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EFL Teachers' Beliefs and Attitudes Towards E-learning at University

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The Case of Djillali Liabes University of Sidi Belabbes

Dissertation Submitted for the Department of Foreign Languages in Partial Fulfilment for the Degree of Master in Applied Linguistics

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Dedication

I dedicate this research to my late father and my grandfather may god have mercy on their soul, my mother, her husband and my grandmother whose words of encouragement and push for tenacity ring in my ears, to my grandparents, my fiancé Bachir, my sister Djihad has never left my side and is very special , and for sure my brother Abd-Errezzak, to my family who suppart me in everything, my aunts, my uncles, to my little angels Afef, Aymen, Akram, Fadya and Hidayet whose smile gives me hope in each time I fall on , to my friends, to the most of all to the Almighty God who gives me strength and good health while doing this. I dedicate my work to my subject teacher who never failed to teach and guide me, to all who knows me. A special thank to the director of our University Center and the head of the Department for their efforts in our success.

LIST OF ABBRIVIATIONS

CALL : Computer Assisted Language Learning

EFL : English as a Foreign Language

ICT : Information Communication Technology

IIT : Interactive Information Technology

TEFL : Teaching English as a Foreign Language

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Abstract

This research surveyed English as foreign language teachers in order to identify the nature of their beliefs and attitudes toward the incorporation of Electronic learning into their teaching, and to define the different factors influencing them. The present study examines how teachers perceive the importance of computer technologies in foreign language teaching and hence to identify what they think about the implementation of Electronic learning. The present dissertation consists of two chapters; the first is divided into two parts: the first part is a literature review and it is the theoretical part of the thesis, the second part deals with the learning situation including: population, tools, and objectives of the study. The whole study design procedures and findings are presented in the third part of the second chapter where there is a description of the questionnaires findings. The last part of the second chapter summarizes what has been discussed in the preceding chapters and adds some pedagogical considerations and recommendations of the study.

Such study is very important, it can provide significant insight into many aspects of education since exploring teachers' beliefs and attitudes is essential to improve teacher's development and teaching practices.

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General Introduction:

Over the last century, the teaching profession has been regularly confronted with change in the form of new methodologies, approaches, organizational structures and a wide range of technological innovations from the technological promises radio, television, and the audio cassette of the last century. The computer, that offers now educational systems a broad based electronic medium with potential to radically transform and enhance educational programs.

Many educational institutions all over the world have realize that the rapid increase in the availability of computers and other related technologies highlights the value of educational technology within schools and universities. Educational institutions have started investing considerable amounts of money in technology resources to improve the quality of English language learning and teaching, they are increasingly looking at ways of successfully incorporating these tools into their curriculum, syllabus, and classroom practice. However not all teachers are willing to integrate e-learning into their instruction, the present study examine foreign language teachers beliefs and attitudes toward e-learning implementation within Algerian University programs.

This study aims at assessing the attitudes toward the worth of e-learning among English Language University teachers, the study will attempt to provide insights into the nature of beliefs and attitudes and their affect on directing action using educational technology in the Algerian context. The purpose of such study is to pave the path for an appropriate implementation of e-learning at Algerian Universities.

To justify our thesis we ask some research questions:

1. What are English language teachers beliefs and attitudes toward e-learning?
2. What are the different factors that shape and affect the teachers' attitudes and beliefs?
3. How do these attitudes and beliefs affect teachers' intentions and reported practices implementing e-learning?
4. What are the different barriers that prevent teachers from integrating e-learning?

The research methodology and tools which will helps us to conduct such investigation and answer the four research questions mentioned above will a descriptive and analytic method. It will be based on the collection of data from a questionnaire that has been addressed to 15 teachers in Djillali Liabes University of Sidi Belabbes, LMD departement of English, and

the second tool is an interview which addressed to the head of English department of the same university.

In this study we hypothesize that:

1. When teachers ignore modern technology, may be they have a negative attitude.
2. Teachers who have some knowledge about e-learning may develop a positive attitude and hence need some e-learning pedagogy.
3. The main reason of affect teachers' beliefs and attitudes is their knowledge about computer and the use of computer.

1. Introduction

This chapter discusses the notions of beliefs and attitudes, their nature and their influence on teachers' practices and their use of educational technology. There are four sections in this chapter; the first will be devoted to explain teachers' beliefs, the second will examine teachers' attitudes and the third section will relate technology to learning. The last section will consider the effects of both beliefs and attitudes on teachers' behaviors.

2. Teachers' Beliefs

This first section analyses the notion of teachers' beliefs. In order to understand better the term teachers' beliefs, a collection of definitions has been analyzed. Then examinations of the different teachers' beliefs, sources, as well as the way they affect teachers' classroom practices were presented.

1.2.1. The Notion of teachers' beliefs

Numerous studies have attempted to study teachers' beliefs and almost all of them have come up with various definitions and conceptualizations to the construct. Many of these studies rarely define 'belief or use it explicitly as a conceptual tool in the educational community. According to Pajares, teachers' beliefs have not been effectively analyzed and examined, because, as a global construct, belief does not lend itself to empirical investigation and is difficult to define. Pajares argues:

"The -difficulty in studying teachers 'belief:5 has -been-caused by definition problems, poor conceptualization, and differing understandings of beliefs and belief structures"

(Pajares, 1992: 307).

The topic of teachers' beliefs is also avoided, because, as Pajares explains*: "it is often seen as the more proper concern of philosophy or, in its more spiritual aspects, religion"*

(Pajares,1992: 309).

However, he argues that beliefs *"are a legitimate subject of linguistic inquiry in fields as diverse as medicine, law, anthropology; sociology; political science, and business, as well as psychology where attitudes and values have been a focus of social and personality research'"*

(Pajares, 1992: 308)

1.2.2. Beliefs Vs Knowledge:

Another source of confusion about the concept of beliefs is the distinction between beliefs and knowledge. Several researchers have found that beliefs are not so much different from knowledge since beliefs constitute a form of knowledge (Murphy 2000). By contrast, according to Nespor (1987) beliefs and knowledge are different in the following, ways:

1. Beliefs come into play when teachers attempt to define goals and tasks which they have no direct experience. On the contrary, teachers use knowledge when "the goals and paths to their attainment are well d8fineet- (NesporJ987310).

2. Beliefs can be said to relate much more heavily on affective and evaluative components than knowledge since beliefs are

"an acceptance proposition for which there is no conventional knowledge, one that is not .demonstrable and for which-there is accepted disagreement"

(Woods, 1.996:195).

3. Beliefs are often static whereas knowledge often changes.

4. Knowledge can be evaluated or judged whereas beliefs are relatively difficult to evaluate or judge because of the lack of agreement of how they should be assessed.

1.2.3. Sources of Teachers' Beliefs

Another point that needs to be elaborated on is the ways in which teachers actually develop their beliefs. Kindsvatter, Willen, and Ishler (1988, cited in Richards and Lockhart 1996: .30) suggest the following sources of teachers' beliefs: Ten sources

synthesized from Bonwell&Eison (1991); Kindsvatter, Willen and Ishler (1988) cited in Richards and Lockhart (1996) among others, have been glossed hereunder.

a. Teachers' professional code of ethics:

Language teachers, as others do, adhere to the highest ethical standards, and believe in the worth and dignity of each human being, recognize the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic-principles.

b. Level of teachers' effectiveness:

The qualities of an effective teacher can be broken up into certain aspects such as personality, expectations, knowledge of the subject, and ability to maintain a positive classroom environment.

1.2.4. Teachers' Beliefs and Actual Practice:

An impressive body of evidence is being presented to indicate that teachers are profoundly influenced by their beliefs, which are closely connected to their values, to their views of the world and to their conception of their positions within it (Williams & Burden, 2000:56). Through his fully comprehensive review of the literature on teachers' beliefs, Pajares(1992) concluded that actually beliefs had a greater influence than knowledge on the way they plan their lessons, on the kinds of decisions they make and on their general classroom practice. Although beliefs are notoriously difficult to define, there exist a number of statements that we can make about them. They have a tendency to be particularly culturally bound, to be formed early in life and to be resistant to change. Teachers' beliefs vary from beliefs about themselves as persons, to beliefs about their students or learners to beliefs about the learning and teaching process and its educational relevance. Beliefs about teaching, for example, appear to be well established by the time a student gets to college. They are closely related to what we think we know but provide an affective filter which screens, redefines, distorts, or reshapes subsequent thinking and information processing.

The beliefs that an individual holds are not only interconnected, but they are also related to other fundamental features of his personal belief systems. People's beliefs are difficult to measure that's why they are usually inferred from the ways in which people behave rather than from what they say they behave. Aspects of classroom practice which reflect teachers' beliefs are:

*Teaching approaches (e.g. teacher-centered or learner-centered, monolingual or bilingual, focus on fluency or focus on accuracy, etc)

* Types of materials (e.g. locally produced, authentic materials, students-generated texts, multimedia, etc)

* Types of activities (e.g. presentation, discussion, pair work, group work, games, role play, etc)

Consequently, if teachers are to be effective in whatever approach they choose, it seems logical to act consistently in accordance with their expressed beliefs (Williams and Burden, 2000:53). Unfortunately, According to some researchers, this hardly ever occurs in any profession. They argue that there is always a discrepancy between what professionals (here teachers) say they behave (‘espoused' theories) and the ways in which they act (their ‘theories-in-action’).

A scholar, who explored the relationship between teachers' beliefs and classroom practices, conducted a longitudinal study of two teachers with different theoretical beliefs. The two teachers taught the same ESL course in a Canadian university. One of the teachers had a "curriculum-based" orientation while the other "a student-based" orientation. Woods' findings showed that the teacher who adopted a "curriculum-based" approach tended to evaluate her teaching in terms of how successfully she had accomplished what she had pre-planned according to the curriculum, while the teacher who had a "student-based" approach organized her teaching based on students' responses. Smith (1996) who also studied the beliefs of ESL teachers in postsecondary ESL classes in Canada, his research indicated that teachers' instructional decisions were highly consistent with their expressed beliefs and that personal beliefs system influenced how teachers ranked their institution's explicit course objectives for the

courses they were assigned to teach. Teachers with a structured grammar-view of language chose different goals from teachers holding a functional view of language. All the studies cited so far indicate a positive correlation between the teachers' beliefs and the classroom practice. This could be due to the fact that in all of these cases, the teachers were relatively free to put their beliefs into practice in the classroom. However, these findings may not be reproducible in all contexts. Indeed, there are cases where there is no .significant correlation between teachers' beliefs and their classroom practices.

1.3. Teachers' Attitudes:

In the same way as teachers' beliefs were examined in the first section, this second section will deal with teachers' attitudes. The section examines the notion of attitude in terms of definitions, aspects, components and the way it is linked to bevaiour.

