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THE IMPACT OF USING INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) ON TEACHING 'EFL' LEARNERS:

A case study of first year AMIROUCH middle school pupils of Batna.

A dissertation submitted as a partial requirement for *MA DEGREE* in science of languages

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DEDICATION

I would like to dedicate this work to my parents who brought me up with their love and encouraged me to pursue advanced degrees.

This work is also dedicated to my beloved sisters, and my bounteous brother "The Artist" Zakaria, for all their love and support. My life would not be the same without them.

To all MOUSTARI, and HASSANI families.

To all my: loyal, truthful, caring, loving, and secretive friends in Biskra, who supported me every second.

May God bless you all.

MOUSTARI Soumia

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ABSTRACT

With the current trend in our daily activities, the use of technology is no doubt has created positive impacts in our life. It speeds up information transfer, enables faster processes as well as creates enjoyable and fun learning atmosphere. Traditionally, the teaching and learning of language are done only between a teacher and students, typically, a teacher will disseminate his or her knowledge verbally and perhaps will scribble or write down notes on whiteboards, whereas students will listen and take notes without questioning even though the class is boring. However, with the invention of technology such as computer, internet and video camera, learning is no longer a linear process. It is used to enhance students' interest and involvement in the learning process. Technology is believed to be able to make students respond positively in a language classroom. Therefore, the present research work is an attempt to examine the role that Information and Communication Technology (ICT), as the teaching tool in the English course, might have in teaching EFL learners. Three research tools (questionnaire for teachers, interview for pupils and an experiment) were used to investigate this topic. The results obtained have shown that using ICT tools in teaching EFL learners revealed to be very successful. The pupils who were taught, English, using ICT equipments achieved better progress than the pupils who were taught in the traditional way. The experimental results led us assert the significance of ICT in the language classroom and of the positive impact of using it on pupils' achievement in English. It offers a relaxing atmosphere, enhance language activities and develop the students' participation in the classroom.

RESUME

Avec la tendance actuelle dans nos activités quotidiennes, l'utilisation de la technologie a créé des impacts positifs dans notre vie. Elle accélère le transfert des informations, permet des processus plus rapides, ainsi que pour l'apprentissage crée une atmosphère agréable et amusante. Traditionnellement, l'enseignement et l'apprentissage de la langue se font uniquement entre un enseignant et les élèves, généralement, un enseignant diffuse ses connaissances verbalement et peut-être sera griffonner ou écrire des notes sur des tableaux blancs, tandis que les étudiants vont écouter et prendre des notes sans remettre en cause, même si la classe est ennuyeuse. Cependant, avec l'invention de la technologie par exemple : l'ordinateur, Internet et une caméra vidéo, l'apprentissage n'est plus un processus linéaire. Il est utilisé pour améliorer l'intérêt des élèves et l'implication dans le processus d'apprentissage. La technologie est capable de faire aux élèves de répondre positivement dans une classe de langue. Par conséquent, le présent travail de recherche est une tentative d'examiner le rôle que les TIC, comme outil didactique pour le cours d'anglais, pourrait avoir dans l'enseignement aux apprenants d'anglais. Trois outils de recherche (questionnaire destiné aux enseignants, interview pour les élèves et une expérience) ont été utilisées pour enquêter sur ce sujet. Les résultats obtenus ont montré que l'utilisation des outils TIC dans l'enseignement aux apprenants d'anglais a révélé un grand succès. Les élèves qui ont été enseignées l'anglais par le biais de l'utilisation des équipements des TIC ont réalisé mieux de progrès que les élèves qui ont été enseignées à la manière traditionnelle. Les résultats expérimentaux nous ont conduits à l'importance des TIC dans la classe de langue et de l'impact positif de l'utiliser sur la réussite des élèves en anglais. Il offre une atmosphère relaxante, il renforce les activités linguistiques et développe la participation des élèves dans la classe.

ملخص

مع الاتجاه الحالي في أنشطتنا اليومية، واستخدام التكنولوجيا لخلق بلا شك آثار إيجابية في حياتنا تم اختراع التكنولوجيا مثل الإنترنت والكمبيوتر وكاميرا الفيديو ليتم استخدامها لتعزيز اهتمام الطلاب ومشاركتهم في عملية التعلم. لهذا تبحث هذه المذكرة موضوع فوائد تكنولوجيا المعلومات والاتصالات و أثرها على تعلم و اكتساب اللغة الأجنبية الانجليزية في المدارس المتوسطة. بأكثر دقة الموضوع يعالج تحسين مستوى التلاميذ من خلال تبني التكنولوجيا كوسيلة تعليم.

لمعالجة هذا الموضوع، قمنا بالإجراءات التالية: أولا قمنا بفحص مبدئي للوقوف على مستوى التلاميذ قبل بدء التجربة. إضافة إلى هذا اعتمدنا على استبيان قصد الحصول على معلومات دقيقة تخص أساتذة المتوسطات بهدف تحديد أرائهم إزاء منافع تكنولوجيا المعلومات والاتصالات و تأثيرها على تحسين مستوى التلاميذ في الأداء اللغوي للغة الانجليزية كلغة ثانية.

بطريقة أخرى أردنا الإجابة على التساؤل التالي: هل يمكن لأداء متعلم اللغة الانجليزية أن يتحسن من خلال استعمال التكنولوجيا كوسيلة تعليم؟

ولقد اعتمدنا أيضا على إجراء فحص ختامي للتلاميذ بعد انتهاء التجربة لغرض الوقوف على تقدمهم.

أما عن بطاقات المتابعة الأسبوعية فكانت لغرض متابعة مدى تحسن التلاميذ أثناء الحصص داخل القسم.

ولقد أوضحت النتائج المتحصل عليها أن استعمال تكنولوجيا المعلومات والاتصالات كوسيلة تعليم تحفيزية للأستاذ و للتلميذ كان ايجابيا جدا.

هذا وقد بينت بطاقات المتابعة التي جمعناها طيلة التجربة التي دامت شهرا أن تلاميذ السنة الأولى متوسط فعلا تطوروا و تحسنوا من جانب المشاركة في القسم و القيام بالفروض المنزلية.

اعتمادا على النتائج المتحصل عليها، نأمل لان تسمح لنا الجهود المبذولة قصد القيام بهذا البحث القول بان استعمال تكنولوجيا المعلومات والاتصالات وسيلة جد مناسبة للأساتذة لتعليم اللغة للتلاميذ. نتمنى أن تفيد هذه المساهمة المتواضعة في إحداث تعديلات تخص تدريس الانجليزية بمدارسنا.

List of Abbreviations

CALL: Computer assisted language learning

CG: Control Group

CPU: Central Processing Unit

DfES: Department for Education and Skills.

DV: Dependent variable

EFL: English as a Foreign Language

EG: Experimental Group

ICT: Information and Communication Technology

IV: Independent Variable

IWB: Interactive Whiteboard

OG: Observation Grid

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GENERAL INTRODUCTION

GENERAL INTRODUCTION

Information and communication technology (ICT) can be known as the use of technology in managing and processing information with the use of electronic computer system and computer software to convert, store, protect, process, transmit and rescue information.

ICT is a major factor in shaping the new global economy and producing rapid changes in society. It also has the potential to transform the nature of education where and how learning takes place and the roles of students and teachers in the learning process.

When looking at the current widespread diffusion and use of ICT in modern societies, especially by the young – the so-called digital generation – then it should be clear that ICT will affect the complete learning process today and in the future.

Algerian teachers of English as a foreign language have to cope with the challenge of technological and pedagogical shifts occurring in the teaching profession. It's important to understand how and why teachers implemented the information and communication technology into their language instruction and to explore the issues and barriers that teachers encountered when trying to incorporate modern technology into their instructional practice.

1. Research Problem

Given the technological advancement of Algeria and awareness in the use of ICT to enhance teaching and learning generally, many schools produced ICT for use in teaching, but having a computer, for example, is one thing, utilizing it for teaching and learning is another. This study therefore evaluates the use of ICT in the teaching and learning of English language in EFL classrooms, and to examine its motivational impact on teaching EFL learners.

2. Objectives of the Research

This study investigate the extent of the impact of ICT on teaching and learning of English as a foreign language, and find out whether students were taught EFL with the use of ICT materials such as computer system, internet facilities, projectile, video player etc performed better than those taught with textbook only. Therefore, the main objective of the study is: To examine the effectiveness of using ICT in teaching EFL learners.

3. Research Questions

The following questions are the three basic research questions:

1. How do EFL teachers use ICT in their instructional practices as a motivator for change and as a tool for teaching and learning English as a foreign language?

2. What are their purposes for using ICT in teaching English as a foreign language?

3. What are the factors that influence EFL learners in the use of ICT in the classroom?

4. Research Hypothesis

H01 ICT will have a significant impact on teaching and learning of English as a foreign language.

H02 Introduction of ICT makes English classes so interesting.

H03 ICT will have significant effect in improving the students learning English.

5. Variables

Every experiment has at least two types of variables: independent and dependent. The independent variable (IV) is often thought of as our input variable. It is independent of everything that occurs during the experiment because once it is chosen it does not change.

The dependent variable (DV), or outcome variable, is dependent on our independent variable or what we start with.

In fact the independent variable is what we manipulate; a treatment or program or cause. The dependent variable is what is affected by the independent variable; the effects or outcomes. For example, if you are studying the effects of a new educational program on student achievement, the program is the independent variable and your measures of achievement are the dependent ones.

In our experiment on teaching EFL learners in middle school, using ICT tools would be our independent variable and teaching EFL learners would be the dependent one.

6. Literature Review

In the literature, while there are many definitions of ICT, it can be broadly defined as "technologies that facilitate, by electronic means, the acquisition, storage, processing, transmission, and disseminating of information in all forms including voice, text, data, graphics and video" (Michiels & Van Crowder, 2001). This definition mainly focuses on the importance of the intersection of information technology, information content and telecommunications in enabling new forms of knowledge production and interactivity. ICT allows many people to generate and disseminate information, thus playing an active role in the process of interaction between professionals, learners, policy makers, peers and etc. (qtd in. Michiels & Van Crowder, 2001). In the definition of the ICT in education, four main elements can be taken into consideration; ICT as an object that refers to learning about ICT, an assisting tool, a medium for teaching and learning and finally a tool for organization and management in schools (cited in Jager & Lokman, 1999).

The factors which are most effective in enabling and encouraging the uptake of ICT by teachers is a continuation of the work begun by Becta in a companion report, looking at the

barriers that exist in schools which prevent teachers from making full use of ICT in their work (Becta 2004). Much of the reviewed literature appears to be concerned with evaluating the introduction and use of ICT in schools in terms of the contribution it makes to 'student-centred' teaching and learning.

ICT has very strong effect in education and it provides enormous tools for enhancing teaching and learning. There have been many studies that have highlighted the various ways that ICT may support teaching and learning processes in a range of disciplinary fields such as the construction of new opportunities for interaction between students and knowledge; accessing information and etc. ICT can have a useful effect on teaching and learning if it is used under right conditions including suitable sources, training and support. ICT also offers the potential to meet the learning needs of individual students, to promote equal opportunity, to offer learning material, and also promote interdependence of learning among learners (qtd in. Michiels & Van Crowder, 2001).

7. Research Methodology

7.1. Method

The experimental method is among the best tools which establish and verify the cause / effect relationship between the dependent variable, in our case, Teaching 'EFL' Learners, and the independent variable being the use of ICT.

Experimental designs are often considered as the most "rigorous" of all research designs. If we can implement an experimental design well, then the experiment is probably the strongest design. When we want to determine whether some program or treatment causes some outcomes to occur, then we are interested in having strong internal validity. Essentially, we want to assess the proposition:

If X, then Y

Or, in more usual terms:

If we use a given program, then the outcome will occur.

Unfortunately, it's not enough just to show that when the program or treatment occurs the expected outcome also happens. That's because there may be lots of reasons, other than the program, for why we observed the outcome. To really show that there is a causal relationship, we have to simultaneously address the two propositions:

If X, then Y

And

If *not* X, then *not* Y

Or, once again more colloquially:

If the program is given, then the outcome occurs

And

If the program is not given, then the outcome does not occur

If we are able to provide evidence for both of these propositions, then we have in effect isolated the program from all of the other potential causes of the outcome. We have shown that when the program is present the outcome occurs and when it's not present, the outcome doesn't occur. That points to the causal effectiveness of the program.

Perhaps we just need to think about the problem a little differently. What if we could create two groups or contexts that are as similar as we can possibly make them? If we could be confident that the two situations are comparable, then we could administer our program in

one (and see if the outcome occurs) and not give the program in the other (and see if the outcome doesn't occur).

That's exactly what an experimental design tries to achieve. In the simplest type of experiment, we create two groups that are "equivalent" to each other. One group (the program or treatment group) gets the program and the other group (the comparison or control group) does not. In all other respects, the groups are treated the same. They have similar people, live in similar contexts, have similar backgrounds, and so on. Now, if we observe differences in outcomes –after treatment- between these two groups, then the differences must be due to the only thing that differs between them, that one got the program and the other didn't.

7.2. Population

To investigate our topic we choose two classes pupils from the first year in AMIROUCH middle school. The first class (1am2) is the experimental group and the second class (1am1), the control group. We apply the experiment to the first class during a period of one month (4 weeks), when they study the English course using ICT tools selected by the teacher (3 sessions per week).

The teacher selects tools according to: the topic of the course, the course activities. The available tools (ICT) at AMIROUCH middle school (laptop computers and data projector, whiteboard or flipchart, speakers, digital camera), while the second class is left to use the classical method of teaching (use only textbook) then we compare the performance of both classes to see whether or not the use of those tools made a difference between the two.

7.3.Sampling

How do we create two groups that are "equivalent"? The approach used in experimental design is to assign people randomly from a common set of people into the two groups. The experiment relies on this idea of random assignment to groups as the basis for

obtaining two groups that are homogenous. Then, we give one the program or treatment and we don't give it to the other. We observe the same outcomes in both groups.

The key to the success of the experiment is in the random assignment. In fact, even with random assignment we never expect that the groups we create will be exactly the same. How could they be, when they are made up of different people? We rely on the idea of probability and assume that the two groups are "probabilistically equivalent" or this can be done by designing a pre-test for both groups to improve their equivalence like what we do in this study.

7.4. Data Gathering Tools

To answer the research questions, we utilize the following research tools:

7.4.1. The Questionnaire

The questionnaire is designed for the purpose of gaining further insights into the situation of teaching English in the middle school. The questionnaire might be the only instrument that can serve as means of collecting a considerable amount of data with a minimum of time and efforts. It is not only easy to administer, but it also provides a general view of the investigated problem which is difficult to obtain by other means of investigation. Questionnaires allow the gathering of reliable and valid data, relatively, in a short time.

7.4.2. The Interview for pupils

A pupils' interview has several advantages: First, it is administered individually to the first year pupils at the middle school and the information is completed by the researcher himself. Second, the interview allows for personal explanations of questions, in case any point(s) need(s) to be clarified. For the above reasons, the interview may be regarded as more reliable instrument, especially when dealing with a small group of pupils. The pupils'

interview is designed to provide the pupils attitudes towards English Course, their General Use of Technology, to know if the introduction of ICT produces positive impact in the learning of English, and finally they are requested to give their own suggestions to enhance their learning of English at the middle school.

7.4.3. The Observation Grid

In our investigation an observation grid is required to verify and follow the progress of every participant within the experimental sample (2 classes of 1st year pupils) twenty eight pupils per class. We draw a standard couple of week observation grid and record the scores of the participants every two weeks. Those scores is analysed and interpreted at the end of the experimental period.

