Institute of Letters and Languages
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The Use of Visual Aids (Videos) in Teaching Listening Skill to EFL Pupils in Middle School.

Case of Middle Schools in Ain Temouchent

An Extended Essay Submitted in Partial Fulfilment of the Requirement for a Master's Degree in Linguistics

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Dedication

In the name of Allah, most merciful, most compassionate

I dedicate this research work to:

My source of happiness and success in my life to my lovely parents and my sisters: Ines, Bouchra, Narimane, Khadidja, especially my brother Mustapha.

To all my friends: Faiza, Radia, Chahra, Salima, kheira, Houda, Soulef with whom I shared the university life

Safia

I would like to dedicate my source of happiness in my life to my dear parents for their help, my sister, and brothers: Amine, Yacine, and the little Moussa. To all whom I know with a special emphasize on: our families: Hessaine, Hamada, Bellelo, Khiri, who have encouraged me a lot in this work.

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List of Acronyms and Abbreviations

BA: Bachelor of Arts

CBA: Competency Based Approach.

ELT: English Language Teaching.

EFL: English Foreign Language.

FL: Foreign Language

ICT: Information Communication Technology

IPR: Intellectual Property Rights

LMD: Licence Master Doctorate

L2: Second Language

PC: Personal Computer

SLL: Second Language Learning

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Abstract

Due to the impact of globalisation, and the rapid growth of technology, new materials have been introduced in Algerian education reforms such as video materials. Though numerous technological devices have been implemented in teaching in order to facilitate teaching, make it enjoyable and productive that serves the pupils' needs. Yet in Algerian middle school still relies on traditional methods. Accordingly the researcher tends to find out how the use of ICT's can help in improving pupils' listening skill, and to know the pupils' attitudes towards the use of that technical devices. The aim of this study is to investigate the role of integrating technology in English teaching and learning particularly teaching listening skill in EFL classes. A mixed methodology based on questionnaire addressed to teachers and classroom observation is used in this investigation. The main results obtained from the data collected showed that EFL teachers were aware of the importance of ICT's in EFL teaching and learning. The results also revealed that teachers considered ICT's integration in their teaching method as a source of motivation. Accordingly, the researcher deduces that pupils of twenty first eras are affected by the use of technology, and they prefer to learn listening skill via some modern methods such as the implementation of videos, computers, and so on.

General Introduction

General Introduction

Like many countries in the world, Algeria takes the ground of improving the educational system with new strategies, techniques and materials. For ameliorating the teaching/learning process in general, and the teaching of English language in particular, and more precisely the teaching of listening skill, dealing with the methods and strategies being used in teaching this skill. This skill seems to be ignored and not given much importance and attention as the other skills such as writing and speaking.

There are different language skills that are very important in language teaching, among them listening. The later is one among the four common skills, which has several definitions. Listening is the ability to receive and interpret message in the communication process, in other words, without the ability to listen effectively, messages are misunderstood, this concerns listening as a skill of language, but what is important in this research is the teaching of listening skill.

The reform of the educational system in Algeria, leads the government to think about the integration of new strategies, techniques, and methodologies. ICT is the target focus that Algeria was thinking about for improving the teaching of English language, including some tools and materials, in order to, facilitate the teaching/learning process, and providing the educational system with these tools, is the main goal that the government wants to achieve.

Using video materials is a topic that has been treated by many researchers around the world, including Algeria and in different ways. The aim of this study runs over the achievement of the following points: to examine the integration of technology in the Algerian educational system, and to what extent can this technology make improvement and effectiveness in teaching listening skill, if such strategy is given the importance that it deserves. How the lecture becomes when working with this useful technique. Whether EFL teachers use video materials to teach listening skill, and if teachers are competent in using computers.

This study is based on two research questions, and they are as follows:

-Do EFL teachers in middle school use video materials to teach listening skills?

-What are teachers and pupils attitudes towards using video materials in the classroom?

