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**Exploring Teachers' Attitudes Towards their Use of Information and Communication  
Technology in Teaching English:**

The Case of Teachers of English in Secondary Schools

in Jijel

Dissertation Submitted in Partial Fulfilment of the Requirement for the Degree of Master

in English Language Sciences

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## Dedications

*I dedicate this work*

*To my parents, sisters and brother*

*my husband and his family*

*my sons: Bassem and Diyaa addine*

*To all relatives and friends*

*Assia*

*To my parents*

*My two sisters, Houda and Amina*

*My two brothers, Ayoub and Abderrahman*

*To all my teachers, friends and colleagues*

*Madiha*

*Words can never express the gratitude we have for each of you*

*We truly appreciate your patience and support*

*Without you, we would never have completed this work*

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### Abstract

The present study aims at exploring teachers' attitudes towards the use of Information and Communication Technology (ICT) in teaching English in secondary schools in Jijel. To achieve that aim, teachers' questionnaire was used. The teachers' questionnaire aimed at finding out teachers' attitudes towards the use of ICT in the teaching English language inside classrooms. This research paper is based on the assumption that teachers' attitudes have impact on ICT integration in secondary schools. A sample composed of twenty seven teachers from different secondary schools in Jijel was used. The findings showed that if teachers hold positive attitudes towards the use of ICT in teaching English in secondary schools, they will succeed in using it. Based on the findings of this research, some pedagogical recommendations are suggested to facilitate the integration of ICT in secondary schools.

## **List of Abbreviations and Symbols**

ALM: Audio Lingual Method

BECTA: British Educational Communications and Technology Agency

CA: Communicative Approach

CAA: Computer-Aided Assessment

CALL: Computer Assisted Language Learning

CBA: Competency-Based Approach

CBE: Competency-Based Education

CBLT: Competency Based Language Teaching

CDs: Compact Disks

CLA: the Council for Secondary Schools in Algiers

DTP: Desk Top Publishing

EFL: English as a Foreign Language

ESL: English as a Seconde Language

GPRS: General Packet Radio Services

GTM: Grammar-Translation Method

ICT: Information and Communication Technology

IT: Information Technology

IWBs: Interactive Whiteboards

N: Number

OHP: Overhead Projector

Q: Questions

ROMs: Read-Only Memories

TV: Television

UNDP: United Nations Development Programme

WAP: Wireless Application Protocol

%: Percentage

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## **General Introduction**

1. Background of the Study
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3. Research Aims
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6. Means of Research
7. Structure of the Study

## **1. Background of the Study**

ICT has become a strategic resource in the teaching and learning environment where there is a wide use of such devices like computers, the Internet, interactive white boards, and mobile devices inside classrooms. So, most of the recent researchers; including Haywood and Hutchings (2004); agreed that modern learning environments should include ICT as a learning tool with great potential for both learners and teachers. These technologies are essential for the educational system; it helps students to become more active to acquire knowledge and develop skills of listening, speaking, reading and writing. According to Dellit (2001), the strength of ICT in teaching and learning in educational institutions can be seen in its qualities such as interactivity, intelligent guidance and dynamic feedback, multiplicity of symbols and system interactivity.

So, ICT is very important for both students and teachers. On the one hand, it helps students to improve their achievement, raise their motivation, lower their anxiety, and develop their communicative competence. On the other hand, teachers become informative, collaborate with other teachers, and use different materials for different presentations. It is evident that most countries in the world have integrated ICT in their educational system (UNESCO, 2003). Because of its great role, especially in language learning, Sinclair (1992) stated that the recent advent of the computer has improved the quality of many scientific disciplines in these years, but in none of them is the effect so profound as in the study of language.

Besides ICT skills and knowledge, the teachers' attitudes are also another key factor that plays a role in ICT integration in education. Many studies have found that the teachers' attitude toward ICT will affect ICT integration for teaching and learning purposes (Albirini, 2004; Hatlevik & Arnseth, 2012). As suggested by Summers (1990), teachers' attitudes and skills will influence their perception on education and will determine their teaching style.

Therefore, teachers should always be ready and well equipped with ICT competencies and positive attitudes to provide ICT-based learning opportunities for students to improve their learning quality (Hamidi et al., 2011). With the advent of a new philosophy towards ICT and its role in education, a wide body of research has developed to explore teachers' attitudes towards their use of ICT in secondary schools.

## **2. Statement of the Problem**

According to our experience as teachers, and to some discussions with teachers of English at secondary schools, many secondary school teachers do not use ICT as an effective pedagogical tool; it has been reported that the number of secondary schools with computers and internet access is limited. Even the access to these technologies is limited. Also, it is evident that very few teachers in secondary schools use ICT in their teaching, especially in teaching English with regard to the role of technology in raising students' motivation and enhancing their levels of achievement. One of the reasons for which teachers neglect ICT, is that teachers lack confidence in using and integrate ICT in their teaching, and prefer using traditional methods they are more familiar with. All this has led to negative attitudes toward the holding of ICT in their teaching process.

## **3. Research Aim**

The aim of this study is to explore teachers' attitudes towards the use of ICT in teaching English in secondary schools and to determine the extent to which they use ICT as a pedagogical tool in their classrooms.

## **4. Research Questions**

To achieve the above stated aim, the following questions must be answered:

- 1. What are the teachers' attitudes toward the use of ICT?**



2. Has ICT brought about any fundamental changes in the teaching process?
3. What benefits has ICT brought to EFL teachers?
4. what are the difficulties of using ICT in secondary schools?

#### **5. Research Hypothesis**

Based on the above research questions, it is hypothesised that

Teachers' attitudes have positive impact on ICT integration in secondary schools.

#### **6. Means of Research**

To conduct this research and to obtain the information required for the subject, a descriptive design was used. In this sense, a questionnaire was addressed to twenty seven EFL teachers at different secondary schools in Jijel. The teachers' questionnaire intended to explore teachers' attitudes towards using ICT inside classrooms.

#### **7. Structure of the Study**

This study is divided into two chapters. The first chapter deals with the theoretical framework and the second chapter is devoted to the analysis and the interpretation of the questionnaire administered to EFL teachers in secondary schools.

The first chapter is divided into two sections. The first section presents a general overview about ICT, its definition and types, their impact, which benefits and difficulties that affect using ICT in secondary schools. The second section introduces the use of ICT in the educational system in Algeria, especially in teaching English in secondary schools.

The second chapter is devoted to the analysis of the questionnaire results. The first part is about the description and administration of the teachers' questionnaire and the analysis of the

result. The second part of this chapter discusses the results and provides some pedagogical recommendations.

## **Chapter One: Information and Communication Technology in Education**

### **Section One: An Overview on the Use of Information and Communication Technology in Teaching**

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## **Introduction**

ICT has brought significant changes to the world in general and the Algerian education in particular, so teachers are required to integrate ICT in their classrooms to promote teaching and learning. The current chapter is divided into two sections. The first section presents an overview about ICT, its definition, types, their use in education by different tools with different types of learning, which impact it has on teaching and teacher ; on learning and learner, the use of ICT in teaching English, and the benefits of using it and the barriers that prevent their implementation. The second section deals with the use of ICT in teaching English in the Algerian secondary schools.

### **1.1 Definition of Information and Communication Technology**

ICT refers to technologies that provide access to information through telecommunications. So, it is similar to Information Technology (IT), but focuses primarily on communication technologies. Talking about ICT means that we refer not only to the latest computer and Internet based technologies, but also to simple audio visual aids such as the tape and cassette recorders and radio, video cassettes, television, and film. According to Blurton (2002, p. 4), ICT is a “diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information.” Adeya (2002) offered a more simplified definition of ICT as an electronic means of capturing, processing, storing and disseminating information. Another definition offered by Pelgrum & Law (2003) they pointed out that the term ICT refers to multimedia, the Internet or the World Wide Web, as a medium to enhance instruction or as a replacement for other media. While definitions of ICT are varied, it might be useful to accept the definition provided by United Nations Development Programme (UNDP) (2003)

ICTs are basically information-handling tools- a varied set of goods, applications and services that are used to produce, store, process, distribute and exchange information. They include the ‘old’ ICTs of radio, television and telephone, and the ‘new’ ICTs of computers, satellite and wireless technology and the Internet. These different tools are now able to work together, and combine to form our ‘networked world’ – a massive infrastructure of interconnected telephone services, standardized computing hardware, the internet, radio and television, which reaches into every corner of the globe.

## **1.2 Types of Information and Communication Technology**

There are various kinds of ICT products available and having relevance to education, such as teleconferencing, email, audio conferencing, television lessons, radio broadcasts, interactive radio counseling, interactive voice response system, audiocassettes and CD ROMs etc have been used in education for different purposes. Also, ICT covers any product that enables unified communications with the help of communication technologies such as Internet, wireless networks, cell phones, and other communication mediums. These technologies will be able to store, retrieve, manipulate, transmit or receive information electronically in a digital form like personal computers, digital television, email, robots.

According to Usha Vyasulu Reddi (p. 179-180), we can study ICTs in terms of the technologies, i.e. the delivery systems or in terms of their content.

- a. Delivery systems:** based upon their characteristics, media technologies can be grouped into two categories, synchronous and asynchronous. Synchronous media require all participants to be together at the same time even though in different

locations. Asynchronous ICTs allow for participants in the learning process to be at different times and different places.

**Table 1.3:** *Types of Media/ICT Technologies used in Education Usha Vyasulu Reddi (p. 179-180)*

<b>Synchronous Media</b>	<b>Asynchronous Media</b>
<ul style="list-style-type: none"> <li>• Audio-graphics</li> <li>• Audio conferencing, as in a telephone conference Broadcast radio and television</li> <li>• Teleconferencing</li> <li>• Computer conferencing such as chat and Internet telephony</li> </ul>	<ul style="list-style-type: none"> <li>• Audio and video tapes and CDs</li> <li>• E mail</li> <li>• Computer file transfers</li> <li>• Virtual conferences</li> <li>• Multimedia products, off line</li> <li>• Web based learning formats</li> </ul>

**b. Types of Media /ICT Content:** ICT technologies can be divided into two types educational content and instructional content.

**Table 1.4:** *Different Features of Educational and Instructional Content. Usha Vyasulu Reddi (p. 179-180)*

<b>Educational</b>	<b>Instructional</b>
<ul style="list-style-type: none"> <li>• Broad audiences</li> <li>• awareness orientation</li> <li>• Nature of learning is broad</li> <li>• Multidimensional, even incidental process, and summative methods</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly defined target enrichment</li> <li>• Clear objectives</li> <li>• Target related format and treatment</li> <li>• Evaluation critical, through formative</li> </ul>



The above table describes the different features of educational and instructional content.

When a decision is taken to use ICTs for educational purposes, we must be able to define and describe for what purpose the content will be used and also be very clear as to what delivery system we are going to use. Such a decision should not be based on the technologies but on the conditions and contexts in which we seek to use the ICTs; e.g. access to media by the learners, etc. Factors that will determine the choice of ICT use and of the content are important. We must ensure that there is adequate reach and access.