1.3.1. The Notion of Attitude:

The term attitude is quite common and popular in English language; probably everyone has a notion of its meaning. Attitude is an interdisciplinary concept. Not just psychologists but also sociologists, Political scientists, communication researchers, and anthropologists all study attitudes. The field of social psychology has always showed a high interest in the study of attitude since its inception. Gordon Allport, a famous figure in social psychology, started his highly influential chapter on the topic with the following observation

"The concept of attitude is probably the most distinctive and indispensable concept in contemporary social psychology ... this useful, one might almost say peaceful concept has been so widely adopted that it has virtually established itself

There has been little overlap between the definitions of attitude suggested by different social scientists. What is sure is that the scientific meaning of the word is different from its colloquial or slang 'meanings -(0skaincy&Schultz, 2005:22). Originally the term "attitude" referred to a person's bodily position or posture, and it is still sometimes used in this way. In social science, however, the term has come to mean a "posture of the mind," rather than of the body. In his careful review, Allport (1935) as

cited in Albarracin&A1 (2005) mentioned a number of varying definitions and concluded with his own comprehensive one:

> *"An attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related."*
>
> (G.Allport. 1935: 810 cited in Albarracin& AL (2005))

1.3.2. Aspects of Attitude:

Attitudes are characterized by two core aspects. The list, which is the central one, refers to "readiness for response" That is, an attitude is not behavior, not something that a person does; rather it is a preparation for behavior, a predisposition to respond in a particular way to the attitude object. The term attitude object is used to include things, people, places, ideas, actions, or situations, either singular or plural. This aspect appears in many other definitions like that of Jung (1974): *"readiness of the psyche to act or react in a certain way"* (lung, 1971: 687)

The second aspect is the "motivating" or driving force of attitudes. That is, attitudes are not just passive result of past experiences. Instead they have two active actions expressed by Allport as "exerting a directive or dynamic influence". "Dynamic" means that they impel or drive behavior. "Directive" means that they guide the form and manner of behavior into specific channels, encouraging some actions and deterring others. Attitudes are characterized by other essential features like their relatively "enduring nature", though it is not true for all attitudes (some attitudes can be stable whereas others can be changeable). The evaluation aspect of attitudes, which is the disposition to respond in a favorable or unfavorable manner to given objects, has been increasingly stressed by recent research Bem(1972) defines attitudes as "*Attitudes are likes and dislikes"* 09-72:14)- cited in Oskamps& Schultz(2005: 8), this simple definition emphasizes the importance of the evaluative aspect of attitudes

To summarize we can say that in general "Attitude" is a hypothetical construct that represents an individual like or dislike for an item. They are positive, negative or

neutral views of an "attitude object". People can also simultaneously hold a positive and a negative bias towards the attitude in question. All attitudes take a stance - positive or negative — but they can vary in intensity"

1.3.3. Components of Attitude:

The study of attitudes is one of the major research areas in social psychology. Social psychologists are interested in the components of attitudes, how attitudes develop, and how they change. There are several main theoretical viewpoints about the essential components of attitude (Olson & Maio, 2003).An older one is the tripartite theory or the componential view point which embraces the notion that attitude has three components: Affect, Cognition or behavior. Traditionally, "affect" describes the positive or negative feeling that one holds toward an attitude object (Clore&Schnall: 2005). "Cognition" refers to the thoughts about the attitude object, and "behavior" refers to the overt actions and responses toward the attitude object. This viewpoint has enjoyed a long history however, subsequent researchers demonstrated that these three components are distinguished from each other (Breckler, 1984; Kothandapani, 1971; Ostrom,. 1969) cited in (Fabrigar. 2005:82).

Moreover, the traditional tripartite theorists tended to imply that all three components were constituting the "anatomy" of an attitude or were three types of possible responses to a stimulus (Clore& Schnall:2005). In contrast, the contemporary view holds that an attitude is an entity distinguishable from the classes of affect, behavior, and cognition. An attitude; therefore, does not consist of these elements, but is instead a general evaluative summary of the information derived from these bases (Cacioppo et at, 1989 cited in Fabrigar2005:82). With this shift to considering attitude as conceptually separable from the bases of the attitude, research has addressed the potential differences across attitudes primarily based on affect, cognition, or behavior. One traditional view of attitudes is that they have three interrelated components: cognitive, affective, and behavioral. A later approach is to consider these three aspects as separate and distinct entities, calling them beliefs, attitudes, and behavioral intentions. A third viewpoint, called a latent process approach considers attitudes as unobservable intervening variables, which must be inferred from observable

responses. It holds that attitudes can arise from stimulus events through cognitive, affective, and/or behavioral processes, and that they can be demonstrated by any or all of these three types of responses.

1.3.4. Attitude as Predictors of behavior:

Many researchers wish to assert a causal relationship between attitudes and behavior, where attitudes are thought to be the cause of behavior (Jaccard&Blontem, 2005:144 A careful examinations of the different definitions of attitude can show an explicit link between attitude and behavior. Given this link, it's not surprising that a large amount of research and theorizing has been devoted to the relationship between attitudes and behavior (ibid: 126). However, some theorists have divorced definitions of attitudes from behaviors, arguing that including behavior in the definition is a tantamount to building a theory of attitude behavior relations within a definition of a construct (e.g.Eagly and Chaiken, 1993).Even so, few would agree with the idea that a central source of interest in the attitude construct was and still is its promise in helping us to understand and predict the behavior of individuals. Although behavior has served as an outcome variable in a wide range of attitude theories and research, it also has taken on an important role in theories of the determinants of 'attitudes. For example, 'theories of cognitive dissonance (Festinger, 1962) emphasize how people adjust their beliefs and attitudes in order to be consistent with their past behaviors. Social psychologists have determined few factors that increase the correlation between a person's attitude and actual behavior. First, the attitude should be highly specific. Then it should be accessible. Accessibility refers to the Strength of an attitude, or how quickly that attitude comes to mind in response to the attitude object. Accessibility depends on direct experience and rehearsal.

1.4. Technology for Learning: Electronic Learning

1.4.1. Definition of Educational Technology

There is a wide range of terminology when we deal with technology used for learning. Media, multimedia, information and communication technologies (ICT), interactive technology (IT), interactive and information technologies (IIT), advanced

learning technologies (ALT) are all -umbrella terms that cover all advanced technologies in manipulating and communicating information within the learning process. While many things can be defined as technology, for the purpose of this study, I will be looking at computers and related peripherals, I'll also include also include interactive devices and internet access.

1.4.2. Media and Technology

Media is described by Bates (2005: 43) as

"Generic forms of communication associated with particular r ways of representing knowledge. Texts, audio, face to face communication and video are all media"

So in education, according to Bates, there exist five main media: direct human contact, text, audio, video, and digital multimedia. Technology is used to deliver this knowledge or media like (satellite, cables, videoconferencing, telephone, and mobile, CD, computer, e-mail and so on.).these technologies are different in being either one-way or "broadcast" like TV and print, and two way or "communicative" like videoconferencing and mobile.(Bates 2005:44)

1.4.3. Classifying the Relationship between Computers and Teaching

Hokinson and Hooper (2004) based their argument on a distinction between two philosophical approaches: teaching from computers and teaching with computers. Teaching from computers includes things like. computer-based instruction, computer-assisted instruction, and integrated learning systems. It can be a tutorial, game or independent learning program. It values transmission of information. Its goals focus on more effective delivery of knowledge and increased skills (Ringstaff& Kelley, 2002). Hokinson and Hooper(2004) argued that teaching from computers alone -could only improve access or efficiency .In contrast to teaching from computers, teaching with computers has a Wide variety of impacts. Because the values embodied by teaching with computers are generative and transformative, the nature of the goals and the resulting impacts can be felt in many areas (Ringstaff& Kelley, 2002).

1.4.5. Definition of Electronic Learning:

E-learning covers a wide range of applications and processes to deliver education by means of electronic media that includes computer-based learning, virtual classroom and digital collaborations (D.eu,sdado& Carv.alho.:2009).. For Rosenberg (2001) "E-Learning refers. to the use of Internet technologies to deliver .a broad array. of solutions that .enhance knowledge and performance. It is based on three fundamental criteria:

1. E-Learning is networked, which makes it capable of instant updating, storage/retrieval, distribution and sharing of instruction or information

2. It is delivered to the end-user via a computer using standard Internet technology

3. It focuses on the broadest view of learning. solutions. that go beyond the traditional paradigms of training" (Rosenberg, 2001:28-29).

Nowadays, different forms of distance learning have emerged comprising: fully online courses, hybrid or blended courses that consist of face to face sessions along with online delivery, and technology-enhanced courses .consisting of integrating technology components into face to face traditional courses (Palloff& Pratt: 2007) MacDonald & al (2009: 39) define e-learning as a form of "learning that takes place via the internet". The internet, the World Wide Web and Computer-based multimedia are considered to be primarily technologies of e-leaning (Bates, 2005). Bates speaks of three main ways to make use of electronic learning by education institutions:

1- technology-enhanced classroom where the web and the Internet are integrated into traditional classroom teaching like other technologies through Web pages, PowerPoint presentations, electronically available course material, etc.,
2- Distance learning to ensure further access to education opportunities for disadvantaged learners, and Distributed learning describing "a mix of deliberately reduced face-to-face teaching and on-line learning No online learning fully online learning
3- E-Learning spans distance, but distance learning's broad definition also includes correspondence courses, one-way television courses, or other approaches that don't

fit any of the above criteria. So we can say that e-learning is a form of distance learning, but distance learning is not e-learning.

1.5. Defining teachers beliefs and attitudes toward technology use

After examining the nature of teachers' beliefs and attitudes, here is a comprehensive definition combining teachers' beliefs, attitudes and technology use since it is the innovation example dealt with in this study. While issues of second language teacher resistance to computer technology have been discussed in a number of studies (Diamond, 1997; Lam, 2000; Leh, 1995; Moore & al.1998), the nature of relationship among factors contributing to teacher belief systems, which ultimately influence teachers' use of technology, remains ill:-defined. 'Earlier research generally limits its analysis to attitudes or 'beliefs which are often discussed interchangeably, neglecting further analysis of the multiple factors that may be contributing to those belief systems, thereby failing to define belief terminology (Cuban, 1986; Diamond, 1997; Dwyer et al., 1990; Leh, 1995; Moore et al., 1998; Schofield, 1995). Even within the literature that discusses the impact of computer technology on educational environments in general, very few scholars 'specifically attempt to define the complex, multiple variables that create belief systems.

Within the literature that attempts to break down the complexity of factors directing teachers' behavior, there appears to be little consensus and substantial confusion over definitions of factors constituting beliefs and attitudes, and their impact on teaching practice. A number of scholars take -a comprehensive view of attitudes as being made up of cognitive and affective elements, not referring to beliefs (Kennedy & Kennedy, 1996: 335). For example, a study by McFarlane, Heffernan & Green(1997) revealed that teachers' attitudes toward computers have distinctive affective and evaluative components. Nespor(1987), on the other hand, in her discussion of teachers belief systems, define beliefs as relying heavily on affective and evaluative components. Sofranova(1993) who specifically studied teacher attitudes towards computer technology, define attitudes as a somewhat subconscious state which would be revealed "without thinking too much"(1-993:7). Newman (1-987) writes of the importance of uncovering assumptions when teaching and implying the subconscious

belief systems, Lowther and Sullivan(1994) acknowledge that numerous factors including teachers' needs, wants, beliefs, and practices, as well as educational settings are important in determining attitudes towards the use of technology in teaching. In a study examining -lining teacher attitudes toward innovational teaching approach in Hong Kong schools, researchers found again that despite positive attitudes towards the innovation, contextual constraints, attributed partly to sociological and cultural biases, limited the integration of this innovation in the curriculum (Morris, 1998).

A number of studies have more recently identified specific factors influencing teachers' attitudes, beliefs towards computers and subsequent use of computer applications in education by teachers. A study examining Mexican teachers and high school students across different states in Mexico found that teacher and student attitudes towards computers were influenced by issues of access to computer technology and the degree of quality of computer equipment (ibid). In this same study, more general access and better quality and variety of computer applications resulted in more positive attitudes towards computers among both students and teachers. Two studies found that perceptions of functionality or utility of computers had an influence on teacher attitudes and beliefs towards computer technology in education (McEneaney, Soon, &Linek, 2000; Mitra et al., 1999). One of these studies examined preserves teacher attitudes towards computer technology and found four factors influencing these attitudes.

These four factors consisted of the teachers' general attitudes toward computers, positive feelings about- computers, negative reaction towards computers and their perception of the utility of computers (McEneaney et al., 2000).

This study based itself on an earlier study by Woodrow (1991) that had identified three significant factors, one representing positive attitudes toward computers, the second defining the social and educational impact of computers and the third described as a manifestation of computer anxiety. Another study (Mitra et al., 1999) concluded that positive expectations about the functionality of computer technology positively affected the degree of computer use among college faculty. A study by Lam '(2000) found that the principal reason affecting second language teacher choices to use

educational technology in practices stems from other hand, in her discussion of teachers belief systems, define, beliefs as relying heavily on affective and evaluative components.

