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The Use of ICTs in Maximizing the Learning Progress in a Pandemic
Era: Case Study of Saida University

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Didactics.

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Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

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Dedication

To my parents that I love .

To my friends with whom I spent wonderful moments.

And finally, to my colleague Amine Wafa who helped me with her humble knowledge.

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Abstract

The use of ICT tools becomes a necessity in all the domains of life, especially in education. Because of the worldwide pandemic of Covid -19, the ministry of education and scientific research were obliged to resort to those technological tools in order to maintain the progress of education. To this end, the purpose of this study is threefold: to discover what attitude learners hold toward the use of technology in learning during the lockdown, to investigate the effectiveness of ICTs in maximizing learning progress during the pandemic period, as to determine whether these tools can replace traditional teaching methods. To undertake this study, the researcher has opted for a mixed method research that is exemplified by a questionnaire with the learners of Saida university and an interview with teachers. Findings reveal that the learners have a good attitude concerning the use of ICT devices in the learning process. The findings also show that the conventional method of teaching cannot be replaced by technology and that the teacher remains the head of the classroom. Furthermore, such technologies can only support and help learners in their studies; they cannot completely boost learning progress, especially given certain students' unfamiliarity with their use. To fix some problems related to the subject matter, the researcher suggested recommendations; allowing flexibility by involving learners in the way of conducting lessons, making training sessions for teachers who are not familiar with the use of technology are a part of these recommendations.

Key words: ICT tools, learning process, pandemic era, traditional teaching, technology.

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List of Abbreviations

AVA: Audio Visual Aids.

CALL : Computer Assisted Language Learning.

CD-ROMs : Compact Disc Read-Only Memory.

DVD : Digital Versatile Disk.

EFL: English as a Foreign Language.

ICT: Information and Communications Technology.

UNESCO : United Nations of Education Science and Culture Organization.

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General Introduction

The covid-19 pandemic led to an emergent closure of schools and universities around the world. Therefore, the ministry of education was obliged to shift from the traditional method of learning to e-learning, where the use of Information and communication technologies (ICT) was a necessity. The use of ICT in education is a must now since it gives several technical tools that make remote learning and teaching more successful, helpful, practical and fruitful. In reality, there are differing perspectives on how it affects both the work of teachers and the level of learners. That is to say; in this era, ICT usage in the classrooms is crucial for giving learners chances to learn and apply the required 21st century skills.

In light of the foregoing, the current study seeks to see learners' attitudes on the use of technology in learning , to determine if modern ICT tools can replace traditional teaching methods. Furthermore, it intends to investigate their use in enhancing the teaching-learning process.

This is one of the most important issues that needs be addressed, especially in light of the present catastrophic pandemic that is threatening the entire world. As a result, this research is motivated by the goal to integrate technology into the educational spheres of both learners and teachers in order to enhance learning development.

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

- 1-**What attitudes do students hold toward the use of technology in learning?
- 2-** Does the use of ICT tools substitute for conventional teaching methods?
- 3-** To what extent can the implementation of ICTs increase the learning-teaching process in the pandemic era?

The above-mentioned questions led the researcher to propose the following hypotheses:

- 1-**Students' attitudes vary between positive and negative, but it might seem that the majority have a positive attitude since they are brought up in the digital world.
- 2-** ICT tools can compete with the classical ways of teaching since they facilitate the teaching-learning process, especially during the pandemic period but they can not replace the teacher's role.
- 3-** Due to the current situation that the world is immersed in, ICT tools would help the teachers and learners to be in contact all the time which maintains the progress of education but they only assist the learners to stay in touch with their teachers who are the first source of information.

To answer the aforementioned questions, the researcher has designed a case study research with teachers and students at Saida University. To collect data, the researcher relied on a mixed-method approach, in which he used an interview with the teachers and a questionnaire for EFL students from different levels at Saida University. Thus, the results were analyzed quantitatively and qualitatively.

This dissertation is divided into three chapters. The first chapter presents a theoretical framework about ICT. It aims to distinguish between traditional and modern instruction. It attempts also to reveal the benefits of using ICTs in teaching and learning during the pandemic, its history, and its relationship to this Pandemic. The chapter also presents the most often utilized technical tools, as well as the difficulties encountered in integrating these technologies and the benefits of employing ICT tools in education.

The research design and technique were discussed in the second chapter. It described the study equipment in depth, as well as the informants' profiles, research processes, and data processing methodologies.

The third chapter was about analyzing the acquired data. Finally, it summarizes the most relevant findings. It also makes some suggestions to improve teachers' and students' awareness of the use of ICT in education. These recommendations are made in response to the findings.

1.1.Introduction

Teaching-Learning processes are not easy to carry out. However, with the implementation of some ICT tools, these two processes can be facilitated. This chapter aims to introduce the concept of information and communication technology and its history, its use in education and its evolution in language learning. Besides, it aims to make a comparison between the traditional way and the modern way of teaching as to mention the different ICT tools and techniques used in education. The chapter also presents the challenges faced in integrating these tools, the scope of ICT in English language teaching as well as the advantages of their use.

1.2. Information and Communication Technology

Alkamel and Chouthaiwale (2018) have viewed information and communication technology (ICT) as sorts of technology that employ electronic methods to transmit, process, store, produce, display, share, or exchange data. Radio, television, video, DVD, telephone (both fixed-line and mobile phones), satellite systems, computer and network hardware and software, as well as the equipment and services associated with these technologies, such as video-conferencing, e-mail, and blogs, are all included in this broad definition of ICT.

Daniels (2002) regarded information and communication technology as one of the fundamental pillars of modern civilization. Understanding ICT and mastering the fundamental skills and ideas of ICT are now considered key competencies in many nations. On the other hand, the globalization has caused huge change in many aspects of human life, including education. In a world where technology has shrunk it to the size of a tiny hamlet, incorporating ICT into education can aid in the creation of a new style of learning and teaching.

According to UNESCO (2007), information and communication technologies (ICTs) are a diverse set of technological instruments and resources used to communicate as well as generate, transfer, store, and manage data. Through programs sponsored by governmental agencies, public and private educational institutions, for-profit and non-profit organizations, and secular and religious groups, ICT has played an educational role in both formal and informal situations.

1.3.The History of ICTs in Education

The advent of instructional videos in the twentieth century marked the beginning of the use of technology in education. Visual training had become well-established by the start of the twentieth century. The first electrical computer was used at the University of Pennsylvania in 1946. In 1960, computer-based education inspired people all across the world. During this time, students have access to resources via connected computer terminals provided in the classroom by the University of Illinois. This was done while listening to a recorded lecture through a connected device, such as a television or audio device (Grace & Kenny, 2003). Engelbart invented the mouse, hypertext, and groupware in 1970, as well as hypermedia, multiple-window displays, and an electronic mail system. Micro-processors and electronic books were launched throughout the 1970s and 1980s. Personal computers, VCRs, and CD-ROMs were all available (Grace & Kenny, 2003).

Following that, technology has improved to the point that multimedia tools and audio-visual aids are routinely used in schools. Later, digitalized communication in schools began. Institutions originally employed computer networking to deliver distance learning courses. In 2005, textbooks on laptop computers and networks were produced. To connect to the internet, wireless and portable computers are employed. Many pieces of technical equipment were eventually made available in schools and organizations (Grace & Kenny, 2003).

1.4. Evolution of Technology Use in Language Learning

Moving from pedagogical paradigm is not necessarily fruitful. Dashtestani (2012) shows that Language teaching and learning have a similar position and the advancement of innovation in our day by day lives, it gives endless chances to language teachers and, students to profit or experience its bad effects too. Learning a foreign language, for example, English or French has expanded in popularity, and furthermore turned into a need in our communicative world, in this manner, the need to consolidate both technology and language became an indispensable part of languages scholars' and researchers' jobs. A literate, communicative, and technology-based world needs to acknowledge the difficulties of applying new developments in education with their negative and positive effects. A few e-learning advances are accessible for use in educational settings. In spite of the fact that its forms are diverse based on the economical situations of that context, nearly the greater part of the settings are endeavouring to apply technologies in their instruction to meet the requests of students and teachers. Emilia, E. (2009) clarifies that the uses of technology in education are not a current story, but rather applying technology in language learning is new for language

learners, teachers and researchers. The writing on the utilization of technology and, more particularly, computers in language learning, has focused to a great extent on discourses and debates on the pedagogical benefits of technological devices. Garrett's (1991) talk of the computer's role in language teaching, she alerts against considering it as a method but rather as a medium or an environment in which a wide variety of methods, approaches or pedagogical philosophies may be implemented.

1.5.Traditional vs Modern Way of Teaching

Teaching is an art and science. It consists of providing the learners with the knowledge they need. However, instructional methods have developed tremendously throughout time. Previously, education was delivered by recitation and memorizing techniques, but the new method employs interactive methods.

Traditional education is still widely used in schools. Traditional teaching techniques focused significantly on recitation; for example, students would sit patiently as one by one recited the lesson until each was called upon. The teacher listened to each student's recitation, and they were forced to study and memorize the tasks. At the end of the module, a written or oral examination would be given; this method was known as an Assignment Study Recitation Test. Traditional teaching techniques ensured that students were rewarded for their accomplishments, that class time was used efficiently, and that unambiguous norms governed students' behavior. Education advances, on the other hand, have resulted in learning being taught from a completely different perspective. Progressive educational approaches provide a greater emphasis on the needs of the individual student rather than presuming that all pupils are at the same level of comprehension. The current method of teaching is more activity-based, including strategies such as questioning, explanation, demonstrating, and cooperation. Spaced learning is a modern strategy in which students are encouraged to swiftly move between activities, for example, offering 10 minutes of knowledge on a subject using a PowerPoint presentation and then, having 15 minutes of work out (sport). The goal of spaced learning is to improve grades, and it works! It is stated that this strategy is more successful than instructing pupils for four hours using standard methods. In this context, Sonia Jackson (2017) wrote an interesting blog post about modern teaching methods ,she said that the conventional "chalk and talk" technique of teaching, which has been used for hundreds of years, is currently producing poor results when compared to the more modern and innovative teaching methods that are now being used in schools. Greater student contact is encouraged, authority boundaries are being eroded, and an emphasis on fun over academics is being promoted.

