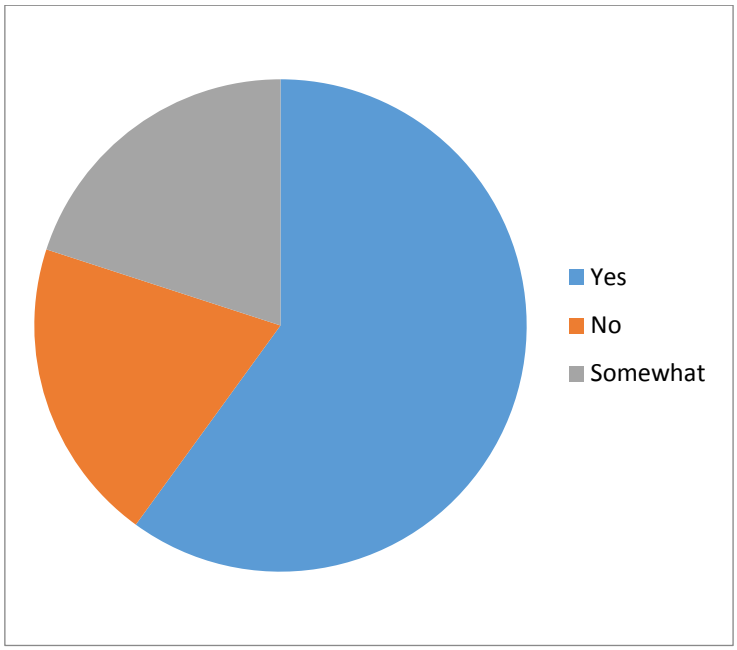


Figure 2.2 Teachers' views about the ICT importance

60% of the participants acknowledged the importance of ICT, while 20% gave it a moderate significance, and the same had disregarded it.

Question three: This chart shows the rates at which the teachers use computer aid in their courses.

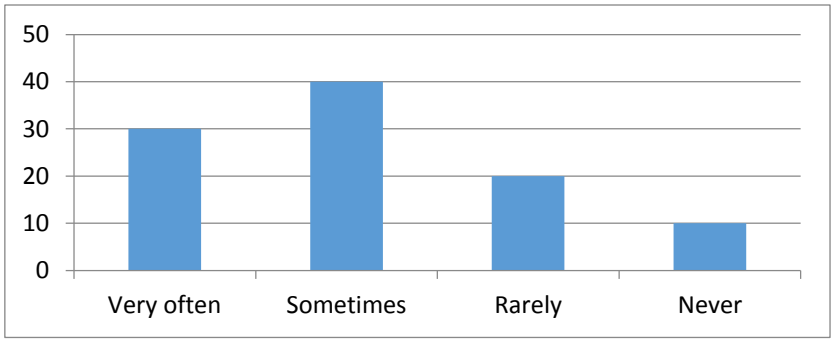


Figure 2.3 the frequency of teachers' use of ICT

30% of the teachers declared that they used ICT often, while 40% used it 40%. 20% rarely ever use ICT in their courses, and 10% never did.

Question four (a): This chart shows teachers' opinions about their students motivation while using technology.

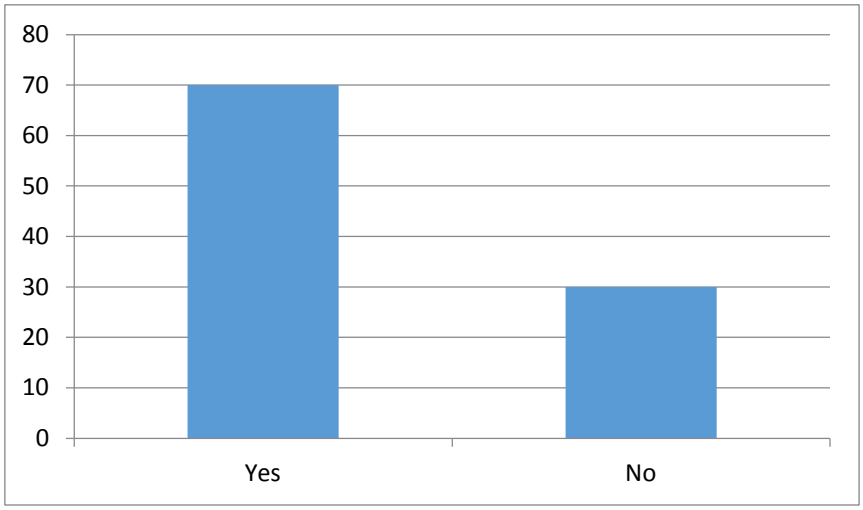


Figure 2.4 Teachers' gauge of their students' motivation to learn via ICT

Question four (b): Here we see the reasons suggested by the teachers concerning their students' motivation while using ICT.