Sofranova(1993) who specifically studied teacher attitudes towards computer technology, define attitudes as a somewhat subconscious state which would be revealed "without thinking too much"(1993:7). Newman(1987) 'writes of the importance of uncovering assumptions when teaching, again implying the subconscious belief systems, Lowther and Sullivan(1994) acknowledge that numerous factors including teachers' needs, wants, beliefs, and practices, as well as educational settings are important in determining attitudes towards the use of technology in teaching. In a study examining teacher attitudes toward innovational teaching approach in Hong Kong schools, researchers found again that despite positive attitudes towards the innovation, contextual constraints, attributed partly to sociological and cultural biases, limited the integration of this innovation in the curriculum (Morris, 1998).

A number of studies have more recently identified specific factors influencing teachers' attitudes, beliefs towards computers and subsequent use of computer applications in education by teachers. A study examining Mexican teachers and high school students across different states in Mexico found that teacher and student attitudes towards computers were influenced by issues of access to computer technology and the degree of quality of computer equipment (ibid). In this same study, more general access and better quality and variety of computer applications resulted in more positive attitudes towards computers among both students and teachers. Two studies found that perceptions of functionality or utility of computers had an influence on teacher attitudes and beliefs towards computer technology in education (McEneaney, Soon, &Linek, 2(00; Mitra et al., 1999). One of these studies examined preservice teacher attitudes towards computer technology and found four factors influencing these attitudes.

These four factors consisted of the teachers' general attitudes toward computers, positive feelings about computers, negative reaction towards computers and their perception of the utility of computers (McEneaney et al., 2000).

This study based itself on an earlier study by Woodrow (1991) that had identified three significant factors, one representing positive attitudes toward computers, the second defining the social and educational impact of computers and the third described as a manifestation of computer anxiety. Another study (Mitra et al., 1999) concluded that positive expectations about the functionality of computer technology positively affected the degree of computer use among -college faculty. A study by Lam (2000) found that the principal reason affecting second language teacher choices to use educational technology in practices stems from teachers' personal beliefs in technology's benefits. Lam found that the main reason underlying a second language teacher's intention to use technology depended on whether that teacher was personally convinced of the benefits of technology in second language instruction. Increased computer .experience has also been linked to more positive attitudes towards computers in education (McCain et al., 1-999). Research examining relationships between experience with networked computing and attitudes towards computers (McCain et al., 1999) found that increased experience with networked computers lead to a higher sense of power and control over this technology and more positive attitudes towards computers.

1.6. Language Learning Strategies in n E-Learning Environments

The pioneering research into language learning strategies began in the 1970's with researchers such as Rubin (1975) and Stern (1975). Although nearly a gnarter of a century has passed since then, and in spite of what Skehan(1989) called "explosion of activity" in language learning strategy research , the field of language learning strategy has been characterized by "no consensus". (O'Malley et a1,1985: 22) and the concept of language learning strategies itself remains "fuzzy" (Ellis, 1994: 529). O'Malley et al (1985: 22) put it this way:

"There is no consensus on what constitutes a learning strategy in second language learning or how these differ from other types of learner activities. Learning, teaching and communication strategies are often interlaced in discussions of language learning and are often applied to the same behavior. Further, even within the group of activities most often referred to as learning strategies, there is considerable -confusion-about definitions of specific strategies and about the hierarchic relationship among strategies".

Wenden and Rubin (1987) define learning strategies as *"… any sets of operations, steps, plans, routines, used by the learner to facilitate the obtaining, storage, retrieval, and use of information".*

O'malley and Charnot (1990: .1) state that learning strategies are *"the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information"*

Developing skills in three areas, such as meta-cognitive, cognitive, and socio-affective can help the language learner build up learner independence and autonomy whereby he can take control of his own learning.

In the field of foreign language learning the term strategy indicates that the language learner uses specific action or behaviour to improve the language performance (Oxford: 1990). The strategy is a moment-by-moment technique that the learner employs to solve problems caused by second language input or output. (Brown, 2000: 122). The term strategy according to White (2008: 9*) "Characterizes the relationship between intention and action, it is based on a view of learners as responsible agents who are aware of their needs, preferences, goals and responsibilities"*

1.6.2. Common Language Learning Strategies in E-learning Environment:

While the language learning environment changed from the traditional classroom into an online environment, foreign language leathers may change their learning strategies **a. Meta-cognition and Language learning:**

According to Chan (2006: 212), meta-cognition is

"The mechanism in one's cognition that enables the conscious reflection and regulation of one's cognitive process, including language comprehension and production, and language learning"

Chan (2006) developed a study that investigated the relationship. between learners' meta-cognition and their interactions with a web-based CALL grammar exercise. The study's result demonstrated that some interactive aids provided vital support for learners' strategy use. They have played a crucial role in CALL specific strategies like the instantaneous feedback with hints, (re) analyzing, (re) applying rules for self-correction and the correction function as a quick monitoring tool in combination with guessing to complete the task (ibid). Chapelle&Mizuro(1989 cited in Chan:2006) and White (1995) cited in Dreyer (2005) found that students in ICT based learning environments tend to use meta-cognitive strategies, especially self management, self monitoring and self evaluation .strategies (Chan: 2006) more than classroom students do. These studies revealed- the way meta-cognitive strategy use especially self management strategies, allow learners to cope with such independent learning context.

b. Affective and Social Variables in E-learning Environment:

Since e-learning environments are based on many learning theories that are influential in educational and social psychology such as constructivism, Jones &Issraff (2005) cited in (Hauck &Hampel 2008) stress the importance of affective and social factors when using technology for learning. Hurd (2005: 7) also emphasized the importance of the affective variables on learners' success in independent learning environments like the e-learning one:

"For the distance language learner, it is perhaps affective variables beliefs, motivations and anxiety that are of greater relevance, because their effect on learning maybe intensified in an independent context and because of their capacity for modification and change'

Hauk &Hample(2008) conducted a study on online language learners' strategies based on the taxonomy of affective and social strategies developed by Oxford (1990) supported by examples from Ellis's (1994) examples from conventional learning

strategies that apply to face to face classroom learners in the traditional mode of instruction. When analyzing strategy use among students' online- experience, they' found out examples of most of the affective and social strategies proposed by Oxford. The most striking affective strategies (affective side emotion, mood, attitude and values), were those used to struggle with 'language anxiety' that is responsible for deficits in listening comprehension and reduced word production and oral participation. These results are somehow surprising mainly because almost all research

"Show that shy students tend to participate more in, computer mediated interactions and the voice of the teacher becomes less overwhelming"

(Debski 2003: 132).

Palloff&Prat: (2007: 233) supported the same idea, he asserts:

"The introverted student who may not feel comfortable speaking out or asking help in a face to face setting may flourish in the .online setting"

That is online environments provide learners with the opportunity to control, manipulate their learning interactions along with collaborative planning and negotiation of meaning (opcit). Consequently, the strategic changing actions prove that affective and social variables in face to face classroom cannot be simply applied in .online .environments but rather require certain adjustments to fit this new context as Hauk &Hample(2008: 293):

"Online environments require different ways of making contact and maintaining contact, finding out about common interests and developing an identity as a group"

1.6.3. Examples of Some Online Strategies:

The role of technology as a resource for instruction of foreign language learners is increasing as educators recognize its ability to create both independent and collaborative learning, environments in which students can acquire and practice a new language (Butler-Pascoe, 1997). Through the use of the Internet, word processors, multimedia, hypermedia, drill and practice programs, students can engage in

individualized instruction designed to meet their specific needs and participate in cooperative projects that foster communication with peers in their classrooms and throughout the global community Language is a living thing, so the best way to learn a language is in interactive, authentic environments. Computer technologies and the Internet are powerful tools for assisting these approaches to language teaching. The following points explain this assumption:

a- **Learning is an Active Process:** In today's language classes, the teacher's role should shift from "sage on the stage" to "guider on the side," while students should actively search for and explore answers instead of receiving standard interpretations. Technology integration helps this shifting process for teachers and students.

b- **Problem Solving is the Focus:** The Internet, as well as some simulation software, provides a stage for the real world where students observe, think, question, organize and test their ideas. Unlike libraries, the. Internet is a living medium that offers updated information enriched by graphics and animations to help students solve real-life problems.

c- **Learning is a Collaborative Process:** According to Anderson and Speck (2001), students prefer working with a partner over working alone on computer activities. Lett (196) adds that *"students often learn about complex multimedia environments by showing each other cool things."* Thus, through collaborative technology activities, students benefit from working with each other. Technology has also created a great way to communicate with people in different cultures. For instance, the Internet offers a worldwide learning environment that makes distance communication fast and affordable. By using the Internet, cross-cultural cooperative groups can be built-up. Nowadays teachers are frequently urged to use computer technology to teach foreign languages. Technology offers the possibility of developing the sociocultural competence of language learners more readily than the pages of a textbook or the four walls of a classroom. In effect, computers seem to realize the dream of every language teacher to bring the foreign language and culture as close and as authentically a possible to student in the classroom.

1.7. Conclusion:

Distance education and e-learning seem to promote a better and more varied learning and teaching process. It can increase the variety and diversity of learning opportunities. The amount and variety of types of language input accessible via e-learning encourage both learners and students to experiment more with language, explore various roles and acquire more skills.

2.1. Introduction:

This study investigates teachers' use of interactive information educational technology and their broad attitudes and beliefs towards e-learning as a new fashion of delivering English language courses at Algerian Universities. The research specifically looks at the nature of the relationship between teachers and educational technology and how teachers perceive e-learning application in Language classroom.. The general design of the study, its research tools, its objectives, the population and its data collection are presented in this chapter.

2.2. General design of the study:

The study addressed the following questions:

1. What are English language teachers attitudes and beliefs towards e-learning?

2. What are the different factors that shape and affect teachers' attitudes and beliefs?

3. How do these beliefs and attitudes affect teachers' intentions and reported practices implementing e-learning?

4. What are the different barriers that prevent teachers' from integrated e-learning?

To answer these questions: the first data collection instrument, a questionnaire, was employed in this study and the second was an interview. Those two instruments are practical means to gather data from a population like that EFL teachers and the head of the department of English LMD promotion of Djillali Liabes University of Sidi Belabbes.

2.3. Objectives of a research:

This research has a very important role, because we will summarize and interpret the research findings is an attempt to respond to the questionnaire and interview guiding this study. The research examines how beliefs and attitudes affect foreign language teachers' intentions and reported practices integrating technology. The research' findings are that the majority of teachers have different comments about integrating e-learning in their teaching because of the barriers that they

explained before. Despite this modest work researchers expressed their different beliefs and attitudes towards e-learning implement action in the future within possible conditions. The objective of this research is summarized on that provides clear answers for the research questions and confirm our hypotheses.

The findings demonstrate generally attitudes towards IIT integration into foreign learning. Teachers sampled in this study held positive beliefs about e-learning's potential effectiveness in EFL instruction. The findings also examined how teachers' beliefs and attitudes affect foreign language teachers' intentions and reported practices integrating technology.

2.4. General description of the questionnaire:

The questionnaire for this study was composed of 4 sections:

a-The first part: The first part aimed at gathering background information about the participants: their age, gender, teaching experience, educational level.

b-The second part: The second part of the questionnaire deals with teachers' experience with computer software and hardware. In this part teachers' were asked to provide exact information about their knowledge on computer use and its integration into language teaching, the type of applications used, the frequency of computer use, the availability of computer and internet access to teachers.

c-The third part : The third part of the questionnaire deals with interactive information technology use in TEFL and identifies the different IIT applications used by teachers either in their own research scope of their teaching practices, the conditions of III used and their general attitude toward IIT integration into the foreign language classroom.

d-The last part: deals with the teachers beliefs and attitudes towards e-learning When asked about using computer and IIT applications in their own research accessibility, effectiveness, practically, facility and rapidity summarize the majority of explanations provided by teachers using III in their own research.

2.5. General description of the Interview:

The interview has been addressed to the head of English LMD department of Djillali Liabes University of Sidi Belabbes, it is composed of different

questions with different goals. The answers will be limited to the aim of our study.

2.6. Population sampling of the questionnaire:

15 questionnaires were distributed to EFL teachers at the English department at university of Sidi Belabbes named Djillali Liabes University, the questionnaire distributed and returned for each teacher. Basically we have addressed our questionnaire to a number of teachers from both gender, who have been teaching English as a foreign language.