As a result, technology aspects are increasingly being incorporated in modern education. It has numerous ways for exchanging information. The instructor's role is to help his students. This aid would inspire them to gain independence. Individual traits and needs of students are taken into account in modern education. As a result, pupils have more opportunities to enhance their abilities (Belias et al.2013). Arora (2020), on the other hand, believes that no computer program, no matter how bright or sophisticated, would ever be able to replace instructors. Technology will never be able to replace a teacher's expertise and life experience. A teacher mentors, leads, and supports his or her pupils.

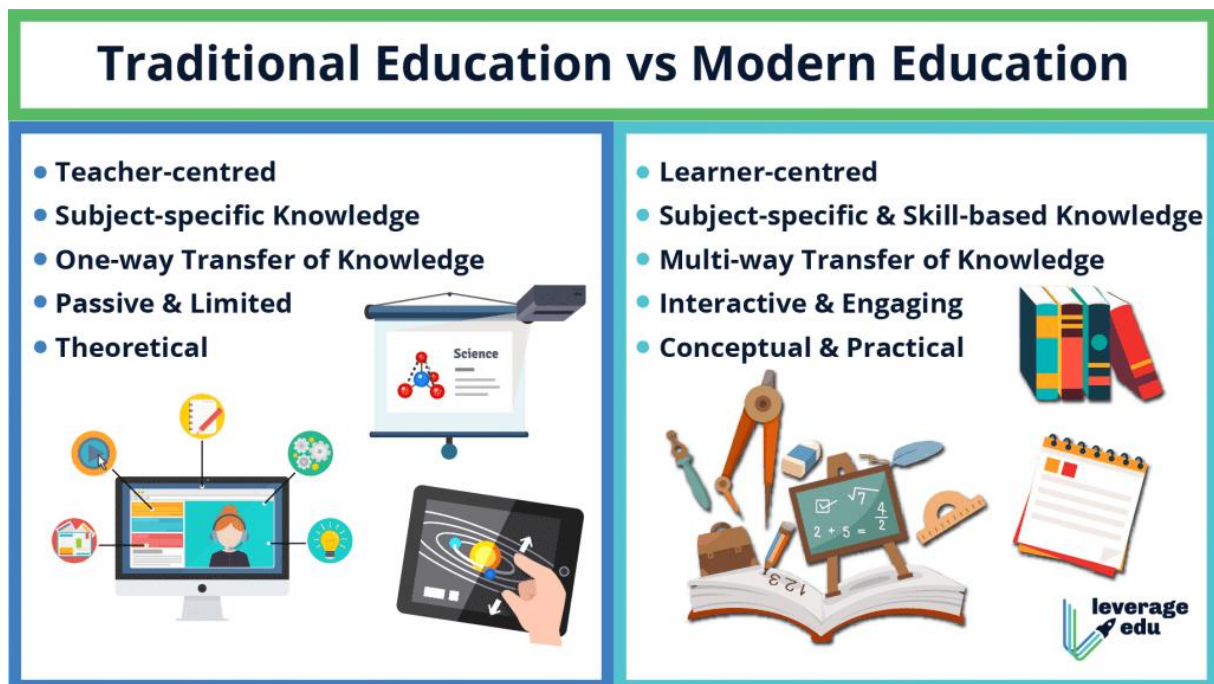


Figure.1.1.Comparison between traditional education and modern one

1.6.The Use of Technology in Education

Hawkins and Robert (2002) inferred that the advancements related to economy and social equity turned attention towards growing access to education. Doubtlessly, overall illiteracy rates have decreased in recent decades; yet, it is clear that the emphasis on learning is now far higher than it was forty years ago. In the past, countries could succeed financially even if more than half of the population was illiterate; but, in Information societies, this is no longer viable. Governments cannot afford to exclude huge portions of their people from education or educate them at a lower level in order to stay financially competitive and prosper in this far-reaching information-driven economy. Education development requires using

enhanced technical methods to enable and attract a population that has previously been denied education due to cultural or socioeconomic reasons. In societies with strict gender communication regulations and practices, such as Algeria, young girls may be driven to drop out of school before puberty for a simple reason: to avoid interaction with male companions and teachers. For those females who continue in school, the limits about who they can communicate to make it difficult to excel and get further degrees. The employment of ICTs is one important approach for achieving this goal. The use of various types of technology in the classroom (smart phones, laptops, tablets, and so on) leads in active learners who are involved with learning objectives, including the usage of a virtual classroom. Technology also enables tailored education, which addresses students' particular requirements as individual learners within the framework of a wider classroom setting. In other words, because technology allows for instant access to information, its presence in the classroom is crucial. These digital technologies are a constant in the lives of students and educators, assisting in the production of meaningful learning experiences for students of all ages.

Besides, Technology has influenced the methods of the EFL teaching & learning. It makes learning more interesting and teaching more vivid (Solanki & Phil, 2012). In the same line of thought, Graddol (1997) claimed that technology is important to the globalization process, influencing education, work, and culture.

After 1960, the usage of the English language rose substantially. At the moment, English's function and position is that it is the language of social context, politics, socioculture, commerce, education, industries, media, libraries, cross-border communication, and major topic in curriculum and language of imparting education.

Educational technology facilitates EFL learning by displaying real-life cases. As a result, technological resources like computers, language labs, and audio-visual aids are excellent for EFL teaching and learning. Technology aids the educator in his instruction. Its use can also boost students' motivation. Technology enhances the learning experience and promotes educational efficacy. Creativity may be fostered via the use of educational technologies. It can give a variety of technologies that improve the effectiveness of the teaching and learning process (Solanki, Phil, 2012). However, it is critical to remember that technology is a tool for education, not a goal in itself. How educators employ educational technology to fulfill the needs of their pupils determines its potential.

Finally, according to some studies, those with a higher level of formal education appear to be more confident and reflective in their approach to the Internet; they appear to have more knowledge and to be better at researching online, and they thus appear to be more competent overall than their peers with a lower level of formal education (Trültzsch-Wijnen, 2020).

1.7. Technological Tools Used in Education

Technology becomes nowadays indispensable in all the domains of life. It facilitates all that was hard to do or make, with a click of the bottom, people can access anything they want especially in education. This technology which is used in education lies in many tools including: computer-assisted language learning, language laboratories, audio-visual aids, information and communication technologies..etc.

1.7.1. Computer-Aided Instruction

Also known as Computer-Assisted Language Learning, it is an interactive approach of education that assists learners in achieving their learning objectives at their own speed and ability. Computer technology is employed in all stages of teaching/learning in this technique, including presentation, practice, and feedback. According to Nunan (1999), "interactive visual media offered by computers appear to have a unique educational potential for themes involving social circumstances or issue solving, such as interpersonal solving, foreign language or second language acquisition" (p.26).

Due to the employment of traditional teaching tactics by teachers, EFL learning was formerly considered as boring. As a result, because CALL programs may give students with opportunities to study English, it promotes learners to be more motivated"...through games, animated graphics, and problem-solving techniques. As a result, even the most mundane tasks become more interesting" (Ravichandran, 2000,p.82).

CALL, which provides a variety of learning materials, may help learners become more self-sufficient. The computer might be a useful tool for analyzing student mistakes and making self-corrections (Davies, 2006). In contrast, a lack of computer abilities can be a significant barrier to EFL teaching and learning..

1.7.2. Language Laboratories

Modern language laboratories are built on the idea of employing technology to speed the learning of a new language by engaging students in the learning process through hands-on engagement (Robotel,2016).

Language lab software is meant to make it simple for students to learn any foreign language (Japanese, French, German, Russian....ect. In India ,for example, language laboratories are used to teach English language skills. The Digital language lab system is used to teach English skills to students in schools, colleges, institutions, and polytechnics, among other places. The language lab is made up of different components that enable the software run well.

A language laboratory offers a variety of technology devices that can assist teachers in teaching listening by allowing students to listen to native speakers' conversations or music. Furthermore, model imitation is regarded as a tool for practicing speech (Singhal, 1997). As a result, the students will get the opportunity to listen to several models.

1.7.3.Audio Visual Aids

Audio-visual aids are critical in the educational system. Audiovisual aids are pieces of equipment used in schools to improve teaching and learning by making it easier and more interesting. Audio-visual aids are the most effective tool for improving education and communicating knowledge. Many students like to learn in classrooms that have audio-visual resources because it excites them and makes the classroom more fun (Abdullah,2014). There are several sorts of audio-visual aids available. Pictures, tunes, films, projectors, and PowerPoint presentations are among them. An image is a visually or textually represented depiction of anything.

Thousands of photographs are now available on the internet for use in the classroom. An picture can be displayed in a variety of ways, such as as a slide show on a computer screen or on a display board using a projector. The use of visuals can assist in making the lecture more engaging (Abdullah, 2014).

Songs can be used by EFL teachers to attract their students' interest and encourage them to listen to the target language. Songs may teach toddlers a wide range of language. After listening to the music, the instructor can assess whether or not his students comprehend it by introducing additional activities, such as asking them questions about the song's meaning. There are a variety of instructional videos available thanks to the internet. As a result, movies

have become a significant tool in the educational system since they allow pupils to learn about the lives and cultures of others. Lonergan (1995) writes: "Video in the classroom has exciting potential for language education and development" (p.01). In reality, teachers use films to make their courses more intelligible. Learners also utilize films to develop their speaking and listening skills by listening to native speakers (Lonergan, 1995).

In addition, a projector is widely utilized in classes. It is a device that projects a large version of a computer screen's display onto a surface. It is considered a helpful utility. Learners are more engaged in the course when it is given visually since they can see photos, maps, and graphs; students may also utilize PowerPoint to show their work (Abdullah, 2014).

1.7.4. ICT (Information and Communication Technologies)

ICT (information and communication technologies) comprise both audio-visual aids and digital technology such as computers and the internet, which may be used as motivators in the educational process. ICT offers students with technical equipment that helps them gain information and advance in their studies. It motivates students and allows them to communicate with one another. Furthermore, it helps pupils improve their communication skills. Students may participate more successfully because to ICT (Grace & Kenny, 2003).

1.8.Using ICT Techniques in the Classroom

It is important to suggest the following essential techniques that are seen by many scholars as the key factors for the mastery of the speaking skill.