### **1.3 The Use of Information and Communication Technologies in Education**

According to Piaget (1958), the principle goal of education is to create men and women who are capable of doing new things, not simply repeating what other generations have done. Therefore, the great aim of technology is not knowledge but action. Technology can be used as a tool to solve a problem efficiently and easily or to determine educational change. So, the integration of ICT in education makes the teaching process more effective and achieves the students learning goals. Haddad and Draxler (2002, p. 9) identified at least five levels of technology use in education: presentation, demonstration, drill and practice, interaction, and collaboration. They stated that Different ICTs have the potential to contribute to different facets of educational development and effective learning: expanding access, promoting efficiency, improving the quality of learning, enhancing the quality of teaching, and improving management systems. ICTs also offer possibilities in lifelong learning, adult training, and e-training for the workplace.

**Table 1.1:** *Uses of Technologies in Education (Haddad and Draxler, 2002, p. 9)*

Level	Technology				
	Text	Audio	Video	Computer	Internet
Presentation	X	X	X	X	X
Demonstration	X	X	X	X	X
Drill & practice	X	e.g. Language Lab		X	X
Collaboration/ Communication				Networked	X

From the above table, we can say that all ICTs can be used for presentation and demonstration which are the most basic levels, while other technologies may be used for drill and practice. Networked computers and the Internet are supposed to be able to achieve interactive and collaborative learning best; their full potential as educational tools will remain latent if they are used merely for presentation or demonstration. In other hand, Haddad and Draxler (2002, p. 9) classified technologies into two classes: technologies on location and at a distance as it is shown in table 1.2.

**Table 1.2:** *Technologies on Location and at a Distance (Haddad and Draxler, 2002, p. 9)*

TECHNOLOGIES ON LOCATION	TECHNOLOGIES AT A DISTANCE
Printed matter	Correspondence
Slides, transparencies	
Scanners	
Digital notepads and white boards	
Audiotapes	Radio
Films and videos	TV broadcasts
Digital books	Web pages
CDs	Web: Internet, intranet
Computer projection	Webcast

ICT in Education policy of a government describes the steps by which computers will be placed in schools, how teachers and students will be provided the basic computer programming skills to cater to the growing job market in computer based technologies. According to Usha Vyasulu Reddi (p. 182), there are three ways in which ICT in education is considered in current thinking:

- **ICT Education:** is the most common understanding of the field of ICTs in education. It refers to the creation of human resource to meet the Information Technology needs of the knowledge economy. So, ICT in Education policy of a government describes the steps by which computers will be placed in schools, how teachers and students will be provided the basic computer programming skills to cater to the growing job market in computer based technologies.

- **ICT Supported Education:** a large number of distance education universities and programmes use ICT to support the print content that they deliver to students. These include broadcast audio and video such as radio and television programmes, audio and video tapes delivered to students as part of a learning kit, and in more recent times, multimedia content such as lessons which are delivered off line, i.e. on CDs. This is also sometimes called multimedia education, where multiple media are used to support learning.
- **ICT Enabled Education:** any educational programme is delivered through ICTs, or with ICT delivered content as the primary backbone of the teaching-learning process, such as on line courses through the web. This form of education requires ICT access and requires that the learner use ICTs as a primary or basic medium of instruction. When deciding to use ICTs, you must always decide the purpose for which you have made the decision and what you expect to achieve from the content that will be produced.

Using ICT in the educative process has been divided into two categories: ICTs for Education and ICTs in Education. ICTs for education refers to the development of information and communications technology specifically for teaching/learning purposes, while the ICTs in education involves the adoption of general components of ICTs in the teaching learning process.

#### **1.4 Information and Communication Technology Tools Used in Education**

ICT consists of various tools and systems that can be used by capable and creative teachers to improve teaching and learning situations. Lim and Tay (2003, p. 5-9) classified ICT tools into:

### **1. Informative Tools**

Informative tools are applications that provide large amounts of information in various formats such as text, graphics, sound, or video. Informative tools can be regarded as a passive repository of information (Chen & Hsu, 1999). Examples include tools and information resources of the existing multimedia encyclopedia of the Internet.

### **2. Situating Tools**

Situating tools is a system that lay the students in the environment where it involves a context and the occurrence of a situation. Examples of such systems include simulation, virtual reality and multi-user domain. Situating tools software tools such as CD-ROM. CD-ROM offers hypermedia application which gives better opportunities for teachers to enhance learning environment. Hypermedia application covers more than one of the following media such as text, audio, graphic images (still images), animation and video clips. Hypermedia applications are well integrated in the learning environment to enhance student autonomy and thinking (Cheung & Lim, 2000).

### **3. Constructive Tools**

Constructive tool is a general purpose tool that can be used to manipulate information, construct their own knowledge or visualize students understanding. Construction tools such as Microsoft Word or Powerpoint has a strong impact in the educational environment and is widely used in most organizations in the form of memos, reports, letters, presentations, record routine information, giving businesses the most (McMahon, M. 1997). Publisher, Photoshop, digital camera, and other web page design tools were also used by some of the students who were involved in special projects and competitions.

#### **4. Communicative Tools**

Communicative tools are systems that allow easy communication between teachers and students or between students outside the physical barrier classroom. (Chen, D., Hsu, JJF, and Hung, D. 2000). It includes e-mail, electronic bulletin boards, chat, teleconference and electronic whiteboard. Synchronous communicative tools such as chat or video conference enable real-time communication while using the tools of communicative asynchronous (eg e-mail and electronic whiteboard) is a system in which exchange of messages between people are not 'live' but some how delayed. Communicative tool is the appropriate tool for doing activities which require more time to think about the answers before responding.

#### **5. Collaborative Tools**

Collaboration tools of ICT is currently get more interest and emerging with development of new tools that make online collaborative projects draw a realistic option for a distributed group work. Internet can be used for many collaborative activities such as meetings, discussions are taking place, working in the document, information dissemination, and other tasks. Interactive electronic whiteboard is not just used as tools for meeting and development, but recently became the most popular tool among teachers. Whiteboard is an electronic device that interfaces with the computer where the computer image is displayed on the board that can be manipulated interactively (Weiser and Jay, 1996). This tool is increasingly popular with teachers, when used in conjunction with a computer and a video projector that produces interactive learning community. Other collaborative tools, such as E-mail messaging, Wireless Application Protocol (WAP) and General Packet Radio Services (GPRS) embedded in micro-browser equipped mobile phones or GPRS enabled handheld computers are other ICT tools that can link students in different geographic locations exceeding the boundaries of class.

## **1.5 Using Information and Communication Technology with Different Types of Learning**

Teachers and students should be aware about the different types of learning which help them to integrate ICT inside classroom. Souici (2013, p. 35-37) claimed that the following kinds of what can offer teachers and students a variety of opportunities in improving the mastery of the target language:

### **1.5.1 E-Learning**

E-learning is a type of learning where ICT tools such as the internet, CD-ROMs and portable devices like laptops mobiles are used in education in order to enhance the learning process. Tinio (2000, p. 4) defined e-learning as a type of learning “that uses information network as a learning which encompasses learning- the internet (LAN) or extranet (WAN)- whether wholly or in part, for course delivery, interaction and/or facilitation”. Thus, the application of e- learning in education is growing rapidly.

### **1.5.2 Online Learning**

Online learning is another facet of e-learning, it includes learning with the assistance of the Internet and a personal computer. The important benefit of online learning is that it can span time and distance. You do not have to be in the same place as your teacher to obtain course related information. Even if you are attending a traditional course, when the instructor uses blackboard, you can have anywhere, anytime access to your course documents along with consistent interaction with your classmates and teacher.

### **1.5.3 Blended Learning**

Blended learning is another type of learning that is becoming popular in education. It is like e-learning depends on ICTs but it is a mixture of online and face-to-face course delivery.

According to Tinio (2000, p. 4), blended learning “refers to learning models that combine traditional classroom practice with e-learning solutions”. Blended learning may include different tasks. “For example, students in a traditional class can be assigned both print –based and online mentoring sessions with their teacher through chat, and are subscribed to a class email list”. Thus, teachers of EFL should be aware of this type of learning and try to incorporate it within their methods of teaching.

#### **1.5.4 Distance and Open Learning**

Dudeney and Hockly (2007, p. 136) wrote that “the term distance learning originally applied to traditional paper-based distance course delivered by mail”. This type of learning includes technologies like CD-ROMs, Internet, mobile technologies as laptops, phones...etc. On the other hand, open learning refers to the extent to which students have opportunities to make decisions about the learning process. Dudeney and Hockly (2007, p. 136) believed that open learning is one aspect of distance learning. They stated that “the more open a distance course is, the more autonomy the learner has in deciding what course content to cover, how to do so and when”. Thus, the success of this type of learning depends on the opportunities given to students. It is very important for teachers of EFL to understand how these new learning methods work in order to move towards a new teaching era. These types of learning can help in developing learners speaking skill if both teachers and students work together in applying them.

#### **1.6 The Impact of Information and Communication Technology on the Curriculum**

For many years, traditional teaching focuses on content and all knowledge comes from the textbook and is imparted to the students by the teacher. The use of technology in classrooms has created new settings which are now in favour of learner-centred curricula that promote competency and performance. Curricula are starting to emphasise capabilities and to be



concerned more with how the information will be used than with what the information is. Hence, every teacher is expected to use ICT to enhance student learning in every subject. Grabe and Grabe (2001) stated that ICT should engage the thinking, decision making, problem solving and reasoning behaviors of students. Critics of the subject of teacher-centred approach, which is the most traditional form of the curriculum, authoritarian argued that each subject is taught in fragmented, isolated way and that there is no attempt to integrate subject matter. The changes in curriculum due to changes in tools or the introduction of new tools can be subtle. For example, language teachers rarely correct their students' spelling mistakes or mispronunciations because most of them are equipped with electronic spelling and pronunciation checkers.

Generally, the learner-centred curriculum is concerned with what is learned and taught and how this learning and teaching occur which includes objectives, content, and learning outcomes (the knowledge, skills and attitudes that students are intended to demonstrate). According to Pakerson (2008, p. 158), the learner-centred curriculum must:

- Focus on learners and their needs.
- Put emphasis on promoting overall growth of learners.
- Stress student's understanding.
- Develop communication and social skills.
- Put emphasis on cooperative learning.
- Involve students and teachers in selection and organization of subject matter and materials.

The learner-centred curriculum should be based on the four pillars of learning which Delors et al (1996) have identified in order to meet the challenges of education: learning to know, learning to do, learning to live together, and learning to be.