In general S.B.A University English teachers are post graduated, and besides, they all reported to have practiced English in various levels.

At present, they occupy the post of University English teachers. However, we have to say that there is a lack concerning the trained electronic technology since a few of them reported to be specialized in electronic technology which is an important area of teaching. Most of them teach are teaching in S.B.A University from 4 to 16 years.

According to the university of English teachers profile replies we noticed that teachers in the same university do not express similar terms in describing beliefs and practices.

2.7. Data collection:

The following section demonstrates and examines teachers' responses to the 16 items of the questionnaire.

a. Teachers' gender:

As for teachers' gender and as it indicates, the majority of them are females (11 teachers) and only a few of them are males (4 teachers).

b. Teachers' educational level:

The majority of teachers have magister degree, few of them have PHD degree and no one of these respondents is a professor.

c. Teachers' age:

Among the participants 4 teachers have their age between 25-30years old, 7 teachers which represent the majority range their age between 31-40 years old, 3 respondents are between 41-50 years old and only one is older than 50 years old.

d. Teachers' experience:

The majority of informants' experience range between 1-5 years (7 teachers) and 6-10 years (2 teachers), 2 informants have less than one year experience and 3 have an experience ranging between 10 and 20 years, then finally comes the category with more than 20 years of teaching there is only one teacher.

e. Hardware and software teachers' experience:

The second part of the questionnaire deals with the teachers' experience with computer software and hardware. In this part teachers were asked to provide answers and information about their knowledge of computer use and integration into language teaching, the type of application use, the frequency of computer use and the availability of computer and internet use.

f. Interactive information technology use in TEFL and research: From the third part of our research we investigate that teaching experience has a relatively considerable relationship to IIT use by teachers and their attitude toward e-learning. Those teachers in first few years of teaching are somewhat reluctant to use IIT. It deals with interactive information technology use in TEFL and identifies the different IIT applications used by teachers either in their own research scope or their teaching practices, the conditions of IIT use and their general attitude toward IIT integration into foreign language classroom**.**

g. Teachers' beliefs and attitudes toward e-learning:

From our questionnaire, firstly the responses given by the questionnaire, it appears evident that EFL instructors sampled in this study represent different comments, but most of them demonstrated generally favorable attitudes towards III mediated language teaching, learning in particular and E. learning in general, and remarkably positive belief about its potential effectiveness in FFL instruction of resources and up

to date information accessible through a simple click, and the lack of books and teaching materials in university libraries explain the reason of implementing of e-learning.

2.8. The Teaching of English in Algerian Universities:

The teaching of English in Algerian Universities is constantly evoking through the year. The learners have been exposed to a large number of inputs, these changes reflect clearly that English becomes more and more important and one of the most relevant language in our country.

To have an insight into the teaching situation with the development of technology we try to clarify some basic areas which enable to distinguish how the teaching situation is.

2.9. The e-learning classroom environment:

Technologies advanced have provided, and still do many tools for e-learning. New technology enhances learning environments (online environment / are created learning and the way in which technology is used dictate a change in activities, techniques, roles and learning experiences, hence for creating a successful e-learning environment.

2.10. Technology selection and use:

Within e-learning decisions need to be done about the use of specific technology, since technology is part of the future land scope of learning, knowing when to use it when not to and this is the first step toward making sense of e-learning, Technology is neither good nor bad in itself but, it is the way it is used that matters. Bates emphasizes the importance of good decision making in the success of e-learning programs and for making good decisions, good understanding of technology use and educational advantages as well as disadvantages of available technologies, plus an understanding of the administrative and managerial measures are a must. The choice of technology

should be driven not by its novelty but by the need of the learners and the context in which we are working. In other words, recent technologies are not positively betters or more affective that the older ones, they are different and require a better understanding and control for an efficient application. The first phase is transforming the current traditional classroom into the virtual classroom in the appropriate use of technological tools. There are some general guidelines while considering the proper use of technology:

- Technology should align with expected learning performance outcome.
- Technology should reduce cognitive lead.
- Technology should exclude superficial text or graphics.
- Technology should be appropriate for target students learning.

2.11. Developing e-learning courses:

Developing e-learning courses is not an easy task ; it takes too much time in terms of researchers, design, development and learner support, the most important incentives for outline course creation are the professor's determination, his aptitude and capacity to organize and mobilize the necessary resources as well as this willingness to take risks. There are three key wears of interest in e-learning: quality standards, teacher and student work load, and tests, the common aims behind e-learning integration into schools and universities fall into three categories : in proving the efficiency of instruction, reaching new students, and making programs more effective.

There are three strategies to achieve three goals:

1. Guest lecture strategy for improving the efficiency of instruction.

2. Automated correspondence course strategy for reacting new students.

3. Large lecture strategy for making programs more effective.

To establish successful course there are three steps, the first step is determining the course objectives and also the principal objectives concerning course design, the second step is designing the course structure which depends primarily upon an

adequate incorporation. The last step is transforming the quality philosophy to the classroom.

E-learning as any educational activity attempts to facilitate teaching and learning along with promoting the aims of education through effective means that meets the e-learning students.

2.12. Key elements of e-learning courses:

Some of the same reasons why e-learning is considered so popular are also accredited with creating a better learning environment, better than even face to face. E-learning as any educational activity attempts to facilitate teaching and learning along with promoting the aims of education through effective means that meets the e-learning students.

2.13. Roles of teachers and students in the E-learning environment:

IT, TIT, ICT integration in foreign language teaching is contributing to changing the whole structure of educational organizations. Within the emerging e-learning environments roles a long with a shift towards learners centered paradigm.

➢ Teachers' roles:

The role of teachers has changed and continues. to change from being an instructor to change from being an instructor to becoming a constructor facilitator, coal and creator of learning environments technology integration into foreign language teaching lead the teacher to play complex and various roles knowledge providers, guides, linguistic models, seines, learning style coordinators, technology resource people, directors and creator of constructive learning environments, these metaphors are questioned by some researchers.

a-Teacher as tutor : Among the many roles supporting the learning process, the tutoring role is recognized, the tutor's role is not just the subject mauls expert who facilitates learning activities, solves problems, and updates the contents, but it involves also many other roles

b -Teacher as facilitator: The facilitator role indicated a shift from transmission approaches with the teachers as a knowledge authority to constructivist approaches with the teacher as learning facilitators.

e- Modeler: Implies someone who stimulates the learners by creating materials and situations for active learning.

d- Teacher as a collaborator: There are many ICT based activities in which project based learning is the pedagogical strategy, in such activities, teachers tend to participate as peers together with the students.

e- Teachers as developer: The teacher develops materials mainly electronic format, or provides input to professional developers.

2.14. Students' roles:

E-learning represents an educational experience that serves those students unable to attend traditional face to face mode of instructors. In e-learning environments, students are characterized by a certain maturity that demonstrate their learning process (time and place to learn, number of courses, understanding, rest time, frequency of revision and practice session).

Students independence can go further through setting the learning objectives and the courses content, beside acquiring intensive computer literacy and stills in ICT use, students in such environment are expected to earn how the help of the teacher who has to create encouraging and not waiting class environments.

If the roles of the teacher are moderator, tutor ... etc, learners need to become self reliant, active researchers for relevant information; the role of a self-reliant student is the corollary to less directed role of the teacher. This rises to level of student's responsibility in learning and confidence in their abilities, the roles of students appear to depend on:

a. The pedagogical approach used in classroom.

b. The roles played by the teacher.

c. The classroom peers.

In general, students tend to adopt a more active, motivated, deep and self regulated learning role, collaborative rather than. individual learning tends to occur, teachers tend to move from a traditional role toward one of a « learning facilitator, nevertheless, these changer tend to be restricted to learning situations which employ ICT based « open » application, as interactive educational programmes and use of Internet as information resource.

2.15. Limitation of the research:

As is characteristic of all survey research using self report mechanisms, it must be recognized that the data obtained from this research may not be completely accurate and merely represents in individual perceptions of actions and opinions. In addition an inherent limitation of questionnaire based data is its inability to explore the issue at a deeper. The interview used in this research which is developed for this study, is very limited "because it concerned only with one person and it is limited in goals, the results of the interview may not be wholly representative of the multiple factors included in and influencing on belief and attitudes.

In the questionnaire demographic criteria were limited to age, gender, teaching experience and educational qualifications, in addition, results from the research sampling only EFL teachers and not other types of foreign language instructors, it may be difficult to generalize to other foreign language teachers.

2.16. Conclusion:

This chapter provides comprehensive information about the instruments used to examine how EFL teachers' beliefs and attitudes affect their intentions and reported practices integrating technology. Furthermore, the study revealed how teachers' experience can affect the most noticeable factors impacting teachers' use of IIT and their attitudes towards e-learning implementation.

3.1. Introduction

This analysis of results of the tools used in this study is considered as a method that enables us to collect valuable information about subject involved in the study, it helps to determine what kind of population we are dealing with, this chapter investigates the results of teachers' use of interactive information technology and their broad attitudes and beliefs towards e-learning as a new fashion of teaching English as a foreign language.

3.2. Results of interview:

Our interview is an analytic tool; it is addressed to the head of English LMD department of Djilali Liabes University. The interview includes five different questions.

a. **The first question:** is about the point of view of the head of the department about the teachers' attitudes and beliefs and it was generally positive.
b. **The second question:** is about his opinion in what can shape and affect these beliefs and attitudes, and as a responsible of teachers he answered that the main reasons are the age and the hours of computer use.
c. **The third question:** is about his agreement or disagreement of either teachers' experience can affect e-learning or not and the answer was yes.
d. The fourth question: is about the time when the conditions of implementing e-learning at university will be possible and he answered that may be in the near future.
e. The fifth question: indicates if the department must rely on e-learning in the future, his answer was 'the application of the LMD system requires more self learning and e-learning would be of a great support to both teacher and learner'.

3.3. Results of the questionnaire:

3.3.1. Descriptive statistics on teachers:

To gather clear information about the participants' characteristics, they were asked to respond to questions related to their gender, age, educational level, and experience. Table 1 recapitulates the detailed findings.

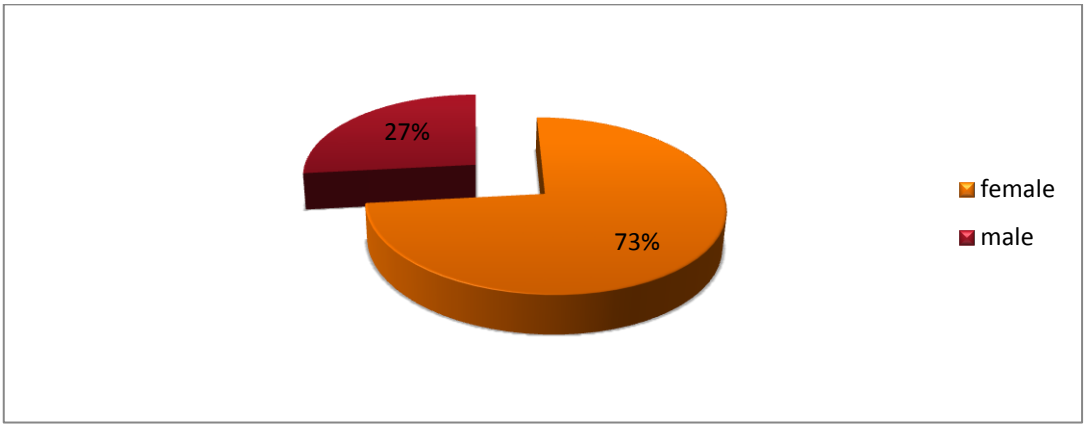
Educational level	Number	Age	Number	Experience	Number	Gender	Number
Magister/Master degree	12	25-30	4	Less than 1year	2	Male	4
PHD degree	3	31-40	7	1-5	7	Female	11
Professor level	0	41-50	3	6-10	3		
		More than 50	1	10-20	2		
				More than 20	1		
Total	15		15		15		15

Table 1: Descriptive statistics on teachers' degree, age, experience and gender.

a. Teachers' gender:

Concerning teachers' gender, as it is indicated in the table1, the majority of informants are female (73,33%) and only (26,66%) are male.