1.8.1.Using DVDs

DVDs, which stand for Digital Versatile Disks, are similar to CDROMs in that they can store a variety of data, but their storage capacity is substantially more. Due to its high storage capacity and excellent audio and video quality, DVDs were established in the 1990s as an essential technology to be included in the language classroom and to replace CD ROMs.

1.8.2.Using Chat

Chatting is one of the most successful ways of enhancing pupils' speaking skills, especially when it is carefully managed and scheduled. It is regarded as a critical tool for increasing learners' fluency and accuracy. As a result, it is critical to define the purpose of talking for pupils.

1.8.3.Using CD-ROMs

Compact Disc Read-Only Memory (CD-ROM) is an abbreviation for Compact Disc Read-Only Memory. Many academics aggressively advocate for the use of CD-ROMs in the classroom. Teachers of speaking may utilize these technologies to teach the art of speaking because of their numerous benefits. Dundey and Hockly (2007) argue that using CD-ROMs in the classroom improves students' performance because they are exposed to real language autonomously, which they refer to as autonomous. As a result, it is critical to incorporate this tool into the training of speaking skills.

1.9.Challenges in Integrating ICT Tools in Education

There is a popular notion that introducing technology into the classroom is costly for school systems; however, children may not always need their own tablets or computers to thrive with technology. For auditory and visual learners, using technology during whole-class education can increase student participation. Simple technology like Powerpoint presentations, games, internet homework assignments, and online grading systems can dramatically boost students' academic progress. Although the use of ICTs in the classroom has numerous benefits, there are still impediments to their usage (Mumba,2017).

1.9.1.Limited Accessibility and Network Connection

According to many research studies, a key obstacle that prevents instructors from adopting new technology into education is a lack of access to resources, particularly home access. Numerous research investigations have shown a number of factors that lead to a lack of access to technology.

Teachers in Sicilia's (2005) study were frustrated with the problem of constant computer access. According to the author, computers had to be booked ahead of time, and professors would either forget or be unable to do so when working on many projects with students. In other words, a teacher would not have access to most ICT resources since they were shared with other teachers. According to Becta (2004), inaccessibility of ICT resources is not always due to a lack of hardware, software, or other ICT items within the school. It might be due to a variety of factors, such as insufficient resource management, poor technology, unsuitable software, or a lack of personal access for teachers.

1.9.2.Lack of Training

According to Pelgrum's (2001) research, there are not adequate possibilities for instructors to receive training in using ICTs in the classroom. According to Beggs (2000), one

of the top three hurdles to teachers' use of ICT in the classroom is a lack of training. According to a recent Turkish research, the most significant impediment to adopting modern ICT in education is a lack of in-service training for teachers (Zden, 2007), while Toprakci (2006) said that poor teacher training in ICT usage in Turkish schools is an impediment.

1.9.3.Scarcity of Qualified Teachers

Another element that impacts teacher confidence is the ability of instructors to integrate ICT into educational practice (Becta, 2004). Newhouse (2002) discovered in an Australian study that many instructors lacked the knowledge and abilities to utilize computers and were disinterested in the modifications and integration of extra learning involved with using computers into their teaching practices. The degree of this barrier, according to current research, varies per nation.

According to study, teachers' lack of technological proficiency is a major barrier to their acceptance and implementation of ICT in developing countries (Pelgrum, 2001; AlOteawi, 2002). In Syria, for example, the most major impediment has been identified being educators' lack of technological skills (Albirini, 2006).

Similarly, in Saudi Arabia, a lack of ICT skills is a key impediment to using technology into scientific education (AlAlwani, 2005; Almohaissin, 2006). As a result, a lack of teacher expertise may be one of the most important impediments to introducing technology into education. It might also be one of the elements influencing reluctance to change.

1.9.4.Narrow Time

Many recent studies indicate that many instructors are educated and confident in utilizing computers in the classroom, despite the fact that they utilize technology rarely due to time restrictions. A substantial number of academics mentioned time constraints and difficulties in scheduling appropriate computer time for classrooms as barriers to instructors' use of ICT in their teaching (Al Alwani, 2005; Becta, 2004; Beggs, 2000; Schoepp, 2005; Sicilia, 2005). The most prevalent concern highlighted by all instructors, according to Sicilia (2005), was a lack of time to design technological classes, explore several Internet sites, or analyze various qualities of instructional software.

According to Becta's (2004) survey, teachers lack time in many aspects of their jobs, limiting their capacity to accomplish obligations, with some of the participating instructors

particularly indicating which components of ICT demand more time. These include the time required to seek Internet assistance, plan courses, do study and practice with technology, overcome technological issues, and receive appropriate training.

1.9.5.Shortage of Technical Support at Schools

Tutors cannot be expected to overcome the challenges to ICT adoption unless they are provided with both competent technical help in the classroom and whole-school resources (Lewis, 2003). One of the most major hurdles to ICT adoption in education, according to Pelgrum (2001), is a lack of technical assistance among primary and secondary instructors.

In Sicilia's (2005) study, technical concerns were regarded as a major hindrance for teachers. Waiting for websites to load, being unable to connect to the Internet, printers not printing, malfunctioning computers, and professors working on outdated PCs were among the technological challenges. She denounced that "Technical impediments hampered the seamless delivery of the lesson or the natural flow of classroom activities" (p.43).

1.10. Scope of ICT in English Language Teaching

Information and communication technologies have the potential to cover all four English language skills in ELT (grammar, writing, reading, and speaking). Information and communication technology (ICT) plays an important part in the teaching and learning of English. The contemporary teaching and learning approach is built on information and communication technology (ICT). As a result, boosting educational quality has become a critical priority (Alkamel, Chouthaiwale, 2018).

On the top of that, the use of ICT tools in teaching English has many advantages, they can be summarized as follow :

- ✓ It aids in obtaining the essential information in a fraction of a second.
- ✓ E-learning helps learners become more inventive.
- ✓ ICT provides the learners with knowledge that will help them succeed in today's competitive environment.
- ✓ English lessons that incorporate multimedia applications can provide powerful motivation and exciting new ways for bored students to learn.
- ✓ ICT can encourage students and instructors to use current and genuine resources.

- ✓ ICT improves student engagement, verbalization, and participation in group collaborative learning.
- ✓ Students can learn on their own.
- ✓ A pictorial depiction is accessible with ICT.

1.11. Benefits of Using ICT tools in Maximizing the Education Process

ICT has a favorable impact on students' attitudes toward language acquisition. Students have an excellent opportunity to select the elements that will allow them to meet their learning strategies, which have been unsatisfied by traditional methods. The availability of media such as graphics, animations, audio and video clips is highly realistic since it helps learners present and practice a language in a different way. Not only students, but also teachers, rely on these technologies to easily develop, compile, save, and retrieve instructional materials (Alkamel, Chouthaiwale, 2018). ICT gives authenticity, allowing the student to interact with people from all over the world.

Korkut(2012) investigated how the internet has made language learning feasible without the difficulties of travel. Learners may now enjoy learning while remaining at home. In the past, time constraints were a severe learning obstacle. Technology has influenced the situation beneficially. Today, students may access any class at any time and from any location. Learners may now repeat any course until they have mastered it because of advances in online technology. Unlike traditional learning systems, ICT integrated education systems are available 24 hours a day, seven days a week. By reducing time and location obstacles, ICT integration has enhanced teaching and learning approaches (McLuhan, 2012).

Furthermore, Koc (2005) affirmed that using ICT allows students to interact, exchange, and collaborate from anywhere at any time. For example, a teleconferencing classroom may invite students from all over the world to participate in a topic debate at the same time. They may be given the chance to evaluate issues, explore ideas, and build concepts. They may conduct additional evaluations of ICT-based learning systems. Students not only learn together but also exchange varied learning experiences in order to express themselves and reflect on their learning.

Brush, Glazewski, and Hew (2008) asserted that ICT is used as a tool for students to investigate learning subjects, overcome obstacles, and provide solutions to issues found throughout the learning process. While engaging students in the use of ICT, ICT facilitates

knowledge acquisition and the understanding of ideas in learning domains. Furthermore, students are increasingly likely to engage in meaningful computer use (Castro, Sánchez, & Alemán 2011). They get fresh information and data by accessing, selecting, organizing, and analyzing it. As a result of ICT-based learning, students are more capable of utilizing knowledge and data from diverse sources, as well as critically appraising the quality of learning resources.

Additionally, ICT fosters fresh viewpoints in students' fields of study (Chai, Koh & Tsai 2010). ICT allows for more innovative responses to a wide range of learning issues. E-books, for example, are commonly utilized in reading aloud exercises in a reading class. Using PCs, laptops, personal digital assistants (PDAs), or iPads, students may easily access a broad choice of literature, from easy to sophisticated. Reading applications with a reading-aloud interface, suitable vocabulary-building activities, reading skills and vocabulary development games, and other elements may be included in these e-books. As a result, ICT includes purpose-built apps that provide unique approaches to meeting a number of instructional objectives.

Finally, the usage of the internet has improved critical thinking and comprehension in the study sector. Using trustworthy and authentic content was a huge challenge prior to the emergence of technology (Shetzer & Warschauer, 2000). Teachers and students can utilize the internet to submit their work in digital format (Lee, 2000; Singhal, 1997). Plagiarism detection software, according to Fahad Salim Al-Adi, has enhanced creativity and originality in material creation and invention. Archival technology has made it possible to document, reflect on, and revise one's work. It has increased the accuracy and clarity of written and spoken communication (Greenfield, 2003; Jepson, 2005). Technology has helped to alleviate some of the more serious issues of race, gender, handicap, accent, and socioeconomic status (Shetzer & Warschauer, 2000).

1.12.Conclusion

This section dealt with the study's theoretical component. It tackled the term "information and communication technology." It then provided an outline of its historical application in teaching. Following that, the chapter compared traditional and modern teaching methods. It also discussed the application of these technologies in education, as well as the many types and strategies employed in classrooms. The chapter also discussed the issues of incorporating ICT technologies in education, as well as their application in English language

instruction. Finally, the chapter aimed to demonstrate to the reader the advantages of utilizing ICTs in the educational process.

