



Mohamed Kheider University of
Biskra Faculty of Letters and Languages
Department of Foreign Languages

MASTER THESIS

Letters and Foreign Languages
English Language
Sciences of the language

Submitted and Defended by: DALLAL Lahmar

Title
**Towards an ICT tool for multiple leaning styles class: use of slideshow in
phonetics lessons with EFL classes at Biskra University**

A Dissertation Submitted to the Department of Foreign Languages in Partial
Fulfillment of the Requirements for the Master's Degree in Sciences of the Language

Board of Examiners:

Dr. SAIHI Hanane university of Biskra

Dr. SALHI Ahlem university of Biskra

Dr. CHENINI AbdelHake university of Biskra

MRS. HBIRAT Sara university of Biskra

Academic Year: 2020-2021

Declaration

I, **Dalaal Lahmar**, do hereby declare that the work presented in this

Dissertation is solely my own effort, and has not been submitted for any

Academic institution or university for any degree before.

This inquiry was conducted and completed at Mohamed Khider University

Of Biskra, Algeria.

Certified

Mrs. Lahmar Dallal.

Dedication

To the Almighty Allah the Lord of the world for his guidance and help and

To whom I owe everything

To my mother who devoted all her time and efforts for me during all the

Stages of my life

To my father who educated me on good principles

To myself who was the best friend I have ever had.

To all my mates who were with me all time: Faiza, Mohamed, saber,

Ibrahim, Rima and Wissam

To all my family members and friends who wish me success in my life

A special dedication of course to my future husband

Acknowledgment

I express my deep sense of gratitude to the supervision of Dr: **Hanane Saihi**.

I would like to thank her for her guidance and pieces of advice. I would

Like to thank her for her suggestions and encouragement.

I sincerely thank the board examiners, **Chnini Abdallah, SalhiAhlemand**

MRS. HBIRAT Sara

I would like to extend my gratitude to First Year students of English at

University of Biskra for their collaboration and assistance they provided.

Other appreciation is due to teachers, friends and family members who helped me especially through this work.

Hamel Amjad who helped me with time and efforts. To my best teachers

Yasir Sadrati and Mehiri Ramadhan and all my teachers since the first year

Abstract

For the past few decades, information and communication technology (ICT) has been a part of our lives, affecting both our society and our personal lives. In the educational world, ICT is now widely used. ICT is widely utilized by teachers, students, administrators, and for pre-service teachers during their training program, because this integrated technological knowledge allows a potential teacher to gain a greater understanding of the world of technology and how it might be implemented in the future for the benefit of students' are currently giving schools and classrooms a new appearance by introducing new curriculum focused on real-world problems and projects, providing tools to improve learning, and providing instructors and students with more facilities and opportunities for feedback. At the same time, ICT benefits teachers, students, and parents. ICT can and will empower teachers and students by shifting teaching and learning processes from teacher-centered to student-centered, and that this shift will result in greater learning gains for students by providing opportunities for students to develop their creativity and making problem-solving capabilities available to them. Problems, media skills, and communication abilities. Hence, the impact of ICT on improving the teaching and learning process is greater in schools that have embraced ICT as an innovative factor, simply because students find it more entertaining and convenient. Suggested finding appear that EFL classes contain different students learning styles which were the visual style, auditory, read / write and the kinesthetic style. The teacher in classroom finds himself face to face with students of different mindsets and backgrounds. Therefore, this thing must be taken into account by diversifying the use of technology tools during the preparation and presentation of lessons. This thing helps facilitate the process of teaching and learning at the same time for the teacher and the learner.

LIST OF ACRONYMS AND ABBREVIATIONS

EFL: English as a foreign language

ICT: Information and communication technology

LS: Learning styles

SLA: Second language acquisition

LIST OF TABLES

Table 1: student gender (male and female)	51
Table 2: choose of studding English.....	52
Table 3: student's level in English)	53
Table 4: student's physical senses)	54
Table 5: student's preferring way of learning.....	54
Table 6: student's method of using computer.....	55
Table 7: student's options when they tell a story.....	58
Table8: student opinions about the data show.....	61
Table 9: students' answers about the use of projector in classroom.	63
Table10: the kind of materials used by the teacher in EFL class.....	64
Table11: the student's attitude towards the use of ICT tools in EFL class.....	65

LIST OF FIGURES

Figure1: ICT is an acronym that stands for Information and Communications Technologies.....	35
Figure2: types of projectors)	36
Figure 3: the ICT's components.....	45

LIST OF GRAPHS

Graph 1: student's Suitable places of seating.....	57
Graph 2: student's favorite way of learning.....	59
Graph 3: students different learning styles.....	60
Graph 4: student opinions about the data show.....	61
Graph5: student's opinion about projector and it's relation withconfidence...62	
Graph 6: students' answers about the use of projector in classroom.....	63
Graph 7: the kind of materials used by the teacher in EFL class.....	64

TABLE OF CONTENT

Dedication	2
Acknowledgement.....	3
Abstract.....	4
List of Acronyms and Abbreviations.....	5
List of Tables	6
List of Figures	7
List of Graph.....	7
Table of Content	8
General Introduction.....	1
2. Statement of the Problem	2
3. Significance of the Study	2
4. Aim of the Study	2
5. Statement of the Hypothesis	2
6. Research Questions	3
7. Research Methodology	3
7.1. The Population.....	3
7.1. The Sample.....	3
9. Limitations of the Study.....	3
Introduction	4
I .1. background of study.....	4
I .2. what is learning.....	5

I . 3. can one student have several learning styles?.....	6
I .4. Learning needs.....	6
I . 5. factors that conditioning learning.....	7
I .6. Learning styles definitions	8
I . 7. types of learning styles (VARK).....	8
I .7.1. Visual style.....	8
I .7.2. Auditory learners(hears).....	9
I .7.3. Kinesthetic	9
I .7.4. Read and write.....	9
I .8. learning styles and second language acquisition.....	10
I .8.1. The match of teaching and learning in second language acquisition.....	10
I .8.2. Teacher – centered.....	11
I .8.3. Student -centered.....	11
I .9. learning disabilities.....	11
I .9.1. What are learning disabilities?	12
I .9.2. Some types of learning disabilities.....	12
I .9.2.1. Dyslexia.....	12
I .9.2.2. Auditory and visual Processing Difficulties.....	12

I .9.2.3. Short-Term Memory Difficulties(forgetfulness)	12
I .10. Learning styles and psychology	13
I .10.1. Multiple intelligence	13
I .10.1.1. Linguistic-verbal	13
I .10.1.2 Logical/mathematical	14
I .10.1.3. Musical-Rhythmic Intelligence	14
I .10.1.4. Spatial/visual	14
I .10.1.5. Kinesthetic-bodily intelligence	15
I .10.1.6. Interpersonnel intelligence	15
I .10.1.7. Intra personnel (introspective intelligence)	16
I .11. The importance of understanding and identifying learning styles for teacher	16
I .2. ICT Tools	19
I .2.1. Historical background of ICT	19
I .2.2. Definition of ICT	20
I .2.3. Components of ICT system	21
I .2.4. Types of ICT	22
I .2.4.1. Desktop and laptops	23
I .2.4.2. Digital camera	24

I .2.4.3 Tablet.....	25
I .2.4.4. Smartphones.....	25
I .2.4.5. USB FLASH Drive.....	27
I .2.4.6. iPods.....	25
I .2.4.7. Microphones.....	27
I .2.4.8. DVDs and CDs.....	28
I .2.4.9. Interactive white board or smart board (IWB).....	29
I .2.4.10. Projectors.....	30
I .2.5. ICT in education.....	32
I . 2.6. The Use of ICT Tools in English Language Teaching and Learning.....	33
I .2.7. ICT Tools and pronunciation.....	33
Pedagogical recommendation.....	33
Conclusion.....	48
Chapter 2	
Introduction.....	49
1. Research Methodology.....	50
2. Population and Sampling.....	50
2.3. Questionnaire for students.....	50
2.4. Description of the Questionnaire.....	50

2.5. Students' questionnaires.....	51
3. Analysis of student' questionnaire.....	51
Classroom Observation(introduction).....	65
1.Description of the classroom observation.....	66
Session 1.....	66
Session 2.....	67
Session 3.....	68
Discussion.....	68
3. conclusion	

General Introduction

Learning is a universal human process that all individuals have the chance to do by a single general ability. People are different by nature. they are different in a lot of sides: different in thinking, in knowing and shaping information and knowledge. learners get information in diverse ways each one prefers an appropriate strategy to increase the level of comprehension, motivation and metacognition which called 'learning style'. The term learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information. Researchers said that a learning style refers to an individual's method of making sense of new material, commonly through touch, sounds and sight. Today teachers face such practical challenges when working like the teaching process itself, the method of presenting lessons and the tools used to deliver the module content. Teaching in multiple ways means that to help student to learn easily, quickly and to understand things well, educators cannot follow just one particular method when preparing content this is due to the student's needs. Because, each section contains individuals with different backgrounds, interests and abilities. Understanding all various learning styles is something almost difficult and this has become a challenge for all teachers. Some People might have multiple learning styles but, the majority of them use just one in order to comprehend best. Recently, teachers use ICT tools to deliver classroom syllabus effectively that enhance students learning, it means to motivate learners to learn and improve Hight quality of education.

1. Statement of the problem

Teachers and students are two parts that we cannot separate between them because each of them completes the other. The learning process needs several elements and each element has its role in order to achieve the goal of educational system. The objective of teacher is to

teach and train students in a correct way, but the problem is that the teacher in classroom deals with different student's abilities; structures and qualities.

Finding each student learning style is a great achievement, but to get a tool or a strategy to cover all learning styles is almost impossible. In this research, we are trying to find a tool or a strategy to cover all students learning styles in the same time. not all of them but at least the maximum. The goal of this research is to suggest or get solution about this real problem that faced teachers and the educational system as well in order to find an equal opportunity for students' success.

2. The significance of study

The significance of this study to show the importance of ICT tools. we use it inside classrooms to different students learning styles which can be an additional motivator especially with the new generation .and to provide them by united strategy to avoid the problem of student's comprehension despite their differences.

3. Aims of this study

- To Get a tool to cover all students' learning styles.
- To Find a united method to facilitate the learning process despite the variety of learner's styles inside the classroom.
- To show the importance of using ICT tools in the classroom.

4. Statement of the Hypothesis

- If teacher use the ICT tools in English foreign language, students will develop multiple learning styles.
- Through this study maybe we will find new learning style which includes multiple learning styles.
- ICT tools might cover all students learning styles to facilitate the learning process inside the classroom.

5. Research question

Q1: what are the common types of student's learning styles?

Q2: what are the technological tools used inside classrooms at the university

Q1: how can ICT tools address students different learning styles?

6. Research methodology

6.1. Research approach

in this study we will use mixed method: Quantitative because we will collect and analyze numerical data(questionnaire), Qualitative research relies on data obtained in this research we will use multiple tools to gather information which are classroom observation and the questionnaire in order to show a real and concrete Results.

6.2. Sample and population:

The population involved in this study is the students of first year in English department at the university of Mohamed khider.it has chosen because most of the teachers of first year use the technological tools inside classrooms for example; the use of computer, phones, data show ...act. the population include 12 groups (more than 180 students).

The sample was selected non- randomly, we choose 1/4 from the whole individuals from different ages and gender (3groups)

7. Limitation

During this research I faced many problems and obstacles, which somehow hindered the research progress in different sides, some problems, were personnel and the other were because of the conditions in our country and in the classroom itself. First, the conditions inside the classroom are not appropriate to get real result as the light, the nature of lessons and internet flow). Time is a very important factor that can effect on the student productivity, for me time was not enough. In terms of time spent reading books or searching sources. I founded difficulties in gathering data because students in this time were in the exam period and did not

have time to answer my questions. In addition, the time table of first year students was not like the years before, students were not available all times because of the groups system (every 2 weeks the groups change). Hence, The absence of transparency.

I. Chapter one

Learning styles

Introduction

Individuals adopt different methods of taking and processing information by nature because simply they are different with particular abilities, this individual ability can be enhanced based around their learning environment which may be influenced by both internal or external factors. Learning styles depend on how people prefer to learn not how they learn in the classroom and here lies the role of the teacher in diversifying teaching strategies. Students differ, some of them are academic they like to learn from books in library, take notes, read articles online and so on. Others prefer to see what happens, make observations and experience the situation. Moreover, there are others who focus just on what they hear to learn and get knowledge. It is very important to know the style of learning because the style of learning is more useful and suitable and it may facilitate the learning process itself. Understanding how individuals learn will benefit organizations as they can execute strategies to enhance individual learning, increasing their abilities and skills, and as a result increase the productivity and organization success.