7.5. Procedures

➢ The questionnaire is given to teachers from different middle schools in Batna. It is concerned with teachers' background information, the General Use of Technology of teachers, then the Use of Technology and ICT in teaching English. Both open questions and closed ones are included in our questionnaire so as to get as valid information as possible.

➢ The structured interview is designed to provide AMIROUCH middle school pupils' attitudes towards English Course, their General Use of Technology, to know if the introduction of ICT produces positive impact in the learning of English, and finally they are requested to give their own suggestions to enhance their learning of English at the middle school.

➢ The key elements and several aspects are taken into consideration to ensure the best condition for undertaking the experiment. These are mainly the pretest + post-test, the choice of ICT tools and classroom management.

A pre-test meant to evaluate the students' level in English is the very first step in our experiment. The students' performance is tested before launching the experiment. The scores are stored for future verification with the ones of the post-test.

The selection process of ICT tools expected to meet our research goals is based on different criteria:

a – We vary the ICT tools according to the lessons of each sequence in a particular file.

b – We vary ICT tools according to the different activities that they will practice, etc.

c – Clear presentations on screen that allow pupils to see clearly.

d – Appropriate activities to the proficiency level of pupils.

e – Presentations which are agreeable, something that pupil responds to.

Classroom management is of a considerable role to the success of any learning process, various conditions and reasonable steps were followed to guarantee the well conduct and accomplishment of the experiment. The kind of tasks adopted with the experimental group was different from the ones adopted with the control group. With the experimental group, we did things this way:

During the first stage, we included activities intend to create a warm up and an appealing atmosphere meant to engage students in the lesson. The aim is to know about students' guesses and predictions about the lesson and to evaluate their prior knowledge.

The second stage activities are multiple. We included them in ''Listen and Repeat'' and ''Practice'' .We can set pupils to listen to the teacher who presents the lesson on data show screen (with power point), repeat with the teacher, listen to the right pronunciation of words on audio tapes then by the teacher, repeat what they have heard, see dialogues in video tapes, etc. The aim is to make students learn English well from the first year.

The last stage consists of "Produce". We can set pupils to describe what they see on screen and produce sentences, to ask pupils to perform the dialogue in pairs using digital camera. Moreover, ask pupils to visit their website at home, which was created by the teacher, and put their opinions and suggestions about today's course, also to ask for any help with their homework (the teacher is available on net).

The experimental courses are held inside a classroom of AMIROUCH middle school at Batna. This classroom is equipped with laptop computer and data projector for teacher demonstration and pupil presentation, whiteboard or flipchart, loud speakers, and a digital camera. The courses are expanded over a period of the one (01) month (3sessions per week). The sessions are scheduled to last one (01) hour. We split duration as follows: 10 minutes for Warm up + 20 minutes for Listen and Repeat + 15 minutes for Practice + 15 minutes for Produce.

8. Limitation of the Research

The study concerns itself with the motivational impact in using ICT in EFL classes for first year middle school pupils because they learn English for the first time. So, when exposed for the first time to these sophisticated tools, pupils will be enhanced to learn more because of the interest created by these equipments. Also, many other factors, such as the decrease in the number of pupils who are aware of using computers or other tools (ICT) and time constraints of the experiment period require less time than may be ideal for the study (for only three hours per week for four weeks) have obliged us to limit our work.

CHAPTER I

THEORITICAL PART

CHAPTER I

ICT: NEW TOOLS FOR EDUCATION

INTRODUCTION

A discussion of some ICT components and its advantages is worth as a starting point. The aim is to gain an overall understanding of what is meant by ICT. In this first chapter, we explain what do we mean by Information and communication technology (ICT), then we look at major components of ICT that might be used to determine one's choice of computer, what is likely to lie ahead in ICT and what kind of technology is currently used in FL teaching and learning.

I.1. DEFINITION OF ICT

Information and communication technology (ICT) is usually defined as the use of technology in managing and processing information with the use of electronic computer system and computer software to convert, store, protect, process, transmit and retrieve information.

I.2. COMPONENTS OF ICT

Here are some major components of ICT:

I.2.1 Computers

The computer is a universal information processor. In theory, any kind of information processing can be done on any computer but, in reality, this is not true. Furthermore, any specific task requires too much time for any specific computer, but there are some computers which may have small memory. Many studies found that both of Computers and other

existing technologies process information in the form of electric signals and in the form of air or liquid streams. (Semenov, 38)

I.2.2 Connections

The CPU (Central Processing Unit) is connected with other ICT devices via communication channels. The most common communication channel is a cable plugged into a computer at one end, and to another device at the other end. A popular alternative to cables is wireless (radio-frequency or infra-red) connection. (Tadayoni and Skouby, 20)

I.2.3 Cameras

Cameras store or transmit visual images. There are two kinds of cameras: *the photographic camera* stores a still image on photographic film for further chemical development. While a *digital camera* places image in the computer's memory, or in the memory of the camera for transmission to a computer for storage or direct printing afterwards. An interesting application of digital cameras is the projection of a small image (such as a bug) onto a large screen. In addition, nowadays, digital cameras can store video images and pictures already taken may be downloaded to a computer to be edited or printed through a standard port. (Ibid)

I.2.4 Scanners

Scanners are like copying machines, but are smaller and usually work more slowly. Besides, they are characterized by the colour depth and dynamic range of colours recognized. A scanner transmits an image in digital form to a connected computer instead of producing a paper copy of an image. It also can be used to transform information from a paper source; for example, a text, and an image from a book, a drawing, or a photograph into a digital image.

Additional devices can be used for scanning slides. There are also handheld pen size scanners that you can move over a line of text or a bar code for input or storage inside the scanner. Also special 3D (three dimensional) scanners can produce scanned images viewable from different angles. It is an optical device for entering data of digital text or graphical information from a physical source such as from a photo into a computer. (Semenov, 48)

I.2.5 Microphones

Microphones transform sounds into electric signals for storage or transmission. Different types of microphones and different ways to work with them are described below.

- A microphone can be fixed in a stand in front of a speaker who is standing or sitting.

- Speakers can hold a microphone in their hands.

- A light weight microphone can be attached to a speaker's clothes.

Information converted by a microphone into electrical signals can be transmitted via a wired or wireless channel to other devices. (Wikipedia)

I.2.6 Projectors

Projection flourished in the cinema era and its beginning traces back to the centuries-old *Laterna Magica* and Shadow Theatre. Computer images can be projected onto screen. Pre-electronic projectors used transparent film with an image to be projected. In addition, the 35mm film can be used in a roll as in diaprojectors (almost non-existent today), or cut into slides for use in slide projectors. (Wikipedia)

Today, all slides or screens, information objects to be projected, can be made on computer or be input to a computer and presented on computer screen. Special software used for projection of screen images, constructing, and organizing them is called *presentation software*. Here one of the popular software products is Microsoft's PowerPoint. (Wikipedia)
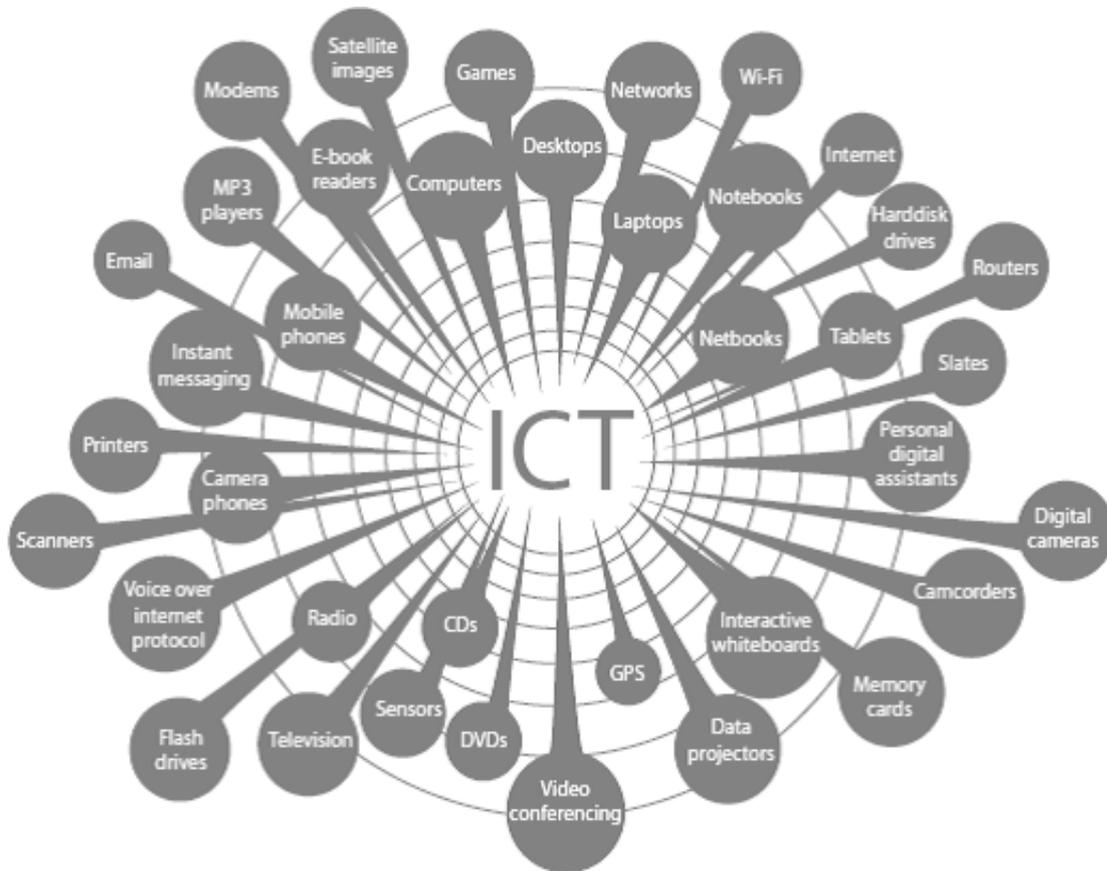
Figure 1: ICT comprise many technologies for capturing, interpreting, storing and transmitting information. (Anderson, 4)

I.3 WHAT KIND OF COMPUTERS DO WE NEED?

Sometimes we hear from decision-makers in the field that young students need less powerful computers, and that when we want to teach programming to high school students, we need powerful ones. In fact, we believe the opposite is true. According to Semenov (2005), Young students need big, bright, intuitive and interactive computers. Moreover, it is more important to have modern and advanced computers in primary schools than at other levels of education because they can help provide students with opportunities to create and display according to their rich inner world, enabling them to express themselves more adequately, and opening up more opportunities for learning. (Semenov, 79)

Additionally, friendly interfaces, high quality graphics, and sounds can dramatically extend the range of ICT applications in primary school. To achieve this, all the resources of present and future personal computers are needed. Otherwise, we risk missing that sensitive period in a student's growth when both body and mind are receptive to the acquisition of perceptual traits and symbol- manipulating skills that are essential for further intellectual and creative development. This view cannot be overstated. Unfortunately, many policy-makers in education remain unaware of these facts and are still recommending obsolete computers for kindergartens. (Semenov, 80)

I.4 WHAT COMPONENTS OF ICT ARE CURRENTLY USED IN FL TEACHING AND LEARNING?

There are specific components of ICT that are currently used in foreign language teaching and learning.

- **Audio devices**

Audio devices continue to be the most popular and most widely used devices appropriated by modern language teachers like CDs, Web and audiocassette recorders.

- **Video**

Videos are found in DVD, cassette, Web, laserdisc, camera. The use of moving images linked to sound provides learners with exposure to all important elements of spoken communication like gestures, proxemics, pronunciation and intonation. All of them are fixed in natural and cultural contexts. Thanks to modern technology, scenes can be located, isolated and replayed at random. Many studies suggest how to exploit film / video sequences meaningfully. Different forms of visual support can now be offered such as optional sub-titles in the mother tongue or target language to assist understanding and facilitate access to the language.

- **Television**

Both satellite and terrestrial television programmes offer cheap access to contemporary, authentic and potentially culturally rich programmes for the language learner. The immediacy of current affairs programmes ensures that learners' exposure to the language is up-to-date and embedded in the real world of native speakers. This medium also offers the advantages of the video devices mentioned above. In 1970s an integrated multiple-media programmes had flourished like *Follow Me*, which combined radio and television broadcasts with direct teaching supported by print and audio visual materials. Programmes of this nature are suited for mass audiences; in other words, *Follow Me* was watched regularly by over 9 million Chinese viewers in the early 1980s. A number of broadcasting companies still produce broadcasts, which are at their most effective when combined with face-to-face courses in educational institutions, particularly useful for reaching sectors of the population who might not normally think of taking up language learning, but who might be wooed by attractive "taster" courses highlighting interesting or exciting elements in the target culture. (Wikipedia)

- **Telephone**

This medium has not been widely used for language teaching because of the relatively poor quality of analogue transmissions. Its principal uses have been limited to supplementary tutoring students who are engaged in distance education. However, with the arrival of digital quality and lower connection costs, there is now considerable potential for its extended use - including the possibility of conference calls.

- **Computers**

With the introduction of the multimedia computer, the learner and teacher have at their disposal an instrument which can combine all the advantages of the above mentioned

media in an easily accessible form. The computer may be used as a **local machine** (stand-alone) or within a network.

- **Internet**

The Internet is the largest set of computer networks. Many language teachers and learners now use extensively the email, the World Wide Web, text, audio and video conferencing. Students can benefit from internet in many ways. First, information can be updated or modified at any time and for any number of times, and this helps in learning and better understanding. Second, The Internet can be most useful for completing projects in schools and colleges because internet is an ocean of information. Finally, online learning facilitates students' learning, understanding the lesson and consolidating it by doing online activities. Online learning also can make students gain time especially when they do not attend courses if they have social problems. (Esteras et al, 62)

I.6 WHY DO WE USE ICT WITH LANGUAGE LEARNERS?

Using technology with language learners has many reasons; we can summarize them as follows. First of all, technology exposes learners with authentic language. Second, it makes access to wider sources of information and varieties of language. In addition, it provides language learners with opportunities to communicate with the outside world. Then, technology shows and guides to a learner-centred approach. Finally, it develops the learners autonomy, this means, to let learners rely on themselves and on their own mental capacities. (Tinio, 20)

I.7. THE ADVANTAGES OF ICT USAGE IN FOREIGN LANGUAGE TEACHING

The advantages of ICT usage in Foreign Language Teaching can be grouped as:

I.7.1. Capacity to control presentation

This capacity marks the difference between computers and books. Books have a fixed presentation, unlike computers, which can combine visual with listening materials, text with graphics and pictures. (Martí, 58)

I.7.2. Novelty and creativity

Teaching with ICT is not like teaching with textbooks. Teaching with textbooks, where all classes presenting a certain topic are the same. However, teaching with ICT, a teacher can use different materials for each lesson. (Higgins, 14)

I.7.3. Feedback

Computers provide a fast feedback to students` answers through error correction. It not only spots the mistake but also corrects it, sometimes even giving the appropriate advice. (Higgins, 10)

I.7.4. Adaptability

Computer programmes can be adapted by teachers to suit their students` needs and level of language knowledge. Unlike books, which are produced in a single uniform format and need to be taught irrespectively of students` problems, computer programmes are more learner- friendly. (Padurean and Margan, 100)

Many studies also assert that ICT provides positive impact on learning and teaching in general and teaching and learning of English in particular.