2.1. Introduction

The previous chapter has dealt with the theoretical part of this study. This chapter is merely descriptive. It aims to restate the research questions and hypothesis. It aims also to introduce the scope, the structure and the significance of the study. Besides, the chapter is intended to display the Algerian education and ICTs as to mention the methodology adopted by the researcher to complete his investigation. It also aims to describe the participants' profiles and introduce the research tools used to collect data to dub the process of their implementation. In the end, the chapter mentions the limitations faced by the researcher.

2.2. Restatement of The Research Questions and Hypothesis

As a reminder for the reader, the investigator of this research has raised two research questions, they are stated as follows:

- 1-What attitudes do students hold toward the use of technology in learning?
- 2- Does the use of ICT tools substitute for conventional teaching methods?
- 3- To what extent can the implementation of ICTs increase the learning-teaching process in the pandemic era?

To answer these questions, two research hypotheses have been formulated :

- 1- Students' attitudes vary between positive and negative, but it might seem that the majority have a positive attitude since they are brought up in the digital world.
- 2- ICT tools can compete with the classical ways of teaching since they facilitate the teaching-learning process, especially during the pandemic period.
- 3- Due to the current situation that the world is immersed in, ICT tools would help the teachers and learners to be in contact all the time which maintains the progress of education without any hindrances.

2.3.The Aim of The Study

The present study is an endeavor to investigate if these ICT tools can replace conventional teaching methods. Furthermore, it intends to investigate their use in enhancing the teaching-learning process especially that the world now is immersed in a worldwide pandemic.

2.4. The Significance of The Study

This is one of the most important issues that needs be addressed, especially in light of the present catastrophic pandemic that is threatening the entire world. As a result, this

research is motivated by the goal to integrate technology into the educational spheres of both learners and teachers in order to enhance learning development.

2.5. The Structure of The Study

The study is divided into three chapters. The first chapter presents a theoretical introduction to information and communication technology (ICT). It seeks to distinguish between traditional and modern schooling. It aims to allude to the importance of ICT in teaching and learning during the pandemic, its history, and its relationship with the COVID-19 pandemic. This chapter also discusses the most often utilized technical tools, as well as the difficulties encountered in integrating these technologies and the benefits of employing ICT tools in education.

The research design and technique discussed in the second chapter. It described the study equipment in-depth, as well as the informants' profiles, research processes, and data processing methodologies.

The third chapter was all about analyzing the data that had been obtained. It concludes with a summary of the most important findings. It also aimed to make some suggestions to improve teachers' and students' awareness of the use of ICT in education. These recommendations were made in response to the findings.

2.6. Algerian Education and ICT

Both administrators and students agree on this point, educators play a significant and vital role in the implementation of ICT in the educational arena. Nonetheless, an ICT strategy exists; however, for it to be successfully implemented, strong, solid infrastructure and resources are required, given Algeria's issues with insufficient framework and connectivity. There aren't enough acceptable learning resources. The creation and arrangement of tools and learning materials, on the other hand, are important to the ICT strategy for educational advancement. Rural areas have a higher percentage of illiteracy in general. In other words, there are just a few schools. As a result, the national ICT policy prioritizes access and connectivity to all areas.

Despite Algerian authorities' huge efforts, professional advancement programs and teacher training are confined to fundamental ICT with no relevance or importance to integration into

the educational process. Several projects and efforts were underway, but owing to the barriers provided by political and economic insecurity, many of them were paused, if not abandoned.

In a nutshell, ICT is meant to augment the information obtained throughout the Algerian educational system's fundamental stages. Despite these obstacles, ICT has created a significant deal of interest in instructional work among students and educators.

2.7.Methodology

According to Leedy (2000), a research technique is a collection of methods used to find, select, process, and evaluate data concerning a certain issue. To do scientific research, each researcher must adhere to certain processes. According to Babu (2008), the methodology describes the research inquiry and why it is required since it specifies the study's starting stage, bearings, and prospective implications when it is concluded. In this line, the researcher has chosen a mixed methodologies study to help her address the three previously expressed research topics.

2.7.1. Mixed Method Approach

Mixed methods research employs both quantitative and qualitative approaches. It seeks to increase and develop knowledge as well as verify the issue under consideration. Researchers that conduct such studies say that employing both methodologies provides a more complete understanding of study problems than using only one strategy. The combination of quantitative and qualitative approaches enables more complete data utilization, resulting in a better understanding of study challenges and complex phenomena than either approach alone (Fetters & Freshwater, 2015). As a result, its application enhances the validity of conclusions. Conducting mixed methods research, on the other hand, is challenging and loaded with complications (Creswell & Clark, 2011). This is due to the fact that the quantitative and qualitative components of the study need more effort and take longer to perform. Thus, it makes the research academically more valid.

2.7.1.Quantitative Approach

Quantitative research is the systematic investigation and study of phenomena via the collection of quantifiable data and the use of Statistical, Mathematical, and Computational Methods (SPSS). Quantitative research uses sampling methodologies and the dissemination of questionnaires, surveys, tests, and polls to gather information from present and future clients.

The results of which may be mathematically expressed. They are logical, statistical, and reasonable in their approach. In contrast to qualitative research, this type of study is based on numerical language, which implies that data is collected in terms of numbers and figures.

2.7.2. Qualitative Approach

According to Shank (2002), qualitative research is "a sort of systematic empirical enquiry into meaning" (p.5). He means adherence to agreed-upon criteria or plans among members of the qualitative research community when he says 'systematic.' By 'empirical,' he meant that this type of inquiry is grounded in the realm of experience. The phrase 'inquiry into meaning' means that academics try to understand how others perceive their experiences. Furthermore, according to Palmer and Bolderston (2006), qualitative research tries to gain insight into the distinctive meanings and behaviours experienced in a specific social event through the subjective experiences of the participants. Qualitative data is gathered in the form of words rather than statistics (unlike the quantitative approach). Its main goal is to emphasize the 'why' and 'how' of an event rather than its numbers. In other terms, qualitative research is gathering and evaluating non-numerical data (such as text, video, or audio) to better comprehend concepts, views, or experiences (Bhandari, 2020).

2.8. Participants' Profile

For a variety of reasons, basic random sampling is chosen in this investigation. First and foremost, it benefits the researcher since "no easier approach exists to collect a study sample from a wider population than simple random selection" (Depersio, 2018, p. 7). The findings can then be extrapolated to a larger population later on. Furthermore, because no prior knowledge about the people or items involved is included in the data gathering approach, it instills a feeling of impartiality in the research (Gaile, 2017).

The population of this study was EFL students and teachers from the department of English language, faculty of languages and arts Dr. Moulay Taher University of Saida. The study was conducted during the first semester of 2021/2022.

2.8.1. Description of The Students' Profile

To fulfil the objective of this study, the investigation was done with EFL students from different levels to form an inclusive idea about all their attitudes. They were chosen randomly

to answer the questionnaire which was distributed online via google drive. The maximum number of students was forty.

2.8.2. Description of The Teachers' Profile

Four teachers were selected randomly for the interview to elicit information about their relationship with the use of technological tools in their teaching. Those teachers were all female, they teach different modules and have a wide experience in the domain of teaching.

2.9. Research Tools

Any research relies on many research tools to make its findings more dependable and believable. As a result, the current study was created using a questionnaire and an interview, which the researcher decided to collect the necessary data for a thorough analysis of the function of ICT tools in optimizing the learning process.

2.9.1. Questionnaire

The questionnaire is a systematic and vital tool for the collection of primary population data of interest applied to theoretically based research. It is a very relevant tool in the education sphere, as Mbeki said "I think that probably the most important thing about our education was that it taught us to question even those things we thought we knew" (p. 01).

What is more, the questionnaire as a data-gathering tool has many advantages and disadvantages. First of all the answers may be received rapidly. Then, it is an easy method that any researcher can undertake. Moreover, the correspondents can answer the questionnaire at their leisure, so they put less pressure on the respondents. However, the investigators still encounter some barriers when opting for questionnaires because they may provide poor responses and incomplete entries.

2.9.1.1. Students' Questionnaire

The students' questionnaire is a semi-structured questionnaire. It aims to obtain data about the learners' perspectives on the use of ICT tools in learning along with their experience with online learning during the lockdown period. To address the first research question and even the second one, a semi-structured questionnaire (see appendix A) is delivered online to 40 learners. It was composed of closed-ended (yes or no/multiple choices questions, Likert scale, scaling) questions and open-ended questions. The questionnaire took one month.

The questionnaire was divided into three sections. The first section aimed to know whether there is a use of technology in the EFL classrooms or not. The section comprises four questions. The first question was dichotomous (yes/no), the second one is a multiple-choice question, and the third and fourth ones were open-ended questions.

The second section aimed to explore the learners' opinion about their experience with distance learning (Moodle). It comprises also four questions. The first two questions were multiple choice questions. The third one was a scaling question while the fourth is dichotomous question.

The third section aimed to know the students' attitudes toward the use of technology in learning. It consists of three questions. The first and third questions are open-ended while the second is a Likert scale question.

2.9.2. The Interview

The interviews are research tools used to help the researcher to understand and explore the research behaviours and phenomenon. There are three well-known types of interviews namely: unstructured, semi-structured, and structured.

The interview can be a positive addition to any research because it increases the knowledge of both the interviewer and the interviewee. Furthermore, it enhances mutual understanding and cooperation. However, the researchers are still facing some limitations in the interview process such as lack of attention and time-consuming.

2.9.2.1. Teacher's Interview

The type of interview used by the researcher in this dissertation is a structured interview since it was undertaken virtually through email. It was addressed to four EFL teachers who are well experienced in the domain of teaching. Those teachers have appreciated and welcomed the research as they contribute positively to the research while the others apologize for not responding because they had no time to do so.

The interview comprises nine questions that vary between WH questions and dichotomous questions (yes/no). These questions attempt to cover all the aspects related to the subject matter that would help the researcher to achieve satisfactory results concerning his investigation as well as to check the validity of the hypothesis that have been raised.

Before starting, the researcher took the permission of the teachers then he opened the meeting with a concise introduction in which he defined the topic and identified the major points which are going to be discussed.

2.10. The Limitations of The Study

Any researcher faces difficulties while undertaking an investigation, which means that the researcher's journey is full of obstacles. In this paper, the researcher faced two hindrances. The first one is that he was working most of the time, thus, he had to make a balance between working outside and inside his home.