Accordingly, for these two research questions, there are two hypotheses that have been proposed:

-Teachers may not use materials may be because of the habit they have of writing on the board, or because of the lack of these materials, or they are not competent in using computer.

- Teachers and pupils might be motivated towards this method (the use of materials), although they may find a difficulty in using this material.

This study is intended to highlight the integration and the importance of ICTs in teaching the listening skill for English learners. Thus, the current research is a case study, in which it is based on collecting data, through classroom observation, and questionnaire which is addressed to the teachers of English of Ain Temouchent.

The present research work contains three chapters. First chapter is a literature review, which deals with the definition of listening skill, definition of ICT and videos. The second chapter highlights the use of ICT in Algerian middle school and the use of videos. Finally chapter three is practical in which data are collected and analyzed, and the findings and the results of the research are mentioned.

The use of video materials in Algerian school is very interesting topic which needs to be discussed to know about the benefits of using it inside the classroom in teaching the listening skills. Videos based instruction can be used to develop pupil's listening and speaking skills. Activities associated with video based instruction such as gap filling, group discussion and oral presentation can also develop pupils listening and speaking skill.

The effectiveness of the research tools helped in the announcement of the results that, as it is expected, the use of video materials takes place and plays an important role in the Algerian middle schools. But the later faces some obstacles that lead this tecgnology to be ignored in other schools.

Chapter One

Literature Review

Chapter One

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1.1 Introduction

Technology is now witnessing a great deal of importance; it is very known in our life, since it is noticeable that the integration and the use of technology are very useful in different fields, especially in the field of education. Thus it brings and provides the teaching/learning process with interesting and appropriate materials to make the lecture more simple, easy and understandable, in addition to the motivation that it develops in learners.

Accordingly, this chapter is a literature review that focuses on the integration of ICT and the definition of the main terminologies. First, the focus will be on listening skill, its definition, importance and the method of teaching this skill. Second, the focus will be on the integration of ICT, starting by its definition and moving to its objectives, benefits and the drawbacks, in addition to the use of audio-visual aids, the reasons to use videos in classroom and the importance of video materials.

1.2 Listening Skill

Learning a foreign language demands learning all language skills, among these skills, the present work focuses on listening. Listening skill is the skill which focuses much more on listening this can be from the teacher or from other source like video materials. Many people have difficulty when it comes to developing good listening skill, this means that to be an effective listener means that you don't only need to listen or hear what is being said, but you need to understand what you are listening to, which provides an opportunity to be a good speaker.

1.2.1 Definition of Listening

This part deals with the definition of listening, which is one among the other common skills, in this context Roust, provides a definition of listening saying that:

"Listening is a word that we use every day without giving it much thought. Yet listening is a vital mental capacity- one of the principle means by which we understand and take part in the world around us."(Roust, 1994:08). Listening also means paying attention to the speaker who is speaking, but what is essential here is to focus on the way it is told or spoken with regard to the use of the language and voice, also paying attention to the person uses his/her body, it means being aware of both verbal and non verbal messages.

1.2.2 Importance of Listening Skill

Before dealing with another point, it is necessary to mention the importance of listening skill in foreign language. Listening is important because the learner should learn listening at the early stage of language learning the same when a child learns a mother language, i.e. listening is a skill developed in the very beginning of a child's learning of language. Listening is a natural process in acquiring a new language according to Underwood:

> **A child receives a large amount of verbal input through listening prior to developing speaking, writing and reading skills. These skills are developed later as the child matures.**
>
> **(Underwood, 1989:49)**

The development of listening skill in the very beginning stage of the learning is very necessary, in order to become a good speaker, since listening can improve speaking skill, therefore, to be a good speaker you have to be a good listener first. Thus, listening Comprehension provides the new forms in language such as: vocabulary, grammar, and other interaction patterns, and this can be achieved through listening exercises. So the importance of listening skill appears through the role it plays in language acquisition, and in the development of other language skills.