Anderson (2010) claimed that ICT creates new teaching and learning environment. In creating this new teaching and learning environment, ICT offer numerous advantages and provide opportunities to facilitate learning for young learners who have different learning styles and abilities, including slow learners, and to make learning more effective, involving more senses in a multimedia context. He adds that ICT also provides a broader international context for approaching problems as well as being more sensitive response to local needs. (Anderson, 5)

Newhouse (2002) summarizes in a literature review of The Impact of ICT on Learning and Teaching the positive aspects of using ICT within English as followed:

- "*The results of students' work can be seen immediately, which can stimulate and raise levels of motivation;*

- *Students are more likely to engage in redrafting, amending and improving written work more readily due to the simplicity of this task when using ICT;*

- *The quality of presentation can be extremely high, which develops a sense of pride in students' work.*

- *Depending on the number of computers/digital cameras, students often work collaboratively which encourages students to share and discuss ideas, making the task more enjoyable and often raising the level of achievement. This is particularly the case when groups contain students of differing abilities, with the achievement of weaker students being raised by their peers. Of course, it is important to ensure that both/all students participate fully in group work and that no one student does the majority of the work.*" (Newhouse, 51)

In summary, it is obvious that ICT enables teachers and students to construct rich multisensory, interactive environments with almost unlimited teaching and learning potential because ICT supports access to online resources that use a powerful combination of video,

text and graphics, prepared by specialists in a centralized facility and delivered to individuals or groups by technology; moreover, it helps the teacher to teach a whole class or part of a class, assisted by technology as appropriate for all students to learn the same way or to choose ways that suit their individual learning styles. It also allows students to move independently between learning areas as necessary in large screen video display projector. (Scrimshaw, 9)

I.8. OBJECTIVES OF USING ICT

After we have described some components of ICT in teaching and its advantages, it is important to discuss how ICT can and is used effectively for teaching and learning. There is a considerable amount of research describing how ICT is being used very effectively in schools. DfES (2003) sets out the objectives for effective use of ICT in teaching and learning as:

• *"broadening horizons with more opportunities for creative expression;*

• *flexibility to study where, when and how best suits individual needs and preferences;*

• *increased motivation through learning that stimulates and stretches;*

• *wider access to learning and participation;*

• *sensible choices about when, when not and how to use new technology to enhance, enrich and extend learning."* (qtd in. Moore, 9). It goes on to suggest that:

"ICT can make a significant contribution to teaching and learning across all subjects and ages. It can engage and motivate children and young people and meet individual learning needs" (qtd in. Moore p9)

Cox et al (2003) also lists a series of benefits of using ICT in lessons:

• *"increased commitment to learning tasks;*

• *enhanced enjoyment and interest in learning and the subject;*

• enhanced sense of achievement in learning and pride in the work;

• increase in self-directed learning and independence;

• enhanced self-esteem leading to expectations of achieving goals." (qtd in. Moore p10)

Becker (2001) conducted a study of over 4000 teachers in the USA, from his results; he suggested the following objectives of using ICT in lessons:

• "getting information and ideas;

• expressing self in writing;

• mastering subject skills just taught;

• learning computer skills; and

• analysing information." (Becker, 20)

CONCLUSION

Throughout the foregoing chapter, we tried to present that ICT tools differ from component to another and according to its uses. In second language teaching and learning, there are specific components we can use and they have great advantages can support the learning and teaching strategies.

CHAPTER II

CHAPTER II

THE IMPACT OF ICT ON TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE

INTRODUCTION

This chapter provides the positive impact of information and communication technology (ICT) on teaching and learning English as a foreign language. Firstly, we indicate how the use of ICT can raise standards in English, and then we discuss the impact of using ICT tools on the learners from different aspects. Finally, we try to explain the more direct effects of ICT on teachers' motivation, skills and confidence which in turn impact on the teaching processes.

II.1. HOW CAN THE USE OF ICT RAISE STANDARDS IN ENGLISH?

Information and communication technology tools are commonly used in teaching English as a foreign language. So, we have to consider how ICT can add value to the teaching and learning of English.

It has been claimed that ICT can be used as a tool to:

1. support teachers of English: using ICT tools can support teachers of English by helping them to:

   - improve lesson design;

   - transform teaching and learning;

   - engage and motivate pupils to learn more effectively;

2. provide opportunities for pupils to learn in alternative and challenging ways, using a wide range of sources of information and techniques to support critical thinking;

3. support both individual and collaborative work;

4. allow pupils access to a wider range of texts, to analyse and manipulate texts for audience, purpose and meaning and to develop strategies to improve attainment in reading;

5. enable pupils to draft and plan, manipulate text and access a wider variety of strategies to improve attainment in writing;

6. provide structured opportunities for improving attainment in speaking and listening;

7. engage pupils in improving performance in drama;

8. support talk for learning, leading to improvement in reading and writing;

9. enable pupils to review, refine, redraft and modify work in progress;

10. help pupils to refine and present their ideas more effectively and in different ways. ("ICT across the curriculum", 15)

II.2. THE IMPACT OF ICT ON THE LEARNER

There are studies confirm what Becker (2001) has observed about the positive impact that ICT can have on pupils' learning, including:

- increased motivation and engagement to stay on-task, behave better and produce higher quality output;

- produce higher quality work;

- learn more independently and at their own pace;

- do things they cannot do using traditional methods and resources; and

- do more work and work more quickly. (Becker, 44)

II.2.1. Increased learner motivation and engagement

There are many studies that describe the motivating impact of using ICT in schools especially the positive effect it can have on students' attention and effort in class. Trimmel and Bachman (2004) in their book "Cognitive, social, motivational and health aspects of

students in laptop classrooms" studied the impact of introducing laptops into classrooms and one of their conclusions was that: "*information technology has a positive impact on school attendance and learning interest*". (Trimmel and Bachman, p152)

Moreover, there is a number of research projects support the statement of: "*ICT can play an important role in motivating pupils and encouraging them to engage in learning, within and beyond the classroom*". (qtd. in Becta, 26)

It is proved that when learners made use of ICT, their motivation and engagement improved because all learners engage enthusiastically with ICT in their learning and play. Improving Scottish education study concludes that when we use ICT in teaching in primary schools, there are clear benefits can be included:

- enhanced interaction by learners with learning materials;

- learners spending more time on task;

- peer support when using ICT;

- improved willingness to write, especially among boys;

- less disruption to learning activities through enthusiastic engagement;

- improvements in the readability and attractiveness of written work;

- development of skills in working with others through collaborative activities; and

- improved determination when solving problems. ("Improving scottish education", p47)

We can declare that learners' engagement with the teaching process increases when the teacher use the facilities offered by interactive whiteboards to deliver whole class lessons. Its benefits are related to the learner motivation, behaviour and attention; independent study by learners; increased rate of learning and teaching activities; the motivating effect of computer games and quizzes; and drafting and redrafting of written work.

Bonnett et al (1999) in *The Curriculum Journal:* "ICT in subject teaching: an opportunity for curriculum renewal" conduct research into the use of multimedia software to produce a learning resource about drugs. When pupils were allowed to choose their own content and presentation styles and two main benefits accrued from this:

"the opportunity to choose how they communicate will increase pupils' motivation to do so; and second, by selecting modes of representation they may develop an understanding of how photographs, drawings, text and sound may contribute to the meaning-making process whilst taking part in that process themselves." (Bonnett et al, p348)

In this study, the authors believe that providing pupils with choices would motivate them to think about the options available to them and select the most appropriate media for their audience and purpose.

The authors report that the subject and ICT objectives were achieved. The ICT objectives were useful in their own right as it is a key element of the ICT curriculum that pupils learn how to present multimedia information in a professional way. (Bonnett et al, p349)

However, some of the teachers commented that *"it was no different to traditional methods in supporting the subject learning the subject-learning objectives"* (Bonnett et al, p349).

Most students enjoy working on computers and if it is an innovation rather than the norm then that makes it even more motivating. However, even as student enjoyment is an important factor in education, commitment to the curriculum is even more so and therefore, careful planning is an essential element of teaching with ICT.

II.2.2. Produce learner higher quality output

It is observed that the quality of pupils' work produced on ICT is generally higher than if it is hand-written. Homework reports frequently are annotated with images and screen shots to explain what they have done and are embellished with fancy fonts and word-art titles. Even as this may not improve the substance of what is produced, it does demonstrate that pupils care about what they are producing and put considerable effort into its appearance. (Moore, p12)

Ellis (2004) studied students working in multi-media and confirmed the motivating aspect of ICT, in particular with reference to lower ability pupils:

"the teachers…also felt that some students frequently characterised as low-achieving boys has managed to work at a level and to produce outcomes that were of a higher quality than usual." (qtd.in Moore, 13)

A good example of ICT being used imaginatively to create high quality output is where pupils in a Geography lesson used PowerPoint to create animated presentations of the way that volcanoes erupt. The pupils had to create a series of pictures of the stages of an eruption, scan them into the computer and then animate them using PowerPoint. It would have been possible to show pupils an animated sequence of a volcanic eruption, but by getting them to make one themselves, they learned a great deal about the way volcanoes behave, and also how to use PowerPoint to create animated sequences which is a positive way for learning. (Moore, 16)

II.2.3. Learn independently

Moore (2005) argues that the Internet is a research tool in schools; it is used by the students to find their own information by their own. John and Sutherland (2004) describe how we use the Internet in Geography to develop a "digital earth" concept to enhance pupils'

understanding of many aspects of the subject. The Internet is often used to enhance textbooks, for example, a secondary school Art class uses the Internet extensively for research and gathering ideas, and even for interacting directly with contemporary artists via their websites (Becta, 3). The same thing for learning language, internet used to increase learners' independence

II.2.4. Do things that cannot be done using traditional methods

Becta (2001) studied about Art projects and the pupils' use of specialist hardware and software. They use digital cameras to capture original images that are used as the basis for paintings or digitally manipulated to create new and interesting effects. This school also uses digital scanners to explore the light filtering properties of different plastics, net curtains and film negatives. (Becta, 3)

The use of digital technology allows students to experiment much more than would be possible with traditional techniques given the amount of curriculum time available. As one teacher pointed out, "*technology takes out all the donkey-work. Students can find out instantly whether an idea will work before they embark on a huge production*". (qtd in Becta, 35)

Furthermore, students with disabilities or who lack the manual dexterity to perform well in Art or Music can produce high quality work using a computer.

Given that teaching is about giving pupils opportunities to succeed, providing them with tools to produce high quality work can deliver very positive results in learning any language. Also, ICT can be used effectively in Science to show video sequences of things that are hard to explain or visualise. For example, animated sequences could be used to show how water molecules behave as temperature changes alter the state of the water from ice, through liquid water to steam. (Barton, 27)

The same thing can be said about teaching FL via ICT, it makes pupils do many tasks in classroom and do homework also in different ways rather than via traditional methods.

II.2.5. Do more work

ICT enables high quality output to be produced at a speed that cannot be matched using traditional methods and resources. Teaching applications such as graphing packages in Mathematics, multimedia authoring software and data analysis packages in Geography and Science, and electronic dictionaries package in Language learning all allow students to work much faster than if they had to do the tasks manually.

Moore (2005) discussed the study of the work of a Geography teacher using ICT in his lessons. He described the advantages of using ICT as a tool to increase the span and speed of learning, increasing the efficiency of both teacher and students. ICT was used to gather, analyse and present information and the teacher described his use as: "*great for cutting downtime where you want to analyse information*". (qtd.in Moore, 15)

II.3. IMPACT ON TEACHERS AND TEACHING METHODOLOGIES

ICT has been introduced into schools during the last decade and it has now become compulsory in many countries to use ICT in teaching (both as a separate subject as well as a cross-curriculum element). A necessary precondition for ICT benefits is the quality and quantity of ICT use in the teaching process which is crucial in impacting on learning outcomes. Effective teacher practice can enhance impact, but what we want to know is the concrete impact of ICT on teaching practices, and have teachers used ICT to improve their teaching?

II.3.1. Impact on teachers

II.3.1.1. Increased enthusiasm for the use of ICT

Most of the studies show that teachers gain. In Denmark, ICT is now higher on the agenda in primary and lower secondary schools and the large majority of teachers have more frequent discussions than three years ago. (Becta, 24)

Issuing teachers with their **own laptop** computer has increased positive attitudes and teachers' confidence in using 'hands-on' experience with ICT for education. (Becta, 24)

A review of studies of ICT impact on schools in Europe claimed that teachers in the UK taking part in the **interactive whiteboard (IWB)** pilot project were extremely positive about the technology. Those teachers were convinced that the changes were improving teaching and learning in lessons. However, even with the enthusiasm, it remains unclear if this translates into effective and purposeful added value practice. The author Higgins (2005) states that for the use of interactive whiteboards to be justified it must be used in ways which provide more effective learning above and beyond that which is possible with other kinds of projection technology or just normal whiteboards. (Higgins, 11)

Higgins (2005) also discusses the positive effect of IWB's on teachers and the learning situation, even if they are used to support existing practice.

"The new interactive whiteboards in some ways replace existing practice. However we feel it is more accurate to say that they have helped teachers become even more innovative in the resources they can bring in front of the pupils, and pupils learn more effectively given the plethora of stimuli that is now before them. In no way have the boards stifled teaching. The software is so flexible that most, if not all, teachers can use them. If anything, they have indeed helped organise the work of the teacher." (Higgins, 10)

II.3.1.2. Increased efficiency

When we look to the studies, we will remark that there is evidence of immediate increases in ICT use in the day-to-day work of teachers such as increased efficiency in planning and preparation of work due to a more collaborative approach between teachers.

However, teachers' opinions are divided over time gains using ICT. On the one hand teachers complain about the lack of time to integrate ICT; on the other hand studies show that there are considerable time savings in medium and long term planning which can be corporately shared in reducing teachers' workload as the ICT test bed study shows Underwood (2006). It should mention that there is a need to show teachers how ICT can save time, if efficiently used. "*We need to shift the focus on process management to put into place new ways of working to maximize the value of ICT*" (Underwood, 45)

The ICT Impact Report of European Schoolnet (2006) suggests that some countries focus more than others on ICT support in schools to support teachers to make use of ICT in teaching and not wasting time in fixing configurations or software and hardware problems. (Balanskat et al, 37)

The e learning Nordic study (2006) results claim that a greater positive impact of ICT in general was on more frequent ICT users and it does not see ICT in teaching as a waste of time. It found that the cluster including teachers not reporting an impact of ICT contains the most teachers who find that ICT in their school has resulted in more teaching time being wasted. The cluster of experienced ICT users does not mention this aspect. (E learning Nordic, 55)

With ICT, students work more independently and so teachers have more free time to assist individual students because it offers new and better opportunities for differentiated learning.

CONCLUSION

To sum up, we can assure the positive impact of using ICT tools on the learner and on the teacher from many aspects that we talked about in this chapter. In addition, the use of the ICT equipments as supporting tools in teaching foreign language can increase the opportunity to learn and teach better.

CHAPTER III

CHAPTER III

ICT AND THE NEW TEACHING AND LEARNING SPACES: NEW PEDAGOGICAL ROLES

INTRODUCTION

It is important that ICT is seen as a natural part of good learning and teaching. The challenge is to use it effectively to maximise learning and to enhance and enrich teaching, that means that the practice of the best needs to be widely embraced. In this final chapter, we try to show how the new teaching and learning systems demand a redefinition of traditional pedagogical models, being the roles of the computer as a teaching and learning tool, the new roles of teachers and learners. Finally, we demonstrate how the teacher should organize the classroom when he uses ICT equipments.

III.1. THE ROLES OF THE COMPUTER

It is claimed that in a language classroom the computer may be considered as:

• a teacher – it teaches students new language

• a tester - it tests students on the already learned structures

• a tool – it assists students to do certain tasks

• a data source – it provides students with the information they need to solve different tasks

• a communication facilitator – it allows students to communicate with others. (Padurean, 99)

Here are the computer roles in a language class in details.