## **1.7 The Impact of Information and Communication Technology on Teaching and the Teacher**

ICT has changed teaching from its potential as a source of knowledge, and a medium to transmit content to a means of interaction and dialogue where there is a shift from teacher-centred teaching to student-centred teaching. So, ICT has enhanced teaching, and extended its strategies. Also, ICT offers more responsibility to the learner who is seen as an active participant in the learning process. In this view, teaching has become a role rather than a profession. The teacher reshapes his role if he wants to be more effective in the new ICT-enhanced environment which is different from the one he is familiar with. Effective use of ICT techniques are changing the role of the teacher from teacher as a presenter to that of a problem-poser, to a co-learner with learners in a problem centred classroom. (Jonassen et al, 1999). Hence, teachers must be prepared to use computers in their instructional practices and to do so in pedagogically effective ways (Kimble, 1999).

Referring to the roles and functions of the teachers, Kook (1997) identified five roles teachers are supposed to assume as they become more active in their use of ICT:

1. 'Information consultants' as they search instructional resources and materials and help students access them. They use the computer and its communication-related technology to teach, while also educating the students in the technology itself.
2. 'Team collaborators' as they use networks to facilitate communication and promote collaboration among geographically disparate institutions, disciplines, and individuals.
3. 'Facilitators' as they help students to decide upon appropriate instructional goals, and help to identify and coordinate the best means for students to achieve those goals.

4. 'Course developers' as they plan the content, structure, objectives, resources, and assignments for a class. Information technology promotes course development because it requires a change from traditional curricula to a constructivist approach.
5. 'Academic advisors' as they diagnose student academic needs for instruction and graduation, help students select a program to meet those needs, and review students' educational progress.

So, it is important to note that in ICT-rich settings both teachers and students are learners who try to acquire knowledge through construction and discovery. The teacher becomes the transmitter of knowledge rather than the source of information.

### **1.8 Impact of Information and Communication Technology on Learning and the Learner**

ICT has revolutionised the way we live, work, play, and the way we learn. ICT has promoted many forms of learning such as active, collaborative, creative, autonomous, integrative, and inductive, lifelong learning. Also, ICT is rapidly changing the ways in which information is distributed in society. Information sources are available across the world, and the new technologies and telecommunications make it easy to collaborate across physical distances, and thus provide new ways of teaching and learning. Tapscott (1999), president of New Paradigm Learning Corporation in Toronto, has outlined some important shifts in focus in learning:

- A shift from linear to hypermedia learning - access to information is more interactive and non-sequential.
- A shift from instruction to construction and discovery.
- A shift from teacher-centred to learner-centred education.
- A shift from absorbing material to learning how to navigate.

- A shift from schooling to lifelong learning.
- A shift from one-size-fits-all to customized learning.
- A shift from learning as torture to learning as fun.
- A shift from the teacher as transmitter to the teacher as facilitator.

Jonassen & Land (2000, p. 15) pointed out that technology is used to “ facilitate understanding that would be difficult, if not impossible, to otherwise support. It also enables learners to represent their thinking in concrete ways and visualize and test the consequences of their reasoning”. Moreover, ICT enables learning to take place in various places, both physical and virtual. Learners now can choose when and where they study and learn. Learning may take place more effectively and dynamically in ICT-rich environments where teachers and learners are open to each other to interact and exchange information and experiences. ICT, in this way, improves learning environments, and promotes lifelong learning that takes place in many modes and places.

Branson (1991) stated that technology enables students to learn not only by the teacher but they also learn along with the teacher and by interacting with one another. So, teachers and students have to use information technologies according to their requirements and availability. Using information technologies help students to decide about their studies, learning time, place and resources in a better way. “Using ICT in the right way can help to personalise pupil learning, develop pupil-centred and collaborative approaches to learning and offer new ways of supporting and enhancing pupils’ conceptual learning” (Pittard et al., 2003, p. 14). So, ICT has enabled students to work in collaborative and interactive learning environments effectively, communicating, sharing information and exchanging ideas and learning experiences with all in the environment .

Similarly, a study conducted by Tony Wagner (2008, p. 20-25), an American education expert at the Harvard Graduate School of Education, has indicated that there are seven skills that are necessary for the students to become productive citizens who contribute to solving some of the most pressing issues we face in the 21st century:

1. Critical Thinking and Problem Solving
2. Collaboration across Networks and Leading by Influence
3. Agility and Adaptability
4. Initiative and Entrepreneurship
5. Effective Oral and Written Communication
6. Accessing and Analyzing Information
7. Curiosity and Imagination

### **1.9 Using Information and Communication Technology in Teaching English**

In traditional teaching and learning methods, teachers often focus on transferring knowledge, skills and values to students via lectures and standard questions and answers and students are expected to listen and answer when required and read textbooks. With the advance of using ICT in the field of education which can be influenced by many factors, one of these factors is teachers' attitudes towards the use of technology in teaching and learning process. Allport (1935, p. 810) defined attitudes as "a mental and 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". Joseph (2013) stated that the influence of ICT on teaching and learning is largely based on the perceptions and attitudes of the teachers who are responsible for using this technology. In order to use ICT resources in the classroom effectively, teachers' attitude toward technology should be positive and they should be trained in using modern technologies in the field of education as Kadel (2005) stated that the teacher clearly must act as the change agent in the relationship between

technology and the student. Even experienced teachers prefer using their own teaching methods which they have found effective rather than using ICT in the classroom for fear that they cannot utilize it. Hargreaves and Fullan (1992, p. 47) stated:

Experienced teachers who have been teaching for some years will have developed ways of doing things, which they have found to work for them in their situations. Consequently they may be reluctant to abandon tried and tested methods for new ones, which they may be afraid will fail. With regard to technological changes some people may be 'afraid' of using new equipment; therefore they may doubt their ability to learn how to use it.

Also, UNESCO (2005, p. 22) stated

There is no point in linking populations with fibre optics unless the development of skills and efforts to produce appropriate contents keep pace with that "connectivity". Information and communication technologies still require the development of new cognitive and legal instruments in order to realize their full potential.

Despite this resistance to ICT, the push to integrate technology into the schools will continue. The educational community must work together to overcome these obstacles to provide for students the learning skills and technological tools they will need to live in the Information Age. It must be admitted that effective use of technology cannot be separated from attitudes and approaches to teaching and learning. Therefore, the teacher should take an approach that is relatively open to seek to inspire, support, facilitate learning, and to create an environment conducive to learning. He should not confine his students to his own beliefs and teaching.

The most factors that affect teachers' attitudes towards using ICT during their teaching process are: lack of ICT support and access to equipment in school, fear, teachers experience in the teaching field, teacher resistance and lack of enthusiasm to use ICT in education, teachers' familiarity with ICT and lack of training in the area of ICT resources, government and school policy towards using ICT in education, and also students' attitudes and their achievement.

Thus, in order to enhance the utilization of ICT for educational purposes teachers should use ICT more frequently, use it for various educational tasks, and should believe that ICT makes a difference in their students' education and in the quality of their work.

### **1.10 Benefits of Using ICT in Education**

ICT can have positive effects on English teaching and learning for both teachers and learners.

#### **1.10.1 Benefits for Teachers**

- ICT makes it easier for teachers to give instant feedback to pupils as they are working (Moseley et al., 1999).
- Presentation software enables teachers to show ideas dynamically – for example, when showing suffixes joining with root words (Moseley et al., 1999).
- Teacher direction is reduced and pupils' control and self-regulation increased (Hennessy et al., 2003).
- ICT can act as a catalyst to bring about change in teachers' thinking and practice (Higgins and Moseley, 2002; Leach, 1997).

### 1.10.2 Benefits for Students

- Talking books help pupils with emergent language or literacy skills interact with the story and enhance both their vocabulary and text comprehension (Underwood and Underwood, 1997).
- Digital video production can help develop a range of social learning skills, including communication, negotiation, decision-making and problem-solving (Reid et al., 2002).
- Pupils use more abstract and sophisticated language when talking about films they have created using digital video (Reid et al., 2002).
- Reading interactive storybooks can help primary pupils expand their vocabulary and gain insight into the structure of narrative texts (Segers and Verhoeven, 2002).
- Using ICT can enable pupils to understand, visualise and interpret difficult texts (Birmingham and Davies, 2001).
- There are learning gains in areas of phonological awareness, vocabulary development, reading comprehension and spelling (Software Information Industry Association, 2000; Van Daal and Reitsma, 2000).
- Computer-assisted reading support systems can be effective in supporting secondary pupils with reading failure (Lynch, 2000).
- Writing development can be accelerated and enhanced by access to word processing (Breeze et al., 1996; Lewin, 2000; Moseley et al., 1999).
- ICT supports reflective writing and improvements in pupils' reasoning ability (Deadman, 1997).



- Editing digital video films can improve pupils' literacy skills, especially their understanding of narrative when developing their writing skills (Parker, 1999).
- Pupils who use word processing in combination with teacher guidance significantly improve their writing, as do pupils who write for a real audience using the internet or email (Karchmer, 2001; Software Information Industry Association, 2000).

### 1.11 Barriers to Information and Communication Technology Use

There are different barriers that prevent the successful implementation of ICT in schools. These barriers are caused by different factors:

- **Lack of Access:** The lack of effective access to technological tools has acted as a great barrier towards the effective use of technology in education. Many schools and teachers have no access to technological tools like smart whiteboards and projectors which can be used in visual illustrations in the classroom. Some schools do not have enough computers, adequate hardware, and software which can be of a great use in academic research and remote learning. According to Becta (2004), the inaccessibility of ICT resources is not always merely due to the non-availability of the hardware and software or other ICT materials within the school. It may be the result of one of a number of factors such as poor resource organization, poor quality hardware, inappropriate software, or lack of personal access for teachers.
- **Lack of Innovation:** the lack of innovations has also acted as a barrier to the effective use of technology in education. Using technological tools requires a certain degree of creativity. Some people learn easily without any help from a technical personal, while others will take a time to master how to use specific technological tools and integrate that experience towards solving a problem.

- **Resistance to Change:** another barrier of using technology in education is resistance to change and some teachers have refused to change from the old way of doing things and traditional methods which are familiar with.
- **Lack of Professional Development:** to a great extent, the lack of professional development has acted as a barrier to the effective use of technology in education. In many schools, teachers feel unprepared to learn and integrate technology in their classrooms and for students, they have lack of knowledge of using this technology for educational purposes. There is a lack of training programs to teach these teachers the ways they can use technology to simplify their job and also make it easier for their students to learn better. When it comes to remote schools or low level classes, teacher will act as a link between students and technology, because these students are not well informed on how to use technological tools like computers in the classroom. So if teachers have no training skills on using technology for educational purpose, then students will also miss out on these skills. when there are new tools and approaches to teaching, teacher training is essential (Osborne & Hennessy, 2003) if they are to integrate these into their teaching. However, according to Balanskat et al. (2006), inadequate or inappropriate training leads to teachers being neither sufficiently prepared nor sufficiently confident to carry out full integration of ICT in the classroom.
- **No Internet Access:** most government schools have no access to the internet, their lessons are narrowed to the focus of the textbook and they are not trained on how to use the internet safely and appropriately.
- **Lack of Technical and Administrative Support:** technical problems were found to be a major barrier for teachers in using technology which is essential for the adoption, utilization, and integration of lessons in the classroom. Sicilia (2005, p. 43) stated that

“Technical barriers impeded the smooth delivery of the lesson or the natural flow of the classroom activity”.