Additionally, the participants were not that much collaborative in which the researcher found a difficulty in collecting data from the students and teachers alike.

2.11. Conclusion

This chapter was descriptive. It aimed to restate the research questions and hypothesis. It aimed also to introduce the scope, the structure and the significance of the study. Besides, the chapter was intended to present the Algerian education and the use of ICTs as to mention the methodology adopted by the researcher to complete his investigation. It also aimed to describe the participants' profiles and to introduce the research tools used to collect data as to dub the process of their implementation. In the end, the chapter mentioned the limitations faced by the researcher.

3.1.Introduction

The previous chapter was only intended to describe the process adopted by the researcher to conduct his study. The current chapter is split into two parts. The first part's aim is analytical, it is intended to analyse and interpret the data collected from the students' questionnaire and the teachers' interviews. The second part is suggestive, it aims to provide some recommendations for the learners and teachers to maximize the use of ICT tools in the sphere of education.

3.2.Findings

This study's findings will be examined both qualitatively and statistically. The students' questionnaire will be addressed numerically, whilst the instructors' interview will be conducted qualitatively.

3.2.1.The Students' Questionnaire

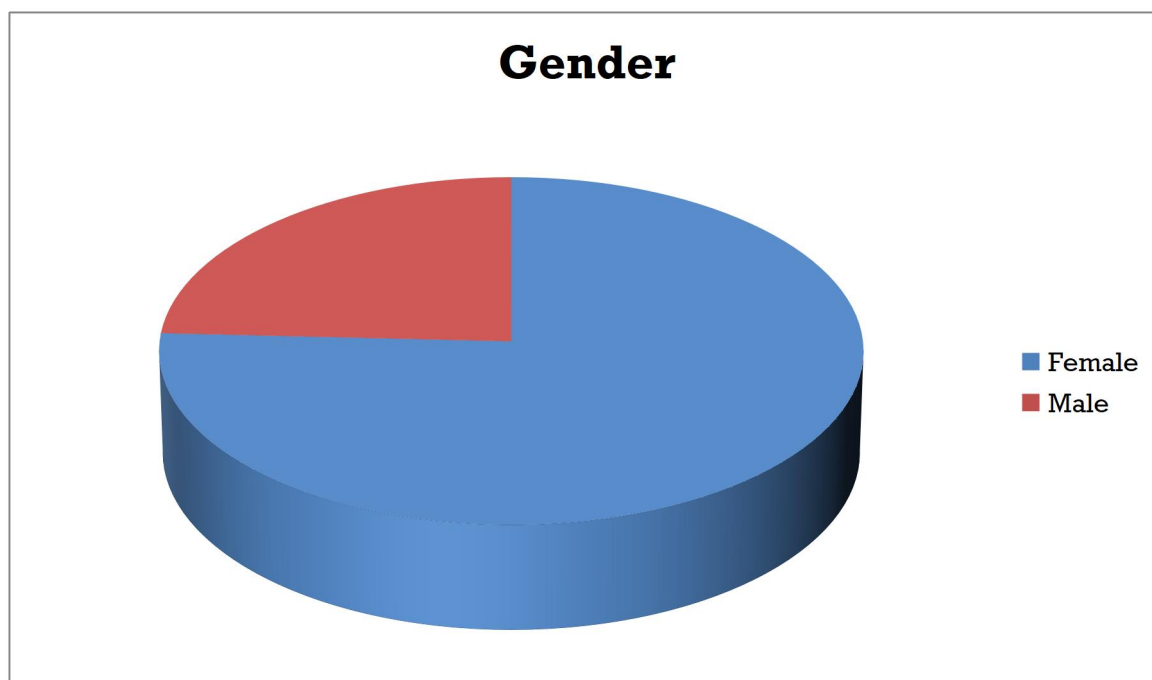


Figure 3.1.Students' gender

This pie chart shows the gender of the learners. Most of the informants are female who forms 75,6%. On the other hand, the rest of the respondents who form 24.4% are males.

Section one: The use of technology in an EFL classroom

As mentioned in the previous chapter, the students' questionnaire was administered to EFL learners from the different levels at Saida University. This section is devoted to the analyses of the learners' questionnaire to elicit data about their teachers' use of ICT tools in the EFL classes as well as their attitude towards the use of these technological tools.

Question one : Do your teachers use technology in teaching ?

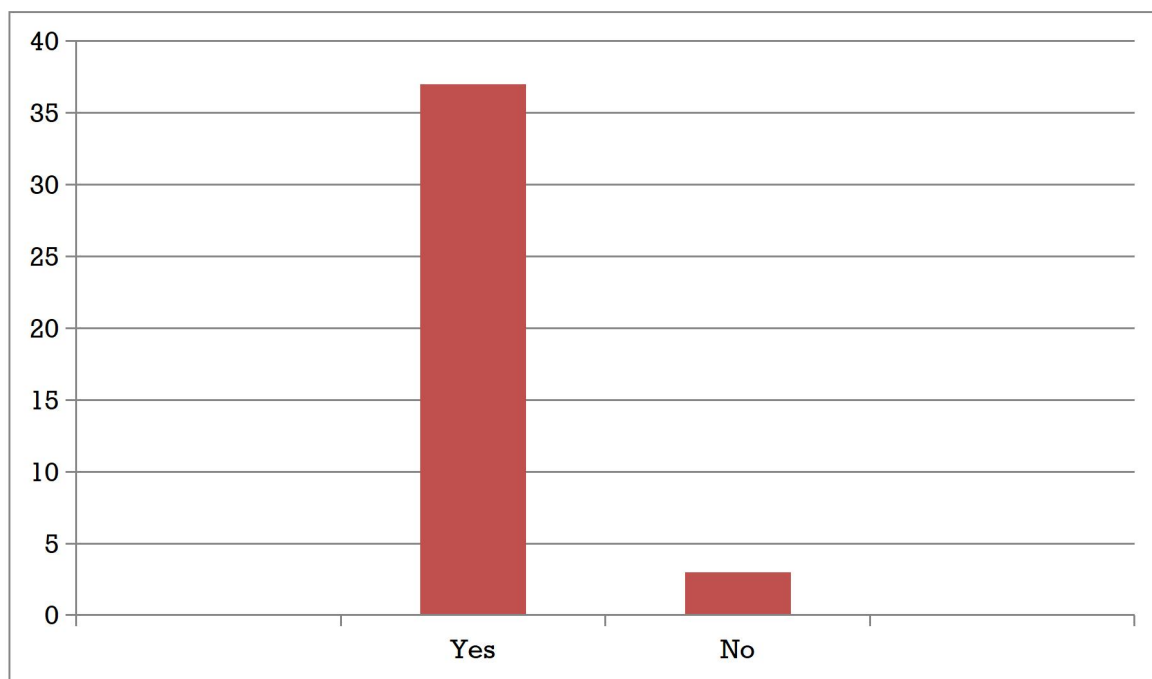
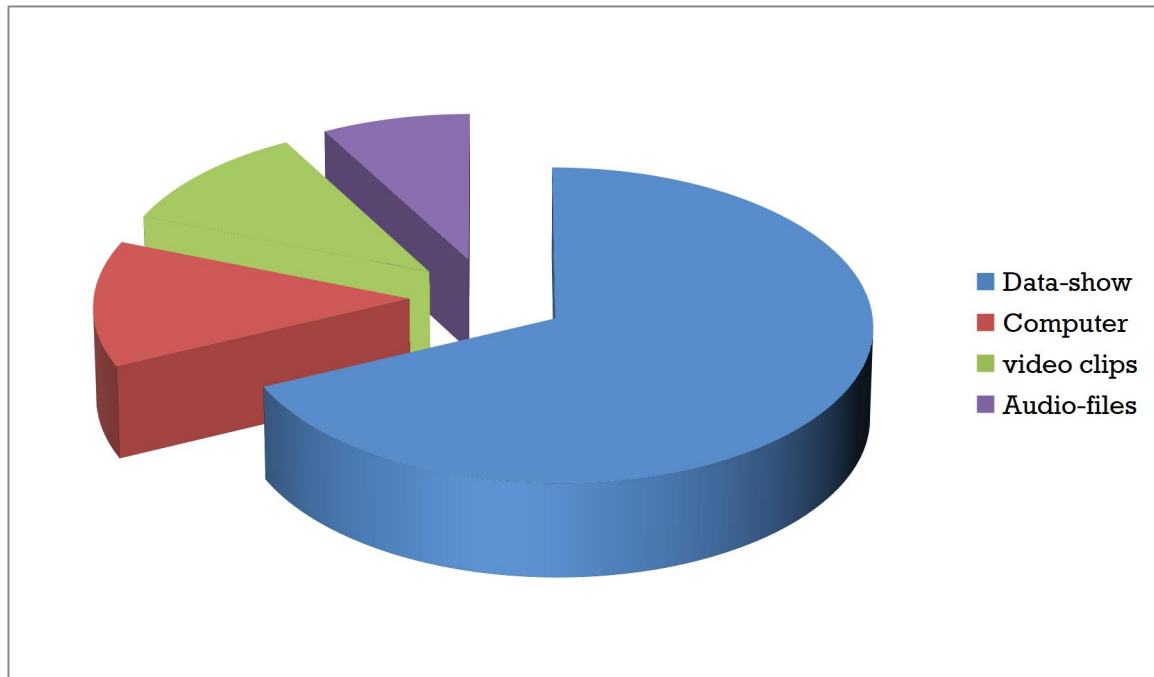


Figure 3.2. Teachers' use of technology in their classes

The graphic above shows the learners' answers about the teacher's use of technology in the classroom. The result shows that 37 students out of 40 claimed that their teachers use technological tools in conducting their lessons. This implies that the teachers are aware of the usefulness of the ICT tools in teaching. However, the others who form 3 students out of 40 claimed that no tool is used in their class by their teachers.

Question two : What kind of materials do your teacher use ? (you can tick more than one option).



*Figure 3.3.*Materials used by the teachers.

The pie chart above displays the type of technological materials used by the students' teachers. Findings reveal that 68% of teachers use the datashow to undertake their lessons. Besides, 18% of the teachers use the computer in their classes. On the other side, the rest of the teachers use video clips and audio-files, in which, 11% of them use the former while 8% of them use the latter.