III.1.1. Computer as a teacher

It is claimed by some reluctant teachers in the early years of CALL (Computer assisted language learning) in schools that after a few years teachers would no longer be needed in schools, their role being taken over by computers. It is not the case, as we can very well see. Computerized teaching which means computer as a teacher uses multimedia CD ROMS.

In such programmes, students can listen to recordings, watch videos, speak into the microphone, record their progress or learn words by clicking on pictures and hearing their pronunciation. An alternative to CD ROMS is the World Wide Web. Students can practice all their skills there and it is more useful for the teacher than the CD ROM because teachers can intervene with their own ideas or materials. (Moursund, 11)

III.1.2. Computer as a tester

Padurean and Margan (2009) argue that Students can practice their knowledge of a specific language using different Internet websites. These sites have a problem of the fact that the practice programmes are very limited in terms of practice materials. Basically, the practice material refers to multiple choice exercises, dual choice exercises, true or false. The only answer the computer can give is *Right* or *Wrong.* Despite these limitations computer grammar or vocabulary practice is enjoyed by students because the latter feel like playing and get the feedback without fearing the teacher's criticism. They can also work in groups, sitting at the same computer and discussing the answers. (Padurean and Margan, 99)

III.1.3. Computer as a tool

Moursund (2005) gave some computer characteristics. It is true that computers are seen as tools because they provide tools for acquiring a foreign language. The large number of web-sites, pictures, projects, exercises, audio and video materials is all tools in the teaching and learning process. (Moursund, 16)

III.1.4. Computer as a data source

We all know that, due to computers and the Internet, we can access almost any information we need so little should be said about the role of computers as information providers. Students are surfing the web with no particular aim this particular aspect that we want to highlight is random Internet navigation. That is why teachers should offer students a

number of useful websites and guide them in such a way as to find out information as soon as possible and solve their tasks. (Padurean and Margan, 99)

III.1.4. Computer as communication facilitator

Computers can be considered as a tool of communication facilitator when teachers can set up discussion forums and use them to communicate with their students. Or students can exchange didactic e-mails, discussing a topic presented in the classroom or any other topic of interest because nowadays the Internet is the principal medium by which students can communicate with others. This can be done by e-mail, by chatting, or by participating in discussion forums.

III.2. CONSEQUENCES FOR TEACHERS

Media has diversity that changed in teaching and learning in schools, not only changes the places and the quality of learning, but influences learning processes from a didactic and methodological point of view, requiring special competencies of teachers. It is a fact that changes in society at large (globalisation, networked environments, working across time, place and cultures) demand new types of working styles and language competencies. At the same time, much language acquisition often takes place in out of school contexts, often in online environments, and becomes a strong socialisation factor for learners. A report commissioned by the Directorate General of Education and Culture confirmed this fact by suggesting teachers to:

> • "*improve their didactic competencies linked to media;*
>
> • *provide less information and instruction, but offer more consultation in learning processes;*
>
> • *monitor learning processes rather than direct them;*

• offer and organise group work to a greater extent." (p 10)

This means that teachers need to spotlight the design of situations, sequences and activities which are beneficial to learning languages by encouraging learners to participate in collaborative efforts. Indeed, the management of learning scenarios must form the basis of the education of the language teachers of tomorrow, where learners and teachers harmonize one another's skills, proficiency and knowledge in collaborative efforts. (The Impact of ICT on the Teaching of FL and on the Role of Teachers of FL, 10)

III.2.1. The Teachers' Role

In using ICT in teaching English as a foreign language, teachers have different roles. Those roles have been changed from traditional to more active and helpful ones. Teachers will, then, have to master a wide range of skills and competencies.

Many studies suggest the teachers' roles as followed:

III.2.1.1. Facilitators and guides

The first role of teachers who teach with ICT is facilitators. As facilitators, teachers must know in many ways more than they would as directive givers of information. Also, facilitators must be aware of a variety of resources available for improving students' language skill, not just one or two texts. Multimedia programmes become tools that offer sound and vision, showing how native speakers interact; electronic dictionaries and encyclopedias are available for instant reference; online newspapers provide up-to-date information on current affairs in the countries of the target language; (official) websites offer background information on policy, tourism, political views because the language textbook is no longer the only source of information. Teachers need to know how to teach learners to use all these equipments effectively. In addition, teachers have to be flexible, responding to the needs that students have, not just what has been set up ahead of time based on a

curriculum developer's idea of who will be in the classroom. To success in this more flexible language classroom, teachers must be trained, so that they can use multimedia and other resources effectively. (Kennewell et al, 17, 18)

III.2.1.2. Integrators of media

Margaret Robertson, Ivan Webb and Andrew Fluck (2007) stated in their book of "*Seven steps to* ICT integration" that to make teachers integrate ICT in their teaching, they must not only know and understand the functions of different media available in a media rich environment, they should also know when best to organize them. In the shared creation of projects with their learners, they need to direct learners in the use of word-processing, graphics and presentation programs. In addition, integration of audio-visual elements will bring home to learners the fact that the foreign language environment of the target language is as exciting and many-sided as the society in which they live. (Robertson et al, 26)

III.2.1.3. Researchers

Teachers need to know how and where they can access information for their own and for their learners' use to keep in touch with the developments in the countries of the target language. It is essential to know how to use search engines and reliable information sources effectively to gain knowledge. The propriety and reliability of information sources must form as one of the main criteria for the selection of background material for those who concerned with mainstream education. Familiarity with the use of electronic tools for language analysis (e.g. concordances) will enable teachers to further develop their own linguistic and professional competence and increase their confidence in the use of the language. (Anderson, 8)

III.2.1.4. Designers of complex learning scenarios

It is claimed that in order to organize successful learning scenarios, teachers need to learn how to put together tasks and materials to guide their learners to successful implementation and conclusion of their projects. Unlike work with traditional teaching materials (textbook, workbook), the design of learning scenarios is more complex, it requires higher order skills involving researching and evaluating source materials, setting overall aims and objectives and breaking down tasks into meaningful and manageable sequences. For the teacher who deals with this for the first time, the task is very scary indeed. Encouragement, help and advice is needed in terms of examples of good practice. (The Impact of ICT on the Teaching of FL and on the Role of Teachers of FL, 11, 12)

III.2.1.5. collaborators with other teachers

Ilomäki (2008) suggested another teachers' role. ICT has helped to create teachers collaboration. Collaboration with colleagues will lighten the burden and make the efforts more productive and rewarding. It is obvious that cooperation within a specific teaching institution will prove more efficient, producing perfect responses to the local situation, but the new media provide possibilities for exchange between institutions and beyond (national) borders. Teachers of the less widely taught and used languages could well profit from such internet exchanges, helping them to overcome the sense of isolation many experience in their teaching situation. (Ilomäki, 36)

III.2.1.6. Orchestrators (technology, learners, curriculum)

Another important teachers' role is when they orchestrate the three elements of technology, learners and curriculum. Teachers will need to develop quite sophisticated management skills in order to be able to provide a strong balance between these different elements which make up the new learning environments. Teachers must master and be

confident in using technology to the learning abilities of individual learners even as covering the arranged syllabus or curriculum which is often set by outside authorities. (Albirini, 376)

III.2.1.7. Learners

Many teachers try to open up the classroom to the outside world to present opportunities for their pupils. They claim that in the protected environment of the textbook they have recourse to the authority of the author(s) and publisher. However in the wild of the real world, they must always search for new patterns confirmed by reliable data from trusted sources. In addition, there is a further challenge that is often presented to them by learners who possess more advanced computer skills than they do. If they want to learn with their pupils, they will find it a worthwhile and fruitful experience with the condition of acting as the experienced guide for their learners and not as "*the all-knowing guru"* who controlled and dominated the classroom of the past. (Burnett et al, 5)

Resta and Patru (2010) describe how teachers' roles are changing as a result of implementing ICT in their classrooms (see Table 1).

Changes in Teacher Roles		
A shift from		**to**
knowledge transmitter; primary source of information teacher controlling and directing all aspects of learning	➡	learning facilitator, collaborator, coach, knowledge navigator and co-learner teacher giving students more options and responsibilities for their own learning
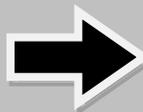
(**Table 1:** The use of ICT in instruction brings about changes in teacher roles)
Source: Adapted from (Anderson, 6)

III.3. THE STUDENTS' ROLE

Just like the teachers, the learners also have to adjust to a new role in the learning process. They must take on new responsibilities, often working without any supervision whatsoever. Classes will become much more learner-centred, with learners' time and effort devoted to authentic reading and writing tasks related to authentic communication with (native speaker) partners. (Tinio, 9)

For the first time, learners of a language can now communicate reasonably and quickly with other learners or speakers of the target language all over the world. They have access to an extraordinary amount of authentic target-language information, as well as possibilities to publish and distribute their own multimedia information for an international audience. Having and manipulating language data in multiple media provides learners with the raw material they can use to re-create the language for themselves, using their own organizing schemes. Activities will encourage students to explore and be creators of language rather than passive recipients of it furthering the idea of the learner as an active participant in learning.

According to Cabero (2000) the abilities and skills that the students will have to develop in order to succeed in technology rich environments are when the students will have to be able to know when there is a need for information, so that they can identify the necessity of information to solve a problem or investigation. This can be done by locating the necessities for information, organizing the information and use it efficiently to solve this problem or investigation. The students also must adapt to an environment which is in continuous change with working in team as a collaborative form and using creativity to solve problems, learn new concepts and assimilate new ideas quickly. It makes them lead new initiatives and be independent in identifying problems and coming up with solutions, gathering and organizing facts and carrying out systematic comparisons. (qtd.in Tinio, 10)

According to Chee et al (2011) in their first edition book "Self-Directed Learning with ICT: Theory, Practice and Assessment", the necessity of a trained teacher, familiar with the new teaching and learning scenarios, and ready to meet the challenges of teaching in the Knowledge Society emerges as one of the most exceptional points to be overcome in the educational field. They add that in the context of the teaching of English as a foreign language, the advantages of learners are evident and various. The access to different media will favor that students can manipulate different language data and become aware of the different material they can use to work with language. The fact that they can manage this language by themselves and the new active role that learners play in technology rich environments will also contribute to the fact that they will use their own organizational schemes. (Chee et al, 26)

Set in new technological environments students are given the possibility to work in an autonomous way, becoming more conscious of their own learning process and of the knowledge they acquire, thus becoming more aware of the contents and objectives to be achieved.

The inclusion of ICT into the English classroom favors, above all, communication: "*Learning on-line is different from learning off-line in another important way: there is much more learning and much less teaching (…) at least there is much less teaching as it is typically done in off-line settings*" as Peterson and Facemyer (1996:55) state. (qtd.in Anderson)

Warschauer (1996), on his part, adds that students become more participative and produce more oral registers. In the same way that teachers' roles are changing as a result of the use of ICT, so are the roles of students changing, as seen in Table 2.

Changes in Student Roles		
A shift from		**to**
passive recipient of information reproducing knowledge learning as a solitary activity	➡	active participant in the learning process producing knowledge learning collaboratively with others

(Table 2: The use of ICT brings about changes in student roles)

Source: Adapted from (Anderson, 6)

III.4. CLASSROOM ORGANIZATION DESIGN

The layout of the classroom can greatly influence managing effective learning in which teaching takes place. If teaching setting was in a computer room there is often nothing can do about the layout of the room. Leask and Pachler (1999) proposed the classroom layout below:
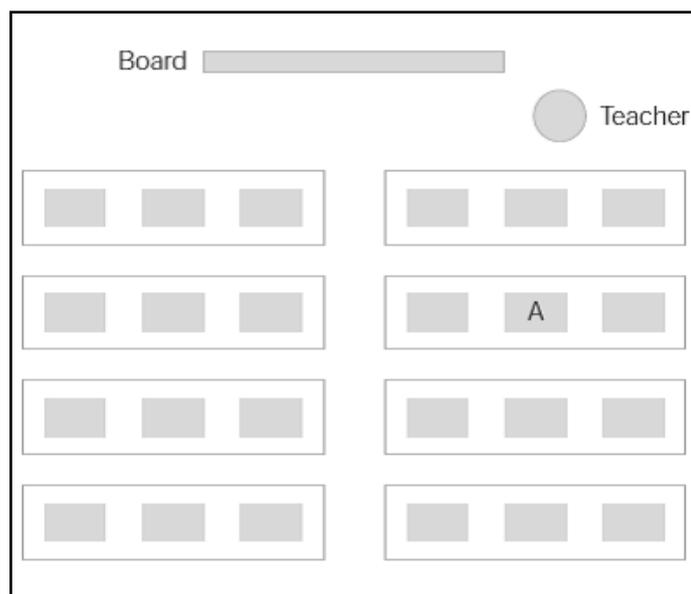
(Figure 2: Classroom organization design) ("Using ICT to enhance learning", p11)

It is obvious here in this layout that there are problems with it. From the front of the classroom the teacher cannot see all the pupils, nor can the teacher see what the pupils are doing. It would be difficult to move behind each row of pupils. If the teacher needed to spend

time with pupil **A** then the actions of the majority of the class would be unknown at worst, or difficult to monitor at best. **(“**Using ICT to enhance learning”, p11)

It is important here for the teacher the regular movement around the classroom. The pupils need to know that he is confident in a teaching environment like this. He also needs to be confident that he can maintain a working atmosphere in a classroom that he may only use occasionally. It is also important to recognise that standing at the back of the classroom has an important psychological effect when focused on their work, pupils are less likely to know just where the teacher is, and are consequently less likely to misbehave.

In fact, classroom organisation is not just about the layout of the room. The teacher will also have an impact as we mentioned earlier. Consider the implications of the following teaching roles which we discussed earlier:

- learning facilitator;

- information giver;

- pupil manager.

These roles can take place within the same lesson, or separately. As with any lesson the principles of classroom organisation involve the establishment and maintenance of familiar rules and routines. The teacher can, in lessons which do not involve ICT, determine that there should be no movement around the classroom unless permission is given. There should be no reason why that routine should change in an ICT room. Printouts, for example, are often one reason why pupils attempt to move around the ICT classroom, and when waiting for printouts are otherwise unoccupied. The teacher can deal with this either by distributing printouts by himself, allocating the responsibility to a pupil or setting specific collection and transition times during lesson activity. Transitions are another aspect to consider carefully. (Using ICT to enhance learning”, p12)

These occur at different points in the lesson: from starter activities to the main part of the lesson; from step to step within the lesson; and from main activity to the plenary. The main barrier between the teacher and the pupils when the pupils are using computers is the computer itself. The focus of attention will be the screen in front of the pupils. To gain attention he have to draw the pupils away from the main point in front of them and the work they are doing. This can be done during a starter activity, or during a demonstration, it is advisable that monitors are turned off. This makes any intervention the teacher wants to make much more focused, and removes the attraction to talk over the class. Teacher's instructions and demonstrations are much more likely to enable him to focus and direct work, and will enable him also to make an effective transition from classroom activity to a plenary session. There are important points to consider to teachers when using interactive whiteboards:

- The focus of the activity must be on the demonstration, and on the opportunity that pupils have to interact with the demonstration, to be involved in the learning, and to demonstrate that they are learning.

- Teachers need to consider how pupils will move from their seat to the front of the classroom, and back to their seat, causing the minimum of disruption.

- The focus is the work at the front of the classroom not what is on the monitors before them. Again, routine is the order of the day. **("**Using ICT to enhance learning", p12)

CONCLUSION

As a conclusion, it is obvious that ICT introduce something new to learning and teaching foreign language and this requires new roles to each of the learner and the teacher and also for the computer as a teaching tool. So using ICT leads to new pedagogical changes which create new pedagogical roles. The three previous chapters have been intended to be a theoretical overture before validating our hypothesis through field work.