Recent years have seen a complete revolution in how information is gathered, it is transforming from pencil and paper documents full of errors and mistakes to information and communication technologies. ICT is the study that develops and uses technology to process information and modern communications like voice conversations, e-mail, computer applications. IT is referring to an entire industry that uses computers, networks, software and other equipment to gather and manage information. ICT is an extended acronym for IT which can be seen as integration of IT with media broadcasting technologies, audio/video processing and transmission and telephony. The major difference between IT and ICT is that the term ICT is widely used in the context of education, however; the term IT

is seen in industry. In addition, ICT covered any product that can store, retrieve, manipulate, receive and transmit information electronically and digital form. We can see ICT not only in education and industry but also in another contexts as business, security, shopping, sport, art and design, traveling and in many other fields

I.1. Background study about learning styles

Learning is a universal human process that all individuals have the chance to do by a specific ability, it means people learn in different ways and here flaming discovered the” VARK” acronym to describe learning students ‘modalities. these different learning styles are visual, auditory/ writing and reading and kinesthetic.

Students in class are typically diverse, with students of different ages, backgrounds, and skills. These students, therefore, possess different needs and capacities with different degrees.

The term learning style refers to the preferential way in which the student absorbs, process and comprehend information. this idea has been around first for centuries ago by Nail flaming, after that the theorists JeansPiaget and Howard Gardner and David Kolb continuous her work starting from the idea of the ‘VARK’ acronym.

VARK deals with two dimension that make up a learning style – it focuses on:

- the ways in which people like information to come to them
- the ways in which they like to deliver their information

I.2. What is learning?

In everyday terms, it is supposed that learning is the process of gaining more knowledge, or of learning how to do something – ride a bike, for example. As we will see, learning is viewed differently by those who have spent time investigating and experimenting in the field, according to the context of their work and other factors exerting influence at the time. Effective learning will provide the learner with skills to resolve problems in new and future learning based on their previous learning experiences.

I.3. Can one student have several different learning styles?

Learning style is Any attribute or characteristic of learning that might affect a person's ability to learn. Some people might have multiple learning styles. studies estimate that between 50/70 percent of humans have several learning styles, this kind of people called multimodal learners who used multiple sensory systems. they understand and remember more because they use a verity of modes to create a diverse learning style. Are all students who prefer many modes almost equally are of two types or more. They take longer to gather information but often have a deeper and broader understanding.

I.4. Learning needs

Reid (2005, p5) stated that before effective learning can take place, it is necessary for the learner to:

- read the requirements of the task
- understand the task/information being presented
- recognize what the task, or the information is suggesting
- identify the key points in the task/information
- implement the task/use the information
- become 'efficient' in accessing the information and carrying out the task
- be able to transfer the new learning to other learning tasks.

The learning process is preceded by several stages, including reading, understanding and trying to perceive the information by identifying the basic and important elements, after that the student becomes able to use this information in different contexts

I.5. Factors that conditioning learning

Reid (2005, p7) claimed that It is crucial to consider the actual circumstances that can help students learn more effectively. Environmental elements are important. Other factors to

consider are the learner's mood, self-esteem, motivation, teaching style, materials and resources available, and if the task or information is within the learner's grasp, given the circumstances. Based on his or her present level of expertise in the field A number of thinkers have proposed approaches for improving learning circumstances. Vygotsky's 'Zone of Proximal Development' is one of the most well-known of these educational theories. The following are some of the factors that can influence learning:

- environment
- mood
- self-esteem
- motivation
- teaching style
- learning style
- task/task expectations
- materials
- supports

The learning process is affected by several conditions to become more effective, including motivation and teaching methods, as well as the environment surrounding the student and the tools used during the learning process. All of these factors may affect the student's productivity negatively or positively.

I.6. Learning styles definitions

Felder (2005, p. 57) argue that each individual will adopt an approach to learning with which they are most comfortable and in doing so leave behind the approaches with which they are less comfortable. Learning styles are not fixed traits which an individual will always display. Learners are able to adopt different styles in different contexts. For most of us, one or two styles are preferred above the others. Students have different levels of motivation,

different attitudes about teaching and learning, and different responses to specific classroom environments and instructional practices. The more thoroughly instructors understand the differences, the better chance they have of meeting the diverse learning needs of all of their students. Learning styles are defined as “characteristic cognitive, affective, and psychological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment”. The Learning styles have been used to describe a wide range of student characteristics and variances. Some pupils are at ease with abstract concepts and theories; others are not. Neither is one learning style better nor worse than another, but it's unique. with unique strengths and shortcomings, a specific objective. Regardless of the learning style group, the goal of instruction should be to provide students with the skills associated with each. Personal preferences of students, as they will require all of them. Those abilities that enable professionals to work successfully

I.7.Types of learning styles (VARK)

Pritchard (2005, p.44.45) as cited in (Flaming 1987) discussed the VARK acronym and he summarized it in four sections which are the following:

I.7.1. Visual style

visual learners(eyes) prefer to learn by seeing; They like to watch movies, paints and draw. Student with this style receive their information and present it visually, in the form of diagrams, graphs, maps, posters and displays. Visual learners mainly use their eyes to learn and get involved in other activities that rely on their eyes, you are probably a visual learner.

They use colors to remember the main element quickly and classify the main points and important ones in tables or using mind maps. Visual (V) – student who prefer visual learning style may often prefer to learn through depictions of information in charts, graphs, flow charts, and, circles, hierarchies, diagrams and highlights, they based on pictures and images to abduct things and knowledge easily.

I.7.2. Auditory learners (hears)

Auditory learners would listen to the radio and records. They are most successful when the information is delivered to them vocally and they have good auditory memory and benefit from discussion, lectures, interviewing, hearing stories and audio tapes. Auditory students like listening to lectures and music, also they participate in their activities based on their hearing. Auditory learners mainly use their hearing to learn. Aural students depending on their hearing to receive and deliver data (information). Aural/ Auditory (A) – Auditory learners may prefer to learn through information that is “heard.” Students with auditory style listen carefully and focus on the tone of speech, this kind of students learn best from lectures, tutorials, and talking to other students.

I.7.3. Kinesthetic learners

Tactile students prefer to learn by doing things, touching and moving. They enjoy physical activities and find it difficult to stay and keep without moving. They are good at recalling events and associate feelings or physical experiences with memory. Because of their active nature, they need to do different physical movements to fully fill their best educational outcomes in the learning process as a whole. Tactile learners are still active from the beginning till the end in the classroom. When they want to revise for the exam, they need to walk around and move a lot in order to remember and memorize better and easily. Kinesthetic (K) – Kinesthetic learners based on experience and practice. They learn through experimental learning, active participation or physical activities like role-play, drama and moving around.

I.7.4. Read and write style

Read and write learner favor to read and write down the information. Learners who prefer this kind of modalities use a lot the programs like power points, internet, notes, diaries and dictionaries. this preference is for information displayed as words and letters. handout and papers are two important elements to revise and store information and new knowledge. According to many studies, the majority of people have read and write style because it is more useful and this way beneficial also for visual learners as well. Read/Write (R) – Reading/writing learners may enjoy to learn through information displayed as words. They first write and then rewrite their notes They prefer some programs to learn better like word and power points, they always carry a small notebook with them to write down any information.

I.8. Learning styles and second language acquisition

I.8.1. The match of teaching and learning in second language acquisition

The relation between learning style and teaching is very important for second language acquisition in education. it is well known that the teacher and learners are two parts that we cannot separate between them to complete the goal of educational system. The correlation of LS and teaching in tertiary learners ‘second language acquisition ‘has becomes an essential part in research because the mismatch of teaching and learning styles resulting in poor achievement. The of teachers and learning style means that the teacher’s teaching strategy are in consistency with the student learning style which will promote the educational effectiveness.

I.8.2. Teacher – centered

The ancient second language acquisition in learning spot a light on the teacher centered match of learning style and teaching .as there is some evidence that teaching style help to interpret the influence of teachers on student achievement and on attitudes towards subjects,

teaching style have received a considerable degree of attention within the educational literature over the past two decades (Aitkin & Zukofsky, 1994; Ebenezer & Zoller, 1993). However; teacher-centered neglect learners individual differences and proved an unidirectional correlation texture and this thing discourage the success of student inside the classroom .

I.8.3. Student -centered

Over the past few decades the student-centered match of teaching and learning style started to be dominant and the language learning style appears to be one the most important variable influencing in second language acquisition (Oxford, 1989). They appear a series of research on learners 'individual differences like age, gender, culture and effective domain and learning strategies (Jiafeng & Qingshun, 2004, p. 729. 730).

I.9. Learning disabilities

I.9.1. What are learning disabilities?

The term learning disabilities or as it is known "learning disorder" refers simply to learning problems, problems in see, hear, writing and understand things. but this is not meaning that this kind of people are not smart like others, just they need a unique way to learn according to the person's problems and difficulties. There are many Signs of learning disabilities in different age such as, Problem of pronunciation (words, alphabet, and numbers), Also they suffer from to learn new things and skills in clear way. First, they Poor in handwriting, this kind of people cannot write at all or they have

- General vocabulary.
- Slow in understand words and ideas

I.9.2. Some types of learning disabilities

I.9.2.1. Dyslexia

Dyslexic disability means that there is difficulty in reading. The problem is not in the eyes, but in the message from eyes to the brain might stop and letters look like dancing on the page. Reading comprehension problem happen when people cannot understand the meaning of words, sentences and paragraphs.

I.9.2.2. Auditory and visual Processing Difficulties

The eyes and ears are two important elements to deliver Information to the brain. The ears and eyes are fine, but delivering information from ears and eyes to the brain is sometimes garbled and sounds like it listening on a phone, so this thing shape a problem if the senses are not working here begins the journey of suffering.

I.9.2.3. Short-Term Memory Difficulties(forgetfulness)

This kind of disabilities happens when people forget things that he/she heard, saw or did lately or recently. It can be considered as a sign of mental problem that they suffer from. they deal with this issue by carrying a notebook with them at all times and writing down what they want to remember. people with short -term memory difficulties when they listen to any thing to a lecture, meeting or in learning something, tapes it in order to he/she can later replay it.Each time they listen or see anything, they register it in the notebook. It is a big challenge faced this category, this case happens because of alcohol, drug or lack of oxygen to the brain.

I.10. Learningstyles and psychology

I.10.1. Multipleintelligence

Howard Gardner's multipleintelligences theoristdebated the idea of human intelligences with different level according to many factors as gender, experience, age...etc.

Gardner published his book “frames of mind” in 1983, he claimed that every human possesses at least seven intelligences, but lately he adds one or more intelligence. He says that these intelligences are very important things we need to consider in order to discover each person’s mental ability.

Albert Einstein said that “everybody is a genius but if you judge a fish by its ability to climb a tree, it will live its all life believing that it is stupid “.Gardner gives us a set of different intelligences which, as individuals, we display more or less of, according to our particular intellectual make-up. There are nine of these intelligences, which are:

I.10.2.Linguistic-verbal

This intelligence involves all things related to language through: speaking, writing and reading. It includes also how to use language, through this kind of intelligences people can develop different skills as reading, writing and speaking. It involves comprehending the meaning and the order of words in both skills (reading writing). People with Linguistic -verbal intelligence has a lot of signs which appears their inclination and preference, they prefer playing words, games and making up poetry. In addition, they entertain reading series, films and different scenarios. Moreover, they enjoy to discuss with other people, debating and telling jokes. Furthermore, they like the production of language, abstract reasoning, symbolic thinking, conceptual patterning, reading and writing.

I.10.3.Logical/mathematical:

Logical intelligence involves all things related to mathematics, logic and geometric shapes. It recognizes the various patterns that happens in our lives as visual patterns, color pattern and number pattern. People refers to this intelligence are probably systematic and well organized, they like challenges and complex problems. Mathematic people enjoy math and science,

games of strategy and any logic-based pursuits. Mathematic people prefer thinking more conceptually and abstractly. Additionally, they like to conduct experiments. People with this kind of intelligence enjoy solving puzzles and other problems and ask cosmic questions. They like to analyze circumstances and people's behavior. Also, they enjoy working with numbers and calculation.