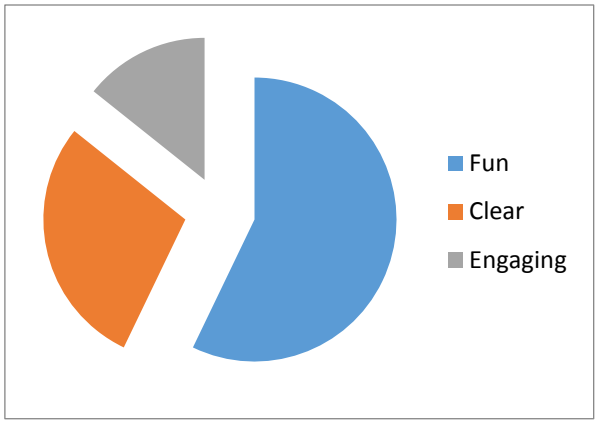


Figure 2.5 Reasons of teachers who said yes

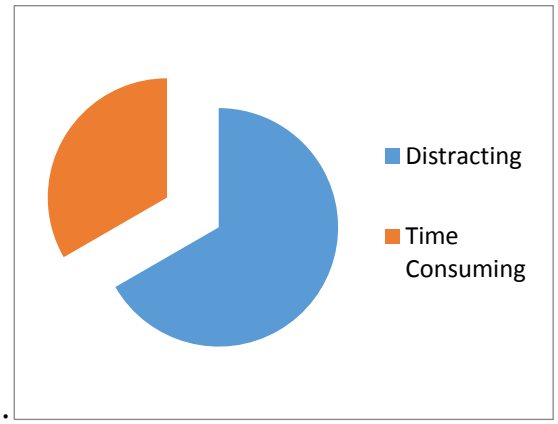


Figure 2.6 Reasons of teachers who said no.

Within the teachers who answered yes to the previous question, 60% thought that using ICT was fun, 30% believed that clarity was the reason, while 10% thought that it was engaging. However, for those who said no, 70% claimed that it was distracting, and the remaining 30% believed that it was a waste of time that could be used for other tasks.

Question five: It is an investigation about the teachers' own attitudes towards using ICT for the whole session.

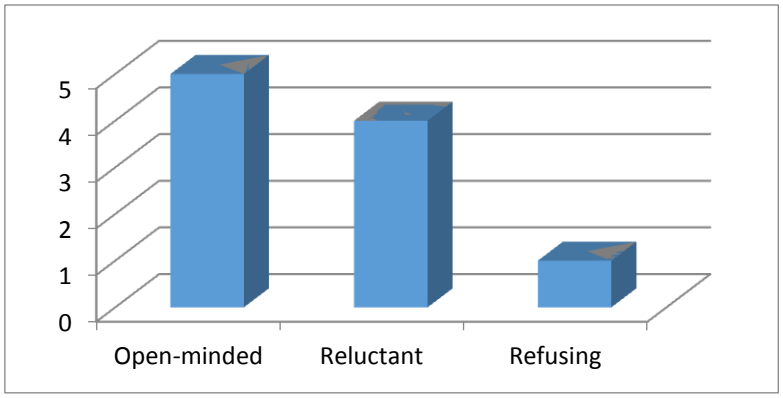


Figure 2.7 Teachers' attitudes towards the prospect of using ICT for the whole session.

50% of the participants had an open mind towards the idea, 40% were on the fence, while the remaining 10% expressed clear refusal.

Question six: Here we inquire about the teachers' use of ICT to present grammar and the reasons behind their decisions and methods.

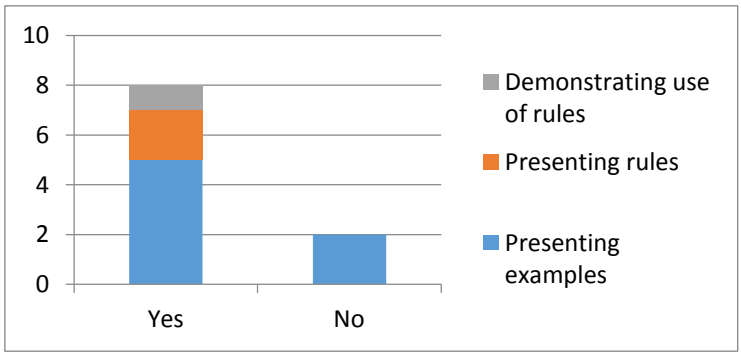


Figure 2.8 The teachers' past use of ICT to teach grammar, and their reasons of use.

The majority of teachers, 80%, declared that they had used ICT to teach grammar. 60% of them have used it to present examples related to the lesson, 30% to present rules, and 10% to demonstrate the use of grammar rules. The remaining 20% had never used ICT to teach grammar.

Question seven: investigates the opinions about the possible impact of ICT use to teach grammar, and how teachers would use it if they had more control over its implementation.

Opinions	Positive	Reserved	Negative
Number of teachers	8 teachers	1 teacher	1 teacher
Suggested methods of ICT use	a- Using interactive programs. b- Allowing learners more time to use PCs. c- Constructing classrooms equipped with the appropriate devices for language learning.	a- Integrating ICT in EFL teaching by the ministry of education.	None

Table 2.9 The attitudes and suggestions of teachers concerning the use of ICT in teaching grammar.