CHAPTER IV

FIELD WORK

CHAPTER IV

RESULTS AND DISCUSSION; ANALYSIS OF DATA COLLECTED

INTRODUCTION

The current study aims at investigating the effects of using ICT tools on teaching EFL pupils. As we have mentioned before, we used three data gathering tools which are: the questionnaire for teachers, the interview for pupils and the experiment. The results are below with the discussion and the interpretation or data collected analysis of each one of these instruments.

IV.1. THE QUESTIONNAIRE FOR MIDDLE SCHOOL TEACHERS

The questionnaire for middle school teachers is a sixteen item questionnaire divided into three sections: the teachers' background information, the teachers' everyday use of ICT and the teachers' use of ICT for English language teaching**.** Its basic aim was to get middle school teachers' views and opinions about the ICT tools in particular, how they would value their use of those tools and how they would react if ICT equipments are to be used as a teaching material in the English course.

The questionnaire was tested on a small sample of ten middle school teachers from different middle schools at Batna city.

<u>SECTION ONE</u>: Background information

Item 1:

1. Sex

	N	%
a-male	3	30%
b-female	7	70%
Total	**10**	**100%**

Histogram 1: Teachers' gender
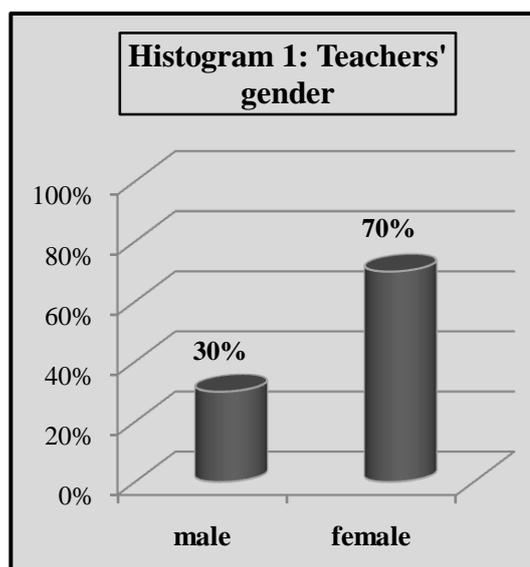
(Table 3: Teachers' gender)

      We asked this first question to know about the teachers' sex. The information derived from the table above indicates that teachers who participated in the study are males and females. This means that the population of the study are of different gender and thus of different attitudes towards teaching English. We notice also that the number of women 7 representing (70%) is higher than that of men 3 representing (30%). This may be due to the fact that women are more interested in teaching languages than men who generally tend to specialise in scientific fields. Moreover, teaching is seen to be the most suitable job for women in Algeria.

Item 2:

2. Age

Age	N	%
Over 20	2	20%
Over 30	5	50%
Over 40	3	30%
Total	**10**	**100%**

(Table 4: Teachers' Age)

Histogram 2: Teachers' age
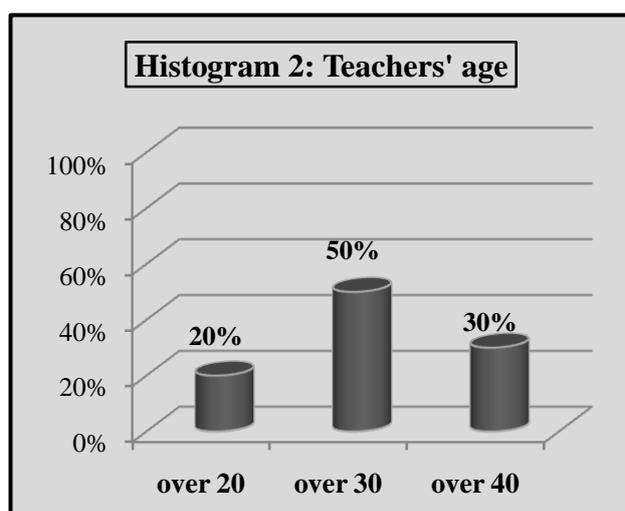
The table and the histogram above indicate that most teachers are over 30 years old. They are 5 representing (50%). This means that those teachers have experienced teaching English and they are enthusiastic and pay more attention to the pupils' mistakes. 2 teachers representing (20%) are over 20 years which means that they are not experienced enough and usually have not a good command of their job. They also may be not able to come out with some effective techniques and strategies. However, the remaining teachers are 3 representing (30%). They are over 40 years which means that they may be tired, bored, fed up with teaching, and consequently , they may pay little attention to the pupils' mistakes and can be less enthusiastic about finding out effective strategies and techniques .

Item3:

3. How long have you been teaching English in middle school?

Teaching is a profession where "experience" has a great importance. This question aims at checking the respondents' experience (short, average, long, very long …). This question is also very necessary in the sense that it differentiates the experienced teachers' attitudes from the less experienced ones.

Years	N	%
1 – 10	4	40%
10 – 20	2	20%
20 – 30	4	40%
Total	**10**	**100%**

(Table 5: Teachers' Experience)

Histogram 3: Teachers' experience
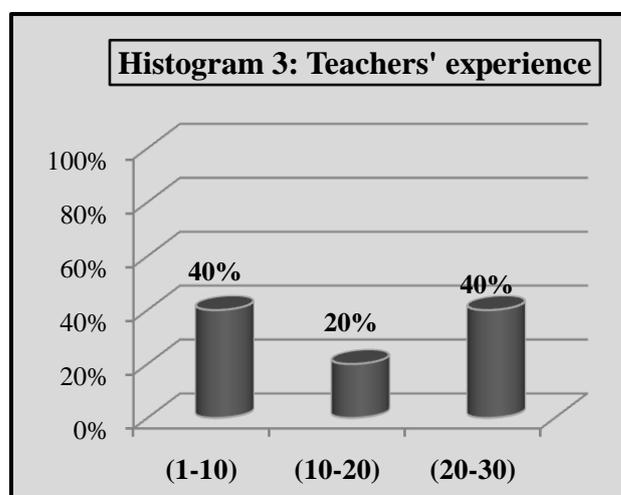
The table and the histogram above show that 4 teachers (40%) of the population of study have an experience of less than 10 years. Whereas 4 teachers representing (40%) of the

respondents have an experience of more than 20 years up to 30 years. The longest experience is then, 22 years; here only 1 subject is concerned. The remaining is only 2 teacher (20%) has been teaching for more than 10 years, but less than 20 years. This data implies that the majority of teachers of the population of study are experienced teachers (having an experience superior than 10 years).

Item4:

4. The name of the middle school and city

Schools' name	N	%	City
Amirouch2	2	20%	Batna
Hamla2	3	30%	Batna
Elmatar	4	40%	Batna
Aisset Idir	1	10%	Batna
Total	**10**	**100%**	Batna

(Table 6: Teachers' middle school name and city)

The table above shows that 2 teachers (20%) of the population of study work in Amirouch2 middle school. Whereas 3 teachers representing (30%) of the respondents work at Hamla2 middle school. 4 teachers representing (40%) of the respondents from Elmatar middle school. The remaining is only 1 teacher (10%) is teaching at Aisset Idir middle school. This data implies that the teachers of the population of study are from different middle schools so different opinions.

Item5:

5. What is the teaching method you use most often?

Techniques	N	%
a) Active discussion	1	10%
b) Collaborative activities	2	20%
c) Demonstration	4	40%
d) Lecturing	0	00%
e) Role playing	2	20%
f) Computer-assisted instruction	0	00%
g) Other	1	10%
Total	**10**	**100%**

(**Table 7: Teachers' Different teaching methods)**

This question aims at finding out the different methods that the teachers use in teaching EFL learners. The majority of teachers, 4 of them representing (40%) use demonstration as main teaching method. 3 teachers representing (30%) assert that collaborative activities is the best method whereas, other 3 teachers representing (30%) prefer role playing. However, just 1 teacher, which represents (10%), prefers another method (visual aids).No one prefers Lecturing or Computer-assisted instruction methods (00%).

SECTION TWO: Everyday use of ICT (Patterns of use of ICT and new media in everyday life.)

Item6:

1. Do you have your own electronic devices (computer)? Yes ( ) No ( )

	N	%
a-Yes	8	80%
b-No	2	20%
Total	10	100%

(Table 8: teachers' having electronic devices)
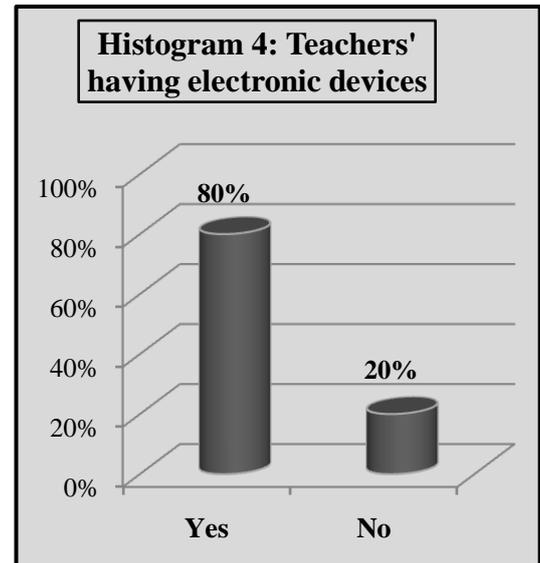
From the above table and the histogram, it is demonstrated that the majority of teachers of the target population, 8 representing (80%) have their own electronic devices computer for example. However, just 2 teachers representing (20%) do not have any electronic device at least a computer. May be those two teachers hate technology or they do not know how to use computers.

Item7:

2. Do you have electronic devices (computer) at school?

	N	%
a-Yes	10	100%
b-No	00	00%
Total	10	100%

(Table 9: teachers' having electronic devices at school)
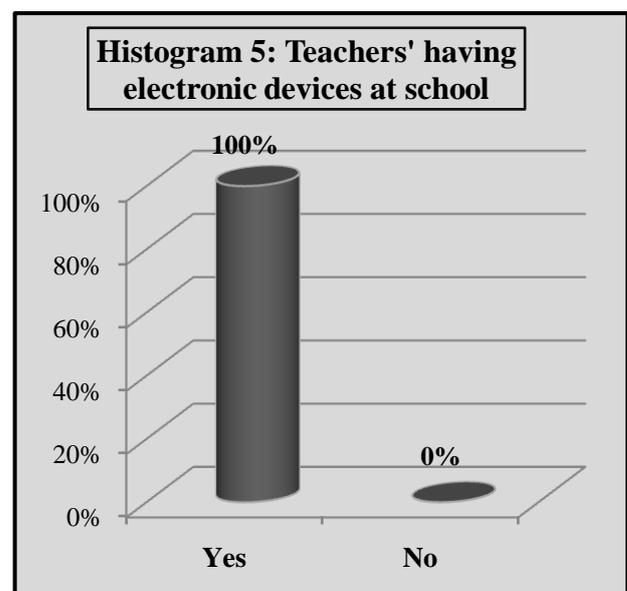
From the above table and the histogram, it is demonstrated that the whole teachers of the target population, 10 representing (100%) have electronic devices, computer for example, at their middle schools, which means that Algerian middle schools are occupied with computers and other electronic devices (data projectors, etc). Those tools are available for teachers to use any time they need.

Item8:

3. Do you have Internet connection at home?

	N	%
a-Yes	5	50%
b-No	5	50%
Total	**10**	**100%**

(Table 10: teachers' having Internet connection at home)

Histogram 6: Teachers' having internet connection at home
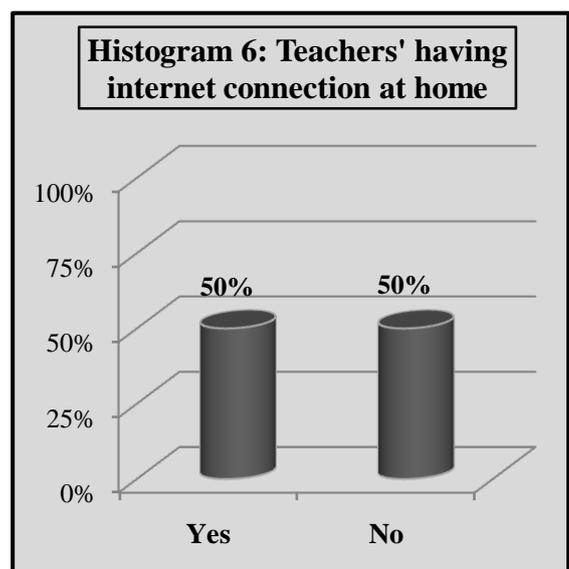
From the above table and the histogram, it is demonstrated that half of the teachers of the target population, 5 representing (50%) have internet connection at home, and half, 5 representing (50%) do not have internet connection at home.

Item9:

4. Do you have Internet connection at
    school?

	N	%
a-Yes	10	100%
b-No	00	00%
Total	**10**	**100%**
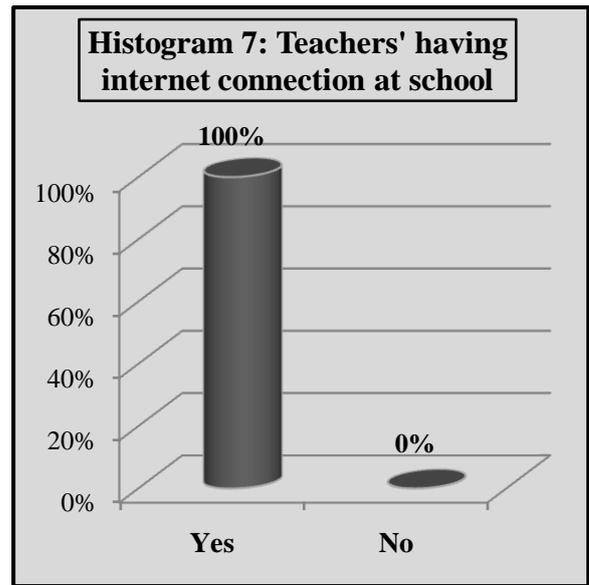
(Table 11: teachers' having Internet connection at school)

Histogram 7: Teachers' having internet connection at school

From the above table and the histogram, The results seem to confirm the results obtained in a previous question in that the whole teachers of the target population, 10 representing (100%) have electronic devices, internet connection at their middle schools, which means that Algerian middle schools are occupied with Internet connection which is available for teachers to use any time they need.

Item10:

5. Daily an electronic device (Computer
    Usage)

Computer usage	N	%
Less than one hour	3	30%
1-3 hours	5	50%
More than 5 hours	2	20%
Total	**10**	**100%**

(Table 12: Teachers' daily computer usage)

Histogram 8: Teachers' daily computer usage
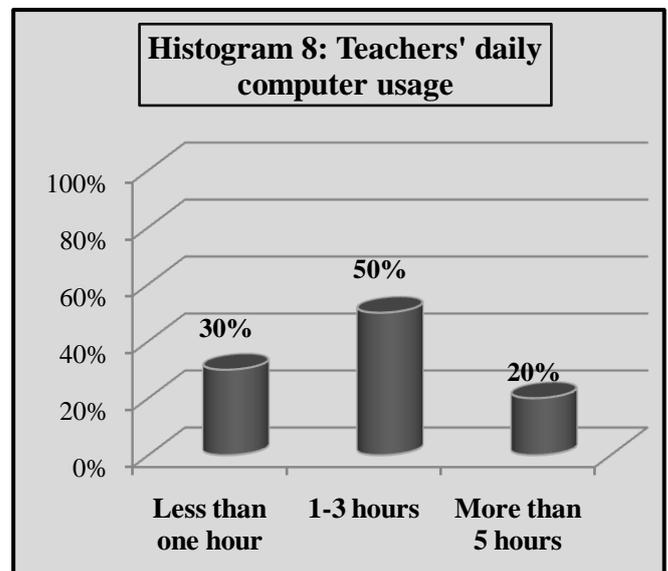
The table and the histogram above show that 3 teachers (30%) of the population of study use electronic devices for less than one hour a day. Whereas 5 teachers representing (50%) of the respondents use those devices from one to three hours a day. The remaining is only 2 teacher (20%) use electronic devices for more than 5 hours. This data implies that the majority of teachers of the population of study use electronic devices from one to three hour which we can concern as a good enough period to do a lot of things on computer or on net.