- **School Planning:** When schools do not take time to create comprehensive technology plans, teachers, students and other school members are confused about how and when to appropriately use technology. Having no concrete plan in place serves as a barrier to educator and student usage of the internet and other forms of technology.

## **Section Two: An Overview of the Use of Information and Communication Technology in Teaching English in Secondary Schools**

### **2.1 The Importance of the English Language**

Language is our primary source of communication. Nowadays, the world joins together as a 'global village'; and the mastery of different languages becomes necessity. The role of English in this global community is becoming increasingly important, because it is considered as the language of New Media (e.g. Satellite TV, and Internet) and it is spoken by about 1,5 billion people. So, English is the primary international language of technology, education, aviation, global business, and international diplomacy. Moreover, people all over the world use it for both sending and receiving messages. This is why English deserves to be regarded as a world language. Also, it is the common means of communication among the peoples of different nations even if most people who use English these days are not English and were not born in an English speaking country. The English of today reflects many centuries of development. Baugh & Cable (1978, p. 1) stated that the Renaissance, the development of England as a maritime power, the expansion of the British Empire, and growth of commerce and industry, science and literature, have each in its way, contributed to make the English language what it is today.

### **2.2 Teaching English in Algeria**

Since the independence (1962), the Algerian educational system has witnessed many approaches starting with Grammar Translation Method (GTM) which was inherited from the already prepared French colonization syllabus, then Audio Lingual Method (ALM) was soon adopted and because of its behaviourist approach, relying on the principle of stimulus-response, the learner was treated as a machine that responds to the teacher's stimuli to learn.

For this reason, reform was called from the Communicative Approach (CA) in the 1980s, with the teaching with objectives method.

However, little was done to prepare the Algerian classrooms to adopt this teaching method, mainly in terms of classroom density and teaching tools. As a result, it proved to be a failure. An urgent reform at all the educational levels was urgent in order to remedy the problems found in the previous system. There was a transition from the fundamental school of nine years of studies. It was split into two educational stages, which are the primary and the middle school. The primary school includes a five year studies period while the middle encompasses four years with a final national exam at the end of each stage. After this stage of studies, the learners go to the secondary school to pass three years ending with the national exam of baccalaureate, before passing to university studies.

Algeria has adopted a new educational system called the Educational Reform characterised by using the Competency Based Approach (CBA). Its goal is to modernise and develop education to face globalisation requirements like introducing ICT's use and focusing on foreign languages teaching. The reform initiative which begun in 2003 has not been entirely successful. It has "failed" according to a report issued by the Council for Secondary Schools in Algiers (CLA). CLA's grievances include the assertion that pupils don't master the three academic elements (reading, writing and arithmetic).

### **2.3 The Status of English in the Algerian Educational System**

Teaching English is becoming a vital part of education all over the world. In 2001, The Ministry of Education announced the educational Reform and numerous changes have occurred concerning the situation of teaching English. While, English is still considered to be the second foreign language in the Algerian Educational System after French, it has received considerable attention within the educational Reform. In general, English is the language of

education and tourism, etc, but not the language of communication between the Algerian people. Above all, English is introduced at the level of first year middle school (i.e. at the age of 11). It covers seven years, four of which at the middle school and three at the secondary school. English is taught as a compulsory course starting from the first year middle school. While at university, it is taught as an obligatory module in all fields of study, such as biology, economics, physics, etc. or it is a field of study itself whereby, students hold a licence degree in English. It is considered as a second foreign language in the educational system due to historical and social reasons.

The teaching of English at the Algerian secondary school is concerned with the general aims of teaching and also universal human and national values which help students to learn how to speak about their country and its cultural values in English which are essential elements of modernity and globalization. The Ministry of Education sets some aims to encourage teaching English:

- To help learners promote self learning and critical thought.
- To Promote learners' intellectual capacities of analyzing evaluating, and synthesizing.
- To enable learners to exploit English documents in new situation at work.
- To encourage learners to accept other culture, to initiate the spirit of tolerance and broad -mindness.

As stated by Hayenne (1987, p. 43), English is considered by some Algerians as “ a language of an ex-colonial and imperialist country”. Since 2008, the British Council has been involved with the Ministry of Education in work on the teaching of English. In 2014 this was embodied in the very ambitious SEEDS programme, a comprehensive strategy for blended learning/training at all levels of the schools education system. English is now occupying a better position in the Algerian educational system; most of the Algerian students and even

their parents are becoming more conscious of the importance of English as an international language.

English Foreign Language teachers who are required to implement this learner-centred approach may face a number of challenges in the educational context in which they work and related to the new goals they want to achieve. Not only they have to teach, but also learn what and how to teach, while applying the new approach principles. Because, “Teachers who are the products of the old educational system may find it difficult to manage the role reversal required in the new classroom where learners are the main players” (Richard et al, 2006, p. 2). It is worthwhile considering that in spite of the reforms, most EFL teachers are still using the teaching methods they were familiar with. As English is one of difficult subject, teacher must create interactive teaching and learning to raise students’ interest.

#### **2.4 The Objectives of Teaching and Learning English in Algeria**

The general objectives of teaching and learning EFL, according to the Algerian official syllabuses for English (June 1999) stated that the learner should achieve communication in its various forms, aspects, and dimensions; four main categories of objectives can be mentioned: socio-cultural objectives; humanistic objectives; educational objectives; and academic objectives . These objectives (according to the Algerian directives of June 1999) should be reached through the development of mental abilities and skills which should be catered for by all the subjects included in the curriculum because these skills are the basis for any efficient acquisition of language:

- Knowledge: state, recall, and reproduce.
- Comprehension: predict, identify, explain, illustrate.
- Application: predict, select, use, construct.
- Analysis: select, compare, and break down.

- Synthesis: summarize, argue, organize, and conclude.
- Evaluation: judge, select, support, attack, and evaluate.

## **2.5 The Teaching Methods Used in Teaching English as a Foreign Language in Algeria**

There are different methods used to teach EFL in the algerian educational system.

### **2.5.1 The Grammar-Translation Method**

Grammar-Translation Method (GTM) was originally used to teach classical languages, such as Latin and Greek. After that, it was generalized to teaching modern languages like French and English. It dominated the English language teaching field in Algeria in the 1960's at all the educational levels. This method has been criticised in that knowing a language is not merely the process of memorizing a set of grammar rules and a list of isolated words. In addition, this method relies heavily on translation which generally led to interference and no appreciation of communicative skills as Cook (2003, p. 32) Pointed out "success was measured in terms of the accurate use of grammar and vocabulary rather than effective communication".

### **2.5.2 The Direct Method**

The Direct Method (DM) was developed as a reaction to the GTM in an attempt to integrate more use of the target language in instruction. It was called direct method because the teaching of the foreign language was taught without any resort to the mother tongue. The main assumptions of this method is that priority is given to speech and oral skills; reading and writing are postponed for months until listening and speaking skills are established. As this method presents the total refusal of the use of translation in the classroom, dramatisation, demonstration and pointing at objects are used for concrete words, and abstract words are explained through association of ideas. This assumption is based on the idea that a child



learns his mother tongue by being simply exposed to it as Lado (1964, p. 5) noted that the DM assumed that learning a foreign language is the same as learning the mother tongue. This method was criticised that is all the language tasks were classroom based context with no relation to the real life situations. So, the learners were not able to use the foreign language effectively for communication.

### **2.5.3 The Structural Approach**

The 1970's and early 1980's had witnessed the dominance of the structural approach. This approach marked significantly English Language Teaching in Algeria through the introduction of L.G. Alexander's textbooks '*Practice and Progress*' (1967) and '*Developing Skills*' (1967), which was used for the three secondary school years. This approach adapted many of the principles and procedures of the DM. It emphasized oral drills, and skills are ordered as follow: listening, speaking reading and writing. It has been criticized on the ground that the structures were not taught in particular situations that are likely to meet in reality.

### **2.5.4 The Communicative Approach**

The need for communication skills in English has led to the emergence of the Communicative Language Teaching. As far as foreign language is concerned, this method takes into account the essential need for real communication of the target language. Also, it recognizes that language communication requires more than a knowledge of a set of grammar rules and an amount of vocabulary, as stated by Hymes (1971) that rules of use without which the rules of grammar would be useless. Also, Hymes (1972) who advocated this approach, coined the term Communicative Competence to refer to that aspect which enables the learner to convey and interpret messages and to negotiate meanings interpersonally within specific contexts.

The Communicative Approach (CA) was introduced in the Algerian education system through illustrative coursebooks as *'My New Book of English'* for 1ère-AS; *'New Midlines'* for 2<sup>ème</sup>-AS; and *'Comet'* for 3<sup>ème</sup>-AS. These series were designed to help the learners make use of the target language. This approach has been criticized since its application requires the availability of a classroom that allows for group work or for pupils' interaction, such a classroom that cannot be afforded in the Algerian context.

### **2.5.5 The Competency-Based Approach**

The Competency-based approach (CBA) has been introduced in the foreign language teaching/learning field since 2003 as part of the reform of the Algerian educational system. As its name implies, it is based mainly on building up competencies and abilities of language learning. In fact, many scholars advocate that competency itself is a function of these core components: attitudes, skills, and knowledge. Like the CA, the CBA bases its activities on interaction. Pair work and group work are used to generate communication in activities such as problem solving and filling information gaps. Translation is used only if necessary for communication. Context is based on authentic materials and is used to help the learner deduce meaning. The implementation of the CBA in ELT field has an impact on the learning process through the elaboration of new textbooks for the secondary level such as one can mention *'At The Crossroads'* for 1ère-AS, *'Getting Through'* for 2ème-AS and *'New Prospects'* for 3ème-AS. It is worth while mentioning that the Algerian Educational System is still experiencing this trend as part of the educational level of integration.

The approach by competencies aims at helping students acquire intellectual competencies and develop various processes that are necessary to the assimilation and use of their knowledge. It also makes them aware of the resources they develop and teaches them how to re-invest the learning acquired at schools in problem-situations they may face outside school.

Consequently, the CBA induces teachers to make the learner the centre of the teaching and learning process. Thus, learners are supposed to be responsible for their own learning. On the other hand, the teacher is required to become: “a mediator between the pupil and knowledge... His task is to guide, help, stimulate, accompany and encourage the pupils throughout their training” (Programme of English as a Second Foreign Language, 2003, p. 6).

## **2.6 Different Materials Used in Teaching English as Foreign Language**

Teaching English is very important especially if it is supported by the appropriate materials and techniques which help in making the educational system more successful. According to Souici (2013, p. 30-33) these materials can be classified into three types: the first one outlines traditional resources, the second one presents the new resources, and the third one deals with the newest resources.