Question eight: Here we put forth a suggestion about a specific mechanism that could help clarify grammar rules and noted the teachers' reaction to it.

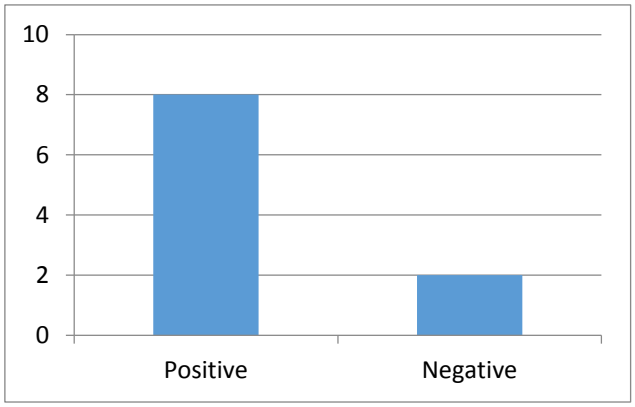


Figure 2.10 Teachers' attitudes towards using animated visual software to teach grammar.

2.3.2. Students' Questionnaire

Question one aims to investigate the interest level of EFL students in ICT.

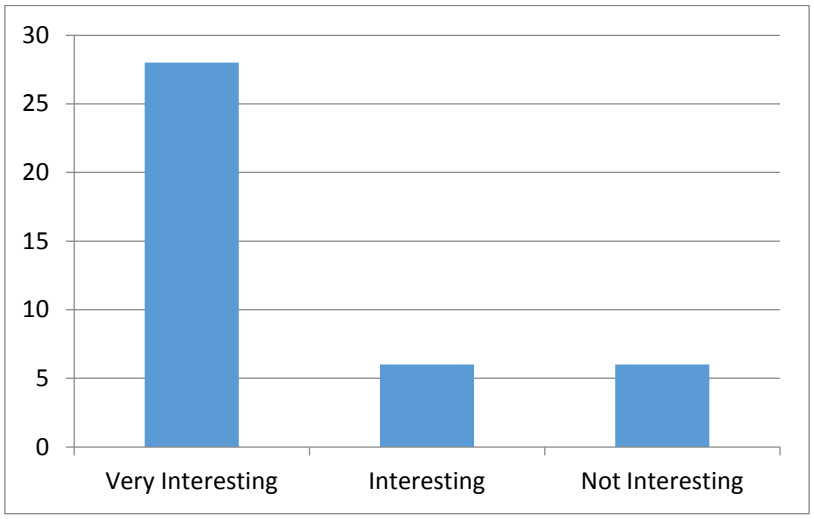


Figure 2.11 Students classification by the level of interest in ICT

Twenty eight (28) out of forty (40) students expressed a high level of interest in ICT sessions. Six (6) were moderately interested and six (6) were not.

Question two: This question investigates the level of mastery at using modern technology and devices.

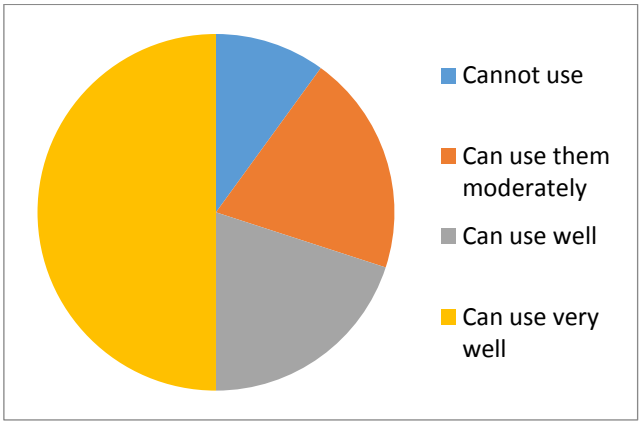


Figure 2.12 Classification of students according to mastery of technology

50% of the correspondents expressed a high level of mastery of technology and devices. 20% can use communication technology moderately, same percentage for a good level of mastery, and only 10% admit they cannot use it.

Question three: The goal is to discover how often students use smart devices and communication technologies in their daily lives.

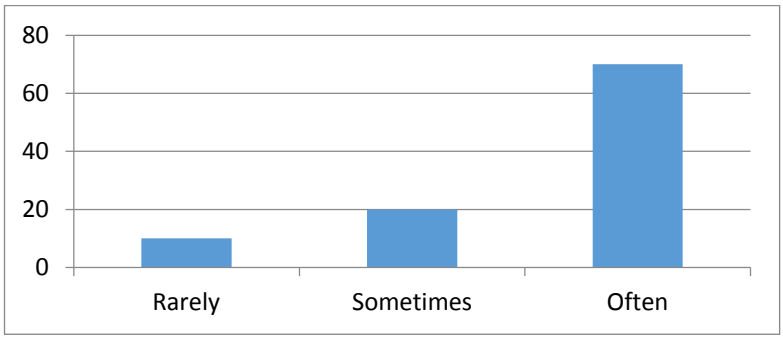


Figure2.13 The frequency of communication technology use by students

70% of the students said that they used smart devices and other types of communication technology often throughout the day. 20% said they used it sometimes, and only 10% rarely did.