I.10.4.Musical-Rhythmic Intelligence

It is related to all what happen through sounds and vibration. It is referring also to other vibration as auditory vibration, it deals with whole realm of sounds, tones, beats and the human voice, and musical instruments. They enjoy and facility with music – listening, playing and perhaps composing. People who excel in this intelligence are able to use rhythms and patterns to assist in learning. They are very sensitive to sound and music. Also, they enjoy the chirps of cricket. This kind of people prefer Study and work better with musical atmosphere and reproduce a melody pattern after hearing it.They entertain Create music and probably recognize different musical instrument in a composition.

I.10.5.Spatial/visual

spatial intelligence represents the knowing that happens through images, texture and shapes. Pictures and images are worth a thousand words, and their motto is seeing is believing. They enjoy and facility with images, drawing, construction games and tactile puzzles such as jigsaws. This type of learners is tending to have keen sense of body awareness in which the brain recognizes information and understand related objects that have relationship with. Also, they like physical movement to avoid such obstacles by doing practical tasks, for instance: dancing, sports so that they are active all the time. Another thing that they communicate better through body language because they could express themselves

and their ideas or emotions. Hence, during revision they enjoy to move around in order to remember information quickly.

I.10.6.Kinesthetic-bodily intelligence

People with kinesthetic intelligence believe that learning by doing. They prefer to learn through activities and physical movement. Enjoyment of and facility with activities that involve touch and movement,dance,sport and other practical activities. Many learners are relying on visual indicators in dealing with many things in order to do such mental processes as remembering. Additionally, there are several signs that refers to visual intelligence. First, students tend to think in images or pictures in which they are aware of shapes and colors. In this regard, this type of learner prefers to work with clay, construction papers where they could draw, paint and design such plans and strategies. Moreover, they read maps and find their way around new place in which markers are used.

I.10.7.Interpersonal intelligence

This kind of intelligence prefer to work with others, it is called «person to person way of learning. It allows people to work effectively with others. They like to study or work relate to other people, often as part of a team. It is concerned with the capacity to understand the intentions, motivations and desires of other people. Interpersonal people enjoyment of and facility with other people, communication, leadership and the ability to empathize.

Signs of interpersonal intelligence

- They learn through personal interactions.
- They probably have lots of friends.
- love team activities of all kinds
- they love team activities of all kinds and they are a good team member.
- They are sensitive to other people's feelings and ideas

- they are good at piggybacking your ideas on others 'thoughts.
- they are likely skilled at drawing others out in a discussion

I.10.8. Intrapersonal (introspective intelligence)

The intrapersonal people believe by self-ability and the individual work. It involves our awareness of the inner world of the self-strength, ability, capacity. In Howard Gardner's view it involves having an effective working model of ourselves and think about our own lives, this what it called the introspective intelligence.

Signs of introspective intelligence:

- they prefer to work alone.
- they may shy away from others.
- They are probably self-reflective and self-aware.
- They bearers of creative wisdom and insight.
- They have definite, well-thought out opinions on almost any issue.
- They have the ability to understand oneself, to appreciate one's feelings, fears and motivation. (as cited in Sage, 2017.p 34).

I.10.9. The importance of understanding and identifying learning styles for teacher

The majority of learning styles discussed are visual, auditory, kinesthetic, read/write modes. "Having an understanding of the learning style preference of students can provide effective learning strategies for teachers to use". (Lohri-posey,2003). teacher in the classroom can face a lot of challenges and responsibilities not just deliver knowledge but with the preferential strategy for his learners and the teacher also can be more flexible when he/she understand the students different learning style. "student can learn better and more comfortable in their own learning style instead of having to adapt themselves to the differing teaching styles of teachers". (fett,2000, p. 38). the teacher in the Classroom should use different teaching strategies to cover all student different modalities. Many theorists have

written about how pupils learn in different ways. More study has been done on learning styles, and more studies have been completed. Understanding the value of learning styles can benefit both students and teachers in the classroom. Understanding the value of learning styles can benefit both students and teachers in the classroom. Identifying a pupil's learning style can help them grow and achieve now and, in the future, even if it takes time and effort. In addition, students can stay attentive in the classroom by utilizing technology because the teacher is not the only one providing teaching.

Learning styles represent an individual's preference focus on different sorts of knowledge, distinct ways of perceiving information, and the rate at which information is understood, according to Lohri-Posey (2003). (p. 54). Teachers can apply effective learning tactics if they have a good understanding of their students' preferred learning styles (Lohri-Posey, 2003). Students that have a similar learning style to the teacher remember knowledge better and are more enthusiastic about learning (Lohri-Posey, 2003). Students who "without the ability to cope with varied conditions" often do poorly in school (Fatt, 2000). One of the most significant educational issues is students' inability to cope with a variety of conditions (Fatt, 2000). Teachers promote problem-solving skills in their students by incorporating their particular learning styles into the classroom (Fatt, 2000).

Teachers can encourage them to appreciate the relevance of proper learning styles for different disciplines or subjects and that such styles may ideally be altered to meet changing learning situations by making students aware of their individual learning style (Fatt, 2000, p. 37). Students will not profit from teaching approaches that are mismatched to their learning styles, according to Fatt (2000, p.37). Students can learn better and be more comfortable in their own learning styles instead of having to adapt themselves to the varied teaching styles of teachers if teachers provide a learning environment that accommodates their unique learning styles (Fatt, 2000). Teachers might become more flexible in recognizing their students'

learning styles as a result of the fact that they present their personalities through their teaching and learning environment (Fatt, 2000). Researchers feel that learning style is an excellent predictor of an individual's preferred learning behavior, according to Manochehri & Young (2006). (p. 314). Learning problems can be minimized by having a teacher who understands a student's learning style or behavior. (Ellington & Benders, 2012, p.8. 9. 10).

Conclusion

After conducting study into learning styles and why they are important in education, I have come to the conclusion that if learning styles are not properly assessed, students and the schools where they attend would suffer. Knowing what types of exams are required to measure a student's learning preferences can benefit both the student and the teacher. Although visual, auditory, and kinesthetic learning styles were discussed the most, there are many additional learning theories that can be compared to these modes of learning. Students will do better both in and out of school if schools improve their use of evaluation of learning styles. Despite the need for more research, the original research on learning styles has had a significant impact on educational learning choices. Knowing how pupils learn can assist teachers in conducting research and preparing for new sorts of learning styles that may be discovered each year. Many studies are undertaken on college students; however, more studies at the elementary school level are needed. More study at the elementary and middle school levels can aid in determining how a child's learning style changes as he or she grows up.

I.2. ICT tools

I .2.ICT tools

I .2.1. Historical background of ICT

(Kaino, n.d., p. 1.2) stated that ICT is the abbreviation of the famous complex term “information and communication technologies”. the first inventor of ICT tool is Charles Babbage who invented the first automatic digital computer. According to Kaino, there have been four ICT revolutions in the history of ICMIand it developed from the satellite tell the modern technology, whichreplaced the teacher himself. The first revolution started by radio, television, films and satellite, in this stage the pencil and paper are two dominated materials used to deliver knowledge and the teacher considered as the first and the last source of information, this phase has knowing as the traditional mathematic or style of teaching.

The second revolution comes to comprise telecommunication and microcomputer instruction (paisley,1985). it is knowing by the modern mathematic, in this time calculators and computer appear and the teacher is no more considered as the only source of information. In this step the new mathematic teaching involved more use of logic and it were considered to be learner - centered.

The third revolution was said to promise not only a more productive person, a problem-solver and a life-long learner, but also a better informed, rational and participative citizen, a modern ‘renaissance ‘person, living in the web and network of a worldwide electronic community (Papa Giannis et al,1987).it is knowing by Information Technology (IT). in this stage the computer caused a lot of problems where it replaced the teacher, somepeople viewed that it is the starting point of unemployment and they believed that computer cannot deliver information like the teacher do.

The fourth revolution in ICT or electronic period which possesses world class standard.

In this stage the student uses smartphone, laptop and all electronic objects to communicate with one another. Also, students can attend lessons online and discuss it through web network. Student can learn inside the classroom as well as outside or what we call today 'online education'.

I .2.2. Definition of ICT

ICT's are different technological tools and resources used to communicate, and to create, deliver, store, and manage information. These technologies include computers, social networking, cellphones, radio and television, software and middleware and other media applications and services. ICT is often used as an extended synonym for information technology (IT), it enables users to transmitting, gathering, processing, storing and presenting data. ICT is technology that supports activities involving information (collaboration and communication).

Technology is the process of using scientific, material and human resources in order to meet human need or purpose. In addition, Information- simply we can define information as 'that which can be communicated and understood'. Hence, the definition of IT as Information Technology is the use of information in order to meet human need or purpose.



I .2.1. ICT is an acronym that stands for Information and Communications Technology.

I .2.3. Components of ICT system

ICT system is a set-up or organization of many precise elements or components of:

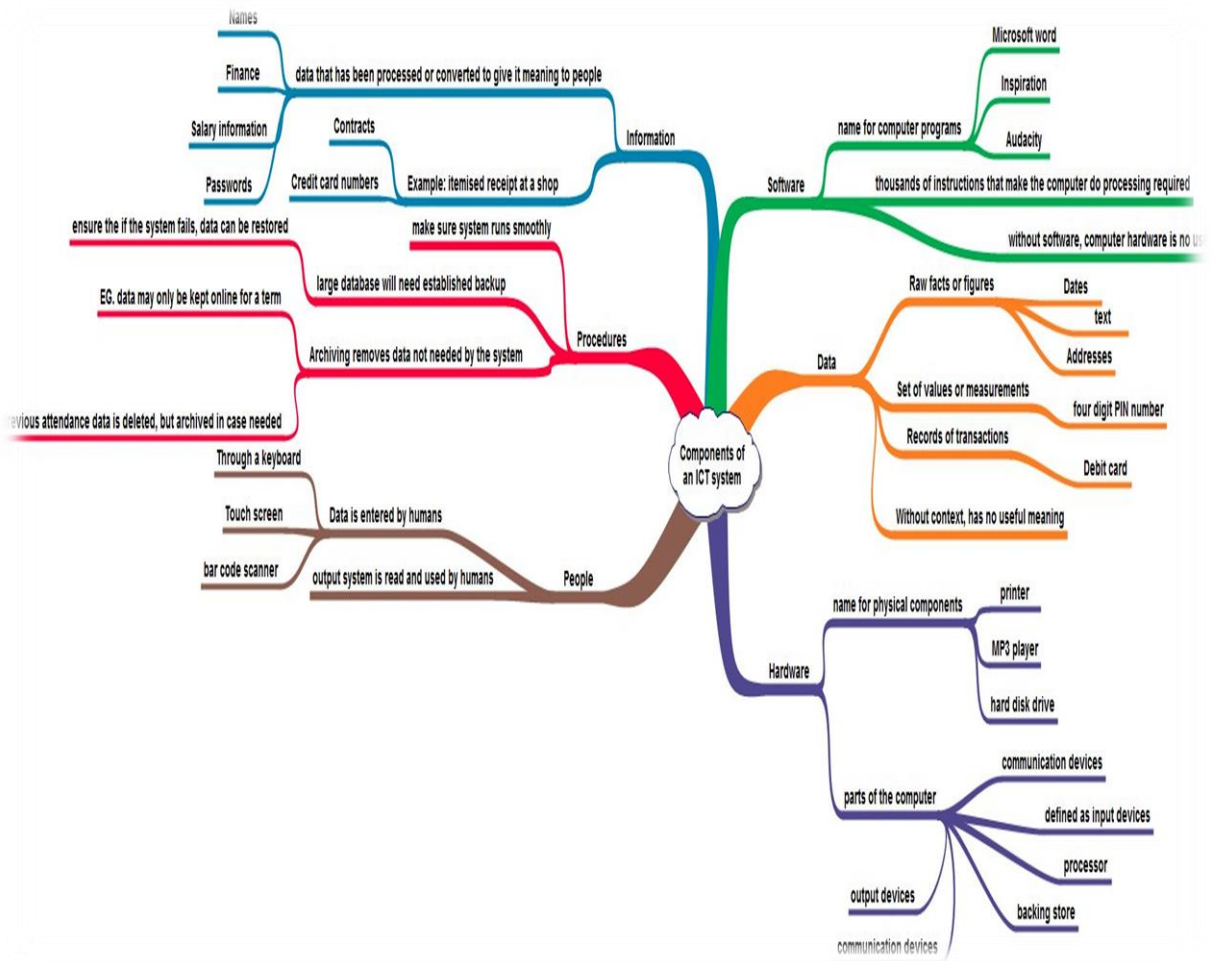
- **Data:** it involved facts, statistic and figures.
- **Hardware:** it is defining as consisting physical components or peripherals that going to creating the computer system like smartphones hardware, each component of hardware has their specific role in the computer and it can be internal (processor, video card, random access memory) or external (monitor keyboards, mice).
- **Software:** the names computer's programs, programs or instructions that go basically used to operate computer systems which given a significant name for example the names of different applications. It is consisting of two types

Information: all data that is changed to give it a sense.