1.2.3 Principles of Listening Skill

Learning a foreign language demands learning listening skill, this skill seems to be difficult for learners, and in order to successfully master listening skill, Chesley, (2014) puts a number of principles for effective listening which can be beneficial for EFL students to improve their listening skill:

1. Say Less Than You Think

In this principle, Chesley advices not to be like the other people who have a little control over governing their speech, i.e. to avoid "me too" comments in meetings, persuasive voice , pause before responding, especially in conflict situations, in other words, to a lot rather than you say, and to govern your speech.

2. Monitor Your Question Statement Ratio

Chesley in this principle believes that just being aware of the question to the statement ratio improves communication significantly i.e. to say less than you think, because a well placed and considered question will almost always have the effect of many statements in trying to make an object. A good rule is asking the question in a control of the conversation, and to have 1-to-2 questions to statement monitor, but unfortunately most people are unaware to this principle.

3. Seek First to Understand, then to be understood

Chesley suggest that the person should first seeks to understand others in order to be understood, as a result, if the gets his point aside, he may ignore and reject the other person,

by pretending that he is listening, and in fact he is not, but he will entirely miss the meaning of the conversation. So the idea is that as the person seeks to be understood, he is first asked to understand not only seek to be understood.

4. Listen with the Intent to Understand, not Necessarily to Reply

The fourth principle that Chesley puts is closely related to the previous one (principle no.3 above), but this principle is addressed to the trying of understand, communicate and to use the ability to listen attentively, which demonstrates verity and validity. This is often used by the active listener in order to improve relationships and reduce misunderstanding, because the idea of this principle is to listen for the sake of understanding not only to remember things and reply them.

1.3 Strategies for Teaching Listening Skill

Teaching listening skill is a very interesting topic that has taken place in many institutions. But it is not an easy task, since the question how to teach listening skill is treated by many researchers in this context. Anovick, (2014), elaborated a list of strategies for teaching effective listening:

1. Be Attentive

Anovick in this strategy addressed to people who successfully and attentively listen the first time, i.e. they focus on the speaker and in the moment he/she is speaking. It is also addressed to the teachers and the learners, because both of them must be attentive in order to fully understand and know what to answer if they are asked.

2. Ask Question

In this strategy, Anovick, considers asking questions as one of the main significant ways, in which you can fix problems. In other words, to find out solution or suggestion to questions asked in a logical way, to gain clarification and fully understand the speaker, and this can be through asking questions or repeating what the speaker is saying, by which you will totally understand what you are listening.

3. Don't Interrupt Unnecessarily

The third strategy of Anovick, informs that the interruption or transition is useless in the conversation. The idea is that to keep the interjections or comments relative to the speaker' thought i.e. to leave these interjections at the appropriate moment, in order not to throw the speaker off context, but to keep the idea and not to move to the other one

4. Use Body Language

Anovick believes that one way to convey your listening is the use of body language strategy through facial expression by nodding, smiling and also maintaining eye contact, and this can be done during face-to-face conversations, especially for teachers, they can observe their learners listening to them, also through the non-verbal cues from watching their learners' body language.

5. Empathize

From Chesley's phrase in his principles of listening "seek first to understand, then be understood" which is a main goal when listening. Anovick, in this context believes that in order

to effectively hear what the speaker is saying, try to look at it from their perspective. It is easy to draw the conclusions and judge without putting ourselves in the other persons' position and it is difficult to hold judgment. Good listeners do this. Set aside and just listen.

6. Take Notes

This strategy provides a reinforcement of what is being said, also provides with a permanent record to refer back to what is being said, and what you have listened, because it is impossible to remember all what have been said, explained and even heard, but through note taking things are easy to remember, since it helps referring back to what is said, though it takes a conscious efforts, but its rewards are great.

7. Classroom Meeting

Anovick, in this strategy claims that a great opportunity to model practice listening skill, is classroom meeting, where the learners encouraged to look at the speaker, listen and observe what he says, and this can be successfully done when the students site all together in the circle listening to each other, and sharing their ideas or comments on the topic being discussed.