Question three : To what extent are the teaching materials effective in the instructional process?

All of the students gave their answers about the effectiveness of using teaching materials in the instructional process, their answers can be summarized as follow:

- ✓ The use of teaching materials is really crucial in learning.
- ✓ The use of teaching materials helps the learners to develop integrative skills.
- ✓ Using teaching materials makes the learning process much more stimulating.
- ✓ It assists the learners to be more motivated to study.
- ✓ Its use is effective in that these tools help the learners to focus more in their lessons.

These samples of answers imply that the EFL learners hold a positive attitude toward the use of teaching materials.

Question Four: can technology replace traditional teaching? Explain

Students' answers vary as follow:

- ✓ Yes, because of the current inventions, I can notice that technology takes a large part in our studying.
- ✓ Yes, because it is effective.
- ✓ No, because traditional teaching is always seen to be taken a good consideration.
- ✓ Absolutely, technology can help the teachers to reach out to more students as well as reduces physical strain and save time.
- ✓ Actually, there should be an equivalence between the two ways of teaching so that learners will vary their learning styles.
- ✓ Yes, because it facilitates learning in so many ways.
- ✓ After the pandemic, most of the students depend on online learning so yes, it can replace conventional teaching.
- ✓ Yes but its use needs supervision, otherwise, the learners will be lost.

Most of the students agreed that online learning can replace the traditional one. Maybe they felt more comfortable in studying, especially since this generation is brought up in a digital world.

Section two : Distance learning in today's pandemic.

This section aims to explore the learners' experience with remote learning during the pandemic period.

Question one : What device do you use for the remote learning ?

Table 3.1. *Devices used in remote learning by the students*

Devices	Percentages
Laptop	34.1%
Phone	52.3%
Tablet	00%
Computer	10.3%
Others	3.3%
Total	100%

The table above shows the different devices used by the learners to study during the pandemic period. The results reveal that 34.1% of the students use a laptop to reach their online courses. Besides, 52.3% of the learners use their cellphone to study and this category forms the majority. On the other hand, 10.3% of them use a computer while 3.3% use other devices that they did not mention their types.

Question two : How often do you access to Moodle platform?

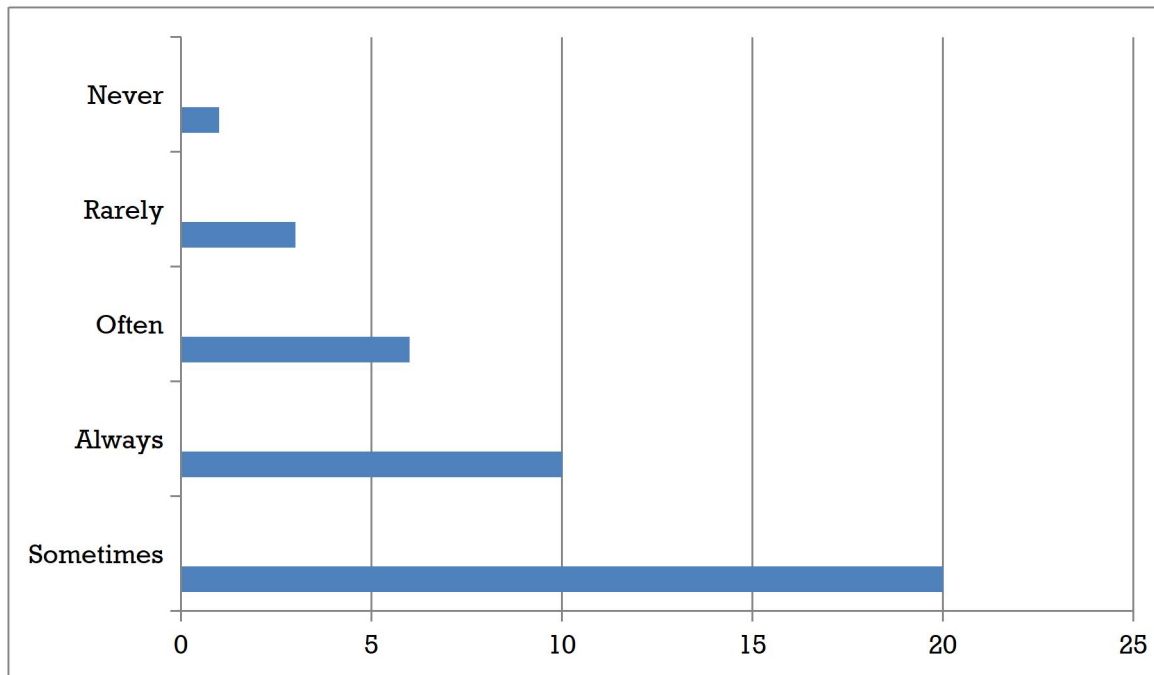


Figure 3.4. Student's access to Moodle Platform

This diagram demonstrates the students' rate of accessing Moodle platform that the university has established because of the out-breaking of Covid-19 pandemic. The diagram shows that 20 students out of 40 sometimes access it, 10 students access it always. Those students are all the time in touch with the daily update of the Platform. Besides, 6 of them access it often. However, 3 students out of 40 access it rarely, where 1 student has never accessed it, he may be not interested or relying on other sources to study.

Question three : On a scale of 1 to 10 rate, how collaborative were your teachers while studying online? (1= poorly collaborative, 10= extremely collaborative).

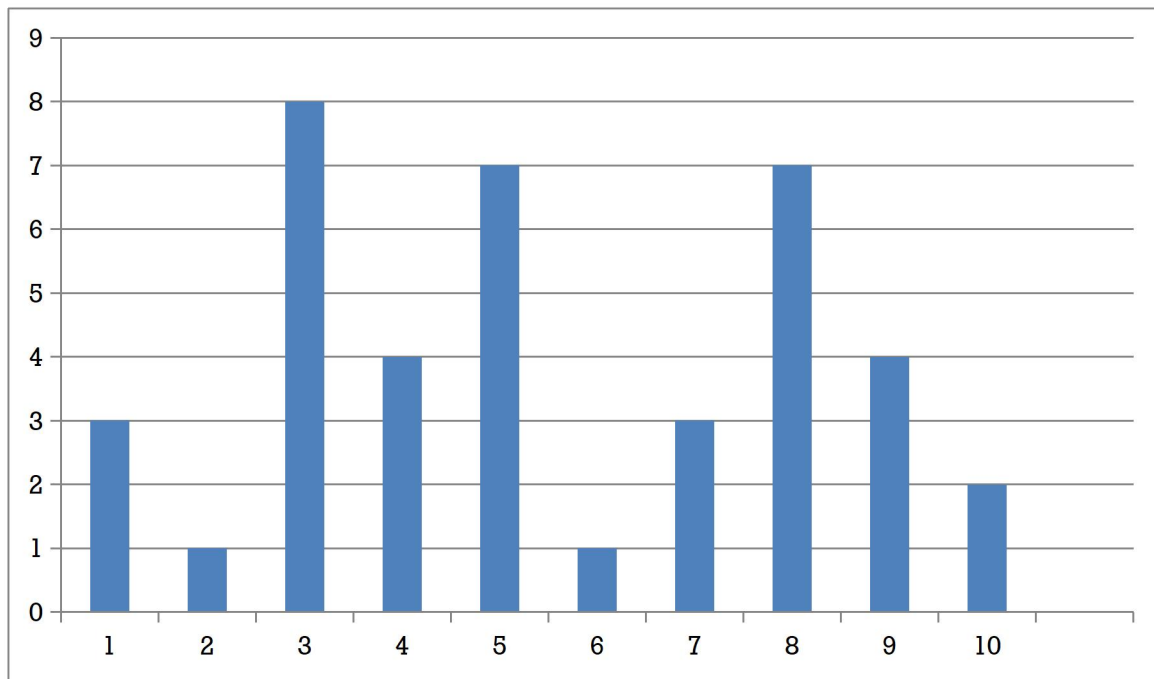


Figure 3.5. Teachers' collaboration with learners in online learning

The diagram above displays the teachers' collaboration with their learners through online learning. Three students (3) claimed that their teachers were poorly collaborative with them. One student rates their teachers' collaboration on 2 out of 10. eight students (8) rate it on 3 and 4 students rate it on 4 out of 10. Besides, 7 students claimed that their teachers were to some extent collaborative when they rate their collaboration on 5. Moreover, one student rates his teachers' collaboration on 6 out of 10, three students rate it on 7, and 13 students claimed that their teachers were extremely collaborative when they rate it on 8, 9 and 10 out of 10.

Question four : Do you enjoy remote learning?

Table 3.2. Students' attitude towards remote learning

Answers	Percentages
Yes	52%
No	48%
Total	100%

The table 3.2 shows the attitude of learners toward remote learning. The majority of respondents are favorable about it, with 52 % saying yes. However, the other 48% stated that they do not appreciate remote learning, either because they are unfamiliar with the use of technology or because they have become accustomed to depending significantly on their lecturers in their classes.

Section three: The students' attitude towards the use of technology in learning

This section is the last. It aims to discover the learners' opinions about the usage of technologies in their learning process.

Question one : How effective was distance learning for you?

The learners gave their opinions about the effectiveness of distance learning during the pandemic period. Their answers are summarized as follows:

- ✓ It helped me to be self made and autonomous learner.
- ✓ It was beneficial for the learners who were far from university.
- ✓ It was not effective for me. I had lower educational achievement this year.
- ✓ Distance learning in higher education can teach students skills and competencies of developing professional skills such as the skill of self-study, the ability to plan and organize, time management skills, the ability to solve problems, to take responsibility, to work under pressure, and to be creative and initiative.
- ✓ The impact was huge and I prefer studying online.
- ✓ It is somehow effective because I learnt to search more.
- ✓ Not effective at all.
- ✓ Remote learning is enjoyable but the Moodle platform is not.
- ✓ I like it and I adopt it since I was first-year student, but my experience with Moodle was bad.

The majority saw that distance learning was effective since it learnt them new knowledge. However, the minority showed their negative attitude towards it, convinced that it was the reason behind the decrease of their level.

Question two : Rate your level of agreement with each statement .