Item11:

6. Which of the following activities you spend your time on using an electronic device (computer, Palm device, etc.)

Activities	N	%
Classroom activities and preparing coursework	2	20%
Surfing the Internet for information to support your coursework	5	50%
Creating, reading, sending e-mail, instant messages	2	20%
Surfing the Internet for pleasure	1	10%
Total	**10**	**100%**

(Table 13: teachers' activities using an electronic device)

The table above shows that 2 teachers (20%) of the population of study are spending their time using electronic device in doing activities and preparing coursework. Another two teachers (20%) of the population of study are spending their time using electronic device in reading, sending e-mail, instant messages. Whereas 5 teachers representing (50%) of the respondents, which is the majority, spending their time using electronic device surfing the Internet for information to support their coursework. The remaining is only 1 teacher (10%) is Surfing the Internet for pleasure. This data implies that the majority of teachers of the

population of study are trying to support their coursework (teaching) with electronic devices (ICT).

Item12:

7. Which of the following activities you practice using an electronic device

Activities	N	%
Creating spreadsheets or charts (Excel, etc.)	3	30%
Creating presentations (PowerPoint, etc.)	5	50%
Creating graphics (Photoshop, Flash, etc.)	1	10%
Creating video/audio (Premiere, Windows Movie Maker, etc.)	1	10%
Total	**10**	**100%**

(Table 14: teachers practicing activities using ICT)

The table above shows that 3 teachers (30%) of the population of study are using electronic device in Creating spreadsheets or charts (Excel, etc.). However, 1 teacher (10%) of the population of study is using electronic device in creating graphics (Photoshop, Flash, etc.). Another teacher (10%) of the population of study is using electronic device in creating video/audio (Premiere, Windows Movie Maker, etc.). Whereas 5 teachers representing (50%) of the respondents, which is the majority, are using electronic device creating presentations (PowerPoint, etc.). This data implies that all teachers of the population of study are aware of the computer technologies and applications and the majority of them are good in creating presentations (PowerPoint, etc.) which is an appropriate way to present courses in the classroom.

SECTION THREE: Using ICT for English language teaching

Item13:

1. What are the different techniques that you use to motivate your learners in teaching English?

The majority of the teachers of the population of study are using visuals as technique to motivate their learners in teaching English. The rest of teachers of the population of study use different techniques such as gestures, mimes, facial expression to motivate their learners in teaching English. This data implies that English teachers are using different techniques to motivate their learners but in fact using technology is the best technique to motivate learners because it is different.

Item14:

2. As teachers do you feel confident in using tools or electronic devices such as (computer, word, power point, excel, graphic programs such as paint, photo shop, access to the internet from your school, e-mail addresses, and your own web pages, etc.) in teaching English?

	N	%
a-Yes	9	90%
b-No	1	10%
Total	**10**	**100%**

(Table 15: the use of ICT makes teachers confident in teaching English)
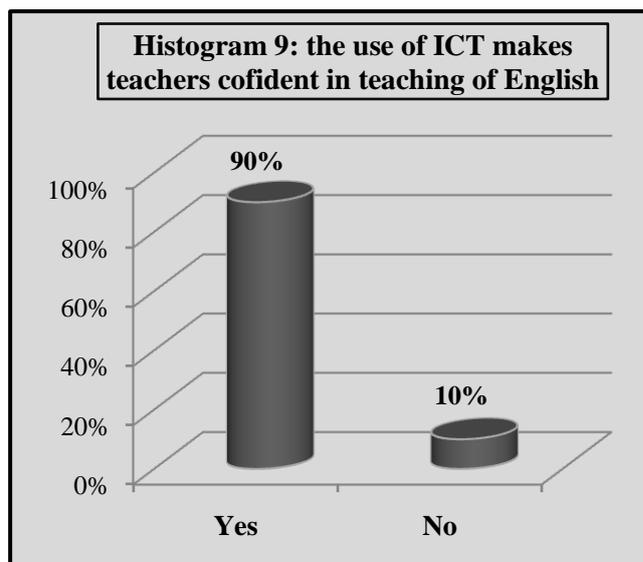
Histogram 9: the use of ICT makes teachers cofident in teaching of English

From the above table and histogram, it is demonstrated that the majority of teachers of the target population, 9 representing (90%) assert the fact that the use of ICT makes them feel confident in teaching of English. However, just 1 teachers representing (10%) states that the

use of ICT does not make them feel confident in teaching of English. This teacher may think that the use of ICT tools scares him because he does not know how to use them.

Item15:

3. Do you think that the use of ICT enhances your method of teaching of English?

	N	%
a-Yes	9	90%
b-No	1	10%
Total	**10**	**100%**

(Table 16: the use of ICT enhances the method of teaching of English)
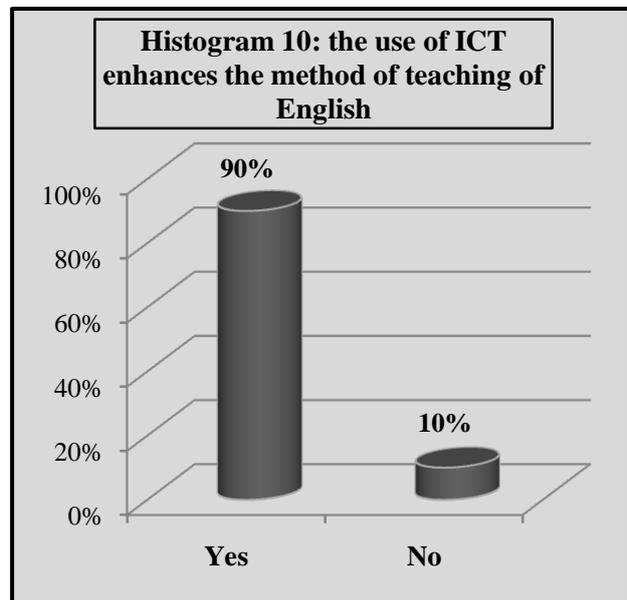
Histogram 10: the use of ICT enhances the method of teaching of English

From the above table and histogram, it is demonstrated that the majority of teachers of the target population, 9 representing (90%) assert the fact that the use of ICT enhances their method of teaching of English. However, just 1 teachers representing (10%) states that the use of ICT does not enhance his method of teaching of English. This teacher may think that the use of ICT is a motivational tool for other subject matters.

Item16:

4. Please indicate your reaction to each of the following statements by ticking the one that represents your level of agreement or disagreement with it. Make sure to respond to every statement :

Scale		SD	D	N	A	SA	Total
Affect	N°	0	2	8	13	7	30
	%	00	06,67	26,67	43,33	23,33	100%
Cognitive	N°	1	5	15	29	10	60
	%	01,67	08,33	25,00	48,33	16,67	100%
Behavior	N°	0	5	15	15	5	40
	%	00	12,50	37,50	37,50	12,50	100%
Advantages	N°	0	3	9	18	10	40
	%	00	07,50	22,50	45,00	25,00	100%
Compatibility	N°	0	3	4	9	4	20
	%	00	15,00	20,00	45,00	20,00	100%
Mean Percent (%)		00,33	10,00	26,33	43,83	19,50	100%

(SD: strongly disagree; D: disagree; N: neutral; A: agree)

(Table 17: Teachers' attitude toward using ICT in teaching English)

From the above table, it is demonstrated that teachers overall attitudes toward ICT were positive. The majority of the respondents had positive (43,33%) or highly positive (23,33%) affect toward computers (statement1-3). These respondents reported that they considered using electronic devices enjoyable, felt comfortable about them, and liked to use them in teaching. Within the cognitive domain, (statement 4-9), most of the respondents agreed (48,33%) and strongly agreed (16,67%) that electronic devices save time and effort, motivate students to do more study, enhance students learning, are fast and efficient means of getting information, are worth the time spent on learning them, are needed in the classroom, and generally do more good than harm. In the behavioral domain, (statement 10-13), the half of the respondents expressed positive (37,5%) or highly positive (12,5%) behavioral intentions in terms of learning about them, and using them in the near future. Whereas, the

remaining half of the respondents are disagree (12,5%) or neutral (37,5%). In addition, participants were asked to respond statements dealing with their perceptions about the relative advantage of electronic devices (statement 14–17), their compatibility with teachers current practices (statement 18–20). Teachers' responses were most positive about the relative advantage of electronic devices as an educational tool. Less positive were teachers perceptions of the compatibility of electronic devices with their current practices (SD = 15%). While the majority of respondents indicated that use electronic devices is appropriate for many language learning activities, most of them were uncertain about class time is too limited for electronic devices use.

Findings

Section I: Teachers' background information

Information obtained from this section demonstrated the following:

- There is a woman's' overpopulation.
- Teachers are not homogenous in their ages.
- Teachers of the population of study are experienced teachers (having an experience superior than 10 years).
- The teachers of the population of study are from different middle schools so different opinions.
- There are different methods that the teachers use in teaching EFL learners.

Section II: Everyday use of ICT (Patterns of use of ICT and new media in everyday life.)

Information obtained from this section demonstrated the following:

- English teachers have their own electronic devices computer for example and internet connection. They use it often.

- All schools obtain electronic devices and internet connection.

- English teachers are trying to support their coursework (teaching) with electronic devices (ICT).

- All teachers are aware of the computer technologies and applications and the majority of them are good in creating presentations (PowerPoint, etc.) which is an appropriate way to present courses in the classroom.

Section III: Using ICT for English language teaching

Information obtained from this section demonstrated the following:

- The majority of teachers assert the fact that the use of ICT makes them feel confident in teaching of English.

- Teachers believe in the great usefulness of ICT as a vehicle in language acquisition.

- Teachers have positive affect toward computers they considered using electronic devices enjoyable, felt comfortable about them, and liked to use them in teaching.

- The electronic devices (ICT) save time and effort, motivate students to do more study, enhance students learning. They are fast and efficient means of getting information; they are needed in the classroom, and generally do more good than harm.

- Teachers are positive about the relative advantage of electronic devices as an educational tool, the use electronic devices is appropriate for many language learning activities.

- Teachers are uncertain about class time is too limited for electronic devices use.

IV.2. THE PUPILS' INTERVIEW

We got in touch with five first year pupils in AMIROUCH middle school. Our interviewees had, more or less, good level in English. Our interviews with those pupils were nearly around the same lines. They were asked, in the beginning, whether they were enjoyed

the English course or not and they replied that most of them prefer to keep silent and they feel bored with the use of the textbooks.

All pupils agree that they use technology in their daily life very often like laptops, Palm device, internet, etc. All of them spend most of their time using those electronic devices at home and at café net.

When they were asked about their opinion as far as the use of technology like the computers and video tapes, data projectors, etc in the English course to learn the language, they replied that it is a very useful to use such tools and it is one of the best strategies that creates an enjoyable learning environment. Moreover, pupils will certainly appreciate it since it breaks monotony, motivates them and provides a relaxing ambiance profitable for language learning.

IV.3. THE OBSERVATION GRID

As mentioned earlier (see Introduction / Session planning), our investigation was spread over a period of one month. This required an observation grid for every two weeks.

We drew a model observation grid for both experimental and control groups. We followed the progress of the pupils, recording their scores every two weeks (4 weeks + pre-test and post-test) for the two groups.

1- The pre-test. (First step)

The observation grids will be for:

2- The average of the scores of the first 2 weeks.

3- The average of the scores of the second 2 weeks.

4- The post-test. (Last step)

First year (1am1)
Pre-test
Table 18: Pre-test scores of the CG

N°	Pupils name	Pupils performance	
01	B. Iness	09/10	
02	B. Aymen	8,5/10	
03	B. Rayen	08/10	
04	B.Manar	8,5/10	
05	B. Ghada	7,5/10	
06	B. Mahmoud	7,5/10	
07	B.NourElhouda	8,5/10	
08	B. Maroua	08/10	
09	B. Souhaib	06,5/10	
10	B. Yasmin	06/10	
11	H. Rayen	06/10	
12	H.Mahdi	08/10	
13	H. Ghouzi	06/10	
14	K. Ahlem	09/10	
15	S. Romayssa	06/10	
16	S. Aniss	05/10	
17	S. Oussama	9,5/10	
18	T. Hossin Fahd	05/10	
19	A.Saliha	09/10	
20	G. Said	7,5/10	
21	G.Feryel	07/10	
22	F.Khaled	06/10	
23	K.Zindin	07/10	
24	M.Ranya	09/10	
25	M.Jaber	06/10	
26	M.Ranya	8,5/10	
27	M.Asma	8,5/10	
28	G.Wassim	06/10	
TOTAL		**07,39/10**	**73,9%**

First year (1am2)
Pre-test
Table 19: Pre-test scores of the EG

N°	Pupils name	Pupils performance	
01	B. Mohamedelhadi	06/10	
02	B. Youcef	08/10	
03	B. Hocemdin	07/10	
04	B.Abdelraouf	06/10	
05	T. Khmissi	06/10	
06	H. SalmaHadya	09/10	
07	H.Issam	09/10	
08	H. Soundous	09/10	
09	K. Iness	08,5/10	
10	R. Ghada	08/10	
11	Z. Salahdin	07/10	
12	S.Zakaria	06/10	
13	S. Nourelhouda	06/10	
14	C. Soundous	09/10	
15	C. Fares	08,5/10	
16	T. Mohyeldin	08/10	
17	A. Oussama	06,5/10	
18	A. Chamseldin	06/10	
19	F.Aya	09/10	
20	F. Dikra	08/10	
21	K.Aya	08,5/10	
22	G.Romaysa	07/10	
23	L.Ilyes	06/10	
24	L.Mouad Amir	09/10	
25	L.Amar Ahmed	06/10	
26	L.Radya	08/10	
27	M.Yazid	06/10	
28	M.Oumayma	07.5/10	
	TOTAL	**07,44/10**	**74,45%**

First year (1am1)
First two weeks
Table 20: OG for the CG

N°	Pupils name	Participation					Homework					A/10
		1	2	3	4	5	1	2	3	4	5	
01	B. Iness					●				●		09/10
02	B. Aymen				●				●			07/10
03	B. Rayen			●					●			06/10
04	B.Manar			●					●			06/10
05	B. Ghada		●						●			05/10
06	B. Mahmoud		●						●			05/10
07	B.NourElhouda			●					●			06/10
08	B. Maroua		●					●				04/10
09	B. Souhaib		●				●					03/10
10	B. Yasmin			●			●					04/10
11	H. Rayen		●				●					03/10
12	H.Mahdi			●				●				05/10
13	H. Ghouzi	●						●				03/10
14	K. Ahlem			●				●				04/10
15	S. Romayssa		●					●				04/10
16	S. Aniss		●				●					03/10
17	S. Oussama				●					●		08/10
18	T. Hossin Fahd	●						●				03/10
19	A.Saliha				●					●		08/10
20	G. Said			●					●			06/10
21	G.Feryel		●					●				04/10
22	F.Khaled	●						●				03/10
23	K.Zindin		●					●				04/10
24	M.Ranya				●					●		08/10
25	M.Jaber			●			●					04/10
26	M.Ranya			●				●				05/10
27	M.Asma			●				●				05/10
28	G.Wassim		●					●				04/10
		02,73					**02,32**					**04,96**