8. Partner Conversations

In this strategy and according to Anovick one of the important strategy is in teaching listening skill is to pair the learners up and give them a general discussion topic, in which each learner being the speaker or the listener i.e. when the speaker's main points. Also it is beneficial when the teacher offers a complement having "think, pair and share" during the lessons and discussions, because it is a great way to practice receiving and sharing what is being heard.

9. Teach Whole Body Listening

In whole body listening, a student practices keeping particular key parts of their body focused or the speaker. Their eyes are watching, ears are listening from is focused on the speaker's information, mouth is closed, shoulders' are squared toward the speaker heart is caring about the message, in other word; they are actively listening with their entire bodies.

1.3.1 Method of Teaching Listening Skill

Teaching a foreign language demands teaching all language skills, among them listening. This skill which is very important seems to be ignored and not received a great deal of attention, the teaching of listening skill involves different strategies and methods that includes the direct method, which is designed for teachers and for teaching the four language skills: listening, speaking, reading and writing, in the teaching of listening skill learners start with dialogues and oral presentations in which they practice and use the new vocabularies and grammar patterns that were introduced. In this method the learners also repeat and try to imitate the teacher's pronunciation, and this can be through listening comprehension that the teacher makes, which concerns interactive process.

The later consists of another method which comes to be known as the bottom-up and the top down processing, in order to help the learner understanding the meaning by using several types of knowledge, within these methods, there are different strategies and techniques that are being used to teach listening skill either by the traditional techniques such as books, handouts and so on, or by the modern techniques like the technological ones.

1.4 Integrating ICT in English Language Learning

Nowadays, ICT (information and communication teaching) is considered as a powerful process that has changed many aspects of our life, and the educational aspect is not ignored.

In the 21st century, the world witnessed a wide range of evolvement in technology, which leads the governments to rethink and encourage the integration of ICT's into the administration systems, classrooms and learning settings, as a result, ICT now is one of the curriculums in the educational system.

ICT has been publicized as potentially powerful enabling tools for educational change and reform. The computers play significant role in the learning process especially in learning language. As Hartoyo, stated in his book that:

> **The integration of ICT in the field of language learning is inevitable known that the ICT and language learning are tow aspects which support each other like two sides of the coin inseparable.**

> **(Hartoyo, 2008:17)**

Consideration of computer assisted language learning is using computer. This tool is flexible, rich and interactive it's flexible in the term of time and place. It has also assumed that more than other media can encourage students in learning language. This is due to the computer's ability to represent material in more diverse ways than either book or video.

1.4.1 Definition of ICT

The use of ICT has become necessary in our societies, since it has changed many aspects of the way we live. This term is very known, spread and used, since, there are so many definitions of ICT, and Rouse (2005) in this context defines ICT as:

> **ICT (information and communication technology-or technologies) is an umbrella term that includes any communication devices or application, encompassing: radio, television, cellular phones, computer and network hardware and software, as well as the various services and applications associated with them, such as videoconferencing and distance learning. ICT's are often spoken of in a particular context, such as ICT's in education, health care, or libraries.**

> **(Rouse, 2005:92)**

Information and communication technologies stand for technological tools and products that are used to: communicate, store, manage and create information electronically, which includes

digital television, email, cell phones, computers and so on, which allow and help people to organize, communicate, and share their ideas and information in few moments across a great distances.

1.4.1.2 Objectives of Integrating ICT's in English Language Learning

The integration of ICT in the teaching/learning process, especially in English language learning becomes a topic of interest that has been treated by many researchers around the world. In different ways that consists of the use of ICT which can be applied in many different scopes such as: curriculum and topics. ICT also used as a learning materials, since at the recent time, learning is obtained and shared through technological tools, so ICT facilitates the learning process.