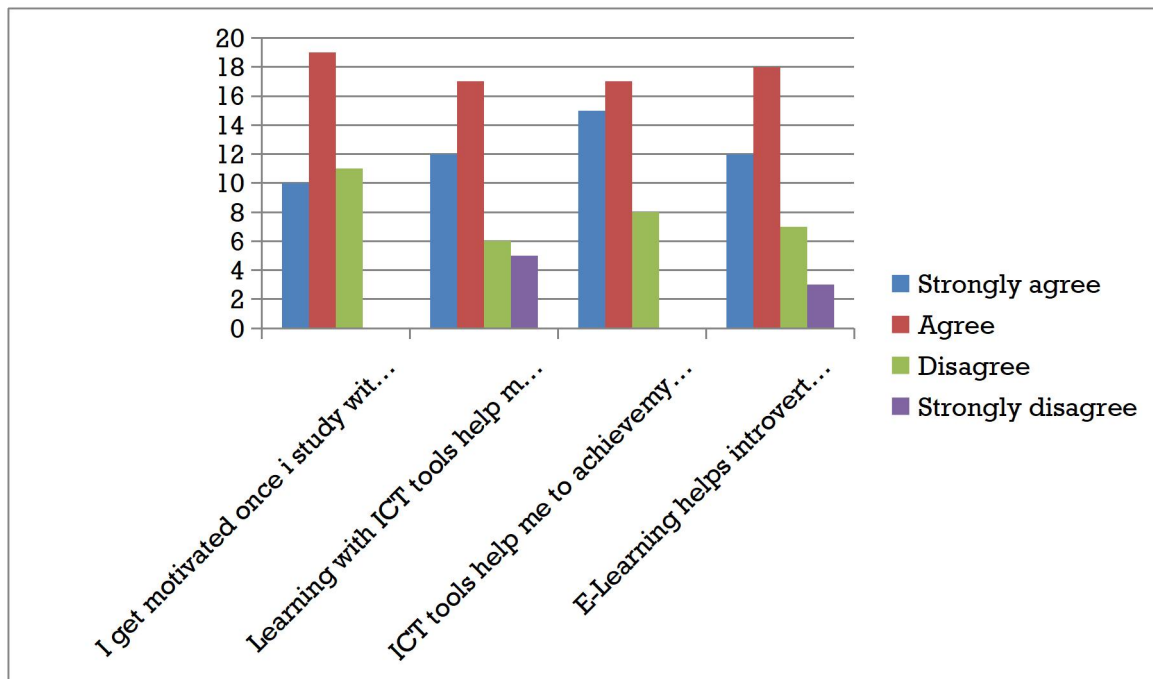


Figure 3.6.Students' rate towards technology

This figure demonstrates the extent to which learners agree about the four statements shown in the graphic. Concerning the first statement, 10 students -out of 40 - strongly agreed about it, 19 students agree and 11 of them disagree. In the second statement, 12 students strongly agree about it, 17 students agreed, 6 of them disagree and 5 strongly disagree. Fifteen students strongly agree with the third statement, 17 of them agree and 8 has disagreed. In what concerns the last statement, 12 students strongly agree, 18 students agree, 7 students disagree and only 3 has strongly disagreed.

Question three : In your opinion, does E-learning enhance the learner centredness? (learner's autonomy) explain.

The learners' answers can be cited as follow:

- ✓ Somehow, the learner depends on himself to access the needed information, also the learner tries to understand the lesson himself or looks for other sources which would help him to get the idea of the course.
- ✓ Once the learners find themselves obliged to study via technology rather than absorbing information from teachers, they will get used to learn by themselves instead of relying on their tutors.
- ✓ It does since they are going to monitor their own level of comprehension whether above, average or below the grade level.

- ✓ Yes, because he depends on himself in learning and achieving the academic objectives without the help (explanations) of teachers.
- ✓ Personally speaking, much learning is best acquired in the correct use of e-learning.
- ✓ Yes,because it learns the learner to construct knowledge himself, thus, this knowledge will stick in his mind.
- ✓ E-learning saves us time and means we can learn on the go; so it eliminates the boundaries of the classroom. It enables us to easily learn about the world and gain better skills. However, this easier access to information means the academic requirements facing students can also be more demanding.
- ✓ Yes, because it pushed the student to do his own research as he is not in the same room with his teachers.

It seems that all the learners agreed that learning via the internet helps them to be self-made as to be autonomous learners.

3.2.2. Teachers' Interview

Question one: Are you familiar with the use of technology?

All the teachers confirmed their familiarity with the use of technology. Teacher (C) added: “Somehow, I became more familiar with it during the pandemic; I mean in that period, teachers were obliged to deliver their courses online that's why...”.

Question two: Do you allow your learners to use any of technological tools in the classroom to do their tasks?

Teachers (A) and (B) simply said yes, they allow their students to use these tools in the classroom. Besides, teacher (C) said: “Yes, since I'm a teacher of Phonetics; I suggest my students to check the e-dictionary on their phones after doing the transcription tasks to confirm both the word's pronunciation and meaning”. Teacher (D) added: “If they wish yes, in the classroom some students use data show for presentations, other use computers, recordings, during the pandemic students were allowed to use any tools possible to them to send their assignments ”.

Question three: Do you use one of these tools in your session? If not, why?

Teacher (A) affirmed: “I sometimes use my own I-pad to make the students hear the native speaker's pronunciation and honestly it's not enough because such an essential module like

Phonetics normally, requires a well- equipped learning atmosphere i.e, teaching in the laboratory, using data-show in the classroom in some sessions etc...unfortunately our classrooms lack the minimum of these conditions so as a teacher along with my students, we find ourselves obliged to cope with the current situation”.

Teacher (B) claimed: “It depends on the doability of things. I used to use the data show for instance, but then it became impossible due to unequipped classrooms. I use emails with students to facilitate communication and assignment completion. On Moodle, I use videos and electronic documents such as eBooks for teaching activities.

Teacher (C): not always as some students are not getting used to their use. Teacher (D) has just claimed by yes.

Question four: When using these tools, do you feel that your learners are stimulated?

Teacher (A) said: “Yes, it's a common idea that the students correspond well with the technological tools in the learning medium because it's a part of their generation culture”.

Teacher (B) affirmed: “I think using the data-show created more interaction and facilitated understanding and helped to gain time”.

Teachers (C) and (D) as always had brief answers, they claimed that their students become more stimulated once one of these tools is used in the classroom.

Question five: How was your experience with the use of Moodle?

Teacher (A) frankly said: “Well, Moodle is an effective platform to teach/learn via distance and it completes the traditional teaching/ learning process but in a no-way, it substitutes it. The majority of students didn't correspond adequately with the platform; they are not used to attending lectures online as they don't accept the idea of not having a teacher in front of them explaining the lesson. As a result of this non-correspondence, the teacher honestly becomes non-motivated to teach online”.

Teacher (B) affirmed that: “I do not really teach through Moodle I use it to put lectures and some supporting documents and videos online. But I think it is a good tool for teaching nevertheless the site is often under construction and students did not receive training to use it and often complain about having no access to the platform”.

Teacher (C) said: “It was a tiring experience because we imposed Moodle on our students”.

Teacher (D) claimed that it was not a good experience.

Question six: Do you prefer to use classical ways for teaching or modern ones, I mean using technology?

Teacher (A) said: “I prefer to use both of them. However; I insist more on the classical ways; I mean the course explanation and discussion should be provided in the classroom while the course illustrations or the assignments should be fulfilled online”.

Teacher (B) claimed: “If all the needed instruments are available to both teachers and students, yes I would love to use modern ones. However, it is very important to think about training both parties (teachers and students) to ensure the successful functioning of modern tools and methods in teaching”.

However, teachers (C) and (D) said that they prefer the classical way of teaching.

Question seven: Can these tools replace traditional way of teaching and reduce burdens on the teacher’s shoulders?

Teacher (A) said: “They can never replace the traditional way of teaching; the teacher plays a major role in the classroom: the student's orientation, the course explanation, the clarification of the student's ambiguities...all the previous tasks are mainly done by the teacher”.

Teacher (B) said: “I think they can complement each other”.

Teacher (C) claimed: ‘Yes, it depends on the tool, if it is teams Platform; it lessens the burden but Moodle no’.

Teacher (D) claimed “Not really !”.

Question eight: Do you urge your learners to use technology to learn?

All the teachers agreed that they urge their learners to use technological tools to learn, especially in the pandemic period that the world is immersed.

Question nine: In your opinion, can these tools maximize the process of teaching-learning?

How so?

Teacher (A):“According to me, the use of technology only facilitates the teaching/ learning process. To maximize the learning quality, many conditions are needed and it's not necessary that the technology is one among them. The proof is the educational system of the previous years; it was really fruitful and thanks only to the competent teachers and the hard-working generations of that time”.

Teacher (B):“Each method requires a set of inquiries to participate positively in the teaching/ Learning processes, that is to say ; those tools facilitate learning but they do not maximize it”.

Teacher (C):“Somehow yes, if a student does not understand something, he can get in touch with his teacher online. Assignments and Assessment can be done virtually”.

Teacher (D):“May be for some subject matters, not for others as learners use these tools for other objectives”.

3.3.Discussion and Interpretation

As was mentioned in the general introduction, the aim behind undertaking this study is to know the learners’ attitudes toward the use of technology in learning, to discover the role of ICT tools in increasing the learning-teaching process, and to see if these tools can replace the conventional way of teaching.

To achieve these aims, the researcher asked three research questions, the first one is: What attitudes do learners hold towards the use of technology in learning? The second one: Does the use of ICT tools substitute for conventional teaching methods? And the third one is: To what extent can the use of ICTs increase the learning-teaching process in the pandemic era? These questions helped the researcher to find convincing answers for his investigation after analyzing the data collected from the two research tools he has used; the students’ questionnaire and the teachers’ interview.