Question four digs into why the students use the technology.

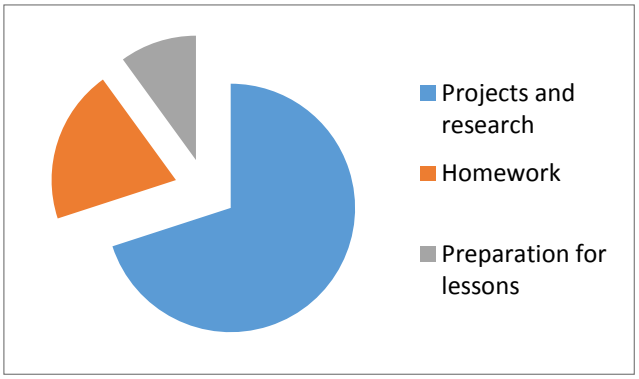


Figure 2.14 Purposes of using technologies by students

70% of the students use technology when they need to make projects or quick research. 20% need it for homework, and only 10% utilize it to prepare for upcoming lessons.

Question five is for the skills that students believe technology helps them to develop.

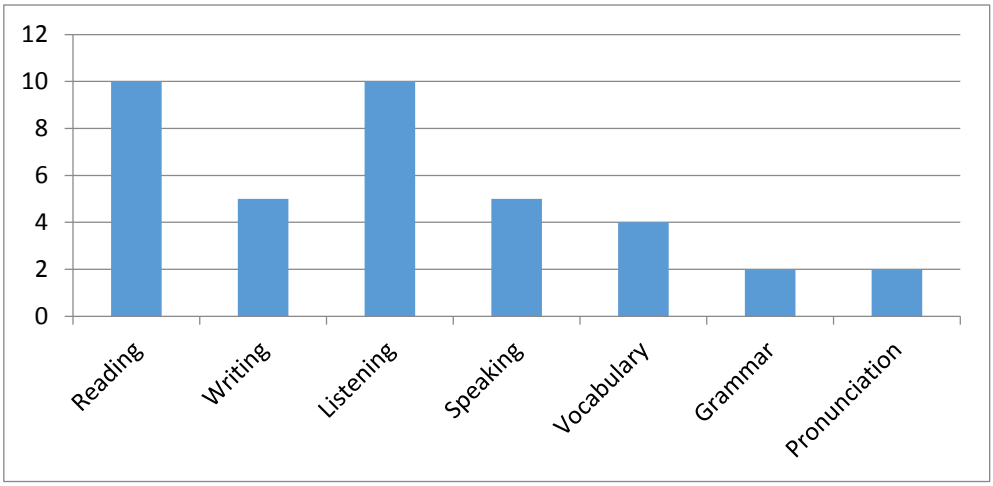


Figure 2.15 The areas that communication technology helps develop in students

Ten (10) students said that technologies helped them develop reading, an equivalent number said that they felt improvement in listening skills. Five (5) students said that about writing, five (5) attributed their speaking skills to technology, and two (2) said that they thanked it for grammar mastery. The last two (2) correlated it to pronunciation.

Question six tries to detect whether or not students like it when teachers use ICT in the classroom.

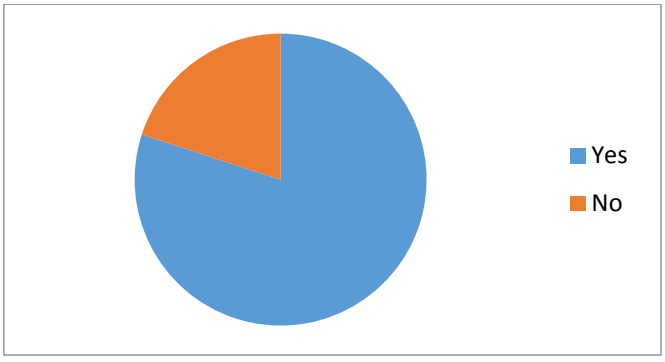


Figure 2.16 Students approval of ICT use in the classroom

80% of the students expressed that they obtain motivation whenever the teacher uses ICT in the classroom. The remaining 20% expressed the opposite.

Question seven gauges which type of session they prefer; normal courses or those with ICT tools.

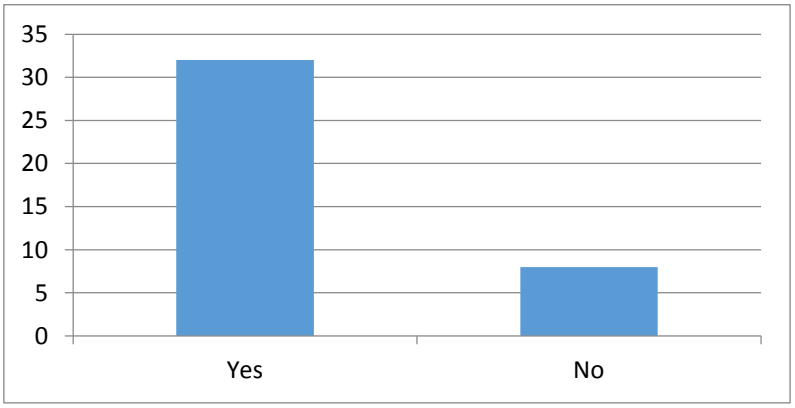


Figure 2.17 Students preference or displeasure when ICT is used in the classroom.