Procedures: a group of actions conducted in a certain organization in order to manage the system smoothly.

- **People:** data is entered by many different means, for example a keyboard voice recognition.

The following mind map shows more information about the components of ICT in general:



I .2.2. the ICT's components

I.2.4. Types of ICT

I .2.4.1. Desktop and laptops

A laptop is a wide range of current technology which has functionality of a desktop computer, or laptop computer (PC) is a tiny, portable computer having a screen and an alphanumeric keyboard. It is designed to be used as a portable personal computer. It means that using the same operating system and software programs as a desktop computer, but the difference between them is that the laptop is much smaller than the desktop computer.

A laptop also has a battery that allows it to be used away from the computer, and the terms are interchangeable. A laptop's characteristics are extremely similar to those of a PC, and the

same basic criteria apply. Determine its usefulness (i.e., processor speed, amount of memory and storage space).

Nonetheless, there are a few components that are specific to laptops (for example, pointing devices, display panels, and external devices), as well as being lighter in weight. Laptops today range in weight from 2 to 10 pounds and include a variety of features.

With built-in USB connections, today's laptops have higher connection rates. Used to connect peripherals such as a mouse, printer, video, and other devices and digital cameras, memory cards, and other such items.

I.2.4.2. Digital camera

The camera that is connected to our computer or smart phones is considered as a digital camera, which can be defined as a hardware device that takes photographs and stores the image like data on a memory card. This image can be edited, printed or copied in a document and it may be considered both an input or output device. The first digital camera was invented by Steven Sasson in 1975 and the functionality was digitized by Kodak; it is used in multiple fields like military, scientific research, medical, business, tourism and in many other domains.

A digital camera functions similarly to a traditional camera but does not require film. The images are instead saved electronically on a tiny memory card within the camera. The photographs may be uploaded to a computer once the memory card is full, allowing the memory card to be used again. On several occasions photos may usually be viewed on an LCD screen with most digital cameras (liquid crystal display).

Images captured with a digital camera can include the following:

Firstly, it is downloaded to a computer for viewing, modification, slideshow creation, printing, or usage on a Web page. Also, it can be shown on a television screen. In addition, it can include copies made to a video cassette recorder or a DVD or directly printed from a camera.

I .2.4.3. Tablets

Sivakumar (2018) believes that tablet is a laptop merged with smartphone with less features than a laptop like the keyboard, mouse, CD and no external storage. it is limited in size and programs and it has a Flat screen with touch interface. With tablet people can do many options as read books, listen music and videos, view online photographs, play games and check e-mail but it has many disadvantages like printing, plat CD or DVD, some games and programs and the problem of space which is limited. The Tablet Computer is the newest and most advanced educational technology device. The way professors and students use tablet computers into their teaching and learning processes is challenged by its design and handwriting functionality.

Tablet computers are becoming more widespread in classrooms. There are numerous solutions available, including a variety of online apps or apps tailored to certain operations with so many options for instructors and students to choose from, it's sometimes helpful to see how they're making an impact across a variety of academic areas. This range, however, cannot be extended. Given the early stages of mainstream usage, it will serve as a starting point for those interested. Intending to improve learning through the usage of these tools by making suitable and effective use of the available technology.

I .2.4.4. Smartphones

Alfawareh and Jusoh(2017) said that a smartphone is the result of the merging of two devices: cell phones and personal organizers (computer). when we use the term "smart," we are referring to equipment that have advanced computer capabilities such as a smart refrigerator that can interface with other devices via Wi-Fi or Bluetooth. In 1994, the first smartphone, known as the Simon personal

communicator (before the name "smartphone"), it was released calendar, calculator, e-mail, notepads and contacts. Smartphones have become an essential part of everyone's lives in recent years, and people all around the world have embraced this new and exciting technology as one of the most crucial necessities in their daily lives.

A variety of smartphone applications are available for usage in a variety of situations. Without a doubt, a smartphone is a cutting-edge instrument with the ability to change people's lives. Smartphones are increasingly being used to replace digital cameras, watches, video recorders, and other electronic devices. A smartphone is similar to a laptop computer. Because of the advancement of Internet technology and applications, smartphones are now used for internet activities such as sending and receiving emails, chatting, sharing images and documents, reading news, and more. The rapid growth of smartphone users has been accompanied by an increase in social media users.

I .2.4.5. USB FLASH Drive

A USB flash drive is a small electronic chip that is used to transport and store data from one computer to another. It is a data storage device featuring flash memory and a USB interface. USB Flash Drives are commonly rewritable and detachable. When you insert a USB Flash Drive into a USB port on your computer, it is recognized as a mass storage device and assigned a drive letter. Then you can use it as a floppy disk drive or a hard disk drive to store papers, music, and personal information as well as practically any other type of file.

A USB flash drive has a lot of benefits that can be used to facilitate the carry and transfer of information. Firstly, it's incredibly compact and fits in a pocket, making it extremely portable. On the other hand, USB flash drives do not have any moving parts, which makes them extremely powerful and long-lasting. To add more USB flash drives, it has constantly enhanced its storage capacity while lowering its price in the market. Moreover, most computer systems accept USB flash drives. Hence, USB flash drive consumes less power than USB hard disk. However; it has other disadvantages as USB Flash Drives are so little, they are

frequently misplaced or forgotten, also a USB Flash Drive frequently lacks a write-protection mechanism or software to prevent virus infection. Flash drives are rapidly rising in popularity as a convenient and easy way to store data. They're smaller, faster, and more durable than classic floppy drives, and they have more storage space. Despite their ease of use, there are a few tips to follow to ensure that your time with them is as enjoyable as possible.

Without any problems, USB drives can be inserted into any USB port on the computer. The computer will display a notification that new hardware has been detected, and the driver will be installed automatically the first time it is used because they are "plug and play" hardware. It will only notice a notification that the drive is plugged in because the driver has already been loaded on subsequent use of the same system. This can be explained in two ways: the computer will be assigned a new drive letter to represent the flash drive. An icon with a green arrow and a small tool below it will also appear on the system tray.

I .2.4.6.iPods

iPad is being used by students, educators, and institutions all over the world to stimulate creativity and hands-on learning, which makes learning more impactful. Since the release of Apple's iPad in 2010. The Apple iPad, which was first announced on January 27, 2010, is a tablet-style computing device, as depicted in the image. The devices have similar features and interfaces to the iPhone and iPod Touch, but apps are designed for the larger screen. iPads use iPad OS, which is a modified version of the iOS operating system plus other additional accessories like keyboard, e-pencil, speaker, battery, volume and storage.

Passingham(2021) clarified that the iPad is available in four different models and sizes, the conventional iPad, which had a 9.7-inch display, was first released in 2010, iPad Mini - The iPad Mini is a smaller version of the iPad with a 7.8-inch display that was originally released in 2012, also the iPad Air - The iPad Air is a thinner and lighter variant of the iPad that was

first announced in 2013 and the last one is the iPad Pro was first released in 2015 as a tool for artists and other professionals. A 9.7-inch or a 12.9-inch display is offered on iPad Pro devices.

with apps that can handle many of our daily tasks. A web browser, an email client, a calendar, an alarm clock, a maps package, a notepad, a video conferencing program, and a contacts list are among the applications available. There are additional tablet-specific programs including a camera, a photo app, a video library, and a music player. The iPad is widely recognized with establishing the present tablet market. The initial iPad was a hit, selling 3.27 million units in its first quarter. Since the origination of iPad, Apple had sold over 360 million.

I .2.4.7. Microphones

A microphone is a device that converts sound waves into an electrical signal in order to capture audio. This signal can be amplified as an analog signal or transformed to a digital signal that a computer or other digital audio device can process. While all microphones (or "mics") perform the same basic job, they can record sound in a variety of ways. As a result, there are various types of microphones. A microphone is an electronic device that converts sound waves in the air into electronic signals or records them on a medium. Microphones are used in a variety of audio recording devices for a variety of applications, including communications, music, and voice recording, and there are three types of microphones (Dynamic/Condenser/Ribbon) for many uses, especially the models best suited for high-quality recording, broadcasting, and sound reinforcement. In addition to the many specialized types used in CB radios, industrial setups.

I .2.4.8. DVDs and CDs

DVD(digital versatiledisk) is an optical storage medium that has become very popular for sharing of videos, it seems looks like a CD but it has very high storage, or it is an optical disk, typically one holding a commercially used to record movies. The DVD is the second generation of compact disc (CD) technology, and research on putting high-quality video on the same 120-mm (4.75-inch) disc began immediately after the release of the first music CDs by Sony Corporation and Philips Electronics NV in 1982.In 1994–95, Sony and Philips released the Multimedia CD (MMCD), and a partnership led by Toshiba Corporation and Time Warner Inc. released the Super Density (SD) disc. By the end of 1995, the rival factions had settled on a common format, dubbed DVD, that contained parts of both ideas, and the first DVD players were released in Japan in 1996.

Bliss, Gorence and Haight stated that CD (compact disk) is a circular disk with a shiny surface whose storage capacity up to 700 MB, it is a digital optical disk data storage format for storing and playing digital audio recordings that was co-developed by Philips and Sony. The introduction of computers into the classroom has altered the educational landscape. Students can now do research and compile material using Compact Disc-Read Only Memory (CD-ROM) technology. Students have been encouraged to investigate themes across the curriculum since the introduction of CD-ROM. Students have been encouraged to investigate themes for usage in Global Studies, Science, Language Arts, and Computer classes because of the convenience and accessibility of material provided by the CD-ROM. Students have also been urged to use word processing software to connect their research findings and present their findings in a more professional manner. Students' usage of the CD-ROM as a research tool and word processing software for the final product appears to have improved their organizing and writing abilities.

I .2.4.9. Interactive white board or smart board (IWB)

The interactive whiteboard is a large interactive display system that may replace the black and the white board, it is one of the most popular pieces of educational equipment. It's been lauded for its ability to improve student learning (Gregory, 2010), establish a flexible teaching environment (Kaufman, 2009), and increase student involvement (Glover, Averis, Miller, and Door 2007). It's also one of the most expensive gadgets per classroom, with a price tag of \$1,500. Beginning at \$3,000 which includes installation but excludes ancillary equipment ("How to Afford", 2011).

Not every study backs up the IWB as a useful and effective technique. In their investigation, Slay et al. (2008) identified a number of difficulties. The fact that the content is now visible on a larger screen rather than a television or traditional whiteboard, a perception of the value of having multimedia content in the classroom, and the novelty or engagement effect were all mentioned by the IWB.

I .2.4.10. Projector

Projector is an output device that take image generated by computer and reproduce them by projection onto screen, wall or another surface, some of them are designed to support Wi-Fi and Bluetooth and it comes from the idea to give presentation for a large number of people.

Digital projectors have become essential for integrating ICT in the educational context and instruction. They can be used with a wide range of interactive ICT devices, such as visualizers, wireless mice and keyboards besides a PC or a laptop. Interactive whiteboards wireless slates in a nutshell, recent technological advancements toss as well as an ultra-short throw the use of digital projectors almost eliminates the need for a presenter. Hence, Teachers usually utilize a digital projector in conjunction with a laptop or desktop computer to project the image from the computer screen onto a screen or wall, using light and lenses to produce magnified text, image and video.