### **2.6.1 Old Language Teaching Materials**

Teachers used a wide range of old materials in teaching English to help their students develop their knowledge and enhance the teaching and learning process. The following resources are used in classroom:

#### **2.6.1.1 The Blackboard**

The first material that was used over the world was the blackboard, and it is used till now even in developed countries. It was considered as a support for teachers' explanation and the most useful material because it is always available. Therefore, teachers who use this material should consider the following points, according to Souici (2013, p. 30-31) :

- When the teacher is writing he should stay on a side so that everyone can see what he is writing.

- It is essential to write clearly and large enough so that all students are able to see and understand what the teacher is writing.
- It is better for the teacher to talk and write at the same time in order to engage students in the learning process.

#### **2.6.1.2. Realia**

Realia are a set of materials and objects that are used in the classrooms in order to make the teaching process more real. Brown (2001, p. 143) stated that “realia are probably the oldest form of classroom aid, but their effectiveness in helping students connect language to reality cannot be underestimated”. Thus, this old material is seen as an important support for the teaching of the speaking skill in EFL classes.

#### **2.6.1.3. Flash Cards**

Flash card is a small card printed with words, numbers, or pictures used as a teaching aid to facilitate the learning process; it helps teachers of English to achieve rapid responses from learners. Salaberri (1996, p. 426) suggested activities such as the following: show the flashcards, substitution dialogues, chains, classify the pictures/words, picture dictionary, domino and other matching games.

#### **2.6.1.4 Wall Charts**

Wall charts are defined as a large piece of paper that contains information on a specific subject and is fastened to a wall. Trujillo et al (2004, p. 5) thought that “wall charts comprise a sequence of events related in time and/or space, which make them suitable for narratives or science-related presentations, among many other possible uses”. So, this material is considered as an important old material that contributed to the teaching of EFL.

#### **2.6.1.5 Posters**

Posters are different from wall charts. They do not have a sequential structure. Posters contain letters, maps and numbers. Salaberri (1995, p. 427) suggested the following activities to do with wall charts and posters: predicting and anticipating, descriptions, mind maps, reorder the stage, mime and point, label the pictures, try to remember, say as many words as possible, “hide and seek” game.

#### **2.6.1.6 The Textbook**

The textbook is a book designed for students to be used as a standard work. Most teachers would agree that the textbook is the most important and frequent resource they can use. In fact, a textbook does not only provide the teacher with a topic, some texts and a good number of activities; it also caters for some important details which are quite difficult to implement without the aid of a textbook.

#### **2.6.2. New Language Teaching Materials**

These new materials are less available in EFL classes such as audio player and overhead projector which are very useful in building students’ fluency and accuracy. Such material can be useful with large classes because the teacher can face his students as he is explaining something on the screen. Also, they save time because the teacher will not spend any time writing things on the board. The following is an example of the new language teaching materials:

##### **2.6.2.1 The Audio Player - The Sound**

Together with the blackboard, the audio player is one of the most common pieces of equipment when teaching languages. Generally, the audio tapes are supplemented with textbooks to carry out listening activities. The most recent ones are the audio CDs. With what

is available in the textbook, there is a great deal of recorded materials especially designed for teaching foreign languages: dialogues, songs, stories...etc.

### **2.6.2.2 The Video Player and the Video Camera - The Image and the Sound**

The most outstanding feature of using videos is the ability to present communicative situations in a complete way (Lonergan 1984). The combination of both sound and image shown in a context is a powerful tool in the ESL classroom. The speakers, the setting, the gestures, can be seen and heard and, at the same time, technical features of video players allow the teacher to pause, to go forward and backward or to play video recordings.

### **2.6.2.3 The Overhead Projector**

The overhead projector (OHP) is defined by Jones (1982, p. 7) as “a well-built horizontal surface where mugs of coffee may conveniently be placed”. Teachers can use OHP as a support even if it is difficult to integrate it in classrooms, OHP as technical equipment was recommended by many scholars, it can help teachers to improve and civilize their teaching methods.

### **2.6.3 The Newest Resources**

The use of computers and the internet in foreign language teaching is very helpful to organize and determine the successful application of ICTs in the language classrooms, because of their important role in education generally and in the field of EFL particularly. Especially, the application of computer assisted language learning (CALL) in developing learners' mastery of the target languages.

### **2.6.3.1 Information and Communication Technology**

There are many definitions given to the term ICT. However, we can simply say that ICT or ICTs stand for information and communication technology or technologies where the computer plays a central role. These technologies include television, computer, radio, cellular phones, satellite systems, and internet or computer and network hardware and software. In addition to different applications and services related to these materials like videoconferencing and distance learning. While according to UNESCO, The term “information and communication technologies” (ICT) refers to forms of technology that are used to transmit, process, store, create, display, share or exchange information by electronic means. ICT can be used in various contexts such as ICT industry, ICT law, ICT legislation, ICT education...etc.

### **2.6.3.2 Computer Assisted Language Learning**

Levy (1997, p. 1) defined CALL as “the search for and study of applications of the computer in language teaching and learning” In other words the computer was responsible for the presentation, reinforcement, and assessment of the task to be learned. Also, Mcdougald (2009, p. 17) believed that the computer served language teaching and learning in many ways, “it can be a tutor where everything that is heard has to be repeated, practice drills in order to help you perfect the language, As well as a starting point for discussion”. Therefore, the application of CALL played a tremendous role in developing learners speaking skill.

## **2.7 Using Information and Communication Technology in English Language Teaching and Learning**

ICT defined as technology to support the process of conveying information and communication that can be carried out directly between the communicator and the communicant in easy ways. They can communicate through telephone, internet, e-mail,

satellite, television, video conference and so on. In language learning, it is not necessary the teacher and their students are communicate in certain room or place directly, teacher can use internet as the medium to give lessons, assignments, or other information to their students. For example, computer can store unlimited lessons or references, which can be accessed anytime, anywhere and accurately. Fitzpatrick and Davies (2002) as cited in Hartoyo (2012, p. 40) sets out the seven ways in which ICT is used in language learning:

1. Presentation: some materials of language learning such as text-based materials and audio-video need are used for presentation which helps learners in understanding the learning material well.
2. Practice: some of the different exercises types are possible to be provided with ICT, incorporating the presentation stimuli in varying combinations of text, audio and video format. ICT also offers the possibility of the analyzing learners' responses with appropriate feedback (Hartoyo, 2012, p. 40).
3. Authoring: in applying ICT in language learning, teacher can either purchase ready-made materials or create their own exercise materials using a variety of authoring tools based on (Hartoyo, 2012, p. 40).
4. Computer-Aided Assessment: computer-Aided Assessment (CAA) is playing an increasingly important role in foreign language teaching and learning. This media used to test and assess students understanding after learning some courses.
5. Publishing: ICT tools exist to help teachers and learners to publish or link their work in a local area network. ICT may be used by teacher to help learners publish their work in these ways:
  - Word – processors and Desk Top Publishing (DTP) software.
  - Doing audio recording and editing tools to record interview, discussions, learning material, etc...



- Using digital camera and camcorder to record presentations, drama, role play, and so on.
  - Power point can be used as the medium to publish presentations.
  - Web pages using web authoring tools.
6. Communications: technology can help learners and teachers to communicate with each other. Some ICT tools which can be used as the medium of information are: email which allows language learners to communicate with ‘web pals’ in other countries, tandem learning, computer mediated discussion, web-based learning environment, audio conferencing, and video Conferencing.
7. Simulations: the computer can act as a stimulus which generates analysis, critical thinking, discussion and writing. Program which include simulations are especially effective as stimuli. Examples of language learning tasks which ‘simulate’ real world tasks are : Web Quest, Action Mazes, Adventure games, Sun power, Explodse, “Real-life” simulations, and video conference.

## **Conclusion**

In this chapter we have done an overview about ICT, especially in teaching English in the Algerian secondary schools, by its different tools and materials which are used to facilitate the teaching process. Also, we summarize the different teaching methods used in teaching English in the Algerian educational system until the reform and the apply of CBA.

## **Chapter Two: Field Work**

Introduction

### **Section One: Participants and Data Collection**

2.1.1 Research Design

2.1.2 Research Approach

2.1.3 Research Setting

2.1.4 Population

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### **Section Two: Discussion and Recommendation**

2.2.1 Discussion of the Results

2.2.2 Recommendations and Implications

2.2.3 Limitations of the study

Conclusion

## **Introduction**

The literature review indicated that the use of ICT has a positive impact on the learning and teaching process. The main objective of this study was to explore teachers' attitudes towards the use of ICT in teaching English in secondary schools. To collect data, a questionnaire was addressed to twenty seven EFL teachers who teach in different secondary schools in Jijel. The teacher's questionnaire was typed and then distributed personally to twenty seven teachers.

This chapter is divided into two sections. The first section aims to provide an overview of the participants and data collection, and also to discuss the teachers' questionnaire. However, in the second section a detailed analysis was presented along with some pedagogical recommendations.

## **2.1 Participants and Data Collection**

### **2.1.1 Research Design**

Cooper and Emory (1995, p. 21) defined research as a systematic inquiry aimed at providing information to solve problems. The research design, then, is an outline for conducting such an inquiry and can be considered as the structure of research. It provides the glue that holds the research project together. Similarly, Bless and Smith (1995, p. 63) defined research design as "the planning of any scientific research from the first to the last step and as a program to guide the researcher in collecting, analyzing and interpreting observed facts".

### **2.1.2 Research Approach**

This study attempted to use quantitative method to gather information from secondary school teachers who use ICT in class to enhance learning and teaching English.

We decided to use quantitative research approach because it has been widely employed in the field of English as a second or foreign language education (Gorsuch, 2000; Stoller, 1994). In support of this, Creswell (2009) stated that if the problem calls for (a) the identification of factors that influence an outcome, (b) the utility of an intervention, or (c) understanding the best of outcomes, then a quantitative approach is best. Creswell (1994, p. 2) defined quantitative research approach as “an enquiry into social or human problems, based on testing a theory composed of variables, measured with numbers and analyzed with statistical procedures, in order to determine the predictive generalizations of the theory”.

### **2.1.3 Research Setting**

The research setting refers to the place where the data are collected. In this study, data were collected in different secondary schools in Jijel.

### **2.1.4 Population**

The population refers to the set of individual units which the research question seeks to find out about. Bless and Smith (2000, p. 85) regarded population as a set of elements that the research focuses upon and to which the results obtained by testing the sample should be generalized. In this study, we choose to make a questionnaire with secondary schools EFL teachers.

### **2.1.5 Sample**

According to Bless and Smith (2000, p. 156), a sample refers to the group of elements drawn from the population, which is considered to be representative of the population, and which is studied in order to acquire some knowledge about the entire population. In this study, a sample is comprised of twenty seven EFL teachers who use ICT in different secondary schools in Jijel.