Figure 1: Distribution of teachers' gender



b. Teachers' educational level:

The majority of teachers have magister degree (80%), the teachers' who have PHD degree are with the percentage of 20% and no one from the respondents is a professor.

c. Teachers' age:

Among the participants 4 teachers their age is between 25-30, teachers that represent the majority range (7 teachers) their age between 31-40, 3 respondents their age is between 41-50 and only one respondent is more than 50 years old.

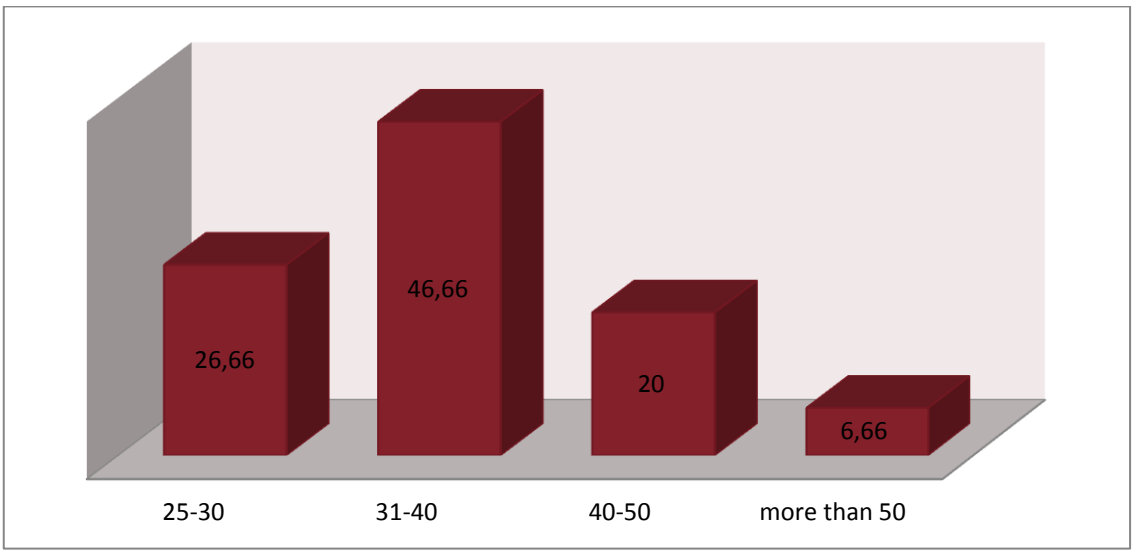


Figure 2: Distribution of teachers' educational level

d. Teachers' teaching years:

The majority of informants experience range between 1-5 years (7 teachers), 3 informants their experience is between 6 and 10 years, with the category of less than one year we have 2 informants; 2 informants also their experience is between10-20 and just one informant who has the experience of more than 20 years.

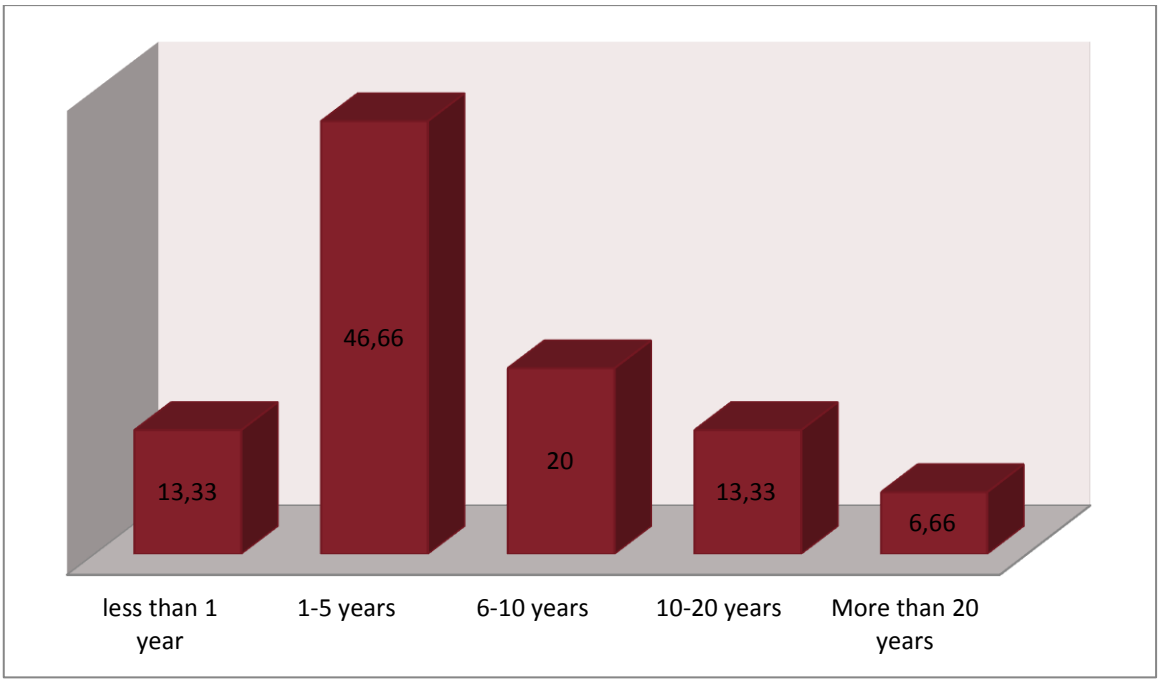


Figure 3: Teachers' teaching years

f. Teachers' experience with computer use:

- Do you have a computer at home?
- Do you have an internet access at home?

From 15 teachers only 1does not have computer at home and 10 have computer with internet access at home and 4 have computers without internet access.

Computer	Number	Percentage%
Yes	14	93,33
no	1	6,66

Table 2: Availability of computer at home among teachers

f. Interactive information Technology use in TEFL:

- Have you received your training on how to integrate technology tools in your teaching?

Few participants reported having received training in technology or computer mediated language learning and teaching. About half of the participants 6 representing 40% indicated that they did not having received training on how to integrate technology in EFL instruction, 5 (33,33%) of the participants indicated engaging in the kind of self training and only 4 (26,66%) of the total reported having received some training on technology integration in language learning as it is outlined in the figure below.

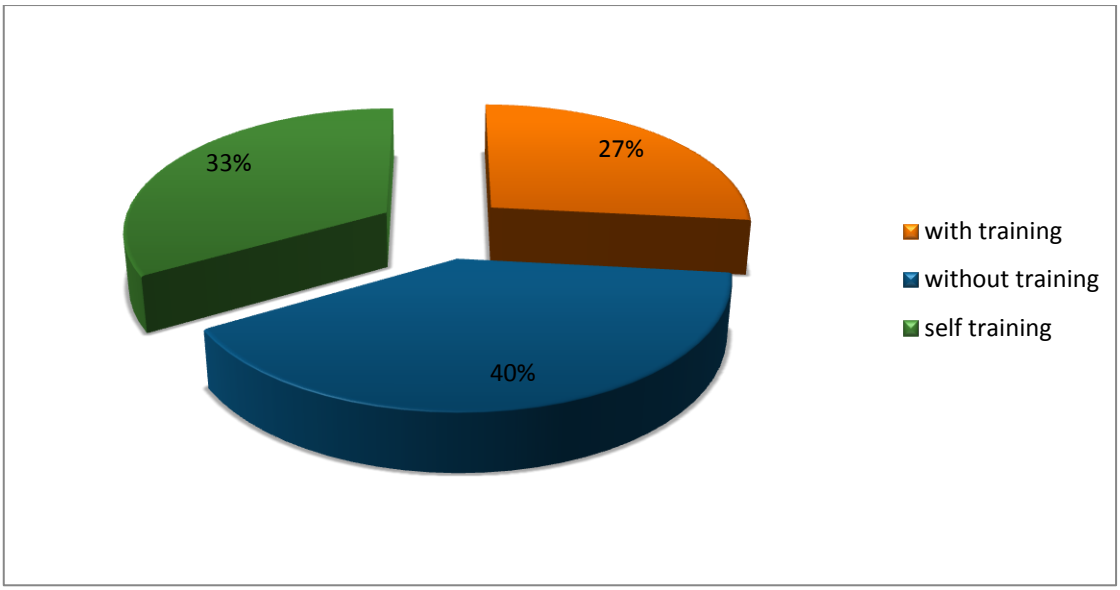


Figure4: Percentage of teachers with computer use training

- How would you rate your experience with computer?

The teachers' responses when asked to rate their experience with computers showed that almost 80% of them use common computer applications like word processing and 1 (6,66%) never used computer but would like to learn and 2 use

computer for instruction in the classroom. The table below indicates the detailed statistics:

Computer Experience	N°	%
I have never used computer and I don't plan for it	0	0%
I have never used computer but I would like to learn	1	6,66%
I use applications like word processing…..	12	80%
I use computers for instructions in the classroom	2	13,33%

Table 3: teachers' computer experience

- What type of computer application (s) do you use on a regular basis?

When asked about computer applications that are used a large majority of the 15 teachers reported using word processing (93,33%), teachers who use internet are 12 teachers (80%)and E-mail(66,66%) and 7 of them are using other applications.

Application used	Number of users	Percentage%
E-mail	10	66,66
Word processing	14	93,33
Internet	12	80
Other applications	7	46,66

Table 4: Types of computers' applications used by teachers

- Where did you receive your training?

The teachers explained that training programs took place in specialized schools and dealt with computer application use computer integration into the teaching process.

- Have you ever used IIT in your training?

From the total 15, 12 (80%) participants use IIT in their teaching, whereas only 3 (20%) do not. As it is indicated in the table and the graph below:

IIT users / non users	N°	%
Users	12	80
Non users	3	20
Total	15	100

Table 5: Distribution of IIT users and non users

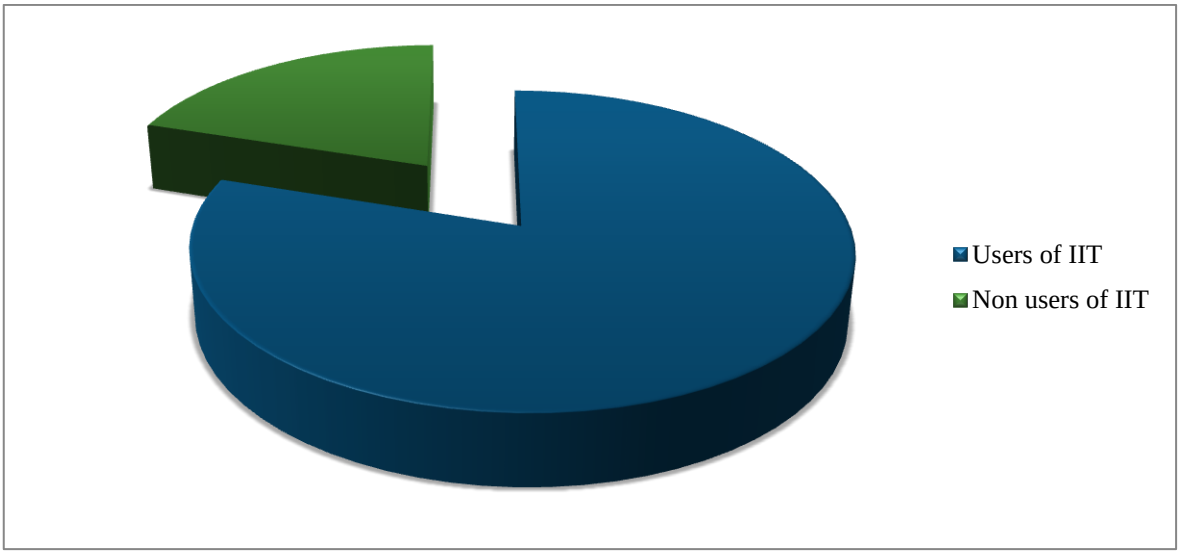


Figure 5: Distribution of IIT users and non users

- Do you think using IIT helps your students?