Question eight aims to find students opinions about their teachers ability to use the necessary technology.

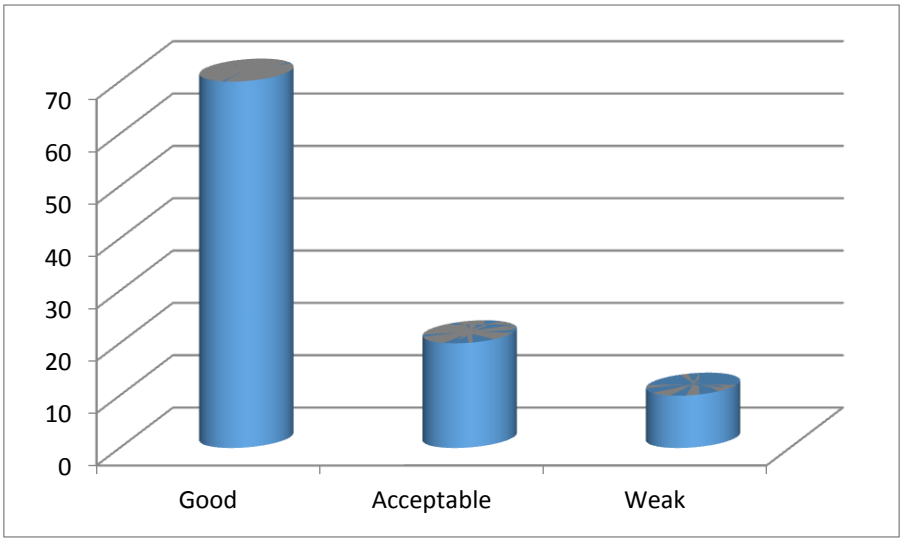


Figure 2.18 students opinions about their teachers mastery of technology.

We note that 70% of the students think highly of their teachers' skill using ICT. 20% think it is acceptable, and 10% believe that it is weaker than necessary.

Question nine is about what the students consider to be difficult about the grammatical aspect of language learning.

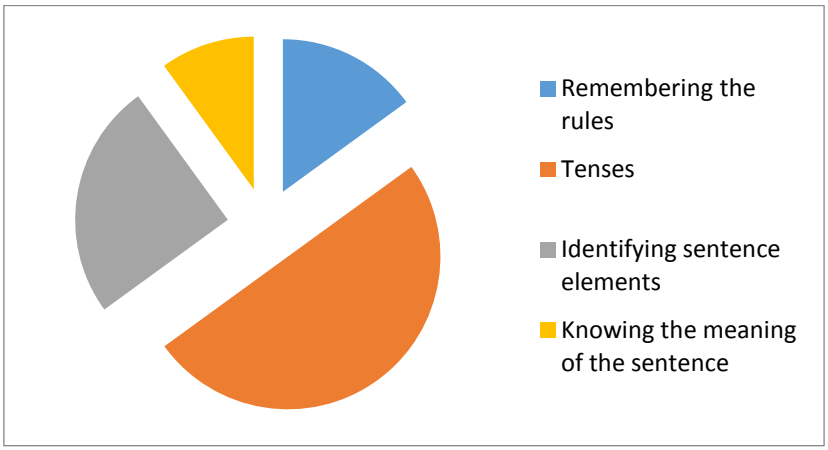


Figure 2.19 the difficulties that students face while learning grammar.

We note that 50% of the students have trouble remembering the rules, 25% face problems with tense, 15% complained about identifying sentence elements and their roles, and 15% could not know the meaning of the sentences themselves.

Question ten dives into the opinions of the students about the advantages of using computers in the classroom.

Number of students	24	10	6
Thoughts	a- It breaks the monotony of the traditional classroom.	b- It is fun and clearer than the usual form of information presentation.	c- It teaches them how to use the technology to do research.

Table 2.20 students thoughts on the advantages of using computers in learning.

Question eleven's purpose is to discover whether students use technology to learn grammar specifically.

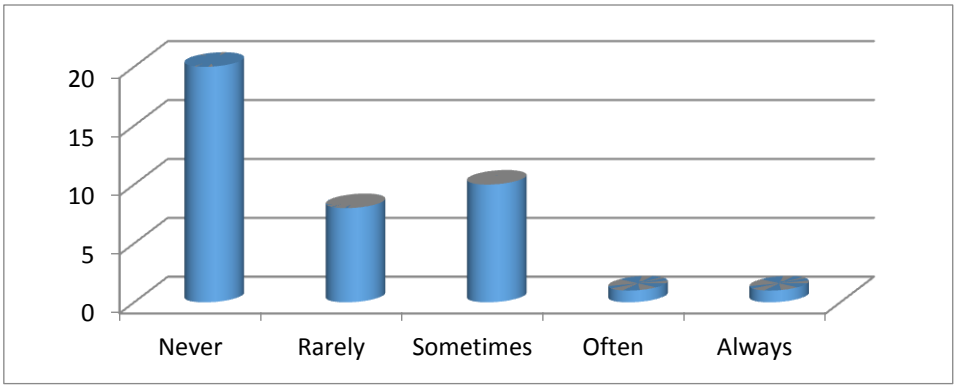


Figure 2.21 Students' frequency of using ICT to learn grammar.