There is no doubt that the integration of ICT in English language teaching runs over the achievement of the technology that is used and its role in helping the institutions, teachers and even learners in the investigation of their objectives in the educational system, since this integration seeks to describe the use of ICT in the English language teaching and learning process. Including the role that it plays in facilitating this process, since it can ease the teaching/learning of the English language through providing the appropriate materials that are needed and according to the teacher's purpose. ICT also motivate the learners through the materials provided which seem as a new strategy in learning and the main objective of the integration of ICT is to describe to what extent can ICT effect the teaching of English language.

1.4.1.3 The Benefits of ICT

Information communication technology is a very known concept that appears in many different fields of our life, since its spread importance used for several purposes mainly in education. Talking about the use of ICT, leads to describe the benefits and the advantages that ICT brings, and this part gives the opportunity to discover that technologies facilitates exposure to authentic language, provides the access to wider sources of information and varieties of language, it gives the opportunity to people to communicate with the world outside, since it

makes the world as a small village, it allows a learner centered approach, technology develops learner's autonomy ICT , that the learner becomes independent in his learning, and doesn't depends on the teacher as the only target source of information, it also helps people in order to get information and to communicate which each other in wider rage.

1.4.1.4 The Drawbacks of ICT's

ICT, this term which makes many changes in our daily life, becomes more spread and with great importance, since it facilitates the educational system for the administration in the institutions, and also for both teacher and learner. Despite of this significance and the advantages mentioned above, ICT seems to be disadvantages on the other hand, so this part looks at the negative side of ICT, that the progress of ICT will occur of violation of intellectual property rights (IPR) for the easy access to the data that is causing people plagiarist will commit fraud.

Although the system of the administration of an educational institution likes a system without an opening, but if there is irresponsibility in running system would be dangerous, one of the negative impacts of television is to train children to think and survive concentrated in a short time, in addition to time consuming. (Victoria, 1999).

1.5 Video Materials

The speed evolution of technology changes many aspects in our life, this evolution touches also the educational sector in general, and the teaching of English language in particular. Video material is an interesting topic, which is about the bringing of different tools and materials in order to facilitate the teaching of English language, besides text books and other interesting and engaging activities, audio-visuals are among the attractive materials that engage and ensure the learners interaction, this also through videos and power point presentations that are very used in EFL classroom, in order to explore the goal of using video materials and the benefits behind using it on the basis of facilitating the teaching of English language.

These materials reflect the teacher's goal behind using it, in other word, the teacher should think about what kind of materials are to be used, and for what purpose. Thus, the propose of this study is to investigate the benefits that language teachers and learners get in using audio-visual airs, as well as to show that by using the appropriate video material the teacher can improve and ensure students interested in activities, be more active, motivated and confident in their communicative language competence.

1.5.1 Reasons to Use Video in the ELT Classroom

The use of video materials seems to be attractive, important and valuable in EFL classroom, since it is modern and with significant role, which appears mainly in facilitating the teaching process, not only for this reason, but there are several reasons behind the use of video materials in EFL classroom, and in this context, Lansford, (2014) elaborates an important reasons why to use videos in EFL classroom, and they are as following:

1. Video Brings the Outside World into the Classroom

Now there is more access than ever to video. Advertisement, documentaries, and even academic lectures are available on technological devices, through the internet, or even as student-produced projects. Most of what is out there was not originally produced as teaching material, but with the use of videos what is outside is present in the classroom, which means it serves an authentic real-world communicative purpose. Some materials, for example the Discovery Channel documentary videos that accompany Cambridge University Press's new Unlock series, are authentic materials adapted for language teaching .This is the best of both worlds: authentic subject matter not originally produced as ELT material, but later adapted to be pedagogically sound through grading.

2. Video Engages Learners

Videos can effectively engage the learner, because it is considered as a text or a source of information, with the help of the teacher in creating lessons and subjects to help the learner develops language. Video can be also used to motivate and attract the learner's attention, not only for this, but at the same time teaching them, because when the teacher gives a text to read without providing tools that support the language learning, the result will be different when he offers the same text with videos, the result will be effective and the lesson will be more enjoyable.