Participants responses explaining the reasons and the purpose behind integrating such technology, agree on the fact that IIT use enhances and supports language learning thanks to the wide range of resources and data available. The large (majority) of teachers perceived IIT as an instructional tool assisting in the delivery of the foreign language programs, they find IIT use more reliable, easier to manage and saves both their time and energy.

The teachers explanations can be grouped in four categories, these categories include the perception that IIT was a pedagogical tool, a communication, or that it helped to achieve effectives (such as increasing students' motivation).

The last part of the questionnaire deals with the teachers, beliefs and attitudes toward e-learning, when asked about using computer and IIT applications in their own research 13 (86,66%) of participants answered positively whereas only 2 (13,33%) answered negatively. Accessibility, effectiveness, practicality, facility and rapidity summarize the majority of explanations provided by teachers using IIT in their own research, almost of them agree that the availability of resources and up to date information accessible through a simple click, and the lack of books and teaching materials in university libraries explain the reasons why almost (all) of teachers cannot embank into any research whether for preparing lessons, gathering information or doing research papers without exploiting such technology.

- Do you use IIT in your own research?

Yes / No	N°	%
Use IIT in their research	12	80
Do not use IIT In their research	3	20

Total	15	100

Table 6: Reported teachers' answers for using IIT in their own research

- The challenge of implementing e-learning in TEFL is rather exiting or frustrating for you?

  Teachers were asked to indicate the way they consider the challenge of e-learning implementation 12 (80%) of the participants find it exciting, 3 (20%) find it frustrating.

Yes / no	N°	%
Exciting	12	80
Frustrating	3	20
Total	15	100

Table7: participants feeling towards the challenge of e-learning implementation

- Do you think that in future, the department/ university must rely on e-learning?

  In terms of attitudes toward the future university reliance on e-learning, 12 (80%) of the respondents responded positively while 3 (20%) responded negatively, in their explanation, those who answered positively argue that the application of the LMD system requires more self learning from students and e-learning would be self learning from students and e-learning would be a great support to both teachers and students, the majority seem welcoming the implementation of such technology, with the necessity of providing the appropriate training for students and teachers, in order to move step forward in the universal academic realm, however the majority of the 20% of the participants who responded negatively explained that e-learning implementation is not a must and that e-learning will only enslave teachers and restrict their role on the long term. Some participants think that e-learning

implementation at the Algerian context will be just to a state of confusion and anarchy on the levels of administration, instructors and students.

Yes/ no	N°	%
Positive	12	80
Negative	3	20
Total	15	100

Table 8: Respondents attitudes towards e-learning implementation

3.4. Analysis and discussion of the questionnaires' findings:

This part will discuss and provide an interpretation on the findings from the questionnaire data in an attempt to offer comprehensive answers to the questions guiding this study and check the validity of the hypotheses of this research, participants were grouped according to their weekly hours use and attitude towards e-learning were made.

The analysis of these correlations prove that the most noticeable factor impacting teachers use of IIT and attitude to e-learning implementation appeared to be weekly computer use, showing positive relationship between weekly computer use and positive attitude toward e-learning. Teaching experience appeared also to influence IIT use in EFL teaching these more significant statistical differences among teachers attitude of participants grouped by age, gender, or university affiliation.

4.1. The influence of teachers' age on IIT use and e-learning implementation:

The influence of teachers age represents another factor to influence teachers beliefs and attitudes in terms of the educational effectiveness of IIT and future implementation of e-learning given the questionnaires' results, the numbers of

participants using IIT in their teaching seems to increase through the increasing teachers age until the age of 50 when it starts to decrease reaching its lowest number at the age of more than50.

As far as teachers' attitudes toward future e-learning implementation, the participants' responses show no significant difference between teacher age and their reported attitudes. Almost of teachers from the different age categories expressed positive attitudes toward e-learning implementation.

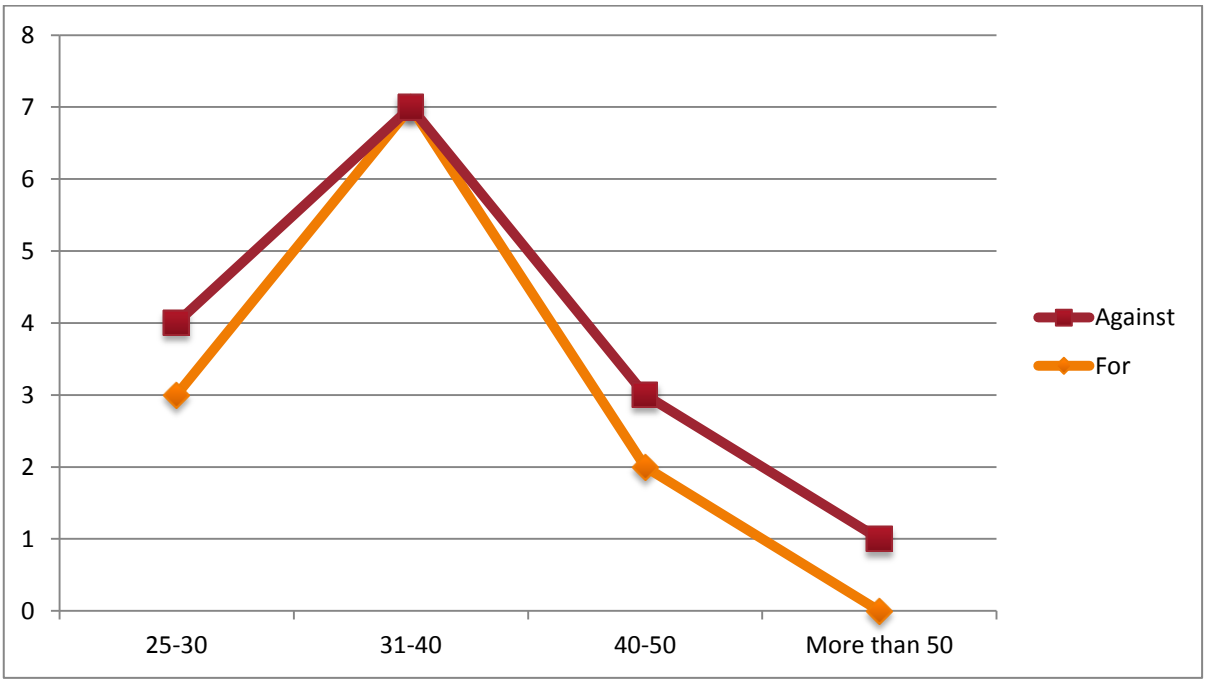


Figure 6: correlation between teachers' age and their attitudes towards e-learning

4.2. Teachers' experience:

Given the participants' responses teachers' experience seems to have an important influence on IIT use, the category of teachers' experience which includes more teachers is 1-5 years (7teachers) they are all users of IIT because the teaching years are near to our present day, but when it become far (6-10 and

10-20) it becomes more useless till it reaches the lowest degree in the category of more than 20 years.

The findings here demonstrate that teaching experience have a relatively considerable relationship to IIT use by teachers and their attitudes towards e-learning, those teachers in their first few years are somehow reluctant to use IIT comparing to other experienced teachers but the long period of teachers' experience allow them not to use IIT because it is included in the new system of education not the oldest one.

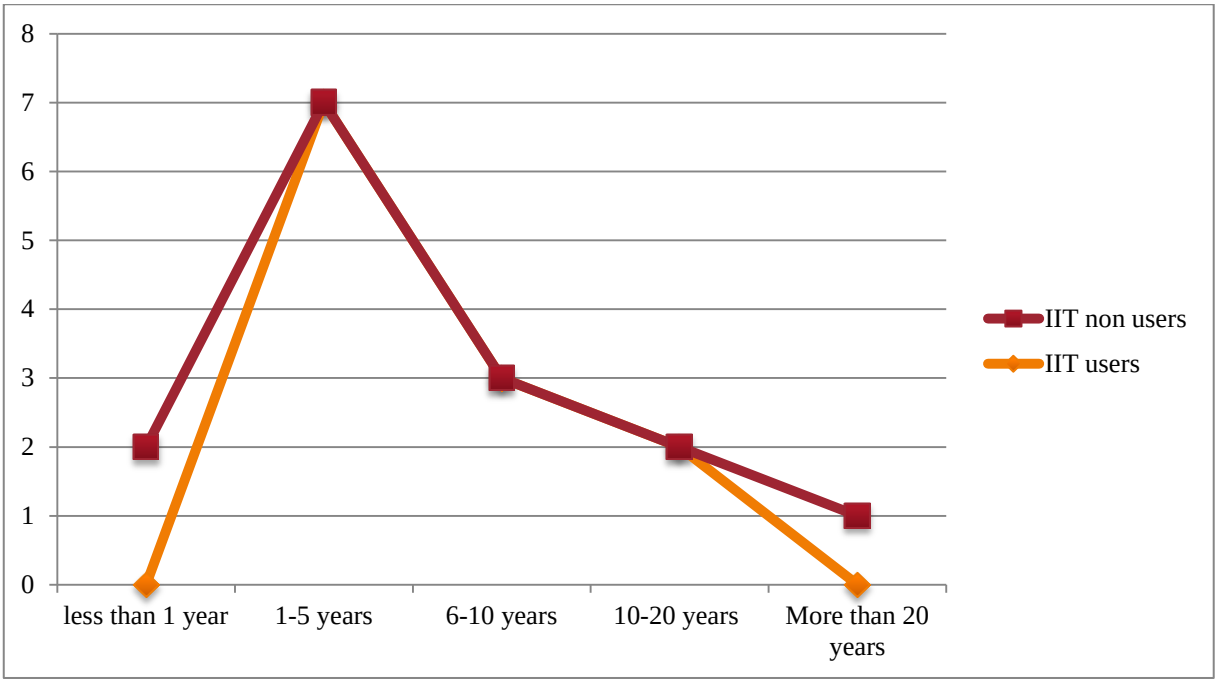


Figure 7: Relationship between teaching experience and IIT

3.4.3. The influence of weekly hours of computer use and IIT use:

IIT integration in the teaching process raise as weekly computer hours use increase, teachers who use computer more than 10 hours per a week are those who more integrate IIT in their teaching than the rest of the participants.

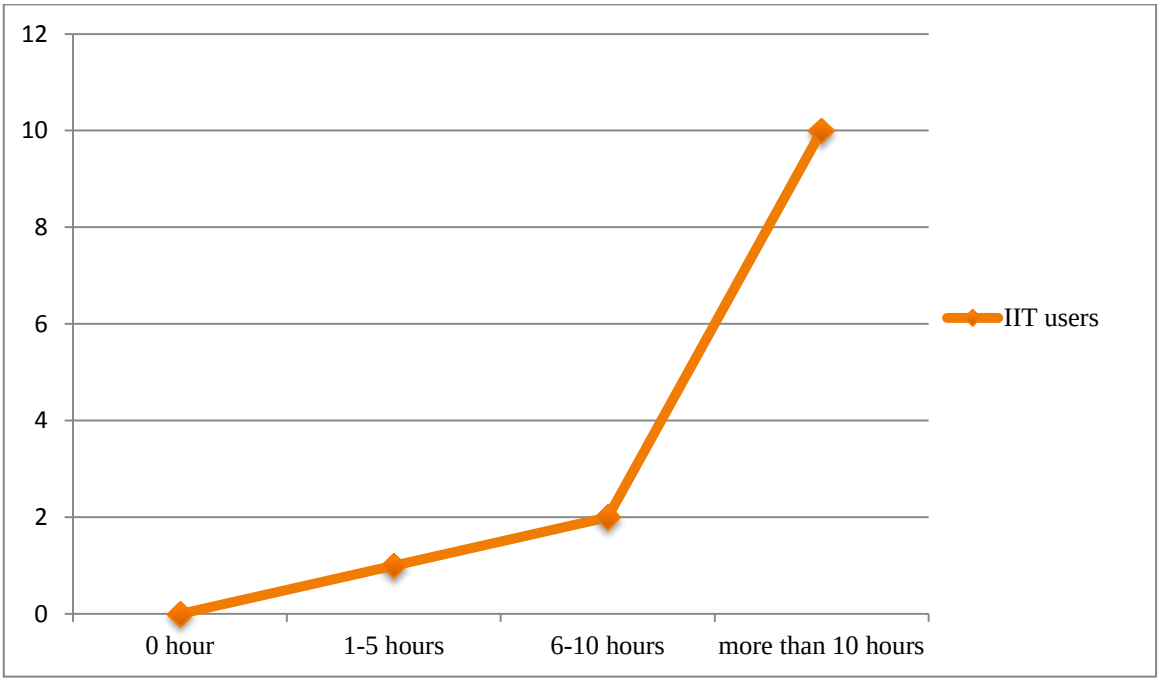


Figure 8: the relationship between weekly hours of computer use and IIT users

3.4.4. The influence of weekly hours of computer use and teachers' attitudes towards e-learning:

Teachers' positive attitudes seem to increase as the weekly hours of computer use; the responses demonstrate that teachers who use computer more than 10 hours per a week have more positive attitudes towards e-learning.