The rating scale: 1 = inferior, 2 = below average, 3 = average, 4 = above average, 5 = superior

First year (1am2)
First two weeks
Table 21: OG for the EG

N°	Pupils name	Participation					Homework					A/10
		1	2	3	4	5	1	2	3	4	5	
01	B. Mohamedlhadi		●						●			05/10
02	B. Youcef			●					●			06/10
03	B. Hocemdin		●					●				04/10
04	B.Abdelraouf			●					●			06/10
05	T. Khmissi	●							●			04/10
06	H. SalmaHadya				●					●		08/10
07	H.Issam			●						●		07/10
08	H. Soundous			●					●			06/10
09	K. Iness			●					●			06/10
10	R. Ghada			●					●			06/10
11	Z. Salahdin		●					●				04/10
12	S.Zakaria	●							●			04/10
13	S. Nourelhouda		●						●			05/10
14	C. Soundous				●					●		08/10
15	C. Fares			●					●			06/10
16	T. Mohyeldin		●						●			05/10
17	A. Oussama		●						●			04/10
18	A. Chamseldin		●					●				04/10
19	F.Aya				●					●		08/10
20	F. Dikra			●						●		07/10
21	K.Aya			●					●			06/10
22	G.Romaysa		●						●			05/10
23	L.Ilyes		●					●				04/10
24	L.Mouad Amir			●						●		07/10
25	L.Amar Ahmed			●				●				05/10
26	L.Radya		●						●			05/10
27	M.Yazid		●						●			05/10
28	M.Oumayma		●					●				04/10
		02,54					**02,96**					**05,50**

The rating scale: 1 = inferior, 2 = below average, 3 = average, 4 = above average, 5 = superior

First year (1am1)
Last two weeks
Table 22: OG for the CG

N°	Pupils name	Participation					Homework					A/10
		1	2	3	4	5	1	2	3	4	5	
01	B. Iness					●				●		09/10
02	B. Aymen				●					●		08/10
03	B. Rayen			●					●			06/10
04	B.Manar		●						●			05/10
05	B. Ghada			●						●		07/10
06	B. Mahmoud			●				●				05/10
07	B.NourElhouda			●					●			06/10
08	B. Maroua		●						●			05/10
09	B. Souhaib		●					●				04/10
10	B. Yasmin			●				●				05/10
11	H. Rayen		●					●				04/10
12	H.Mahdi		●						●			05/10
13	H. Ghouzi	●							●			04/10
14	K. Ahlem			●					●			06/10
15	S. Romayssa		●					●				04/10
16	S. Aniss			●				●				05/10
17	S. Oussama			●						●		07/10
18	T. Hossin Fahd	●						●				03/10
19	A.Saliha				●					●		08/10
20	G. Said			●						●		07/10
21	G.Feryel		●						●			05/10
22	F.Khaled	●							●			04/10
23	K.Zindin			●				●				05/10
24	M.Ranya					●				●		09/10
25	M.Jaber			●				●				05/10
26	M.Ranya			●				●				05/10
27	M.Asma			●					●			06/10
28	G.Wassim		●						●			05/10
		02,71					**02,89**					**05,60**

The rating scale: 1 = inferior, 2 = below average, 3 = average, 4 = above average, 5 = superior

First year (1am2)
Last two weeks
Table 23: OG for the EG

N°	Pupils name	Participation					Homework					A/10
		1	2	3	4	5	1	2	3	4	5	
01	B. Mohamedlhadi				●					●		08/10
02	B. Youcef				●				●			07/10
03	B. Hocemdin			●						●		07/10
04	B.Abdelraouf				●				●			07/10
05	T. Khmissi			●					●			06/10
06	H. SalmaHadya					●				●		09/10
07	H.Issam					●				●		09/10
08	H. Soundous				●				●			07/10
09	K. Iness				●				●			07/10
10	R. Ghada					●			●			08/10
11	Z. Salahdin			●				●				05/10
12	S.Zakaria			●					●			06/10
13	S. Nourelhouda		●						●			05/10
14	C. Soundous					●					●	10/10
15	C. Fares				●				●			07/10
16	T. Mohyeldin			●					●			06/10
17	A. Oussama		●							●		06/10
18	A. Chamseldin			●					●			06/10
19	F.Aya					●					●	10/10
20	F. Dikra				●					●		08/10
21	K.Aya				●				●			07/10
22	G.Romaysa		●						●			05/10
23	L.Ilyes				●					●		08/10
24	L.Mouad Amir			●							●	08/10
25	L.Amar Ahmed				●					●		08/10
26	L.Radya					●			●			08/10
27	M.Yazid			●						●		07/10
28	M.Oumayma		●						●			05/10
		03,64					**03,50**					**07,14**

The rating scale: 1 = inferior, 2 = below average, 3 = average, 4 = above average, 5 = superior

First year (1am1)
Post-test
Table 24: Post-test scores of the CG

N°	Pupils name	Pupils performance	
01	B. Iness	08/10	
02	B. Aymen	08,5/10	
03	B. Rayen	09,5/10	
04	B.Manar	08,5/10	
05	B. Ghada	07,5/10	
06	B. Mahmoud	08/10	
07	B.NourElhouda	08/10	
08	B. Maroua	09/10	
09	B. Souhaib	07/10	
10	B. Yasmin	06/10	
11	H. Rayen	06,5/10	
12	H.Mahdi	08,5/10	
13	H. Ghouzi	06/10	
14	K. Ahlem	09/10	
15	S. Romayssa	07/10	
16	S. Aniss	05,5/10	
17	S. Oussama	09,5/10	
18	T. Hossin Fahd	05/10	
19	A.Saliha	09/10	
20	G. Said	06/10	
21	G.Feryel	07,5/10	
22	F.Khaled	05,5/10	
23	K.Zindin	06/10	
24	M.Ranya	09/10	
25	M.Jaber	06/10	
26	M.Ranya	08,5/10	
27	M.Asma	08,5/10	
28	G.Wassim	06/10	
	TOTAL	**07,46/10**	**74,6%**

First year (1am2)
Post-test
Table 25: Post-test scores of the EG

N°	Pupils name	Pupils performance	
01	B. Mohamedelhadi	07,5/10	
02	B. Youcef	09/10	
03	B. Hocemdin	08,5/10	
04	B.Abdelraouf	08/10	
05	T. Khmissi	06,5/10	
06	H. SalmaHadya	09,5/10	
07	H.Issam	09/10	
08	H. Soundous	09,5/10	
09	K. Iness	09/10	
10	R. Ghada	09/10	
11	Z. Salahdin	09/10	
12	S.Zakaria	07,5/10	
13	S. Nourelhouda	07 /10	
14	C. Soundous	09,5/10	
15	C. Fares	09/10	
16	T. Mohyeldin	08,5/10	
17	A. Oussama	07 /10	
18	A. Chamseldin	08/10	
19	F.Aya	10/10	
20	F. Dikra	08,5/10	
21	K.Aya	09/10	
22	G.Romaysa	09/10	
23	L.Ilyes	08,5/10	
24	L.Mouad Amir	10/10	
25	L.Amar Ahmed	07,5/10	
26	L.Radya	08,5/10	
27	M.Yazid	07,5/10	
28	M.Oumayma	09/10	
	TOTAL	**08,5/10**	**85%**

IV.4. EXPERIMENTAL FINDINGS

Evaluating pupils' performance in the pre-test indicated a relative similarity of the two groups, in spite of the tiny difference of 0.05 in favor of the EG.

Both groups, by the end of the experiment, made progress. Yet, it was the EG which showed better results. A more detailed account of their observed progress during the whole experiment can be summed up in the following points:

- **Participation:** Both groups EG and CG, were weak as far as the participation is concerned. But the way we proceeded (teaching with ICT tools the EG and teaching without ICT tools the CG) yielded quantitavely and qualitatively better results with the EG. It is apparent that supporting the English courses with ICT tools makes English classes so interesting so that the pupils like to participate more and more.

- **Homework:** The same can be said about doing homework. Though both groups started with a under average in doing homework of English, the EG achieved superior results of homework. No doubt that this was achieved thanks to ICT tools and the motivated activities associated to them.

- **Post-test:** The EG obtained better scores in the post-test. They seem to have learnt a lot about the rules which govern the use of the language, new vocabularies because they answered the post-test questions very well, the questions were about: adverbs of frequency, prepositions of time and place, plural and singular forms, simple present tense, means of transport …..etc. Again, thanks to ICT.

IV. 5. GENERAL FINDINGS

	Participation				Homework			
	CG	Prg	EG	Prg	CG	Prg	EG	Prg
1st two weeks	2,73	↗	2,54	↗	2,32	↗	2,96	↗
2nd two weeks	2,71	↗	3,64	↗	2,89	↗	3,50	↗

(Table 26: Scores matching of the CG and EG)

The scores matching table above and histograms below show the superior progress of the Experimental Group over the Control Group.

Histogram 11: Improvement of control group

Histogram 12: Improvement of experimental group
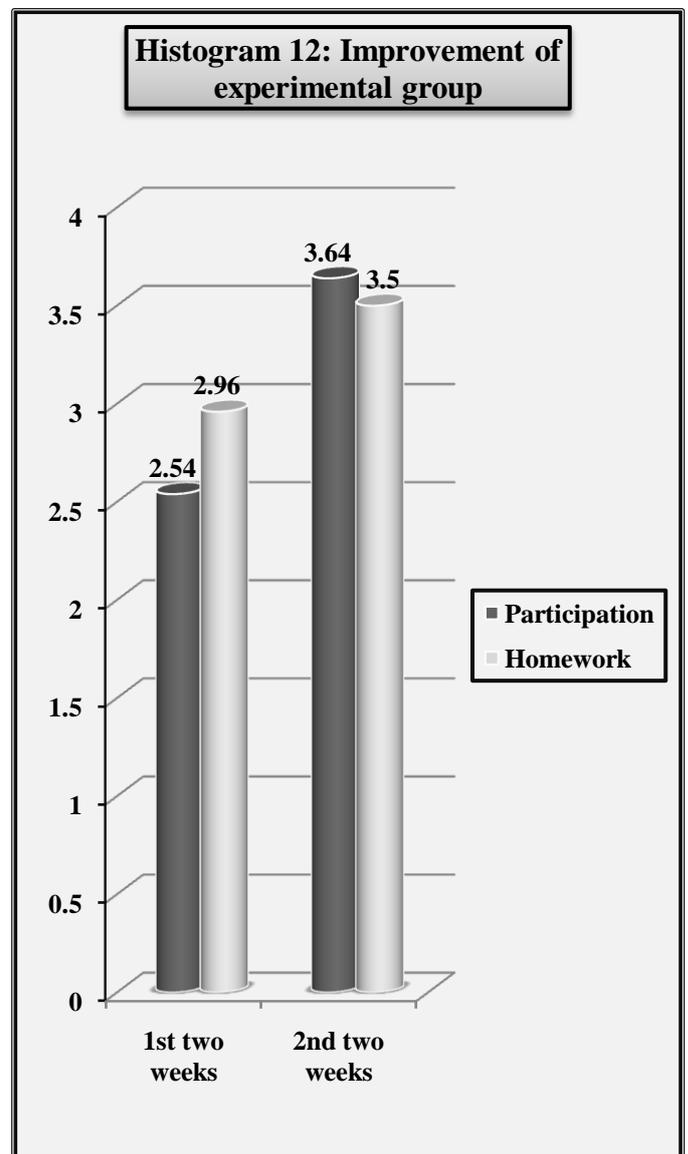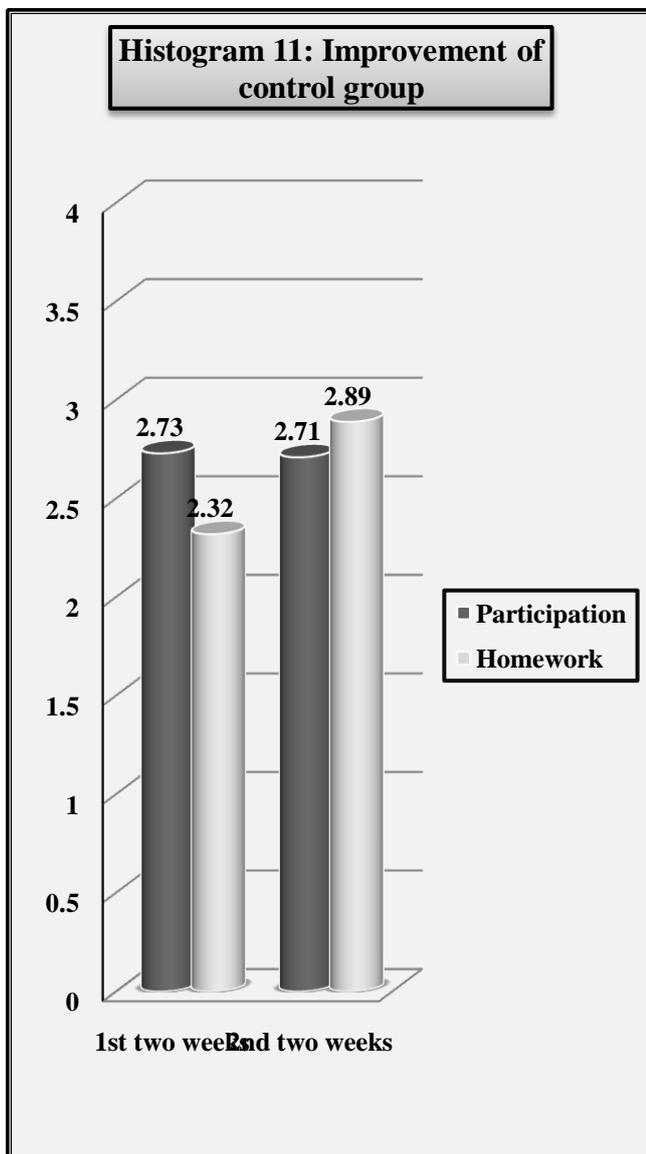
	CG	EG
Pre-test	07,39	07,44
Post-test	07,46	08,50
Progress	0,07	1,06
	0,7%	10,6%

(Table 27: Progress matching of the CG and EG)

The progress matching table above and histograms below show clearly that the EG made advanced progress over the CG.