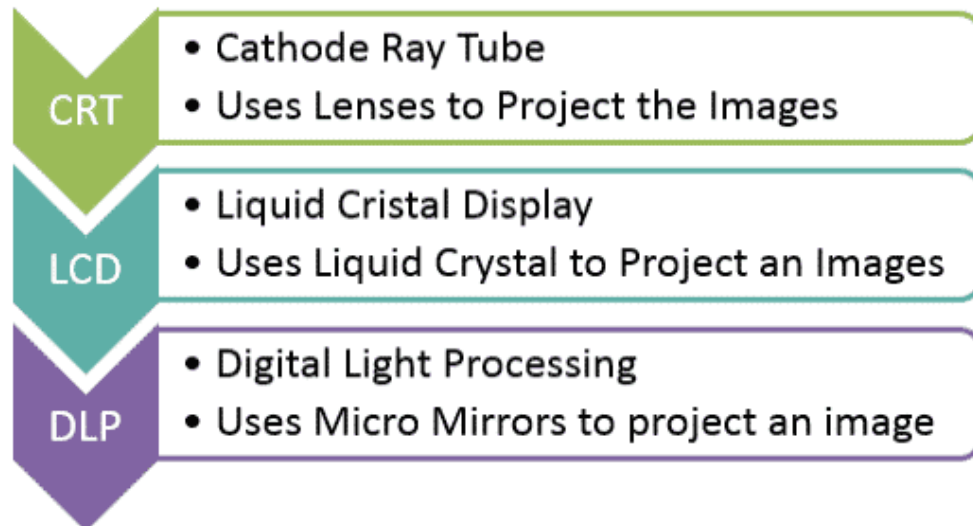
When it comes to teaching, digital projectors are incredibly useful and effective tools that enable a variety of learning opportunities. In whole-class teaching scenarios, it is connected to a desktop computer. Furthermore, further functionality is attained through using a wireless mouse/keyboard, wireless slate, a visualizer, or an interactive whiteboard with the projector. NCTE (National Council for Teacher Education) recommends short throw and ultra-short throw projectors for new installations. Installations in normal classrooms, computer rooms, labs, and workshops because they give a unique learning experience.

➤ **The projectors use**

Core stated that the applications of a projector in daily life are dependent on the type of projector you have. The type of projector you use might sometimes help you figure out what it's for, while other projector kinds can be used for a variety of purposes. Even while many of the same projectors can be used for many applications, particular projectors are better for various uses. It's not uncommon, for example, to see a video projector that's usually reserved for home theaters utilized at conferences and presentations. Most of projectors use either an HDMI cable or VGA cable from computer as their input source and it is used in different context according to the need and specialty as Home Theater Projectors, Portable Pico Business Projectors, Non-Portable Vintage Business Projectors, Educational and Classroom Projectors, Engineering Projectors, Professional Theater Projector, The Versatile Short-Throw Projectors and Advertising and Art Installation Projectors.

Nowadays there are a many kind of new projector for example: Cathode Ray Tube (CRT) projector, liquid Crystal Display (LCD) digital projector and digital Light processing (DLP) digital projector. there are two basic projectors to consider. The most prevalent type of data projector is an LCD (Liquid Crystal Display). DLP (Digital Light Processing) is a more current technique that creates the image by using hundreds of small mirrors. It is smaller than

an LCD projector, and it meets the demand for compact, light projectors. Both technologies are appropriate for use in classrooms. The following figure present the three types:



I .2. Types of Projectors

I .2.5.ICT in education

Paganisms and ARSaravana Kumar (2019) claimed that the most effective technique to expand a student's knowledge is to use technology. Information and communication technologies (ICT) are a force that has altered many parts of people's life. Over the last two-three decades, ICT has had a massive impact on every aspect of life. These fields function differently nowadays than they did in the past. Over the last two decades, the usage of ICT has fundamentally altered all aspects of business, governance. Education is a socially beneficial activity. It is extremely important in the development of society. Quality education has long been associated with outstanding teachers with advanced degrees. With the use of ICTs in education, the focus shifted to more student-centered learning. The significance of ICTs in education is becoming increasingly significant as the world moves fast toward digital information, and this importance will continue to increase and evolve in the twenty-first

century. Information and communication technology (ICT) have the potential to improve student learning and teaching approaches.

According to a report published by Japan's National Institute of Multimedia Education (NIME), increasing student exposure to educational ICT through curriculum integration has a significant and favorable influence on student achievement. especially in Mathematics, Science, and Social Statistics have a significant role to play in transforming and upgrading educational systems and learning methods. ICTs can improve education quality in a variety of ways, including increasing learner motivation and engagement, enabling the acquisition of basic skills, and improving teacher training. Anywhere, at any time. The potential of ICTs to transcend time and geography is one of its most distinguishing characteristics. Asynchronous learning, or learning in which there is a temporal lag between the delivery of instruction and its reception by learners, is made feasible by ICTs.

I .2.6. The Use of ICT Tools in English Language Teaching and Learning

Daniels ,2002 (as citedin AL-Kamel (2018)) stated that today, information and communication technology (ICT) is being used to improve people's lives. In recent years, its use has increased dramatically. The value of ICT in the teaching-learning process has been recognized by several language institutions across the world. In terms of conveying, establishing, and managing information, however, ICT is the lion's share. ICT has proven to be effective in bringing learning to people all over the world, including individuals who are unable to leave their homes, move their limbs, or even speak. Because of ICT, they are able to improve their education.

The use of information and communication technology (ICT) in the teaching and learning process is becoming increasingly crucial. In his or her teaching-learning process, the teacher is supposed to be both conventional and modern. The instructor must be capable of

incorporating ICT into the educational process. Technology in the twenty-first century is interactive, yet the language is still limited. ICT tools can be used in a variety of ways in teaching and learning. These tools can be used in a variety of educational settings and are separated into two categories: non-web-based (radio and television, overhead projector, films and language lab) and web-based learning tools (YouTube skype, Blog, mobile phone and iPad).

I .2.7. ICT tools and pronunciation (phonetics)

Szczegieliński claimed that phonetics is a branch of linguistics concerned with the study of human speech sounds, or the analogous elements of sign languages. Phonetics is a branch of linguistics that tries to describe all of the sounds in all of the world's languages. It includes Phonetics acoustic This section focuses on the physical aspects of linguistic sounds. Additionally, there is Auditory Phonetics which focuses on how listeners hear language sounds. As a result, articulatory phonetics focuses on how the vocal tract produces language sounds. Olson 2014 argue that Students have various resources to practice and test their pronunciation now that mobile technology is widely used in the classroom.

There has been a lot of research on the use of automatic speech recognition (ASR) software for language acquisition, and the results have shown that it can help with phonetic training and enhance pronunciation (Ayulistya, 2016; Haggag, 2018; Hincks, 2003; Lai et al., 2009; Olson, 2014). There has been a lot of research into the use of automated speech recognition (ASR) software for language acquisition, and the results have shown that there is a link between using it for phonetic training and better pronunciation (Ayulistya, 2016; Haggag, 2018; Hincks, 2003; Lai et al., 2009; Olson, 2014). The study literature, on the other hand, reveals that there is a gap between research findings and classroom application (Derwing et al., 2012; Derwing & Munro, 2005; Olson, 2014).

Pedagogical recommendation

In order to improve the productivity of EFL students and facilitate learning/ teaching process, we recommend the following points:

- ❖ Teacher should know the students learning styles because it is the first step of success.
- ❖ All EFL classrooms should equip with ICT materials especially projectors.
- ❖ Teachers should aware that the use technology inside the classrooms helps in build confidence and develop the student's skills.
- ❖ When the teacher prepares his lessons, he should vary the tools to present his content because the classroom involves different students learning styles.
- ❖ Teacher should put in consideration that there are students who prefer the traditional way to learn although their number is too small.
- ❖ Students should know that smart phones are not just for connecting with others but we can use it in our study like recording and take pictures.
- ❖ The administration should spot light on the classroom' conditions like the electricity, curtains and providing appropriate rooms for displaying the content.

GENERAL CONCLUSION

The concept of information and communication technology (ICT) has been extensively explored in the field of second and foreign language teaching and learning. The use of ICT tools can create surly a particular mood which help on student's motivation and to continue their learning and stimulate their creativity and passion. according to research findings, it founds that the use of information technology in the language classroom enhances autonomous learning, maximizes intended results, encourages learners, and aids them in improving their performance in the EFL classroom,

The result of this research clarifies that the students of EFL classes are aware about the necessity of using technology despite their differences which meet the student's needs as well. the purpose of this study is to spot a light on the benefits of using ICT materials in English department at the same time to show the importance of knowing the students different learning styles by the teacher for ensure their success and excellence in general.

II

Chapter 2

Data Interpretation and Analysis

Introduction

Generally, this chapter is concerned with data collection and analysis. the descriptive method is used to describe the findings of the role of Information and communication technologies in cover all student multiple learning styles which will be presented in statistical form. It focusses on qualitative Method; this questionnaire was addressed to student of first year in English department at Biskra university and it used in order to get their opinions about in what extent the ICT tools dominate and cover all student different learning style. In addition to a classroom observation in order to collect more information during a period of two weeks with different groups to confirm or reject the stated hypothesis.

II.1. Research Methodology

The nature of this research is quite qualitative (descriptive) and it is designed to see to what extent ICT can enhance EFL student different learning modalities. We decided to deal with questionnaire for EFL students to obtain various points of view concerning our topic. Therefore, we opted to use classroom observation as a second tool which aimed to involve in the real learning context to get more realistic and reliable data. It was conducted in phonetics classes with 4 groups of first year students at the department of foreign languages, Branch of English studies at the University of Biskra.

II.2. Population and Sampling

II.2.1. Students

For our classroom observation, we opted for two different classes which we had selected on purpose, it was in the classes of first year. we deal with class contains a medium number of students (girls and boys) between 18 to 22 students in each classroom. In our questionnaire we

deal with 35 students belong to English department especially the students of first year of EFL classes.

II .2.3. Questionnaire for students

This section is devoted for describing the questionnaire and the aims of each section, besides the analysis of the results obtained from it.

II .2.4. Description of the Questionnaire

For this present study, we have selected the questionnaire for students as a tool of data collection that aims to investigate the role of ICT in enhancing EFL learners' different learning styles. This questionnaire was given to a sample of 35 students of different ages (17to 20 years). All the selected students are studding in first year students of English branch at Biskra University. It aims to gather information about students' opinion concerning students' different modalities when integrating ICT in their classes.

II .2.5.Students' questionnaires

This questionnaire contains questions of multiple-choice type and open endedquestions where the students put a tick in the corresponding boxes or give a full answeraccording to them after reading the questions attentively which is divided into three sections as follows: section one: person information (Q1-Q3). It includes general question about student's personal information like gender and the choose of their specialty, Section two: student learning styles like auditory, visual, anesthetic or read/write style (Q6-Q9. Whereas, Section three deals with: the instructional materials (Q10-Q17).

II .3. Analysis of student' questionnaire

In this section of chapter three, we will analyze the student's s' questionnaire which is divided into three sections.

Section One: Personal Information

Item 1. Would you specify your gender, please?

This item was intended to know the gender of students in order to select the number of males and females who reply or answer this questionnaire. The results are presented in the following table:

1. student gender (male and female).

Option	Number	Percentage
a) Female	24	69%
b) Male	11	31%
Total	35	100%

The table below displays numbers that determine the number of boys and girls who answered this questionnaire, we observed that there is 24 female which cover 69 % from the whole and this means that the majority of student who answered the questionnaire were girls , Whereas the rest of student represent the males which cover 11 student with a little percentage in which reached 31% to complete 100 % as a total percentage (the whole).

Item 2. Your choice of studying English was:

the graph and the table below intended to know the student choose of studding English when they started to study at the university. The student answers are clarified in the table and the chart below:

2. choose of studding English.

Option	Number	Percentage
a) Personal	33	94%
b) Imposed	2	6%
Total	35	100%

As showed in the table above 33 students' choice of the English speciality was personnel which cover a rate of 94%, this means that the majority of student in our sample are choosing the English branch by their want. However; the rest of student (2 student) are choosing English to please parents or friends or just because they had no other choice, this category has the rate of 6%.

Item 3. Your level in English

The table below present the student level in English, this item aims to investigate whether the level of student is good, pour or average. The following result appears the number and percentage of every case:

3. Student's level in English

Option	Number	Percentage
a) Good	18	51%
b) Average	16	46%
c) Poor	1	3%
Total	35	100%

During analyzing the students answers and as it is visible in the table 3 and graph 3 the student level differs from one student to the other .it clarified that 18 students have a good level, those students can talk, discuss and master English language fluently (51%). In addition, student with average level in this sample reached 16 people which is roughly equal to the number of good students in the rate of 46%. While just one student plays the role of poor level in English in rate of 3%.

Section Two: Learning Styles

Item 4. How do You use your physical senses?