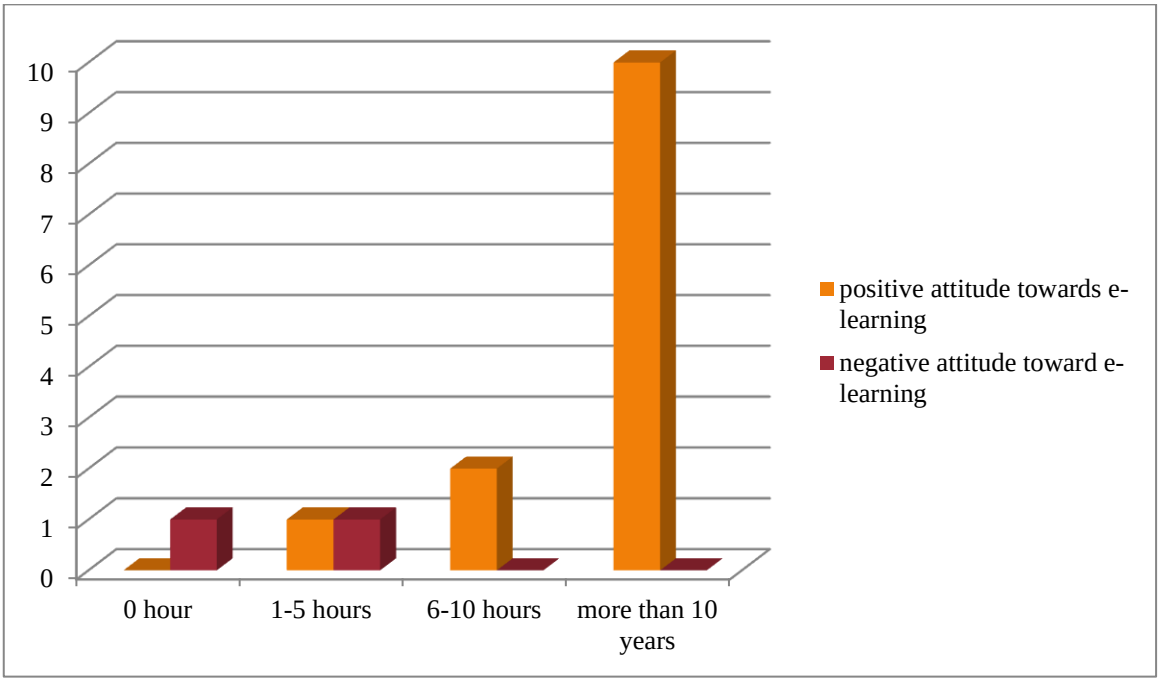


Figure 9: Relationship between weekly hours of computer use and teachers' attitudes.

3.4.5. The influence of teachers' gender on their attitudes towards e-learning:

Teachers' gender does not affect their attitudes towards e-learning implementation. Almost both of them share positive attitudes with slight negative reactions among final participants.

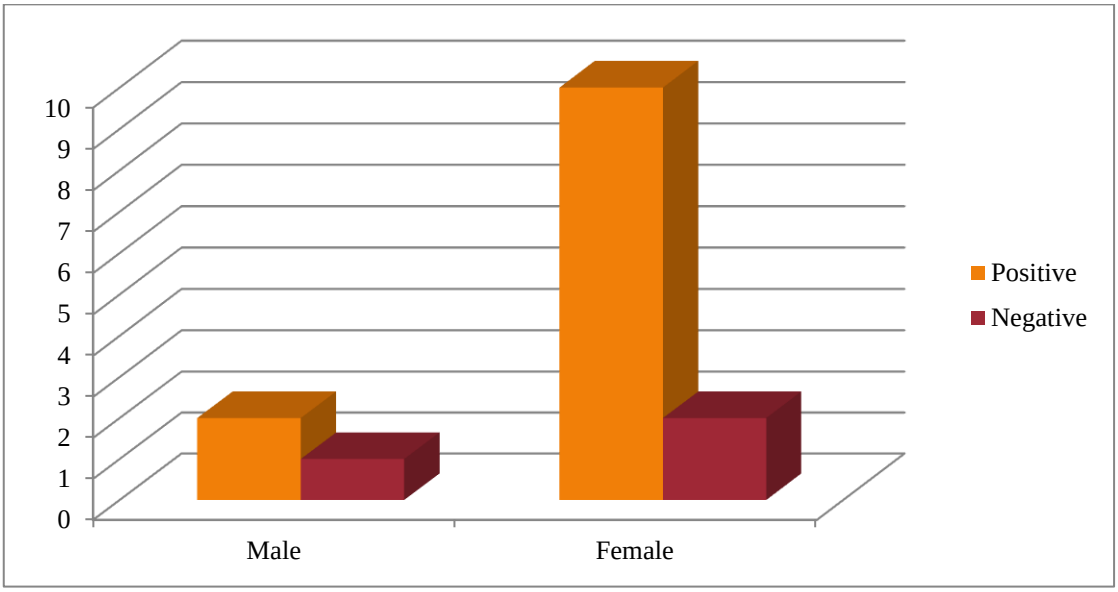


Figure 10: The influence of teachers' gender on e-learning use.

3.5. EFL teachers' beliefs and attitudes towards e-learning:

Given the responses of this questionnaire, it appears evident that EFL instructors sampled in this study demonstrated generally favorable attitudes toward IIT mediated language teaching learning in particular and e-learning in general ; and remarkably positive beliefs about its potential effectiveness in EFL instruction.

80% of the respondents use IIT in their own research, and the same percentage (83,88%) reported that they would generalize it to their EFL students.

The majority of instructors surveyed reported enjoying computers and technology applications, and others felt confident using them, only few felt embarrassed working with IIT.

The majority of participants surveyed reported not having integrated IIT in their EFL teaching mainly because of the lack of accessibility, training and technological support. These favorable results reflect earlier research findings

governing that second / foreign language teachers generally have a favorable attitude towards computer technology mediated language learning

Few of the instructors responded negatively to the questionnaire's items, an analysis of their responses demonstrated unfavorable attitudes toward e-learning. These instructors reported feeling embarrassed about using computer and technology applications.

3.5.1. Teachers' experience and their beliefs and attitudes:

The most significant difference in this area occurred between 1 and 5 years of teaching experience, who had more integrated IIT in their teaching and expressed more positive attitudes towards future university reliance on e-learning.

We suppose that the difference in beliefs and attitudes and between these two groups' stems from the fact that teachers with a minimum of them years of experience have developed substantial confidence and security with their teaching practices and are still motivated enough to explore educational innovations using technology. The confidence and security provided through this degree of teaching experience combined with the still motivation to expand teaching approaches likely empowers teachers with this level of experience to examine educational technological approaches. These teachers have considerable investment in their teaching approaches and modifying these practices is likely seen as a considerable threat, consequently, these most experienced teachers have less intention to expose themselves to educational technology and are there by less aw are of any educational potential these tools may have.

3.5.2. Computer use and teachers' attitudes and beliefs:

The most significant identified difference in participants' attitudes and beliefs occurred among participants grouped by weekly computer use. Results indicated a positive relationship between weekly computer use and IIT/ e-learning attitudes

among participants increasing weekly computer use among participants results increasing positive perceptions of the education al efficiency that e-learning implementation can achieve in foreign language teaching.

3.5.3. The likelihood of IIT use and teachers' beliefs and beliefs:

Another statistically area revealed among these participants grouping was the difference between perceptions of the utility of IIT in foreign language teaching among non users reporting a likelihood of using computers and technology applications in their future teaching practices (when the conditions will be possible) and non users indicating no intention of using IIT in the future. Given the substantial difference in. the sizes of these two groups any conclusion from these findings would be difficult to support.

What given is also drowning from the findings is the difference between teachers' responses concerning the use IIT for their own research, and the intention to generalize it in his foreign language teaching. Among the 12 teachers reporting using IIT in their own research, 2 refused to generalize it with their students because they feel they can't embark on such innovation without a minimum literacy and training on that novelty.

3.5.4. Factors not impacting on teachers' attitudes and beliefs:

There were no statistically significant differences between the belief systems of the majority of male instructors and the majority of female instructors from levels. This lack of difference in gender, based samples was somewhat surprising as there have been a number of discussions that confirm a gender based difference in attitudes towards technology among men and women where men tend to have increasingly positive attitudes and beliefs about technology than women. Indications from more recent research have suggested that the gender gap between computer attitudes inclosing.

3.6. Teachers' beliefs and attitudes and their influence on reported and intended practices using technology:

This section will summarize and interpret the research findings in an attempt to respond to the third question guiding this study. Examining how beliefs and attitudes affect foreign language teachers' intentions and reported practices integrating technology. The research findings are that the majority of teachers use IIT in their own research 80%. However, only few 20% integrated in their teaching because of the barriers that we will explain after. Despite this modest percentage, the majority of teachers expressed positive and favorable attitudes toward e-learning implementation in the future within possible conditions. The majority of users in this study also recognized IIT as a sound, effective pedagogical tools, while a substantial percentage of these participants felt that IIT integration had actually helped their students.

3.7. Conclusion:

This chapter provides clear answers of the research questions and confirms our hypotheses; the findings demonstrate generally positive attitudes toward IIT integration into foreign language learning. Teachers sampled in this study held positive beliefs about e-learning's potential effectiveness in EFL instruction. Moreover, the results prove that teachers who ignore computer use tend to reject e-learning implementation strongly; the findings also examined how teachers' beliefs and attitudes affect foreign language teachers' intentions and reported practices integrating technology. Furthermore, the study revealed that teachers experience and teachers weekly hours of computer use are the most noticeable factors impacting teachers' use of IIT and then attitudes and beliefs toward e-learning implementation.

4.1. Introduction:

Teachers' attitudes towards computers; a fact that has been shown through the findings of the present study. However, several studies in e-learning use in university reported that teachers share a number of concerns about integrating computer technology in their instruction: although teachers may believe in the instructional effectiveness of computers, and recognize the importance of integrating technology into their instruction and course syllabi, successful implementation is often impeded by both external barriers and internal barriers. In the literature, external barriers to computer technology integration are also referred to as environmental factors or first order barriers.

4.2. External barriers to e-learning implementation

4.2.1. Unavailability of Interactive Information Technologies:

It represents the first reason why teachers don't integrate technology in their programs. The results of the study demonstrate that 52% of the respondents don't use IIT in their classroom due to -poor -or inexistent access to technology tools. Educational institutions like universities are not providing enough opportunities for both teachers and students to access and use such technologies because of different obstacles that can be: regional, socioeconomic or even political. Although the majority of respondents believe in the role of technology as a promising educational tool facilitating their tasks and improving students' performance, they feel unable to take advantage from such innovation. Teachers do not have adequate exposure to instructional technology because faculties are not providing the necessary technology tools and programs to them. Whereas the more teachers have exposure to and experience with computer technologies, the better they integrate them into their teaching.