Here we observe that the vast majority, twenty (20) students said that they had never used ICT to learn grammar specifically. Eight (8) students said rarely, ten (10) said sometimes, and the remaining two (2) split between often and always.

Question twelve is aimed to unveil if the teachers really focus on grammar in the view of their students.



Figure 2.22 Students opinions of their teachers focus on grammar.

We notice that half the students, twenty (20), believed that their teachers do not focus enough on grammar. Fifteen (15) thought it was enough. Five (5) believed that it depended on the situation.

Question thirteen investigates the expectations of students about animated graphics to represent and explain grammar rules.

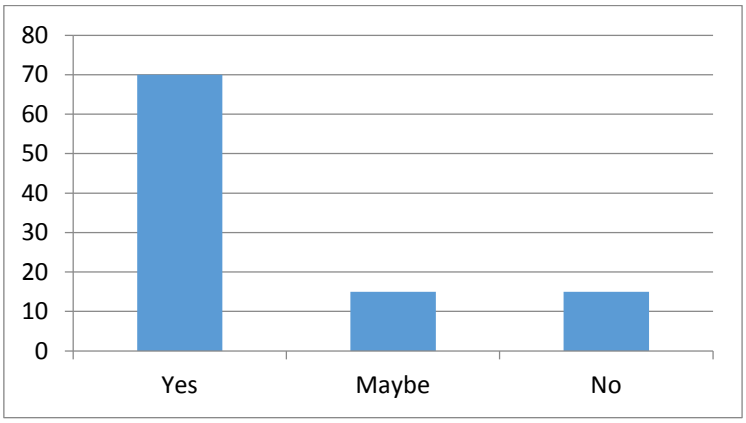


Figure 2.23 Students' expectations about the success of ICT as a tool for teaching grammar.

It is noted that 70% of the students have a rather positive expectation about the effect of using ICT in teaching grammar. 15% think it is possible that it would help, and another 15% doubt its use.

Question fourteen is about the interactivity of grammar within an ICT EFL setting and its possible effects.

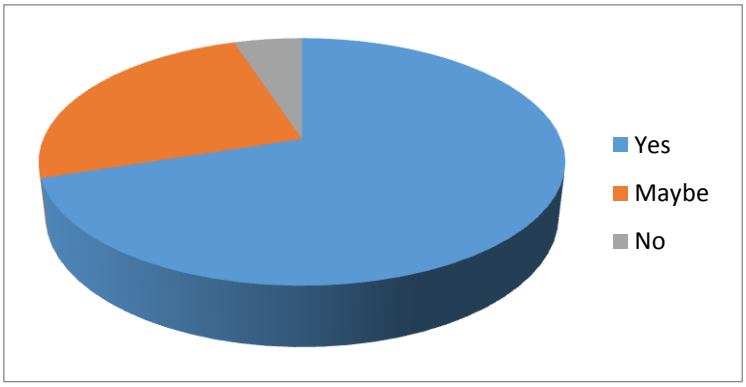


Figure 2.23 Students opinions on whether interactivity with grammar would help.

Question fifteen is about the importance that students lend to ICT to learn grammar.

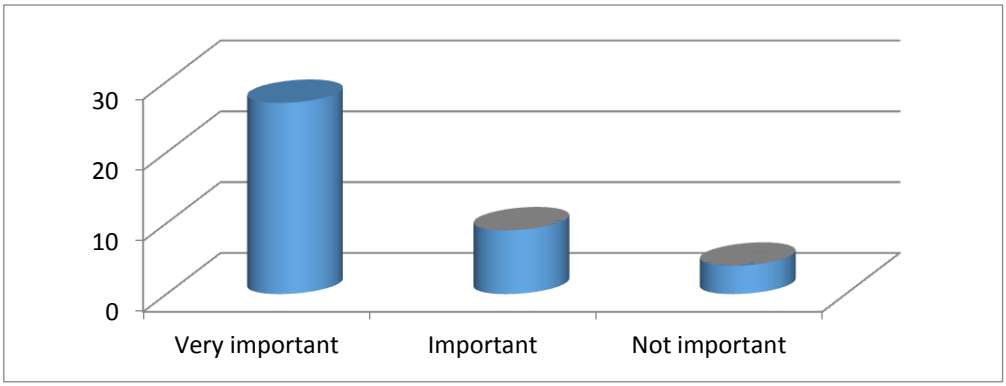


Figure 2.24 Students' thoughts about the importance of learning grammar through ICT.