3. Video is a Great Source of Information

Learners, especially students of English language often need to be provided with materials that facilitate their learning that videos are the best materials for them, since they are considered as a great source of information to carry out research for projects, and making it more effective.

4. Video Provides Stimulus for Classroom Activities

One of the reasons behind the use of video materials is that video is an informative source, that can provide the learner with ideas and the different concepts that they need in manipulating successfully in the different academic skills such as summarizing, paraphrasing, or even taking note. Thus, many teachers successfully use video in the classroom, where learners are given input outside of the classroom to feed into output, which can be done during class time.

1.5.2. Importance of Using Video Materials

Using video materials in teaching language in EFL classroom is very important, because they add another dimension to learning, that makes the learning easier and the educational

system more effective, the use of video motivates the learners and attract their attention, and this through offering different perspectives and tools, it also allows students to focus and concentrate in a specific during the lesson, and makes it more easy, effective and enjoyable.

The video helps the students reply and remember what they need in their revision for the examination, because it is very easy to miss and forget what the teacher says and explains the important points and at any moment, but through video materials or some other devices, notes are easily taken and stored. The use of video materials develops the learner's autonomy, that the student depends on himself in learning and searching and does not depends on the teacher as the only one source of information. Thus, it allows the learning outside the classroom through the other recorded video forms.

Video material is also useful in term of facilitating the teaching process, that this material plays the teacher's role in the classroom, i.e. video material controls the lesson, that is to be the target source of information, and the teacher becomes only the guide and the thinker of the kind of materials being used in order to help him in his process. So the use of video materials in EFL classroom has a great importance and it can directly affect the teaching of English language.

1.6 Challenges and Barriers of ICT's

Integration of ICT has been more important in enhancing the teaching and learning process, it has increased in the wide world because of its benefits and the role it plays in improving the teaching, especially in teaching foreign language. But the later is currently facing some of the challenges and barriers that disrupt the use of these technical devices. The main challenges of ICTs are noticeable and witnessed in many schools, and they have been known because of the insufficient technical tools and supports at schools i.e. the lack of the computers.

Also the little access to internet, in addition to the lack of the qualified teachers that are competent in teaching and using these supports, including the shortage of class time leads to the discouraging teachers to use ICT into the classroom, one of the barriers is that many schools having the problem of breaking down computers, that some of them are repairable and some are not. So these are some of the barriers that may become the much known obstacle that the integration of ICT has.

1.7 Conclusion

This chapter represents the literature review of this research, starting first by the definition of the main concepts that are closely related to the topic focusing deeply on listening skill, its principle and importance. Second, this chapter gives the opportunity to know more about the teaching of listening skill, taking into consideration the importance of teaching this skill, and the methodologies used in teaching it. Finally, this chapter provides a clear image on the materials used in teaching listening skill, defining what is meant by ICT, describing its importance and objectives, dealing with the use of video materials in teaching listening skill, which is the focus and the aim of this study. The next chapter will shed light on the integration of ICT in teaching listening skill in the Algerian middle schools.

Chapter TWO

EFFECTIVE USE OF ICT'S IN ALGERIAN MIDDLE SCHOOLS

Chapter Two

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2.1 Introduction

Actually, in educational framework teachers always tend to accomplish all the learners' needs and bring an educational improvement. ICT's become more interesting tool in education all over the world. The digital generation of learners, as well as, the need to improve the quality of education reinforces the role of ICT plays in EFL classes in Algerian middle school, since it become very important and attractive tool in ELT. The Algerian schools experienced different methodologies of teaching, the current adopted approach CBA. This chapter looks at the Algerian education context in general and the level of the third year pupils in the middle school in particular.