### **2.1.6 Data Collection Instrument**

Data collection instruments include any devices such as questionnaires, tests, structured interview schedules, and checklists that are adopted by the researcher to collect data. Denzil and Lincoln (1994, p. 19) defined research instrument as any plan of action that helps the researcher in gathering relevant data. In support of this, Vockell (1993, p. 22) defined research instruments as any sort of data collecting device or technique. There are various ways of collecting data depending on the purpose and aim of the study. In this research project, we used questionnaire as instrument for data collection.

### **2.1.7 Teachers' Questionnaire**

The primary purpose of a questionnaire is to help extract data from respondents. This questionnaire was designed to obtain results that are as objective as possible to explore teachers' attitudes towards using ICT in teaching. According to Bless and Smith (2000, p. 156) questionnaire is "an instrument of data collection consisting of standardized series of questions relating to the research topic to be answered in writing by participants".

This questionnaire is administered to twenty seven secondary EFL teachers in different secondary schools in Jijel, in order to identify their attitudes towards using ICT to enhance teaching and learning English in secondary schools. The teacher questionnaire comprises three sections: Background Information, School Facilities, and Teaching Methods.

### **2.1.8 Description and Administration of the Questionnaire**

The teachers' questionnaire aims at obtaining data about exploring teachers' attitudes towards their use of ICT in teaching English in secondary schools. This questionnaire consists of twenty one (21) questions, and is divided into three sections. The first section, referred to as *Background Information*, comprises eight questions (Q1-Q8). This section was designed to

provide a profile of the teacher. The second one referred to as *School Facilities*. It consists of three questions (Q9-Q11), and it was designed to provide a description of the school facilities. It also sought to establish if there was an ICT policy in the school and who provides the ICT support. The third section, referred to as *Teaching Methods and ICT*, comprises ten questions (Q12-Q21). The aim of this section was to check whether the participants use ICT in teaching and learning as well as their attitudes towards the use of ICT. This section also aimed to evaluating the use of ICT on learning and teaching EFL in Algerian secondary schools so as to gain a better use of ICT that will enable effective teaching and learning to take place.

## 2.2 Analysis of the Results

This section reports the teacher's responses to the questionnaire along with their analyses. Concerning the administration of the teachers' questionnaire, it was directly handed to respondents during their regular English session. Teachers were given enough time to read and answer each item carefully.

### 2.2.1 Section One: Background Information

**Q 1:** How long have you been teaching English in secondary school?

A. 1- 3 year (s)                       B. More than 3 years

**Table 2.1:** *Teachers' Experience in Teaching English*

Options	N	%
A	16	59,26
B	11	40,74

This question was devised to have information about the teachers' experience in teaching English. As it is shown in the above table 2.1, the majority of teachers (59,26%) have a teaching experience of 1-3 years (s), However, only (40,74%) have more than 3 years experience in teaching English.

**Q 2:** Do you have any experience in using the Internet?

A. Yes

B. No

**Table 2. 2:** *Teachers' Experience in Using the Internet*

Options	N	%
A	26	96,30
B	01	03,70

Table 2.2 reveals that almost all teachers (96,30%) are able to use the Internet and they are experienced in using it only one of them does not have any experience to use it.

**Q 3:** Are you familiar with Information and Communication Technology?

A. Yes

B. No

**Table 2.3:** *Teachers' Familiarity with ICT*

Options	N	%
A	25	92,59
B	02	07,41

Table 2.3 shows that the most of teachers (92,59%) considered themselves familiar with ICT. While only two teachers (7.41%) said that they are not familiar with the use of ICT. This belief is a clear indication of the secondary schools teachers' familiarity with ICT.

**Q 4:** How would you rate your level in using ICT?

A. Beginner  B. Intermediate  C. Advanced

**Table 2.4:** *Teachers' ICT Levels*

Options	N	%
A	06	22,22
B	11	40,74
C	10	37,04

Table 2.4 shows that the teacher's ICT level falls between beginner and advanced. As the responses show, (40,74%) of teachers are intermediate in the use of technology in the classroom, (37,04%) of them are advanced, and (22,22%) are beginner.

**Q 5:** Have you received any training in the use of ICT before joining the teaching profession?

A. Yes  B. No

**Table 2.5:** *Pre-Service Training*

Options	N	%
A	07	25,93
B	20	74,07



Table 2.5 indicates that twenty teachers (74,07%) never had a pre-teaching training, while seven teachers (25,93%) stated that they have received a training before joining the teaching profession.

If yes, please specify where?

According to the results, one teacher has received his training in Ecole Normale Superieure, Two others have passed their training in private schools, an other two in the university, while the last two teachers stated that they have received their training in Teachers' Training School in Constantine. But all the teachers would like to have an ICT training in the future.

**Q 6:** Which impact does the use of ICT have on your teaching experience?

A. Negative impact  B. Positive impact

**Table 2.6:** *The Impact of ICT on the Teaching Experience*

Options	N	%
A	02	07,41
B	25	92,59

From the table 2.6, it is shown that (7.41%) of teachers stated that using ICT have negative impact on their teaching, while the majority of them (92,59%) agreed that the use of ICT has a positive impact on their teaching experience and that language teaching is ineffective without ICT.

**Q 7:** Are the students allowed to use the following devices in class?

- A. Laptop Yes  No
- B. Tablet Yes  No
- C. Netbook Yes  No
- D. Notebook Mobile or Smartphone Yes  No

E. Others, please specify.....  
 .....

**Table 2.7: Students' Use of ICT Devices**

Options	N	%
A	06	22,22
B	07	25,93
C	05	18,52
D	11	40,74

According to the answers in the table 2.7, most of students are not allowed to use technological devices at class. Few teachers (22.22%) stated that students can use laptop inside class, seven teachers (25.93%) claimed that students can use tablet, only (18.52%) of teachers said that students can use the Netbook, while for the notebook mobile or smartphone (40.74%) of teachers said that students can use it in class during lesson much more than the other devices.

Some teachers added other devices which the students can use them in class like electronic and digital dictionary.

**Q 8:** What expectations do you have toward ICT in education?

- A. To help students to pursue their future career.
- B. To increase student's social interest.
- C. To enhance student's knowledge.
- D. To enhance students with their communication ability.
- E. Others, please specify.....

.....

**Table 2.8: Teachers Expectations Toward ICT in Education**

Options	N	%
A	11	40,74
B	09	33,33
C	18	66,67
D	18	66,67

The results in the above table indicate that most of teachers have almost the same expectations toward ICT education. (40,74%) of teachers stated that ICT helps students to pursue their future career, (33,33%) of them mentioned that ICT increases student's social interest, and (66,67%) said that ICT enhances the students' knowledge and their communication ability.

Some teachers proposed additional expectations that they have toward ICT in education, which are to stimulate the student interest, to enhance students' speaking and writing skills, to motivate the students and help them better grasp the aimed lesson, to go beyond routine in the classroom, to wider the learner's horizon and to enhance both his learning and his career.

### 2.2.2 Section Two: School Facilities

**Q 9:** Is your school equipped with new technologies?

A. Yes

B. No

**Table 2.9:** *New Technologies in Secondary Schools*

Options	N	%
A	11	40,74
B	16	59,26

Table 2.9 shows that (40,74%) of teachers stated that their secondary schools is equipped with new technologies, while (59,26%) of them does not have any technology.

If yes, where exactly are they placed?

- A. In computer rooms
- B. In classrooms
- C. At the library

**Table 2.10:** *Place of the New Technologies*

Options	N	%
A	10	90,91
B	00	00
C	01	09,09

Table 2.10 shows that the majority of these new technologies (90,91%) are installed in computer rooms, and only one of them (09,09%) can access to it at the library.

**Q 10:** Does your school provide Internet access?

- A. Yes
- B. No

**Table 2.11:** *Internet Access*

Options	N	%
A	10	37,04
B	17	62,96

The results in the table 2.11 indicate that most of teachers (62,96%) stated that their schools do not provide Internet access, while (37,04%) of them said that their schools provide internet access. which means that the Algerian secondary schools are occupied with Internet connection and it is available for teachers to use any time they need.

**Q 11:** Does your school have a policy to promote or support ICT?

A. Yes

B. No

**Table 2.12:** *ICT School Policy*

Options	N	%
A	07	25,93
B	20	74,07

The results indicate that according to seven teachers (25,93%), their schools have a policy to support ICT, while twenty teachers (74,07%) said that their schools do not have any kind of policy to support ICT.

If yes, who provides the ICT support at your school?

A. A more experienced knowledgeable teacher school.

B. Technology coordinator.

- C. Other school staff
- D. Experts from outside the school.
- E. An online helpdesk, community or website.

**Table 2.13:** *ICT Support*

Options	N	%
A	04	57,14
B	00	00
C	03	42,86
D	00	00
E	00	00

Table 2.13 shows that among seven teachers, four teachers (57,14%) said that their schools are provided an ICT support by a more experienced knowledgeable teacher school, while the rest three teachers (42,86%) stated that other school staff works as an ICT support in their schools and there is no person special for providing that support.

### 2.2.3 Section Three: Teaching Methods and ICT

**Q 12:** Do you use ICT in your teaching?

- A. Yes  B. No

**Table 2.14:** *Using ICT in Teaching*

Options	N	%
A	23	85,19
B	04	14,81

Table 2.14 shows that (85,19%) of teachers use ICT when teaching. This can be justified by the fact that the teachers are aware of the importance of using ICT during their lessons. However, (14,81%) of teachers do not use ICT. This result indicates that those teachers may have negative attitudes towards using ICT.

If yes, how often do you use it?

A. Rarely       B. Sometimes       C. Always

**Table 2.15:** *Frequency of Using ICT in Teaching*

Options	N	%
A	03	13,04
B	20	86,96
C	00	00

Table 2.15 reveals that (86,96%) of teachers are sometimes using ICT in their teaching, while (13,04%) of them are rarely users of ICT, and no one always use it.

**Q 13:** Which of the following technologies do you have access to administering and delivering the curriculum?

A. Computer       B. web camera       C. Printer   
 D. Scanner       E. Laptop or desktop computer       F. CD/DVD player   
 G. Data projector       H. Internet access

**Table 2.16:** *Access to New Technologies*

Options	N	%
A	15	55,56
B	01	03,70
C	07	25,93
D	04	14,81
E	17	62,96
F	04	14,81
G	21	77,78
H	06	22,22

The above table reveals that teachers have an access to all the technologies listed above for administering and delivering the curriculum. For example: data projector is the most useful technology with (77.78%), then laptop or desktop computer (62.96%), computer (55.56%), Printer with (25.93%), then Internet access with (22.22%), Scanner, CD/DVD player (14,81%) and web camera wirh (03,70%).

Some teachers proposed other technologies used them in cass like smart phones, videos and Mp3 files.

**Q 14:** Is the quality of these technologies satisfactory?

A. Yes

B. No



**Table 2.17:** *Quality of the New Technologies*

Options	N	%
A	16	59,26
B	11	40,74

As indicated in the table 2.17, the results seem to show that the quality of the new technologies for (59,26%) of teachers are satisfactory, and for (40,74%) of them are not.