Histogram 13: Control Group Progress

Histogram 14: Experimental Group Progress
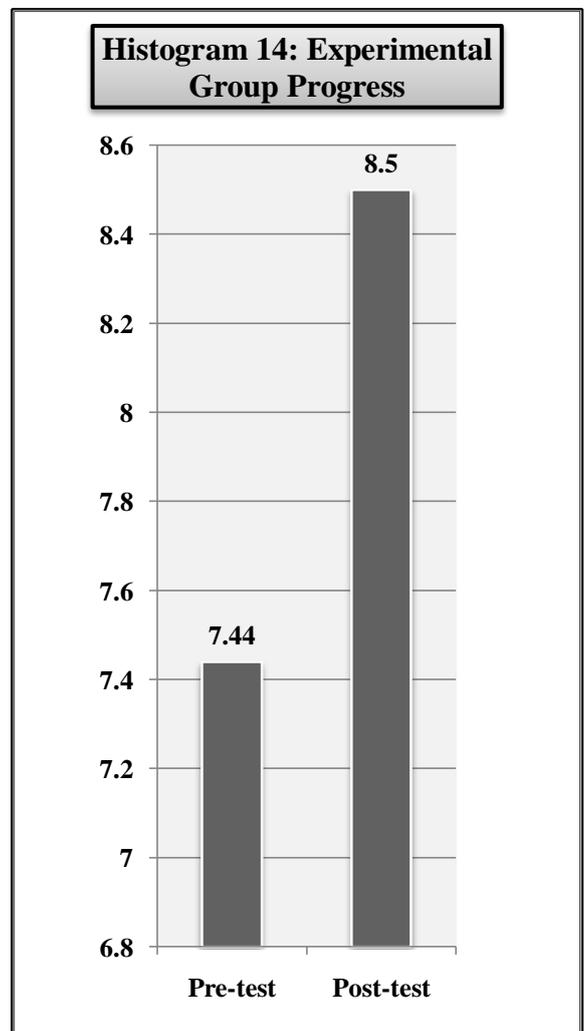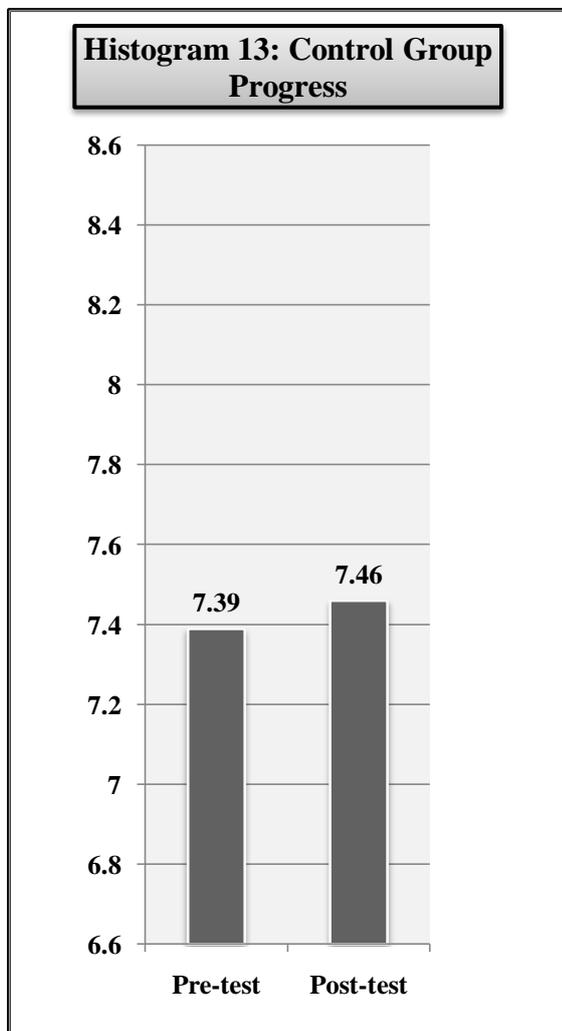
Histogram 15: Progress matching of CG and EG
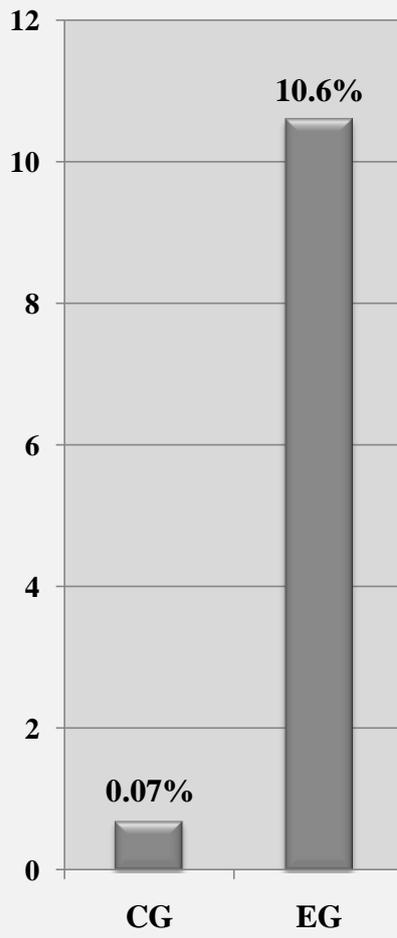
CONCLUSION

This case study purported to further test (in a different way). It has experimentally demonstrated that a group of pupils who was taught using ICT tools performed markedly better than another group that was not taught with those equipments. One may claim, however, that the fact that the EG performed better than CG was due to circumstantial or physical reasons (e.g. EG being a better class with a superior level in English) and not to the use of ICT tools. Such a big gap in the progress over a month (0,7 vs. 10,5) cannot be blamed on circumstantial or physical reasons, in addition to the pre-test which shows the similarity of the CG and EG level. This means that the progress achieved by the experimental group is not accidental or due to extraneous factors than the independent variable.

GENERAL CONCLUSION

GENERAL CONCLUSION

This study was conducted to evaluate the use of ICT in the teaching and learning of English language in EFL classrooms, and to examine its motivational impact on teaching EFL learners. The investigation was carried out at AMIROUCH middle school Batna. It aimed at whether confirming or rejecting the hypothesis that ICT will have a significant impact on teaching and learning of English as a foreign language which effects in improving the pupils learning English. The analysis was by two groups; mainly first year pupils at AMIROUCH middle school and secondary their teachers of English from the same middle school and other middle schools at Batna city for the academic year 2011 / 2012 using an interview, an observation grid for pupils and a questionnaire for the teachers.

The findings revealed the positive opinions of both the two groups about the usefulness of using ICT as a teaching tool. Results have shown how positive and advantageous were those equipments to the teacher and to the progress of the pupils in learning English.

Our research has led us to conclude that teachers should teach by not only say things but how to say them. Our research has also led us assert the significance of ICT in the language classroom and of the positive impact of using it on pupils' achievement in English. It offers a relaxing atmosphere, enhance language activities and develop the students' participation in the classroom. If we consider our self to be one of those who hold this opinion, our work has been a modest attempt to prove it. Yet, in the field of education and scientific research the readers remain the best judges.

RECOMMENDATIONS

The major focus of the study was actually to evaluate the impact of using Information and Communication Technology on teaching and learning of English as a foreign language in our middle schools. Based on this investigation, it is considered very important to make the following recommendations:

1. Government should encourage and be motivated to invest on ICT related projects in schools. It should try to encourage the curriculum with a view to incorporating the use of computer and ICT- assisted instruction in teaching English language.

2. ICT equipments and facilities should be made available to all middle schools.

3. Teachers of English that are not ICT compliance should be encouraged to study further in order to meet up with the new demand.

4. Conferences, seminars and workshops and relevant programmes should be organized by professionals of ICT to teach English teachers on modern technology and its uses.

5. Establishing facilities for electronic distance learning networks opportunities in our schools.

6. Introduction of electronic computer system into classrooms in which the teacher can use to teach the students, how to operate computers, so that they can do it on their own.

7. Creating ICT Application, content and domesticating technology activities for students.

8. Research and identify international models of best practice.

9. Distribute models and case studies of good practice on ICT integration in learning and teaching.

10. Support successful school based ICT innovation and creativity.

11. Furthermore, ministries of education in Algeria should also ensure that schools do not just have computers and ICT facilities rather they should ensure that they are effectively utilized in instructional programmes in schools.

12. Do not lock computers in the computer lab and restrict them to the teaching of computer science and programming to advanced students.

13. Create an information environment that incorporates libraries and laboratories and extends beyond their walls.

Using ICT in education should not be understood as using it as a tool to transfer instructional material and practice but as a medium for learning, discovering, sharing and creating knowledge.

Being the prime actors in implementing ICT in learning and teaching, teachers should be in the center of attention. They should be involved in all stages of the implementation and meanwhile be assured that this approach is advantageous over the previous one, is compatible with their teaching practices and they will be given any technical help and training.

As a consequence of integrating ICT in education a change is expected to occur in the style of teaching and learning as noted by Harris et al (2002) "*...it is not necessarily the technology that has to be innovative, but the approach to teaching and learning must be*" (p. 35).

We think that this study enlightened projects developed by the Ministry of Education in order to use ICT in education besides expecting it to serve as a reference for different studies in this field.

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APPENDICES

APPENDIX 1:

Questionnaire for middle school teachers

Dear teachers this questionnaire investigates the use of ICT in the teaching and learning of English language in EFL classrooms, and to examine its motivational impact on teaching EFL learners. This is part of an investigation in foreign language teaching and learning conducted at AMIROUCH middle school pupils of Batna. We can assure you a total confidentiality. Thanks for collaboration.

You are kindly invited to answer the following questions:

Please tick the appropriate box (es):

SECTION ONE: Background information

1. Sex   a- Male ☐   b- Female ☐

2. Age ……………

3. How long have you been teaching English in middle school? ………………years

4. The name of the middle school……………….................city…………………..

5. Duration of working in this middle school…………………………………..years

6. What is the teaching method you use most often?

    h) Active discussion ☐

    i) Collaborative activities ☐

    j) Demonstration ☐

    k) Hands-on learning ☐

    l) Lecturing ☐

    m) Role playing ☐

    n) Computer-assisted instruction ☐

    o) Other (please specify):………………………………..

(Patterns of use of ICT and new media in everyday life.)

6. Do you have your own electronic devices (computer)? Yes ( ) No ( )

7. Do you have electronic devices (computer) at school? Yes ( ) No ( )

8. Do you have Internet connection at home? Yes ( ) No ( )

9. Do you have Internet connection at school? Yes ( ) No ( )

10. Daily an electronic device (Computer Usage): Less than one hour ( ) 1-3 hours ( ) 3-5 hours ( ) More than 5 hours ( )

11. Which of the following activities you spend your time on using an electronic device (computer, Palm device, etc.)

Classroom activities and preparing coursework using an electronic device	
Surfing the Internet for information to support your coursework	
Creating, reading, sending e-mail, instant messages	
Surfing the Internet for pleasure	

12. Which of the following activities you practice using an electronic device (computer, Palm device, etc.)

Creating spreadsheets or charts (Excel, etc.)	
Creating presentations (PowerPoint, etc.)	
Creating graphics (Photoshop, Flash, etc.)	
Creating and editing video/audio (Premiere, Windows Movie Maker, etc.)	
Creating Web pages (Dreamweaver, FrontPage, etc.)	

SECTION THREE: Using ICT for English language teaching

13. What are the different techniques that you use to motivate your learners in teaching English?

………………………………………………………………………………………

……………………………………………………………………………………….

14. As teachers do you feel confident in using tools or electronic devices such as (computer, word, power point, excel, graphic programs such as paint, photo shop, access to the internet from your school, e-mail addresses , and your own web pages, etc.) in teaching English?   Yes ( )   no( )

15. Do you think that the use of ICT enhances your method of teaching of English?

    Yes ( )   no ( )

16. Please indicate your reaction to each of the following statements by ticking the one that represents your level of agreement or disagreement with it. Make sure to respond to every statement :

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
AFFECT	1. The electronic devices (computer, data projector, etc.) make me feel comfortable					
	2.Using The electronic devices (computer, data projector, etc.) in teaching English is enjoyable					
	3. I like using The electronic devices (computer, data projector, etc.) in teaching English					
COGNITIVE	4.The electronic devices (computer, data projector, etc.) save time and effort					
	5.The electronic devices (computer, data projector, etc.) would motivate students to do more study English					
	6.The electronic devices (computer data projector, etc.) are a fast and efficient means of getting information					
	7. I think I need The electronic devices (computer, data projector, etc.) in my classroom					
	8. The electronic devices (computer, data projector, etc.) can enhance students_ learning English					

Category	Statement					
	9. The electronic devices do more good than harm					
BEHAVIOUR	10. I would rather do things with an electronic device than by hand in teaching English					
	11. I would use The electronic devices as much as possible in teaching					
	12. I would like to learn more about The electronic devices (computer, data projector, etc.)					
	13. I have intention to use The electronic devices (computer, data projector, etc.)in teaching English in the near future					
ADVANTAGE	14. Teaching with The electronic devices (computer, data projector, etc.) offers real advantages over traditional methods of instruction					
	15.Technology can improve the quality of students learning English					
	16. Using technology in the English classroom would make the subject matter more interesting					
	17. The electronic devices (computer, data projector, etc.) are useful for language learning					
COMPATIBILITY	18. I don't think that English Class time is too limited for The electronic devices use					
	19. The electronic devices (computer, data projector, etc.) use suits my students_ learning preferences of English and their level of computer knowledge					
	20. The electronic devices (computer, data projector, etc.) use is appropriate for many language learning activities					

We value your input, Thank you

APPENDIX 2:

AMIROUCH middle school permission for training

APPENDIX 3:

Time table of teachers

APPENDIX 4:

Example of Lesson plan during the training period

Trainer Teacher : MOUSTARI Soumia		LEVEL : 1 AM	
FILE : 4	SEQUENCE : 3		LESSON : 3
FUNCTION : Describing	LGE F. :Simple present tense.		
N.LEXIS: Means of transport (car, bus, plane,…)	Main ICT resources :Computer and data projector for teacher demonstration and pupil presentation, Whiteboard or flipchart, laptop computers, speakers, digital camera		
OBJECTIVE : Knowing the different means of transport.			

PROCEDURE:	PUPILS' TASKS
STAGE ONE : Warm up T. asks: Where are you ,now ? What are you doing ? T. asks: How do you come to school ?	PP. answer: by car, bus, bicycle …..
STAGE TWO : Listen and speak T. shows data show presentation and says: This is a car / a bus . T. shows data show presentation of a train,a boat,a lorry,a plane ,a horse,a camel, …..	PP. listen and repeat. PP.listen and repeat.
STAGE THREE : Practise T. presents a dialogue on screen: Teacher: Where is your sister, Tom ? Tom: She is at home. Why ? Teacher: Today,we have the Maths exam at nine,and she isn't here. Tom: Don't worry madam.There she is.She always comes by car with dad. Teacher: What a lazy girl ! T.practises the dialogue several times following the steps: TT - TP - PT - PP .	PP.listen. PP. practise.
STAGE FOUR : Produce T. corrects the activity with PP. and asks them to make Correct sentences.	PP.try to do the activity.

APPENDIX 5:

The pre-test +The post-test

THE PRE-TEST:

Exercise n°1: Re-order the words to make correc sentences.

From / I / ' / you / Hello / m / Ali / m / I / Tunisian / '/ where/ are/ ?
/→…………………………………………………………..

Exercise n°2 : Write the numbers in full:

10→   11→   12→   13→   14→   15→   16→
17→   18→   19→

Exercise 3: Write the missing words of the week (3pts)

-    Saturday, …………… , Monday , ……………. , Wednesday, …………. , Friday

Exercise 4: Add the missing words. Use   {a-an-the-O}

Last week end, I visited …… exhibition .I went there with ………. friend. I t   was ……   wonderful. I learnt ……. lot of things about painting. My friend didn't like ……. exhibition. He wasn't interested in

THE POST-TEST

Exercise1 : *put those verbs in the present continuous .*

✿   *Sing →   Run →   Eat →   Stick →*

Exercise2 : Put in the right column the words : "speak - is – has – yes- slim "

"s"	"z"

Exercise 3: *Complete the dialogue using*   "How - who - where "

o A : ………….is that ?   B : It's my brother ?
o A : ………….does he work ?   B : He works at the hospital .
o A : ………………. does he go to work ?

Exercise4: *Write sentences about your family. Use adverbs of frequency and these verbs*

EXAMPLES: I <u>sometimes</u> speak English.

My children <u>often</u> speak English.

My father <u>never</u> speaks English

read, visit, sing, cook

Exercise 5: Write the plural form of the noun

A girl- A dress- A secretary- A fish- A bench- A man- A child- A tomato- A pen-

GOOD LUCK

APPENDIX 6:

The pupils' answers

This Appendix contains pre-test + post-test answers written by two pupils, one pupil from CG and another pupil from EG.

Pupil #1 from CG

Pupil #1 from EG

APPENDIX 7:

Lessons of the training period using ICT tools