4.2.2. Lack of teachers' training and technological support:

It represents the second reason why teachers don't integrate IIT in their programs. The findings of the study show that 20% of teachers do not know how

to use computer technologies and how to incorporate them in their programs. 46% of teachers received no training in terms of computer use and integration in classrooms and only 16% enrolled in computing training courses on their own expenses. The majority of teachers -who do venture into IIT assisted instruction often, do so at their own expense, using their own resources, time and equipment.

As educational budget tightens, career development is often one of the first areas to be eliminated, leaving educators without any significant technical and pedagogical training to comprehensively adopt e-learning and integrate technology into their practices. The findings of this study confirm the earlier research on the importance of training for teachers and the impact of that training on technology integration. The majority of teachers' report being self-taught with far fewer undergoing any established, comprehensive, institutionally based training. Due to prevalent lack of professional development to prepare teachers for introducing e-learning into their profession,. Teachers are rather reluctant and unprepared to modify their practices. Instructional -computer application requires new competencies and knowledge. Not having those competencies and knowledge, teachers should not be expected to adopt technology in the classroom.

Even though teachers have positive attitudes towards technology and want to improve their teaching performance through technology implementation, they are not able to accomplish it. They do not have any kind of familiarity or expertise with computer based instruction. The reason is that teachers have not had appropriate training on how to effectively use the computer .in the classroom and on technology skills, ideas, and ways to integrate instructional technology into the curriculum. The primary recommendation that emerging, referring to the need for educational institutions ,especially higher education to invest time and resources in in-service and workshop training for teachers determined that a willingness by teachers to commit time above and beyond the call of duty and a risk-taking attitude are important in developing technology using educators.

Learning to effectively using technology as an instructional tool requires willingness to make mistakes and learn from them.

4.2.3. Lack of time:

Time 20% of the informants don't use IIT because they don't have enough time. The findings of the present study reflect what has been demonstrated by numerous in depth examinations of teachers' -non-use of technology resources. The research provides that providing more time besides good training would solve the problem and encourage teachers to integrate technology more. Learning computer skills and planning technology integration into teaching demands plenty of time. Teachers need to commit a certain amount of time not only to get familiar with the technology but also to learn how to plan the technology integration into curriculum and develop appropriate materials. After all they will need classroom time to implement the 'technology. In the current university educational system, besides other necessary classroom events, lack of time is left to carry out instructionally sound and proper IIT activities. With the continuously development of technology, teachers have to update their knowledge which requires more free time. Not all teachers can find time to spare, and much research has identified lack of time as one of the major factors preventing teachers using technology resources, especially for those teachers who are already overburdened with large classes, overloaded syllabi, and little assistance.

4.3. Internal barriers to e-learning implementation:

Three other reasons stated by teachers for not using IIT are as follow: 17% because they do not feel comfortable using ITT, 9% because they don't think that IIT would be effective for students and 9% because they don't want to take risks and would first want to see the results from other teachers using IIT. All the sated reasons are psychological factors representing internal barriers causing teachers to avoid technology. These barriers include: teachers' established classroom practices and unwillingness to change, lack of relevance of computer technology

resources in teaching, lack of self-confidence, personal and behavioral factors of attitude and anxiety, self-efficacy, unwillingness to make a time commitment and take personal risk, computer competency and beliefs and knowledge about perceived relevance of computers , further emphasize that internal barriers may persist even when external barriers are removed. Another important factor for explaining resistance to use technology is teachers' traditional instructional styles. These styles are characterized for lecturing, lack of group work, and classroom organization of desks by rows, and use of the blackboard as the main instructional tool. Many teachers have been educated in teacher training colleges and schools, at a time in which computers were absent of the educational landscape. In fact, many teachers tend to repeat the instructional pattern they learn while sitting in classroom during many years of schooling, citing a number of research studies.

The barriers that were demonstrated in this -result support what has already found out in previous research examined the literature and we conducted a study aiming at examining barriers to distance education. He found out an exhaustive list comprising 64 potential barriers to the implementation of e-learning, below are the strongest barriers identified. Their rank order is:

1. Increased time commitment.
2. Lack of money to implement distance education programs.
3. Organizational resistance to change
4. Lack of shared vision for distance education in the organization.
5. Lack of support staff to help course development.
6. Lack of strategic planning for distance education.
7. Slow pace of implementation.
8. Faculty compensation/incentives.
9. Difficulty keeping up with technological changes.
10. Lack of technology-enhanced classrooms, labs or infrastructure.

In order to eliminate or at least reduce the effect of these barriers on the improvement of our educational system and adoption of new technologies here are some suggested solutions.

4. Faculty and Organizational support:

Educational technology, Faculty commitment is essential in the realization of any innovation. It is also the case for distance learning programs. Care must be taken to craft distance education programs. This craftsmanship is of a team comprised of administrators at all levels as leaders, faculty members, and technical staff. It's this craftsmanship that will actively involved in the conception and planning processes, facilitating the consecutive process of implementation Organizational problems, especially infrastructure and technology problems, also present challenges. Faculties that teach distance education courses need organizational and administrative support from the institution. Funding should be provided to create special teachers and administrators units for managing the program. When technology is used, the costs increase substantially for both students and institutions. Universities should think about the costs of installing, maintaining, using and upgrading technology to support distance services. Institutions must also plan to have competent computer staff, with ongoing training, to support IIT use. Moreover Teachers support can cover different areas such as:

a. Technical support:

Teachers are almost all the time unable to overcome technical problems facing them during teaching sessions, that's why they always need 'assistance with equipment in classroom.

b. Pedagogical support:

Teachers should be informed on the way they use certain technology equipment, how they integrate them into their instruction, how they plan for their use, and how to improve the students' performance with the adequate use of software programs that promote students thinking skills rather than mere drill and practice.

c. Teachers' training:

As it was shown this factor occupies an important place as an environmental barrier proposes that. Computers, video equipment, communication software and the like present challenges and frustrations. Faculty must provide all these technologies and must -know how to use them if they are to teach distance courses. Training teachers, staff and students is imperative to succeed in the distance learning experience. They should receive clear directions on integrating technology in classroom and construct purposeful and meaningful educational technology courses.

4.5. Recommendations for future research:

While this research may have contributed some insights into our understanding of the complex factors that drive teachers' attitudes and beliefs and actions using educational innovation, a more complete understanding of the issue will only be obtained through more in-depth analysis of the attitudinal variables and multiple factors shaping beliefs' and attitudes' systems. Given the pervasive nature of change in today's societies, innovation is a recurring issue that professionals must confront on a regulars basis in the teaching profession, more comprehensive investigation into how beliefs and attitudes influence teacher acceptance and evaluation of educational innovation can only further enlighten today's teaching professionals and the professional development programs that serve to prepare them. Research approaches combining survey research with individual interviews and classroom observations would provide more in-depth analysis of the constitution of foreign language teacher belief systems and their impact on actions using computers in foreign language instruction. In addition, research surveying populations more representative of a wider variety of foreign language teachers would provide a more holistic and general view of multifaceted nature of foreign language teachers' beliefs and attitudes towards technology mediated language learning in a range of educational contexts. The EFL profession is somewhat unique, attracting a wide variety of individuals often motivated by

creativity and imagination. Further research should be conducted on a broader sample of foreign language instructors to compare belief systems towards e-learning efficiency in delivering language learning instruction. Further findings in this area would serve to refine and validate the theoretical framework proposed in this research. An investigation into the numerous contextual factors such as teachers' personal educational experience, cultural backgrounds, employment status, educational philosophy and the degree of individual innovativeness would provide further insights into the constitution of teachers' beliefs and attitudes. Examination of all these factors should be not only from a self-reporting research approach but also from an observational survey approach, where individual teaching practices are monitored and analyzed. A research approach using direct observational strategies may be useful in illustrating the actual effect of beliefs and attitudes on educational practice integrating educational technologies. These types of research approaches may provide further insight into the consistency of teachers' beliefs system and how these beliefs/ attitudes translate into actual practices using educational technology and educational innovation.

4.6. Conclusion:

It is clear that what brings e-learning the forefront of educational interest the highly sophisticated delivery and interactivity now available with electronic learning. In e-learning and distance education, technology plays a large and significant role. Because these courses revolve around technology, it is vital that technology only be used when it is the best alternative for supporting course requirements. Teachers should have the competency required for building and operating technology based courses to achieve the designed objectives. With proper use, technology offers a way to construct learning opportunities unlike before available.

General conclusion

Results from this research demonstrate the enthusiasm English Language teachers have towards e-learning implementation in University programs. Given the nature of computer technologies in Algerian society, teachers like other professionals are increasingly recognizing the value of these technology tools in their profession. Foreign language teachers like many educators, are seeing computer use technology more and more as a pedagogical tool that can enrich their practices.

Perceptions of computer technology appear to be gradually evolving out of the technology into a more critical and analytic understanding of the benefits of the educational technology, the effectiveness of education computer technology among foreign language teachers, the most significant factor preventing foreign language teachers use of those innovation is restricted access to computer facilities, the only opportunities for use of technology mediated language learning approaches.

One uses computer, the one is more likely to see and appreciate the potential of these tools in education. As a result, the lack of access of technology likely perpetuates negative attitudes and beliefs towards the application in language classroom, these findings confirm our hypotheses.

From our tools we notice that weekly hours use and teachers' experience represent the most noticeable factors impacting teachers' attitudes and beliefs. The regular use of technology was found to positively influence both teachers' attitudes and perception that technology is and affective teaching tool.

Teachers with 1-5 years of teaching experience most positively perceived electronic learning implementation as valuable in EFL instruction. Gender, age, educational level did not significantly influence teachers' attitudes and beliefs towards e-learning integration into English Language Teaching.

Another important point that should be considered as the involvement of teachers in the implementation process of e-learning, so that they can see by themselves the possibilities and benefits of educational technology. In order to do so, adequate

facilities, time, teacher directed training and pedagogical and technical support as we have discussed, must be provided, then EFL teachers' will be able to explore the benefits reported in research examining e-learning integration into language teaching.

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Questionnaire :

1st part:

1. What is your age?

☐ 25-30 ☐ 41-50
☐ 31-40 ☐ over50

2. What is your gender?

☐ Male ☐ ☐ Female

3. What is your degree?

☐ Magister/ Master ☐ PHD degree ☐ Professor Level

4. How long have you been teaching?

☐ Less than 1 year ☐ 1-5 years ☐ 6-10 years ☐ 10-20 years
☐ More than 20 years

2nd part:

1. Do you have a computer at home?

☐ Yes ☐ No

2. Do you have internet access at home?

☐ Yes ☐ No

3. How would you rate your experience with computer?
   - I have never used computer ☐
   - I have never used computer but I would like to learn ☐
   - I use applications like…… ☐
   - I use computer for instruction in the classroom ☐

4. What type of computer application do you use on a regular basis?

☐ E-mail ☐ word processing ☐ Internet
☐ Other applications? Please specify
……
……

5. How many hours do you use computer in a week?

☐ 0 hour ☐ 1-5 hours ☐ 6-10 hours ☐ more than 10 hours

3rd part:

1. Did you receive training on how to integrate technology tools in your EFL teaching?

☐ Yes ☐ No

2. Where did you receive your training?

☐ Self taught ☐ Colleague or university

☐ A specialized school ☐ Others specify

3. Have you ever used interactive information technology in your EFL teaching? (IIT: such as E-mail, World Wide Web, CD, video conferencing…..)

☐ Yes ☐ No

4. Do you think that using IIT help your students?

☐ Yes ☐ No

4th part:

1. Do you use computer and information technology application in your own research?

☐ Yes ☐ No

2. The challenge of implementing e-learning in teaching English as a foreign language is rather:

☐ Exciting ☐ Frustrating

3. Do you think that in future the department must rely on e-learning?

☐ Yes ☐ No

Will you please add below any other comments you consider important for this issue.

Thank you very much for your help

Interview

1. In your point of view, how are English language teachers' attitudes and beliefs towards e-learning?
2. What are the different factors that shape and affect teachers' beliefs and attitudes?
3. Do you agree on the view of teachers' experience can affect e-learning use?
4. When do you think the conditions of implementing e-learning will be possible?
5. Do you think that in the future the department must rely on e-learning?