The table and the chart in this part demonstrate the student's learning modalities and how student in the classroom learn best and what prefer. The result below shows different options as the following:

4. student's physical senses

Option	Number	Percentage
a) I remember things better if I write it down	22	62%
b) I prefer to learn with tv or video rather than others	9	26%
c) I can understand what people say even if I can't see them	3	9%
d) I need oral direction for a task	1	3%
Total	35	100%

22 students stated that they remember thing better when they write it down. It means this kind of people prefer to register information in order to recall it easily, it presents a big rate which cover 62% from the whole. in the other hand 9 people prefer to learn through pictures and videos which describe the visual learners (26%). Moreover; 3 students enjoy to learn when they listen to the other (9%), this kind of people called the auditory learners. In addition, in this analysis we observed that just one student likes an oral direction to learn best, they are named oral learners.

Item 5. How do you prefer to learn?

The figure below shows the diverse kind of people whether they are introvert or extrovert student, the result appears all kinds of people in this sample:

5. Student's preferring way of learning.

Option	Number	Percentage
a) I learn better when I study with others	14	40%

b) I learn better in the classroom than with another tutor	9	26%
c) I prefer individual games and activities	12	34%
d) I dislike if my classmate changes the plan of your plan	0	0%
Total	35	100%

The graph and the table clarified that 14 participants enjoy to study in teams or in groups (40%), this type of student called extrovert respondent. Additionally, 12 students like to study in the classroom rather than other places, it is covered the rate of 26 % and they believe that classroom is the only one atmosphere of study. Therefore, 12 respondents prefer to learn individually as known by the introvert student. Whereas, 0% from the whole prefer the oral direction to get knowledge.

Item 6. To learn how a computer works, would you rather:

This part aims to discover what method will student use if they buy or they want to know how a computer work, the result below appears the different methods that adopted by students to use computer:

6. student's method of using computer.

Option	Number	Percentage
a) Watch a movie	10	29%
b) Listen to someone explain it	10	29%
c) read about it	3	9%
d) Take the computer apart and try to figure it out for your self	12	43%
Total	35	100%

29% of participants in this sample at Biskra University entertain watching movies to know how a computer works; it involved 10 participants from the total. Likewise, 10 students like to listen to someone else to aware how utilize the PC in rate of 29%. As well, 12 respondents enjoy to read about it using books or the search motors like google, this category covered 9% from the general. Also, we remarked that the plurality of them are kinaesthetic learners because they prefer to take the computer apart and try to figure it out by their selves, this student reached the rate of 43% and it covered a large group of people (12).

Item 7. When you tell a story, would you rather:

This item was intended to provide information about the student’s attitude when they want to tell a story, the outcomes below indicate the following:

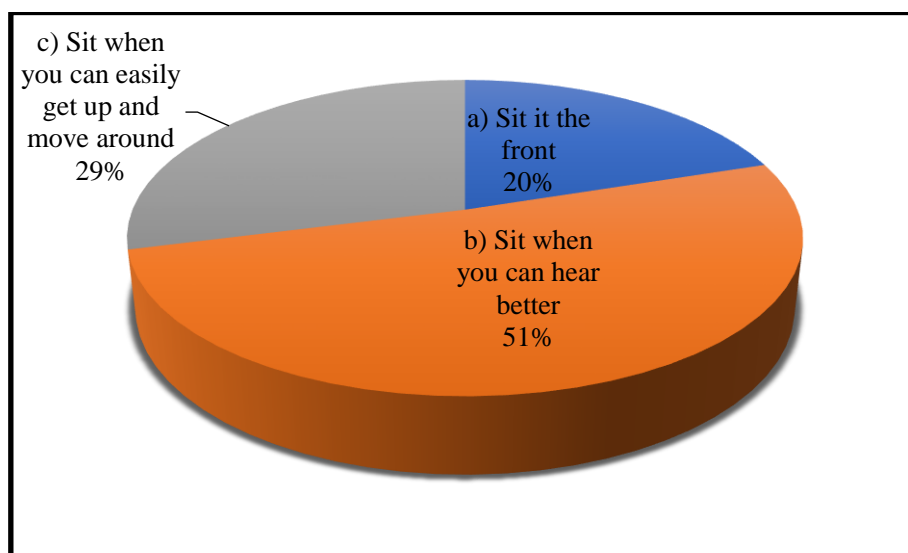
7. Student’s options when they tell a story.

Option	Number	Percentage
a) Write it	7	20%
b) Act it out	10	29%
c) Tell it out aloud	18	51%
Total	35	100%

Findings in the table 7 indicate that 7 members in this sample like to write it down, this category represented 20% from the all. Furthermore, other people(10members) prefer to act it out in order to register it and remember it best, it covered the rate of 29%. As well, the rest of participants enjoy to tell it out aloud (18 members), it includes a large percentage which covered 51% from the total of member.

Item 8. When you are in the class, do you prefer to:

This item was intended to know the preferential place for students in the classroom, the score below appears the number and the percentage of each student style:

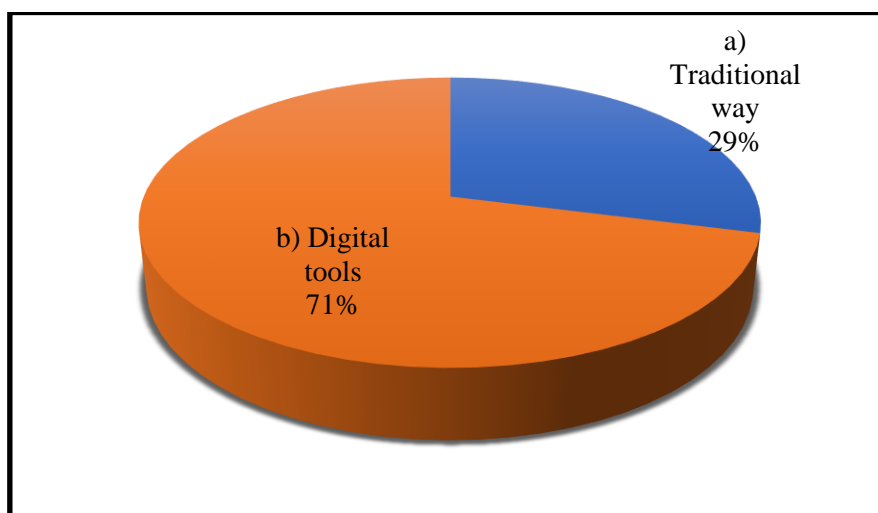


8. student's Suitable places of seating.

As shown in table8 and the chart 8 the most of people prefer to sit when they can hear better (18 members), This type of student depends more on the sense of hearing Where it covered a percentage of51%. Whereas, the minority (7 members) in this sample like to sit in the front of the classroom when the teacher usually stands, this category included a small percentage, which reached 20%. While the rest of the people (10 students) enjoy to sit when they can move and get up easily, learners with these specifications represents a rate of 29 %. I think that this sample includes different learner’s styles each one has a specific or preferential place in the classroom where they feel comfortable and perform the best of their mental and physical abilities.

Item 9. Do you prefer to study in traditional way or by digital tools?

The table below represent the suitable way of learning for students; the results were divided between student who adore the technology to get knowledge and the students who like the traditional way to learn better as the following result clarified:



9. Student's favorite way of learning.

In this part we remarked that most of people encourage the technology, they prefer use the ICT tools to get information and learn the English language. This kind of learners included 25 students from the whole which rated 71%. However; the less percentage of learners (29%) prefer the traditional way because simply they like papers and the black board to know things and save it easily, this category included 10 students.

Students prefer the traditional way to study for many reasons: firstly, they like touch things and practice, this student usually depending on papers and pencils to get knowledge. Also, because the digital tools are not totally useful in Algeria, we noticed that there are some students do not have computers or even smart phones to keep up with modern technology. Moreover, they see that rewriting the information helps them to remember things easily and developing their writing skills in the same time. In addition, the traditional way is more useful simply because it is inexpensive. However; the majority of participants like the technological because: First, ICT tools are more fun and motivated. Secondly, it gives them a chance to hear

authentic materials to enhance both listening and speaking skills. On the other hand, to avoid boring and to try a new thing and new ways for learning better. Hence, because we are living in a digital world that needs technology so we cannot use the old ways anymore.

Section Three: Instructional Materials

Item 10. In your opinion, you understand better when the teacher uses the black board or data show? Please, explain

better or the data show in the classroom with EFL students of first year at biskra university. Most of students in this sample tend to utilize the information display device(projector)because they realize that: First, When the teacher uses the black board, He makes some efforts and waste time in writing especially at the present time in light of the reduction in the size of the courier for teaching. In addition, they see that the data show is more colorful and as it is knowing colors attract the viewer's attention. Others choosing it because by the projector students can take pictures and take notes in the same time and understand more without wasting time. Furthermore, they think that using the data show helps understanding better in case of explaining a lesson and makes understanding lessons easier than using the black board.

However, the rest of participants refuse the data show and prefer the traditional way to deliver the content for: the data sometimes contains too much ideas so they can not follow the content element by element as well. Moreover, because all the information he wrote it down in this way I can read it more that million time and still in their brain. Hence, they do not prefer the data show because the lights should be switched off, we would feel like sleepy atmosphere. So, they prefer the teacher who explains the lesson and writes notes on the board.

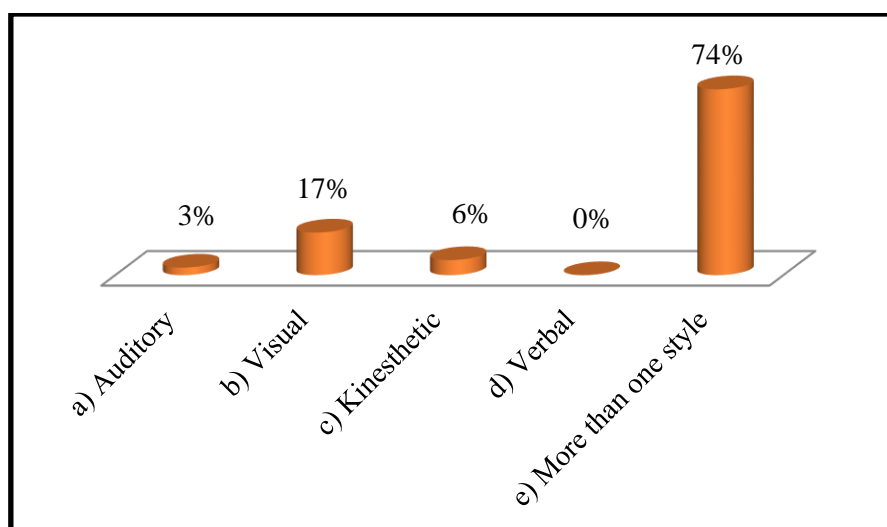
Item 11. Do you agree that data show make you understand lessons easily? How?

This item aims to know if the projector facilitates the student's understanding of lesson in the EFL class. We remarked that 25 students believe that the data show play a greet role in the learning process itself, it covered a big rate reached 75%.They encourage the usage of

projector because: it gives them a chance to see, read and listen at the same time. In addition, the information exposed by the data show are well organized and clear this help them to understand the lesson in better way. Also, the teacher will have enough time to explain more the lesson rather than he write it down and explain it (waste time). Moreover, because teacher could show videos or images and mind mapping that explain and facilitate the lesson. Hence, because simply it contains from attractive plan to get the student's attention. In the other hand, there are some students refuse the use of projectors in classroom because of many reasons: first, they think that the data show loses the student's concentration and distract their focus as well. Also, if you miss one information and move to another, your brain stay think about that information and you will loss that one and the other ones.

Item 12. What is / are language-learning styles you prefer? You can choose more than one option.

This question was aimed to find out the learning style of each participant in this sample whether it is auditory, kinesthetic, read and write or visual. The score below appears everything:



12. Students different learning styles.

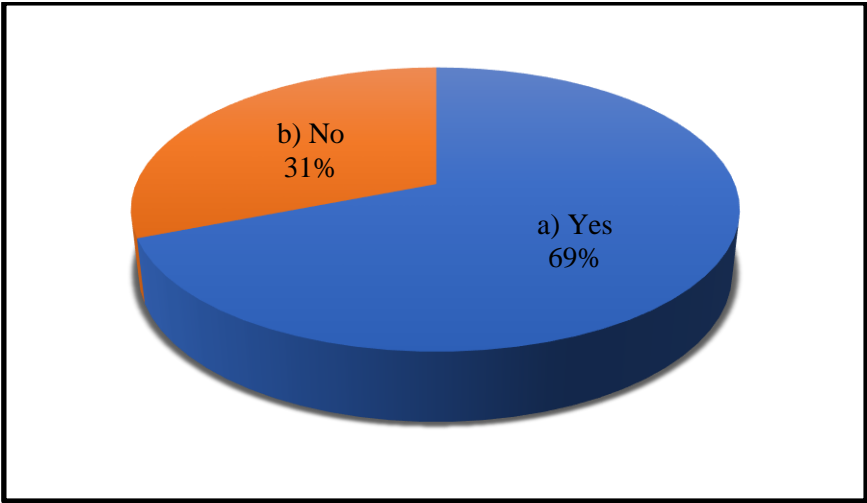
Finding in this item illustrate that most of students have more than one learning style (74%), their number reached 26 one and this category had the lion's share. We noticed that there is no verbal style (0%) in this sample. As well, we remarked that just one participant had the auditory style; he /she like to listen to other to get knowledge. Moreover, in this sample there is 6 visual learners who enjoy to study through pictures, colours and videos with rate of 17%. Finally, 2 people had the kinaesthetic style who prefer touch things, move and practice.