We observe that twenty eight (28) students maintained that it is very important to to use ICT for the sake of grammar. Seven (7) said that it would moderately important, while only four (4) thought that it was not important.

Question sixteen investigates if the students welcome the use of digital media to provide illustrations of grammar rules.

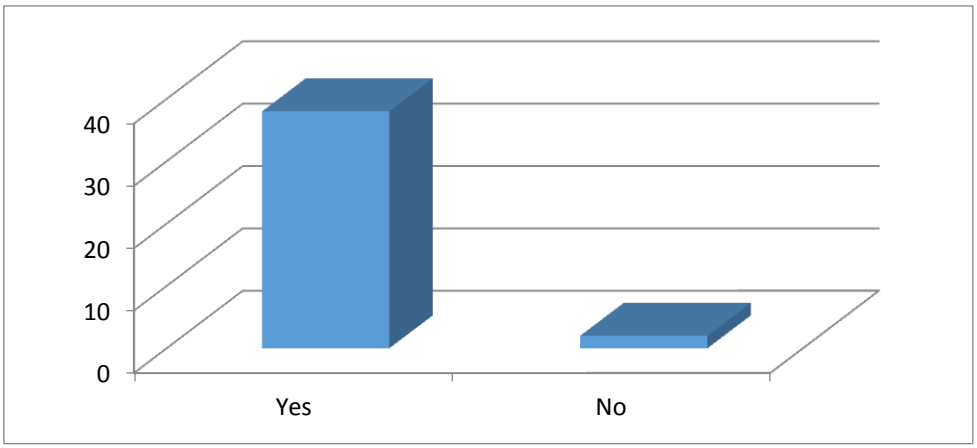


Figure 2.25 Students opinions about the possibility of using digital media to teach grammar.

We note that the vast majority, thirty eight (38) students have a strong support for using digital media to teach/learn grammar rules, the remaining two (2) did not share the same feelings.

2.4. Interpretation

It is clear through the data mentioned above that there is a gap between teachers themselves on one hand, and between the teachers and students on the other. We observe that the younger the teachers are, the readier they are to use ICT in their classroom. Older teachers with longer careers are less motivated to use the technology. They seem to rather stick to the traditional way of teaching in EFL with basic tools.

Younger teachers also have a higher frequency of technology use, and they master these modern tools better than their older counterparts. Furthermore, they are willing to spend more time, even the whole classroom time, using technology. While the older ones are reluctant to do the same for a variety of reasons. Additionally, the newly appointed teachers encourage interactions with and variation of the technological and communication devices.

Students are by far the most motivated participants concerning the use of ICT. They want more of every aspect of the process; they expressed their desires for more time using the devices, they asked for diversification of the tools, not only PCs, but also smart phones, tablets, cameras, microphones, and headsets for audio support and media availability.

It is obvious that they are adequately ready for such change should it happen, because they grew up in a time when there is an abundance of communication technology. They would be efficient at using it.

Most students are visually inclined, which means that finding a way to create graphics and animate the grammar rules as words move around dynamically and

rules manifest in front of their eyes would be greatly beneficial for their knowledge of the subject.

2.5. Suggestions

It is necessary for teachers to enter this domain and improve their mastery of ICT. Not only in use, but also in programming and imagining new approaches to represent grammar rules and other linguistic aspects of the English language in the best most clear way possible. Older teachers should also try to keep an open mind about the tools of this fast moving new era of technology and its effects on education. The ministry of education should reassess the role of ICT in the syllabus and raise its degree of priority.

In this section, the researcher presents some directions for learners to benifit the learning experience through learning technology:

1. Teachers ought to execute a innovation arrange that considers integration methodologies at the side acquiring choices.
2. Proficient advancement ought to be particularly considered in arrange to guarantee learners' learning and to alter the demeanors of instructors new with the points of interest that innovation gives.
3. The innovation arrange must be closely adjusted with the educational programs benchmarks.
4. The computer innovation is an indispensably portion of the learning movement through which abilities are exchanged to learners.
5. Language instructors ought to encourage their learners to utilize innovation in creating their dialect abilities.

6. Teachers ought to be a design for their learners in utilizing computer technology.
7. Teachers ought to discover the ways that innovation can offer assistance them towards learner-centered instruction as contradicted to teacher-centered instruction.
8. Teachers ought to be mindful of their parts as guides and facilitators of their learners' learning.
9. Teachers ought to look for the direction from their colleagues who can offer assistance them instruct way better through utilizing technology.
10. Teachers ought to empower their learners to utilize innovation in expanding their language abilities.

2.6. Conclusion

This chapter presents the data and their analysis and interpretation, according to some predetermined methods and research instruments. It has provided information about the ins and outs of the teachers and students' views about the integration of ICT into grammar teaching. ICT has proven to carry a significant importance in the minds of the teachers and learners, which should be taken advantage of to improve the Algerian EFL classroom generally and grammar teaching specifically.

GENERAL CONCLUSION

General Conclusion

Learning English as a second language presents several challenges. This paper attemped to shed light on small but a very improrant part of the whole. Grammar is somewhat disregarded as boring and rigid, which unfortunately means that teachers and students may not give it the importance that it deserves. The inclusion of ICT into grammar sessions can inject some life into the teaching/learning process.