In fact, the students’ questionnaire and the teachers’ interview were mixed to answer the three research questions together, which means: they were pouring in the same vessel. Starting with the questionnaire which played a paramount role in collecting valuable data that the examiner needed to find the reality. Regarding the students' answers, the majority of the learners say that the use of materials is effective in the learning process, in which about 80% are stimulated towards their use (see answers to question three, section one). This answer was similar to the teachers’ answer in question four when they all agreed that using these tools really creates an interactive and stimulating learning atmosphere. This finding is similar to a previous study that claimed that technology influences EFL teaching and learning as it makes learning interesting and teaching more productive (Solanki & Phil, 2012). Similarly, most of the learners affirmed that they enjoy remote learning when 52% of the students answered by ‘yes’ (see answers to question four, section two) as they confirmed it through the answer to question one in the third section when the majority saw that distance learning was effective since it made them more self-learners(see answers to question three, section three). Thus the first hypothesis raised by the researcher is proved.

However, the interview revealed that the teachers did not agree about the idea which claims that the traditional way of teaching can be replaced by the modern ways of teaching and technologies, in which, they asserted that learners always require direction – which is

provided by a teacher – in order to learn and study, and that those tools can aid in the learning process but cannot replace instructors (see answers to question seven). Furthermore, they indicated that their experience with Moodle was to some extent negative (see answers to question five), which was similar to some students' answers in the questionnaire, due to a lack of training for both sides (teachers and learners), as students in Europe are not familiar with online learning. That is, they have viewed technology as a tool that promotes learning but does not optimize its advancement to a considerable extent. This is comparable to Arora's study, which concluded that no matter how sophisticated or intelligent a computer program is, it would never be able to replace teachers. Technology will never be able to replace a teacher's knowledge and experience. and life experience. A teacher directs, facilitates, and mentors his or her students (2020). Thus, the second and the third hypothesis are also proved.

In brief, the research tools that the investigators opted for have assisted him to a large extent to confirm the research hypothesis he has raised.

3.4.Recommendations

Recommendations are a set of suggestions made by the investigator to solve the problem he was seeking for its answers. In this research, the researcher addressed some recommendations to the policymaker, the teachers and the learners.

For Policymakers

Making training sessions about the use of Moodle for both teachers and learners

It was clear that several students and even professors were unfamiliar with Moodle and did not know how to utilize it properly. To that aim, policymakers are asked to hold monthly seminars for teachers on the proper method to use this platform in order to familiarize them with it. Training should not just include Moodle, but also ways for using ICTs into teaching and learning.

Making new rules for the distribution of ICTs

New laws should be implemented to guarantee that ICT tools are provided evenly throughout educational institutions regardless of geographical location, as some sections of the country do not have access to those technical resources.

For Teachers

Teachers are urged to change their teaching approaches by using ICTs in the classroom. Furthermore, the use of ICTs needs innovative thinking in order to include a range of activities into teaching to keep students interested. Teachers must be competent in planning and executing technology-based courses in order to get the desired results.

The use of these new tools into teaching and learning can increase student participation while also supporting students in exploring a technological environment (Solanki & Phil, 2012).

Involving the students in the way of conducting the sessions

The instructor must include the students in decisions such as class direction and encourage a learner-centred classroom by concentrating on the students and assisting them in developing learning methods so that they may choose which tool to use in the sessions to be taught. They must first comprehend the issues of the students and then monitor technological advancements (Smart, 2008).

Allow Flexibility

Some lessons are related to technology, while others are not. Some skills can be learnt best on a computer, while others require hands-on experience. As a result, teachers must recognize that technology cannot do everything and that flexibility is essential for success.

For Learners

Learners must use technology to their advantage. Students should be excellent web surfers in order to develop fluency and accuracy, as well as to understand the culture and customs of the English language community.

Learners can enhance their writing skills by utilizing a variety of technology tools. For example, students can have a variety of exercises that can be automatically rectified utilizing software or specific applications. Learners can utilize technology tools to select the activity that best suits their ability, ranging from basic to complex. Finally, students have access to writing and reading resources via a computer and the internet, as well as other tools such as tablets and cellphones, when they use technology (Grace & Kenny, 2003).

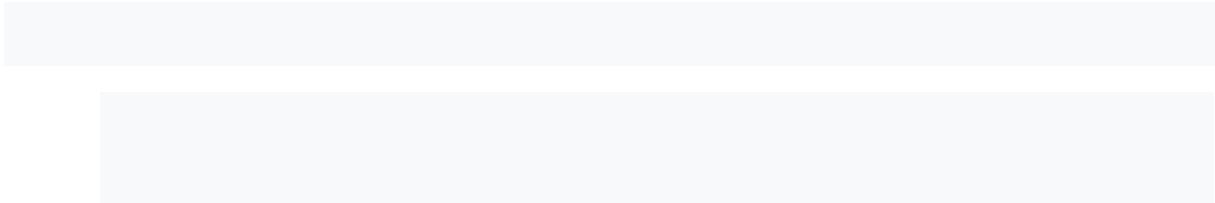
Students can improve their vocabulary by using a computer, which can give auditory and visual support. Students' abilities can be increased by watching movies, listening to music, and participating in conversations (Paramskas, 1993). However, they require adequate training in the usage of ICTs.

Learners must be self-directed and leaders in their studies. As a result, rather than passively receiving knowledge from their lecturers, kids must actively seek knowledge.

On the top of these recommendations, the University need to invest in computers and associated technologies to improve the presence of facilities, particularly computers in classrooms and computer laboratories.

3.5.Conclusion

This chapter focused on data analysis from the students' questionnaire and the instructors' interview. Those tools aided students in uncovering the elements he was looking for. The data indicated that while the learners are enthusiastic about remote learning, they dislike the Moodle platform. The findings also demonstrated that the use of ICTs in education is good since it facilitates the learning process but does not completely boost the learning process. Furthermore, because they are only instruments for studying, they cannot replace the function of teachers in learning. Finally, the investigator made several recommendations.



General Conclusion

Under the calamity of the Covid-19 pandemic, the world turned upset down in terms of business, economy, education ... Etc. Policymakers and even teachers found themselves in a hard situation when they had to maintain the progress of learning, by all means, thus, the only possible solution for this was to use technological tools to resort to online learning.

The majority of the students enjoy using technology because they were raised in a digital society. However, things were not as simple as imagined, especially given that these students dislike studying online via technology, despite their experience with its usage in other disciplines, because they are accustomed to have a teacher - who is the primary source of knowledge - in front of them. This study was carried out to investigate students' attitudes toward the use of technology in learning and to determine whether this technology can replace the role of teachers or not. Essentially, the study attempted to investigate their usefulness in increasing the learning process during the pandemic era.

The use of technology in learning is one of the fundamental subjects that need to be taken into consideration as to be studied seriously. For this reason, this research stems from the desire of bringing the use of technology into the educational career of learners as well as the teachers under the fact that some of those academic members do not like to study virtually.

The answers that the researcher has found are the fruits of what has been collected as data. These answers are that the students have positive attitudes toward the use of technology, the modern way of teaching cannot replace the conventional way of teaching and that the use of ICTs merely assists the teachers and learners to study but it no longer increases the progress of learning.

To answer those questions, the researcher opted for a questionnaire with the students and an interview with the teachers. Both of these research tools helped the learners to deduce the results he was asking for. The questionnaire denounced that the learners have a positive attitude towards using ICTs and the interview confirmed that, in which the latter revealed the stimulation of the learners once those tools are present. The interview contributed to answering the two other questions, in which, its results showed that the modern way of teaching cannot replace the traditional way of teaching and that the use of ICTs can only help learners to study but does not increase the progress of learning. Those two tools were very

significant in the collection of plausible results, as they assisted the investigator in checking his hypothesis. The findings were similar to the hypothesis raised. Hence, they were proved.

At the end of the research, the investigator provided a series of recommendations to help in solving the problem raised. These recommendations were addressed to the policymakers, teachers and learners alike, in which, he asked the policymakers for making more training sessions for the latter to make them more familiar with the use of technology since the world is turning into a digital one. Besides, he asked the teachers to be more flexible in their way of conducting sessions as to involve their students in these ways. Finally, he asked the learners to be more self-directed as to use technology not only for entertainment but also for their own benefits in studying.

For sure, this study has faced some impediments that are, namely: the non collaboration of the target population as well as the researcher work conditions. However, those obstacles did not impede the researcher to complete his investigation.

This research can pave the way to other studies that can be conducted, namely; “Adopting A Flipped Classroom in An EFL Atmosphere” and “The Use of ICTs in Improving Learners’ Productive skills”.

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Appendices

Appendix A

The Students' Questionnaire

Gender :

Male

Female

Section one: The use of technology in an EFL classroom

1.Do your teachers use technology in conducting their lessons ?

Yes

No

(If your answer is no, skip directly to question '3')

2.What kind of materials do your teacher use ? (you can tick more than one option).

Data-show

Computer.....

Video clips.....

Audio-files.....

3. To what extent are the teaching materials effective in the instructional process ?.....

4. Can the use technology replace traditional way of teaching ?.....

Section two: Distance learning in today's pandemic .

1. What device do you use for the remote learning ?

Laptop.....

Phone.....

Tablet.....

Computer.....

Others.....

2. How often do you access to the Moodle platform ?

always	Often	Sometimes	rarely	never

3. On a scale of 1 to 10 rate, how collaborative were your teachers while studying online ? (1= poorly collaborative, 10 = extremely collaborative)

1	2	3	4	5	6	7	8	9	10
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4. Do you enjoy learning online ?

Yes

No

Section three: The students' attitude towards the use of technology in learning

1.How effective was distance learning for you ?.....

2. Rate your level of agreement with each statement :

	Strongly agree	Agree	disagree	Strongly disagree
I get motivated				

once i study with technology devices				
Learning with Technology helps me to improve my skills				
Technology helps me to achieve my learning objectives				
E-Learning helps introvert learners to express themselves				

3. In your opinion, does E-learning enhance the learner centredness ? (learner's autonomy)

explain :

.....

.....

Appendix B

Teachers' Interview

1. Are you familiar with the use of technology?
2. Do you allow your learners to use any of technological tools in the classroom to do their tasks.
3. Do you use one of these tools in your session? If no, why?

4. When using these tools, do you feel that your learners are stimulated?
5. How was your experience with the use of Moodle?
6. Do you prefer to use classical ways for teaching or modern ones, I mean using technology?
7. Can these tools replace traditional way of teaching and reduce burdens on the teacher's shoulders?
8. Do you urge your learners to use technology to learn?
9. In your opinion, can these tools maximize the process of teaching-learning? How so?