Item 13. Do you agree that the data show improve your skills?

The table and the chart below represent the student answers about whether the use of data show (projector) improve the student skills or not. The result below illustrates the participant’s opinions:

13. Student opinions about the data show.

Option	Number	Percentage
a) Yes	24	69%
b) No	11	31%
Total	35	100%

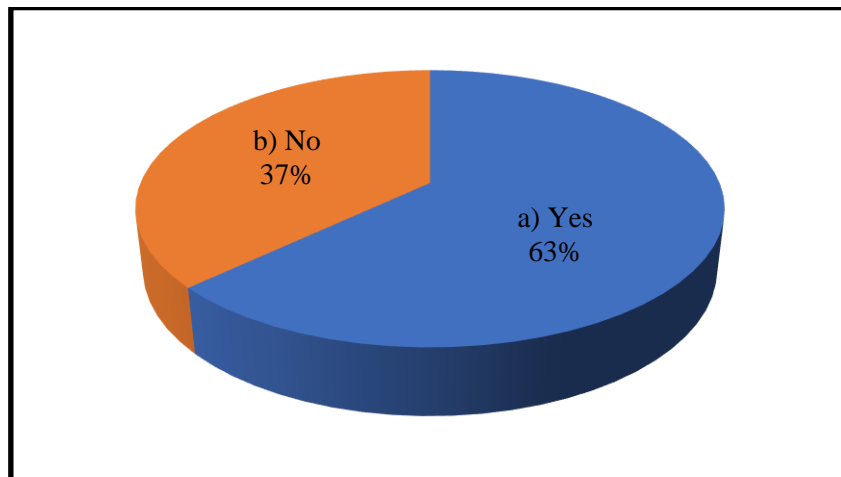


13. Student opinions about the data show.

We have included this question to know the opinion of students about the usage of data show in the classroom. We observed that the majority of them (24member) believes that the use of data show helps them to improve their skills (read /write/speak/listen) and it creates confidence to present the course comfortably, the rate of this category was 69% of the total. While, a few members of them see that the data show do not play a big role to improve the student level or skills, it reached the rate of 31% from the whole.

Item 14. In your opinion, does the data show build confidence to speak or write?

The purpose of this question is to have an idea about if the use of data show build confidence to speak and write or not, the following table give as a specific result about them:



14. Student’s opinion about projector and it’s relation with Confidence.

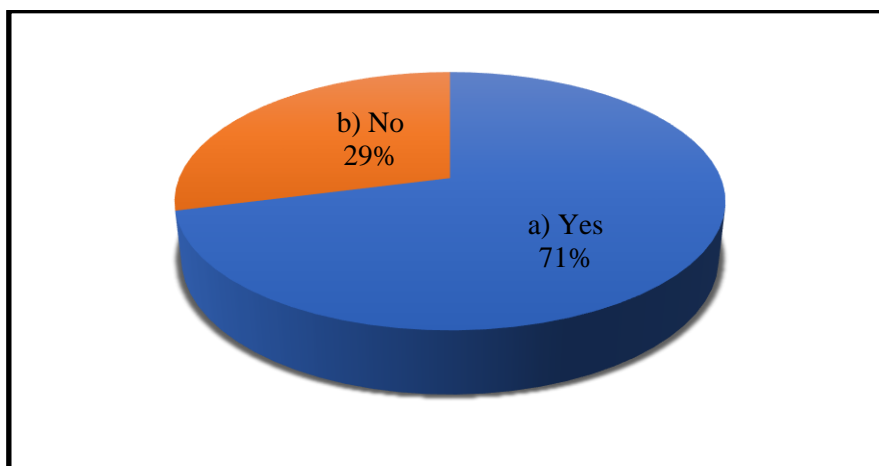
We have added this question is order to closely assess whether the usage of data show increase the level of confidence to write and speak or not and the extent to which they influenced by the technology. We remarked that the majority of them (23 students) believes that when they utilize the projector, they develop their writing and other skills, these participants prefer to use technology (63%). While the rest of them see that the data show does not play any role in improving the student’s skills as well, this category reached the rate of 37% from the total.

Item 15. Does your teacher use ICT tools inside the classroom?

The following result illustrate students' answers about the use of projector in classroom, it recorded in next table:

15. Students' answers about the use of projector in classroom.

Option	Number	Percentage
a) Yes	25	71%
b) No	10	29%
Total	35	100%



15. Students' answers about the use of projector in classroom.

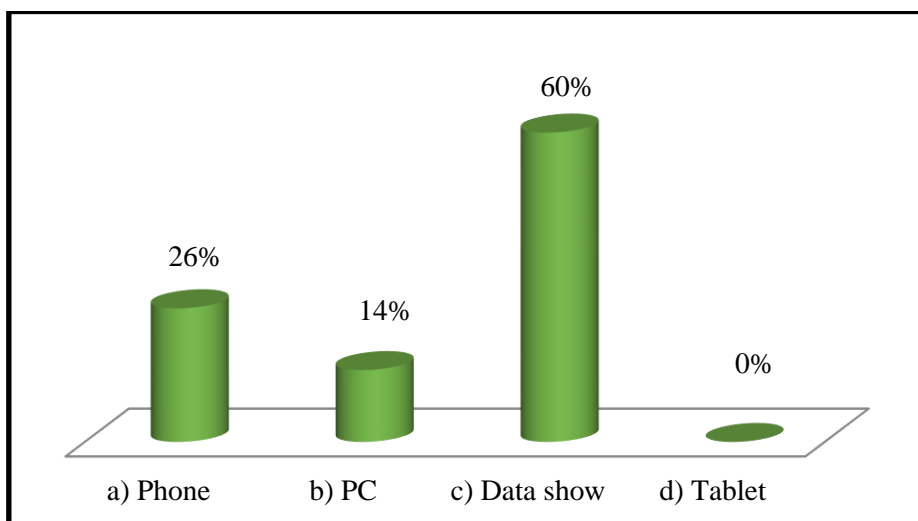
According to what we found in this analysis; it seems that the teachers of first year EFL at biskra university use the projector inside the classrooms because they are well aware of the importance of the presence of the technology in the department to facilitate the learning process in general. 25 students from the whole declared that projectors are always present especially at English department, it reached a large percentage of more than 71%. while, a few participants say that the teachers do not use projectors at all in the classroom and just depending on the black board to display the content of any course, the rate of this category were 29%.

Item 16. What kind of ICT he /she use?

The table below appears the kind of ICT tools used by teachers in the classroom at English department in EFL classes as the following:

16.the kind of materials used by the teacher in EFL class.

Option	Number	Percentage
a) Phone	9	26%
b) PC	5	14%
c) Data show	21	60%
d) Tablet	0	0%
Total	35	100%



16. The kind of materials used by the teacher in EFL class.

As it is visible at the table above 21 students said that in most of the time teachers utilize the projector (60%) which can be a good factor that increases student's achievements. Whereas, 14% from the total use pc who were five participants. There is no teacher in EFL class use the tablet to present the lesson information. While, there is 9 students (26%) states that some teachers prefer to utilize smart phones in classroom to explain the lesson or even to read what they want to say.

Item 17. What is your attitude towards the use of ICT tools in class?

The next score represents the student's attitude towards the use of ICT tools in EFL class at BiskraUniversity as the following:

Table 17. The student's attitude towards the use of ICT tools in EFL class

Option	Number	Percentage
a) Positive	25	71%
b) Neutral	9	26%
c) Negative	1	3%
Total	35	100%

This question aims to know the student's attitude towards the use of ICT tools in EFL class whether they are with or against or even they are neutral. We observed that most of them have a positive attitude toward the use of ICT tools, 25 respondents from this sample encouraged it with rate reached 71%. They think that ICT tools help them to improve their skills and attract their attention without wasting time. In contrast, we noticed that just one participant (3%) neglect the use of ICT tools because sometimes teachers read only from the data show and do not explain well. People whose had neutral attitude were 9, they believe that whether the teacher use ICT tools or not nothing will change because simply It depends the lesson content and the student needs (the classroom Include many kinds of people with different mentalities attitudes and backgrounds).

Classroom Observation

Introduction

In addition to the questionnaire, in this study we depend also on another tool which is classroom observation to gather data in order to investigate facts about the use of ICT tools in EFL classroom. The purpose of using classroom observation was to observed the student's different learning styles and how ICT tools covered all styles of learners although their differences.

Description of the classroom observation

This observation took place in February 2021 with first year students (4groups) at English department in Biskra University. We attend four sessions with different groups (1.2.3.4). Two with the use of data show and two without using ICT tools at all. Each session took one hour, I sat on side of the classroom where can I do my observation without making any interaction with the learning activities and I was covered observer as any student in the classroom.

I depended on my checklist which was well prepared and organized and I have not used nor kind of recording devices either taking photos. In addition, my observation was in phonetic session in order to know whether the data show covered all student-learning styles although their differences or not.

The classroom observation results:

Session one

The first session was on Tuesday /February 9/2021 from 11tell 12 with group 4and the conditions inside the class were adequate (lighting, curtains and rows arrangement). I observed that all students come in time (18 students) before the teacher enter the classroom. The teacher started his preparation of materials (computer, data show, papers, and blackboard). He made a quick revision about the previous session. Afterthat, he asked some

questions about vocal device and organs and then he started his new lesson. He used the computer, data show, the pencil and blackboard, the student set in the traditional way and some of them used smartphones to translate the difficult words. I noticed five smartphones in the front of the class where the teacher was standing in order to record the lesson elements. Moreover, some of them were taking pictures of the displayed content. While others were taking notes and underlining the important points with different colors.

We remarked that the teacher where he delivered the content by data show used pictures (shapes/colors/ symbols), videos, reading and handouts. The students appear reaction and interest with the teacher by answer question and discussed many points with him.

In general, the teacher presented his lesson well, students appear motivation, and concentration expect 2 or 3 learners who were out the lesson (they were sitting in the back).

Session 2

The second session was on February 10, 2021 from 11 till 12 with group 3. I observed that some students come late (the number of student's was 20 students) but the majority of them present in time. The teacher started his preparation of materials (computer, data show, papers, blackboard...). He made a clear statement of the purpose of the lesson that was about sounds and pronunciation, after that he started the lesson by warming up questions. The conditions inside the classroom was inappropriate (no curtains) where the students found it difficult to see what the teacher wants to deliver.

As usual, the teacher used the computer, data show, the pencil and blackboard, I remarked that the majority of student were taking notes but some of them showed some indifference and inattention. While others were taking pictures and record lesson using smartphones. I noticed that the teacher delivered the content by data show used pictures (shapes/colors/ symbols),

Videos, reading and handouts. In general, the teacher presented his lesson well and the majority of students we are interacting with the teacher, commenting on the topic of the lesson and involved.

Session three (without use ICT tools)

In this session the teacher comes 5 minutes before the course, he prepared his papers and all what he need to start working. The students log in the classroom and they organize themselves in subgroups. After that the teacher chose one student from the list and He asked him to explain the last lesson in a short paragraph. The teacher distributed a set of papers and began to explain the lesson element by element. Each time he would stop and ask if there was someone who did not understand anything to re-explain it. Most of the people in the class were distracted, but the rest seemed to have some focus by answering questions and interacting with the professor.

Discussion

In short, through our analysis and what we collect as facts and information. We found an essential feedback, which add new outcomes to the previous studies. From student's questionnaire and classroom observation checklists results, we conclude:

- ❖ The ICT tools used in EFL classes in our sample are projectors, smart phones and computers.
- ❖ The majority of students in our sample have more than one learning style in the same time.
- ❖ We observed that most of participants in this sample are females and they chose English specialty without force (with their consent).
- ❖ 75% of this sample enjoy and learn better where they use modern technology (ICT tools).