**Q 15:** For which purpose do you use ICT in your teaching?

- A. To make presentations.
- B. To find information.
- C. To dowloand lecture notes and messages.
- D. To use self-assessment tests.
- E. To take Online tests and quizzes
- F. Others, please specify.....  
 .....

**Table 2.18:** *Purpose for Using ICT*

Options	N	%
A	21	77,78
B	10	37,04
C	12	44.44
D	09	33,33
E	09	33,33

The results found indicate that all teachers use ICT for specific purposes in their teaching. All majority of them (77,78%) use it to make presentation, also (44,44%) of teachers use ICT for dowloand lecture notes and messages, (37,04%) to find information, and (33,33%) to use self-assessment tests and to take Online tests and quizzes.

There are other purposes for which teachers use ICT:

- To download pictures, images and flash cards.
- To involve the learners and motivate them.
- Unit presentations and litening sessions.

**Q 16:** Has ICT brought about any fundamental changes in your teaching?

A. Yes  B. No

**Table 2.19:** *Teachers' perceptions of ICT Changes*

Options	N	%
A	22	81,48
B	05	18,52

Table 2.19 shows that almost all teachers (81,48%) are agree that ICT has brought a great fundamental change in their teaching, while for (18,52%) there is no change in the way they teach.

If yes, tick the item(s) that best match(es) your opinion.

- A. A shift from teacher-centredness to learner-centredness.
- B. A shift from knowledge transmission to knowledge construction.
- C. A shift from schooling to lifelong learning.

- D. Teacher and learner become partners in the learning process.
- E. ICT has placed teachers in facilitative and supportive roles.
- F. Others, please specify.....  
 .....

**Table 2.20: Fundamental Changes in Teaching Using ICT**

Options	N	%
A	15	55,56
B	06	22,22
C	10	37,04
D	18	66,67
E	08	29,63

The results in the above table reveal that the use of ICT has brought about some fundamental changes in their teaching methods. Some teachers (55,56%) stated that ICT has enabled them to be more learner-centred. While others (22,22%) believed that ICT has helped them to perceive teaching as knowledge construction rather than knowledge transmission. (37,04%) of teachers said that ICT promotes lifelong learning, and (66,67%) of them stated that teacher and learner become partners in the learning process. Also, (29,63%) of teachers found that ICT has placed teachers in facilitative and supportive roles. Theachers added that ICT redefined the teacher role, he becomes a provider of information and expert, he is now perceived as a collaborator, facilitator, and adviser, and Motivating the learners and make them awake in class.

**Q 17:** How beneficial are ICTs in teaching /learning language skills?

A. Very beneficial       B. beneficial       C. not beneficial at all

**Table 2.21:** *ICT Beneficinity*

Options	N	%
<b>A</b>	14	51,85
<b>B</b>	13	48,15
<b>C</b>	00	00

The results reveal that the use of ICT for the majority of teachers (51,85%) is very beneficial, while (48,15%) of teachers consider it as beneficial, This means that ICT has a very positive impact on teaching and learning language skills.

**Q 18:** According to you, which language skill(s) do (es) ICT enhance most?

- A. Speaking
- B. Listening
- C. Reading
- D. Writing

**Table 2.22:** *ICT-Enhanced Language Skill(s)*

Options	N	%
<b>A</b>	21	77,78
<b>B</b>	24	88,89
<b>C</b>	06	22,22
<b>D</b>	04	14,81

The results reveal that most of the teachers (88,89%) used ICT to enhance listening, (77,78%) for speaking, whereas some of them (22,22%) use it to develop reading, and only (14,81%) work with ICT to promote writing.

**Q 19:** What benefits has ICT brought to EFL teachers?

- A. ICT has made teaching more interactive.
- B. ICT has provided access to a wide range of authentic materials and has added variety to teaching.
- C. ICT has promoted collaboration among the teachers.
- D. ICT has helped the teacher to adapt to change.
- E. ICT has helped the teacher to be more dedicated.
- F. Others, please specify.....  
 .....

**Table 2.23:** *Benefits of ICT on English Language Teachers*

Options	N	%
A	20	74,07
B	15	55,56
C	07	25,93
D	18	66,67
E	08	29,63

The above table discuss the benefits of ICT on English language teachers. The results obtained show that the majority of teachers (74,07%) believe that ICT has made teaching more interactive, (66,67%) of them claimed that ICT has helped the teacher to adapt to change, (55,56%) believed that ICT provided access to a wide range of authentic materials

and has added variety to teaching, (29,63%) of teachers thought that ICT helps the teacher to be more dedicated, and (25,93%) of them said that ICT has promoted collaboration among the teachers.

Other teachers mentioned that ICTs help teachers to design tests and exams.

**Q 20:** According to you, what are the barriers of using ICT in your school?

- A. Lack of time to use technologies.
- B. Lack of knowledge about ICT.
- C. Lack of confidence in the use of ICT.
- D. Computers are not accessible.
- E. Management does not care if I use ICT or not.
- F. No support if something goes wrong with computer.
- G. Others, please specify.....  
 .....

**Table 2.24:** *Barriers in Using ICT in the Secondary School*

Options	N	%
A	20	74,07
B	05	18,52
C	01	03,70
D	17	62,96
E	02	07,41
F	07	25,93

Table 2.24 displays the barriers which limit the use of ICT. A vast majority of the teachers believe that these factors are responsible for demotivating teachers from using ICT in

classrooms. Most of them (74,07%) said that lack of time to use technologies, (62,96%) for the unavailability of computers are the main barriers to use ICT in class, then (25,93%) of teachers claimed that one of the barriers is that there is no support if something goes wrong with computer, while (18,52%) of them choosed the lack of knowledge about ICT as a barrier to use it in class. In addition, some teachers (07,41%) thought that Management does not care if I use ICT or not, and (03,70%) for Lack of confidence in the use of ICT.

Other teachers added that class size, most classrooms are not appropriate and suitable for teachers to play their PC or data show, electricity outlets are not functioning well in some schools, and lack of equipments for example there is only one data show which it is not available for all teachers are other factors that does not support teachers in integrating ICT in the classroom.

**Q 21:** What do you suggest to improve the use of ICT in your school?

Some of the teachers give suggestions for improving the use of ICT in their schools:

- The best way to improve learning and teaching with ICT is to replace older teachers by younger ones. Younger teachers know how to use ICT because they grew up naturally with technology.
- Training should be made compulsory for all teachers regardless of age and experience.
- ICT can improve the quality of both learning and teaching as long as they are associated with learner-centred approaches. Therefore, teachers and learners should avoid using traditional approaches with ICT.
- Using ICTs in primary and middle schools to familiarize pupils with their use.
- Making both teachers and administrators aware of the benefits of ICT.
- Providing special classrooms to make the use of ICT easier.
- The government should Provide schools with the necessary equipments besides access to the Internet.

## **Section Two: Discussion and Recommendation**

### **2.2.1 Discussion of the Results**

The analysis of the teachers' questionnaire shows that teachers' experience in teaching English has a great impact on both students and the use of ICT. Anderson (2000, p. 145) found evidence of a positive relationship between teachers experience and ICT integration. In addition, teachers familiarity with ICT helps in making the teaching process easier, but it does not necessarily mean that they integrate ICT into the curriculum. Data analysis also shows that using new technology at school is very important for the teachers as part of the process of integrating ICT into their teaching. It allows them to learn new skills, design lessons, and make use of the Internet in their professional activities. According to Lei and Zhao (2006), each technology is likely to play a different role in the teaching process. It is also a way of opening up the classroom to the outside world to enable students to improve their communication and social skills.

Concerning the mains barriers that prevent teachers from integrating ICT in their teaching process, the results mention different abstacles. First, it seems that low investment is responsible for the insufficient number of available technologies the secondary schools are not equipped with hardware and software for years. The ministry must know that the number of secondary school teachers who use ICT is increasing, and that new barriers may emerge if the secondary schools are not equipped with sufficient and efficient technology. But, even if schools have these technologies, there is a lack of access to them with low internet connectivity and how using it and the problem of class size. Secondly, the results show that most teachers complained from the lack of technical support which wasted their class time and preparation. Technical support is essential for continued progress with integrating the new technology. Without technical support, the impact of ICT on teaching and learning will



be negative. The teachers' lack of confidence in the use of ICT as well as a lack of teachers' training in the use of ICT are the biggest barriers to ICT integration. Teachers without sufficient training do not take the risk of using ICT in the classroom. In this respect, Lam (2000) argued that many teachers fail to use new technologies not because they are technophobic, but because they cannot understand how technology could be used in their teaching practices, or have doubts about the usefulness of technology. In addition to teachers' training, time is another definite factor. Teachers need large blocks of time to gain initial familiarity with new hardware or software especially at the initial stages of the process: time to learn, time to practise and time to plan lessons using the new technology.

Regarding the teachers' opinion about the fundamental changes that ICT brought to teaching and the teacher, the majority of teachers believed that ICT facilitates the shift from teacher-centredness to learner-centredness and from knowledge transmission to knowledge construction and from schooling to lifelong learning. Learning becomes more interactive, autonomous and creative. The learner works at his own pace, he is the architect of his own learning style, social and cultural background, interests, and abilities. Students get used to learning the foreign language in a new and pleasant way, not just by interacting with the teacher and reading from the book.

A part from redefining their primary responsibility as facilitators of student' learning, teachers are also playing other roles in schools. They are collaborating with their colleagues in order to set clear and obtainable standards of knowledge, skills, and values that should be expected by the Algerian pupils. They are taking part in day-to-day decision making in schools, working side-by-side to set priorities, and dealing with problems that affect their students' learning. The different roles of the teachers from information transmitter to facilitator, counselor, advisor, guide, coach, co-learner, mentor, resource and technology manager, and mediator to the students. The teacher is no longer the source of information nor

is he/she the transmitter of knowledge. The radical change in teaching and learning, and in the teacher and learner roles facilitates the shift to learner-centred curriculum which, according to Pakerson (2008, p. 158), must (a) focus on the learners and their needs, (b) promote the overall growth of the learners, (c) stress the students' understanding, (d) develop the communication and social skills, (e) emphasize the cooperative learning, (f) involve students and teachers in the selection and organization of subject matter and materials.

Teachers' and learners' responses have helped to identify some of the benefits ICT has brought to the teachers and the learners of EFL. The findings revealed that the integration of ICT in classroom activities has a positive impact on the teaching and learning of EFL and on the relationship between teachers and learners. Therefore, it is not surprising that students are now more knowledgeable, more motivated, and more comfortable than they used to be, which means that today's teaching is less effective without ICT integration even if learner-centred approaches are adopted, so pedagogy needs to be associated with new technology so as to be effective. When ICT provided access to a wide range of authentic materials and added variety to teaching with the introduction of the Internet technology, it makes the process of teaching more interactive, also it has promoted collaboration among the teachers, it has helped them to adapt to change, to be more dedicated, and to design tests and exams. So, teachers can now shift from a position in which they were perceived as the source of knowledge to one in which teachers are seen as expert learners working with novice learners in a problem-solving situation, and students are exposed to and interact with expert and novice learners in order to develop their understanding and further their knowledge. They do not have to rely on one teacher; they can interact with peers and other virtual experts anywhere and at any time to make sense of new information and deepen their knowledge base.