The first hypothesis that we have proposed was that the integration of ICT in the classroom can create an enjoyable enironment in which the students are more likely to participate and be active. According to the findings, it has been proved to be correct. The integration of ICT in the classroom activities can definitely create a rather positive and environment to teach grammar.

The second hypothesis was that the use of ICT in classrooms creates a relaxed and supportive space for students and teachers. Based on the investigation carried out in this research, it has been also proved to be correct. ICT can create a very supportive environment for both teachers and students thanks to its ease of use and many advantageous features.

In addition to that, If the grammar lessons are presented in fansy illustrations, animations, and possibly even interactive activities on computers, students will have a better grasp on the subject.

After the procedings of the data collection, analysis and interpretation, we have to the conclusion that the members of the educational family in Mecheria secondary school specifically, and Algeria generally, are open and ready for implementing ICT into the grammar teaching sessions. All taken into consideration, it

makes sense that the newer generations often have a tendency towards the use of the newest technological advancements, in this case, ICT.

As seen in both chapters, one and two, we can see the importance given to ICT in the field of EFL in the view of scholars, and in the field nowadays in the Algerian school system. The information and communication technologies are very benificial, on both the short and the long run. They can be useful in several, if not all, the linguistic aspects of language teaching as a foreign language.

There is a pressing necessity fro ICT in this field; all the factors signify that the new ag of teaching has an impecable place ready for technology to take. The new generations of students especially the young ones are almost naturally destined and programmed to use smart devices. So there is no reasonable argument against engaging in it inside school walls, rather the opposite, the arguments lean towards supporting ICT.

Admittedly, there are numerous obstacles that hinder the implementation of ICT into the school system, maily logistic and pedagogical. Such as the budget, the training, software development and control. Yet, it remains as a significance addition to help teachers and learners.

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Appendices

Appendix 1

Questionnaire for teachers:

Dear teachers, this questionnaire is our formula to collect data about the importance of using computer devices and ICTs in teaching grammar in English classes ,it will be very helpful for us if you answer carefully these questions, and we will be very pleased and thankful for your participation and your time given to us to achieve our modest work.

Q1:How long have you been teaching English?

……

Q2:Do you consider ICT as a fundamental module?

……

Q3:Do you use computer aids in your courses?

- Veryoften
- Sometimes
- Rarely
- Never

Q4:In your opinion, are students motivated to learn via technology? Why?

……

Q5: What do you think about a course fully done by computer aids?

……

Q6:Have you used computer technologies to present a grammar lesson ? If no, why? If yes, how?

……

Q7: In your opinion, do you think that using ICT to teach grammar would be helpful? And how would you use it if you had the chance?

……

Q8: Would animated slides of sentence elements make grammar rules come to life and be easier for students?

……

Appendix 2

Questionnaire for students:

Dear students, this questionnaire is a formula to collect data about the importance of using computer devices and ICTs in teaching grammar in English classes ,it will be very helpful for us if you answer carefully these questions, and we will be very pleased and thankful of your participation and your time given to us to achieve our modest work.

Q1: What do you think about ICT (informatique)

- Notinteresting
- Interesting
- Veryinteresting

Q2: How well can you use modern technologydevices?

- Cannot use them
- Can use them a little bit
- Well
- Very well

Q3:How often do you use smart devices (computers, smart phones...) in your daily life?

- Rarely
- Sometimes
- Often

Q4:When do you usetechnology?

- Projects and research
- Homework
- Prepare for lessons

Q5: Classify the skills which technology devices help you most to develop (use1-7)

- Reading
- Writing
- Listening
- Speaking
- Vocabulary
- Grammar
- Pronunciation

Q6: Do you like it when teachers use technology? (Computers, data show)

- Yes
- Little bit
- Not really
- No

Q7: Which course do you prefer, normal courses or courses enhanced with computer devices?

- Yes
- No

Q8: How good are your teachers' at using computer devices?

- Good
- Acceptable
- Weak

Q9: In your opinion, what makes grammar difficult for you?

- Remembering the rules
- Tenses

- Identifying sentence elements (subject, verb, object...)
- Knowing the meaning of the sentence

Q10: In your opinion, what are the advantages of using computer devices in classroom?

……
……

……
……

Q11:Out of the classroom ,how often do you use technology to enhance your grammar?

- Never
- Rarely
- Often
- Very often
- Always

Q12: Do your teachers focus enough on grammar?

- Enough
- Not enough
- It depends

Q13: In your opinion, will animating grammar rules on the computer help you understand grammar rule better?

- Yes
- Maybe
- No

Q14:Do you think interacting with grammar activities on the computer will help you understand grammar?

- Yes
- Maybe
- No

Q15:How important do you think ICT (informatique) to learn grammar is?

- Very important
- Important
- Not important

Q16: In your opinion, should teachers use digital media to provide illustration of grammar rules?

- Yes
- No

Thank you for participating, and good luck with your studies!