- ❖ Participants in our questionnaire have different methods of learning some of them prefer working in groups and the others favorite the individual work.
- ❖ Many students believe that the usage of digital tools improve their skills and build confidence to talk and communicate.
- ❖ Time is a very important factor that can change and effect on the student achievement.
- ❖ Depending on what we found in this research, we confirm that any classroom contains all kinds of learning styles as verbal, auditory, read/write and kinesthetic style.
- ❖ Although the majority of student chose to learn through ICT tools but they face some difficulties like the access of internet, the social conditions and circumstances inside the classroom (light, time.... act).
- ❖ Projectors in EFL classes help and play an important role in learning process itself and effects on the student production as well.
- ❖ The use of projectors helps to gain time and present data in organized way which is beneficial for: pay attention to the teacher explanation, take notes and ask questions

Conclusion

This chapter is about analyzing and interpreting the data you have gathered. It is focused with obtaining accurate information on students' perceptions of the importance of information and communication technology tools in the teaching and learning process. Students of English as a Foreign Language had good perspectives toward the function of ICT in boosting EFL learners' styles, according to the findings. Students understand the importance of incorporating information and communication technology, thus they require acceptable surroundings as well as sufficient and relevant materials.

References

Al-Kamel, M. (2018). The Use of ICT Tools in English Language Teaching and Learning: A

Literature. Retrieved from:

https://www.researchgate.net/publication/330986788_The_Use_of_ICT_Tools_in_English_Language_Teaching_and_Learning_A_Literature_Review

Alfawareh, H. M., & Jusoh, S. (2017). The Use and Effects of Smartphones in Higher Education.

International Journal of Interactive Mobile Technologies. Retrieved from:

https://www.researchgate.net/publication/321323012_The_Use_and_Effects_of_Smartphones_in_Higher_Education

Bliss, S. D., Gorence, M. J., & Haight, D. (1989). CD-ROM Applications in Education.

Journal of Educational Technology Systems

Components of an ICT system. (2012). ictamymccarthy. Retrieved from:

[:https://ictamymccarthy.wordpress.com/2012/09/20/components-of-an-ict-system/](https://ictamymccarthy.wordpress.com/2012/09/20/components-of-an-ict-system/)

Computer hope. (2020, June 3). Retrieved from:

<https://www.computerhope.com/jargon/i/ipad.htm> / computer hope updated in 6/2020.

Ellington S., & Benders, D. S. (2012). Learning Style and it's importance in Education.

Retrieved from:

https://www.researchgate.net/publication/256022625_Learning_Style_and_it's_importance_in_Education

Felder, R. M. (2005). Understanding Student Differences. Journal of Engineering Education

Jiafeng L., & Qingshun H. (2004). The Match of Teaching and Learning in SLA. Creative

Education, 729.730.

How to Use a USB Flash Drive (also known as Travel Drives, Thumb Drives, Data Sticks).

Retrieved

from:https://www.cityu.edu.hk/csc/deptweb/support/faq/FAQ_for_USB_Flash_Drive.pdf

Home: Hardware Terms: Microphone Definition/ TechTerms website. Retrieved from:

<https://techterms.com/definition/microphone>

Kaino, L. M. (n.d.). Information and Communication Technology (ICT) developments, utilization and challenges in ICMI history. Retrieved from:

<https://www.unige.ch/math/EnsMath/Rome2008/WG4/Papers/KAINO.pdf>

Kemp, G., Smith, M., & Segal, J. (2017). Learning Disabilities and Disorders. retrieved

from:https://www.ctdinstitute.org/sites/default/files/file_attachments/learning-disabilities-and-disorders.pdf

Nail D. Flaming (2004), New Zealand and Charles, Bowne//, Green Mountain Falls, colorado80819 USA

National Centre for Technology in Education. (2010). Digital Projectors. Retrieved from:

<https://www.pdsttechnologyineducation.ie/en/Technology/Presenting-in-the-Classroom/Digital-Projectors.pdf>

National Centre for Technology in Education. (2008). Digital Cameras (Stills). Retrieved

from:<https://www.pdsttechnologyineducation.ie/en/Technology/Advice-Sheets/Digital-Cameras.pdf>

Oigara, J., & Ferguson, J. M. (2017). iPads in the Classroom: What do Teachers Think?

international Journal of Information and Communication Technology Education. Retrieved from:

https://www.researchgate.net/publication/319901451_iPads_in_the_Classroom_What_do_Teachers_Think

Palanisamy, P., & Saravana Kumar, A. (2019). ICT IN EDUCATION.

Retrieved from:<https://www.researchgate.net/publication/334458283> ICT IN EDUCATION

Passingham, M. (2021, June 20). Which iPad should I buy? Best Apple tablets for 2021.

Retrieved from : www.which.co.uk/reviews/tablets/article/which-ipad-should-i-buy.

Pritchard, A. (2008). Ways of learning: Learning theories and learning styles in the classroom. Routledge.

Reid, G. (2005). Learning styles and inclusion. SAGE.

Sivakumar, R. (2018). TABLET COMPUTERS IN EDUCATION. Retrieved from:

<https://www.researchgate.net/publication/326356282> TABLET COMPUTERS IN EDUCATION

Szczegielniak, A. (n.d.). Phonetics: The Sounds of Language. Retrieved from

<https://scholar.harvard.edu/files/adam/files/phonetics.ppt.pdf>

Tamils Evan, N., Sivakumar, N., & Sevukan, R. (2012). INFORMATION AND

COMMUNICATIONSTECHNOLOGIES (ICT). INTERNATIONAL JOURNAL OF

LIBRARY ANDINFORMATION SCIENCE. Retrieved from:

[https://www.academia.edu/2764232/INFORMATION AND COMMUNICATIO](https://www.academia.edu/2764232/INFORMATION_AND_COMMUNICATIO)
[NS_TECHNOLOGIES ICT #:~:text=Stands%20for%20%22Information%20and](https://www.academia.edu/2764232/INFORMATION_AND_COMMUNICATIO)
[%20Communication,focuses%20primarily%20on%20communication%20technolo](https://www.academia.edu/2764232/INFORMATION_AND_COMMUNICATIO)
[gies](https://www.academia.edu/2764232/INFORMATION_AND_COMMUNICATIO)

Appendices

Appendix A

Thesis Title: The Significant Role of ICTs in Enhancing EFL Learners' styles.

Students' Questionnaire

I am master 2 student; my topic is about learning styles and digital tools. This questionnaire aims to investigate the students' perspective about learning by ICTs. We try to explore their vision of the importance, the need of these tools and the use of these tools as a modern learning method to improve learners' styles during classes. Your contribution would be both helpful and efficient to our humble work, we will be grateful for your assistance.

I wish you to provide me with clear answers

Lahmar Dallal.

Personnel information

1- Gender:

- Male
- Female

2- Your choice of studying English was

- Personal
- Imposed

3- Your level in English

- Good
- Average
- Poor

Learning styles

4- How do you use your physical senses?

- I remember things better if I write it down
- I prefer to learn with tv or video rather than others
- I can understand what people say even if I can't see them
- I need oral direction for a task

5- How do you prefer to learn?

- I learn better when I study with others
- I learn better in the classroom than with another tutor
- I prefer individual games and activities
- I dislike if my classmate changes the plan of your plan

6- To learn how a computer works, would you rather

- Watch a movie
- Listen to someone explain it
- Ask other people
- Take the computer a part and try to figure it out for your self

7- When you tell a story. would you rather

- Write it
- Act it out
- Tell it out aloud

8- When you are in the class. do You prefer to

- Sit it the front
- Sit when you can hear better

- Sit when you can easily get up and move around

9- Do you prefer to study in traditional way or by digital tools

- Traditional way
- Digital tools

Why?

.....

.....

.....

Instructional materials

10- In your opinion, you understand better, when the teacher use the black board or data show?

Explain!

.....

.....

.....

11- Do you agree that data show make you understand lessons easily?

How?

.....

.....

.....

12- What is / are language learning styles you preferred

- Auditory
- Visual
- Kinesthetic
- Verbal

U can choose more than one

13- Do you agree that the data show improve your skills?

Yes

No

Justify!!!

14- In your opinion! Does the data show build confidence to speak andwrite?

Yes

No

15- Does your teacher use ICT tools inside the classroom?

Yes

No

16- What kind of ICT he /she use?

Phone

Pc

Data show

Tablette

17- What is your attitude towards the use of ICT tools in class?

Positive

Neutral

Negative

Appendix B

Observation Checklist for the Significant Role of ICTs in Enhancing

Learners' learning styles

University :	Academic Year :
Observer :	Level:
Session :	Date and time :

Aspects Observed	Dimensions	Observed	Not observed	Comment
Classroom	<ul style="list-style-type: none"> • Student number • Class size • Lighting • Arrangement 			
Teacher	<ul style="list-style-type: none"> • Prepare lesson • Ask question • Stimulate student 			
Student	<ul style="list-style-type: none"> • Concentration • Do activity • Enjoy lesson • Understand lesson • Interested • Come in time 			
Material	<ul style="list-style-type: none"> • Blackboard • Computer • Smartphones • Data show • Handout 			
Leadership	<ul style="list-style-type: none"> • Teacher-centered • Student-centered • both 			
Teacher methods	<ul style="list-style-type: none"> • linked lessons • student experience • variety of activities 			

	<ul style="list-style-type: none"> • ask questions • instruction and explanation • listen and response 			
Time	<ul style="list-style-type: none"> • Morning • Afternoon 			
To deliver lesson, the teacher using:	<ul style="list-style-type: none"> • Music • Videos • Papers • Pictures • Discussion • Reading/ writing • Mind mapping 			

ملخص

على مدى العقود القليلة الماضية، كانت تكنولوجيا المعلومات والاتصالات جزءاً من حياتنا، مما أثر على كل من مجتمعنا وحياتنا الشخصية. في عالم التعليم، تستخدم تكنولوجيا المعلومات والاتصالات الآن على نطاق واسع. يتم استخدام تكنولوجيا المعلومات والاتصالات على نطاق واسع من قبل المعلمين والطلاب والإداريين والمعلمين قبل الخدمة أثناء برنامج التدريب الخاص بهم، لأن هذه المعرفة التكنولوجية المتكاملة تسمح للمعلم المحتمل باكتساب فهم أكبر لعالم التكنولوجيا وكيف يمكن تنفيذها في المستقبل لصالح الطلاب، يتم حالياً إعطاء المدارس والفصول الدراسية مظهرًا جديدًا من خلال تقديم مناهج جديدة تركز على مشاكل ومشروعات العالم الحقيقي، وتوفير أدوات لتحسين التعلم، وتزويد المدرسين والطلاب بمزيد من التسهيلات والفرص. في الوقت نفسه، تفيد تكنولوجيا المعلومات والاتصالات المعلمين والطلاب وأولياء الأمور. يمكن لتكنولوجيا المعلومات والاتصالات أن تمكن المعلمين والطلاب وستعمل على ذلك من خلال تحويل عمليات التدريس والتعلم من التركيز على المعلم إلى التركيز على الطالب، وأن هذا التحول سيؤدي إلى مكاسب تعليمية أكبر للطلاب من خلال توفير الفرص للطلاب لتطوير إبداعاتهم وإنشاء قدرات حل المشكلات متاح لهم. المشكلات والمهارات الإعلامية وقدرات الاتصال. ومن ثم، فإن تأثير تكنولوجيا المعلومات والاتصالات على تحسين عملية التدريس والتعلم يكون أكبر في المدارس التي تبنت تكنولوجيا المعلومات والاتصالات كعامل مبتكر، وذلك ببساطة لأن الطلاب يجدونها أكثر إمتاعاً وملاءمة. تظهر النتائج المقترحة أن فصول اللغة الإنجليزية كلغة أجنبية تحتوي على أنماط تعلم مختلفة للطلاب وهي الأسلوب البصري والسمعي والقراءة / الكتابة والأسلوب الحركي. يجد المعلم في الفصل نفسه وجهاً لوجه مع طلاب من عقليات وخلفيات مختلفة. لذلك يجب أخذ هذا الشيء في الاعتبار من خلال تنويع استخدام أدوات التكنولوجيا أثناء إعداد الدروس وعرضها. يساعد هذا الشيء في تسهيل عملية التدريس والتعلم في نفس الوقت للمعلم والمتعلم.