### **2.2.2 Recommendations and Implications**

Based on the results obtained from the teachers' questionnaire, the following recommendations are proposed.

It appears from this study that some teachers are resistant to using ICT. In order to minimize their resistance, the school administration should take the teachers' view into consideration and motivate them to use ICT during their lessons, by encouraging and rewarding teachers who have become leaders in the integration of ICT in their classrooms. They should be provided with additional time for training and mentoring teachers with less or no experience. Also, teachers with limited experience of the new technology in the classroom must be supported by grouping them with teachers who have been successful in integrating ICT in their classrooms. As a suggestion, the teachers should get training about ICT such as using the internet, operating ICT equipment, etc.

Teachers also should develop their ways of teaching. That is why the schools should encourage the teachers to learn more about ICT. The school should also provide ICTs at least for each classroom with the necessary equipment and support. The government also has important roles in teachers' ICT implementation. It should give the facilities to those schools so that the teacher and the student can use them to improve the quality of teaching and learning process.

Teachers should experiment with various technology applications, share ideas and collaborate with colleagues on new technology projects and uses, to decide which kind of ICT resources will be useful to the topic they are treating and what students are expected to learn. Teachers need sufficient time to update their teaching methods in line with the latest developments in educational technology. Lesson preparation that incorporates these

technologies places greater demands on teacher' time and resources. The main concern for most teachers is to have enough time to learn, train and practise.

The use of technology for teaching requires the development not only of knowledge, skills, and behaviors but also of appropriate attitudes (Kim & Baylor, 2008). Attitudes might be influenced by concerns, confidence, and so forth. For example, pre-service teachers' attitudes toward a technology are affected by their confidence in using it. Even though technology is available, and teachers have the requisite skills and knowledge, if they are not confident in using technology for teaching, they might be unwilling to do so.

The success of ICT integration depends on the three general approaches to the instructional use of ICT according to Richmond (1997):

1. Learning about ICT, in which technological literacy is the end goal.
2. Learning with ICT, in which the technology facilitates learning across the curriculum.
3. Learning through ICT, integrating technological skills development with curriculum applications.

### **2.2.3 Limitation of the study**

Classroom observation is considered as a more beneficial method for collecting data, it helps the researcher by providing him with the needed details. It was among the planned means of collecting data in this study, but because of the time constraints, and since the questionnaire is conducted at the end of the academic year, most students did not attend the classes, so it was impossible to make a classroom observation.

## **Conclusion**

This chapter introduced the analysis of the data collected from EFL teachers' questionnaire in different secondary schools in Jijel. All the questions were analysed and the answers were organized in tables. The proposed recommendations should be taken into consideration in order to overcome the shortcomings using ICT in teaching English in secondary schools. Furthermore, according to the findings, ICT is a powerful tool whereby learning and teaching methods can be upgraded. It is also a means of promoting communication and social skills. Therefore, teachers have to adapt to new changes and keep pace with new methods and technologies if they want to improve the quality of learning and teaching.

### **General Conclusion**

The implementation of ICT in the teaching process is not easy as it demands from teachers to have specific skills. This work has revealed that teachers play an important role in the implementation of ICT into secondary schools and their attitudes have proved to be significant predictors of technology use. In other words, teachers' attitudes towards the use of ICT for educational purposes is one key factor for the success of the ICT utilization in schools. The results show also that teachers have positive attitudes to employ ICT in their lessons, but, they are facing several challenges that hinder their intention to use ICT.

However, many difficulties are facing teachers in the implementation of ICT, among them, the insufficient number of available technologies in secondary schools coupled with technical support and the Internet connectivity, lack of training and confidence in the use of ICT, and some pedagogical issues are the major factors that hinder the use of ICT in the classroom.

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Media and Methods.

## Appendix

### Questionnaire Administered to EFL Teachers at Secondary Schools

#### Teachers' Questionnaire

Dear teachers,

This questionnaire is a part of a master dissertation, it aims to explore teachers' attitudes towards their use of Information and Communication Technology (ICT) in teaching English in secondary schools.

Please, tick (✓) the appropriate answer or make a full statement when necessary.

We extremely appreciate your collaboration and the time devoted to answer this questionnaire.

Thank you.

#### Questions:

##### Section One: Background Information

1. How long have you been teaching English in secondary school?

A. 1- 3 year (s)  B. More than 3 years

2. Do you have any experience in using the Internet?

A. Yes  B. No

3. Are you familiar with Information and Communication Technology?

A. Yes  B. No

4. How would you rate your level in using ICT?

A. Beginner  B. Intermediate  C. Experienced  D. Expert

5. Have you received any training in the use of ICT before joining the teaching profession?

A. Yes  B. No

If yes, please specify where?



.....  
.....  
**6. Which impact does the use of ICT have on your teaching experience?**

- A. No impact       B. Simple impact       C. Significant impact

**7. Are the students allowed to use the following devices in class?**

- A. Laptop                      Yes                       No   
B. Tablet                      Yes                       No   
C. Netbook                      Yes                       No   
D. Notebook Mobile or Smartphone      Yes                       No   
E. Others, please specify
- .....  
.....

**8. What expectations do you have toward ICT education?**

- A. To help students to pursue their future career.   
B. To increase student's social interest.   
C. To enhance student's knowledge.   
D. To enhance students with their communication ability.   
E. Others, please specify
- .....  
.....

**Section Two: School Facilities**

**9. Is your school equipped with new technologies?**

- A. Yes                       B. No

If yes, where exactly are they placed?

A. In computer rooms

B. In classrooms

C. At the library

**10.** Does your school provide Internet access?

A. Yes

B. No

**11.** Does your school have a policy to promote or support ICT?

A. Yes

B. No

If yes, who provides the ICT support at your school?

A. A more experienced knowledgeable teacher school.

B. Technology coordinator.

C. Other school staff

D. Experts from outside the school.

E. An online helpdesk, community or website.

### **Section Three: Teaching Methods and ICT Attitudes**

**12.** Do you use ICT in your teaching?

A. Yes

B. No

If yes, how often do you use it?

A. Rarely

B. Sometimes

C. Always

**13.** Which of the following technologies do you use in class?

A. Computer

B. web camera

C. Printer

D. Scanner  E. Laptop or desktop computer  F. CD/DVD player

G. Data projector  H. Internet access

**14.** Is the quality of these technologies satisfactory?

A. Yes  B. No

**15.** For which purpose do you use ICT in your teaching?

A. To make presentations.

B. To find information.

C. To download lecture notes and messages.

D. To use self-assessment tests.

E. To take Online tests and quizzes

F. Others, please specify

.....  
.....

**16.** Has ICT brought about any fundamental changes in your teaching?

A. Yes  B. No

If yes, tick the item(s) that best match(es) your opinion.

A. A shift from teacher-centredness to learner-centredness.

B. A shift from knowledge transmission to knowledge construction.

C. A shift from schooling to lifelong learning.

D. Teacher and learner become partners in the learning process.

E. ICT has placed teachers in facilitative and supportive roles.

F. Others, please specify

.....  
.....

**17.** How beneficial are ICTs in teaching language skills?

A. Very beneficial       B. beneficial       C. not beneficial at all

**18.** According to you, which language skill(s) do (es) ICT enhance most?

- A. Speaking
- B. Listening
- C. Reading
- D. Writing

**19.** What benefits has ICT brought to EFL teachers?

- A. ICT has made teaching more interactive.
- B. ICT has provided access to a wide range of authentic materials and has added variety to teaching.
- C. ICT has promoted collaboration among the teachers.
- D. ICT has helped the teacher to adapt to change.
- E. ICT has helped the teacher to be more dedicated.
- F. Others, please specify

.....  
.....

**20-** According to you, what are the barriers of using ICT in your school?

- A. Lack of time to use technologies.
- B. Lack of knowledge about ICT.

C. Lack of confidence in the use of ICT.

D. Computers are not accessible.

E. Management does not care if I use ICT or not.

F. No support if something goes wrong with computer.

G. Others, please specify

.....

.....

**21.** What do you suggest to improve the use of ICT in your school?

.....

.....

.....

## **Résumé**

Cette étude a pour but d'explorer les attitudes des enseignants vis-à-vis l'utilisation de L'information et la Communication Technologie (ICT) dans l'enseignement de l'anglais aux lycées à Jijel. Pour atteindre ce but, un instrument de recherche a été utilisé. Le questionnaire des enseignants a vis pour but de connaître les attitudes des enseignants vis-à-vis l'utilisation d'ICT dans l'enseignement de l'anglais dans les classes. Cette étude est basée sur la supposition que les attitudes des enseignants à un grand impact sur l'intégration d'ICT. Un échantillon composé de vingt sept enseignant de différents lycées à Jijel a été utilisée pour explorer les attitudes des enseignants vis-à-vis l'utilisation d'ICT. Les résultats ont montré que les enseignants ont des différents attitudes vis-à-vis l'utilisation d'ICT dans l'enseignement de l'anglais aux lycées. Basés sur ces résultats, quelque recommandations pédagogiques ont été proposées pour faciliter l'intégration d'ICT aux lycées.

## ملخص

تهدف ه ذه الدراسة إلى استكشاف مواقف الأساتذة فيما يخص استعمالهم لوسائل الإعلام و الاتصال في تعليم اللغة الانجليزية في المدارس الثانوية في ولاية جيجل، لأجل تحقيق ه ذا الهدف تم الاعتماد على وسيلة واحدة للبحث هي الاستبيان. يهدف ه ذا الاستبيان إلى معرفة مواقف الأساتذة فيما يخص استعمالهم لوسائل الإعلام والاتصال في تدريس اللغة الانجليزية داخل الأقسام التعليمية. هذا البحث مبني على افتراض بأن مواقف الأساتذة لها تأثير كبير على استعمال وسائل الإعلام والاتصال في المدارس الثانوية، بغرض استكشاف مواقف الأساتذة فيما يخص استعمال وسائل الإعلام والاتصال تم وضع عينة مكونة من سبعة وعشرين أستاذًا من مختلف المدارس الثانوية لولاية جيجل تحت الدراسة، حيث أظهرت النتائج المحصل عليها بان للأساتذة آراء مختلفة فيما يخص استعمالهم لوسائل الإعلام والاتصال في تعليم اللغة الانجليزية في المدارس الثانوية. بناء على نتائج هذا البحث تم اقتراح بعض الحلول والتوصيات التي تهدف إلى تحسين استعمال وسائل الإعلام والاتصال في المدارس الثانوية.