2.2 An Overview of ELT in Algeria

The high status that the English language achieved in recent years, led Algerian authorities to introduce English in the educational system. According to Hayane (1989:45) during the period of colonialism French was the only official and dominant language. English in Algeria is recognized as a second foreign language after French. The Ministry of Education has introduced it since 1972 as a compulsory subjection middle and secondary education by adopting different methods, approaches and textbooks to enhance teaching and developing English learning. The history of teaching English in Algerian schools has a link with the socio-political events of the country. Algeria had witnessed an era of French colonialism since 1830 till 1962. That was a long and grave period where the Algerians were governed and restricted by the cultural and political system of French that aimed to lose the Algerian values such as national identity and the Islamic characteristics.

At that period, the Algerian educational system was sterile and only French was taught. The Algerians were against this notion and it was challenge for them to take back their independence in July 1962, and was the starting point of revolution and improvement by building and restructuring the educational system from 1962 to 1979. Arabic became an official language in schools and French was taught as a second language.

Among the remaining of French colonization is making the society bilingual. At that time, English was introduced to education but it was not progressed and failed in practice because

teachers did not receive a sufficient training. Hence, the Ministry of Education decided to implement different methods and textbooks.

English was taught as the second FL in second year middle school, in September 1993 the educational ministry made a new change by allowing pupils of primary cycle choosing their first language (English, French), but this integration knew a failure and the ministry proposed that French being the first FL for the third grade in primary school, and English as a second FL for the first grade in middle school. The English language was welcomed by pupils since they view the French language as an enemy to the Arabic language, by that time the number of Algerian teachers specialized in English language has increased also the opening of more English departments in universities the design and publication of Algeria made English language teaching textbooks and learning materials.(Bellalem,2012).

/	Primary (6years-age6-12)	Middle (4years-age12-15)	Secondary (3years-age10-15)
French	2-6 years	1-4 years	1-3 years
English	Not taught	1-4 years	1-3 years

Table 2.1 New Structures for Foreign Language Teaching in Algeria

As it is mentioned in this table the French language was taught from the primary school at age of 8 till age of 18 in secondary school, however the English language was not taught in primary school, it begins from the middle school till secondary school.

2.2.1 The Nature of the New Foreign Language Teaching Curriculum

As any country in the world, Algeria introduced new reforms in the teaching curriculum especially in foreign languages, Algeria follows reforms that up to date a good uniformity and improvement at the level of learning foreign language. The recent reform that affected to educational system led to the re-definition of the aims and objectives of the teaching and learning

of foreign languages in the Algerian schools. A new teaching curriculum was, therefore, designed to meet the principles that underlie these reforms. The ministry of education (2005) gives the interest to English as foreign language and the Algerian government policy of learning foreign language summarizes as follows:

The teaching of foreign languages has to be perceived within the objectives of providing the learner with the skills necessary to succeed in tomorrow's world, it is helping our learner to grasp, catch up with modernity and to join a linguistic community that uses these foreign languages in all transaction. These objectives seem to reflect an overall philosophy based on a socio-constructivist approach. In this approach the pupil interacts with teachers and community through negotiation of knowledge. In this respect, the teaching of foreign language in the new curriculum is seen as a means towards the construction of knowledge about science and technology, and intercultural communication (Bllalem, 2012).

2.2.2 Teaching Values in the 2nd Generation Curriculum

The educational system of Algeria knew changes, corresponding to western patterns from primary education until universities, the system inherited from the French era was one of many limitations in this context there are set of values that the second generation's curriculum must meet to build a set of objectives stated by Bounab (2016):

-To help our society to live in harmony with modernity by providing the learner with linguistic tools essential for efficient communication.

-To promote national and universal values.

-To develop critical thinking, tolerance and openness to the world.

-To contribute to the shaping of a good citizens, aware of the changes and challenges of today and tomorrow.

-To give every learner the opportunity to have access to science, technology world culture while avoiding the danger of acculturation.

-The global exit profile of the learner can be defined as the acquisition of communication competencies as well as cross-curricular competencies common to all discipline.

2.2.3 Syllabus and Textbooks

Course materials such as syllabus and textbooks are most important component in the course. Careful planning must go into developing a syllabus and choosing a textbook. Effective syllabus can increase the success of pupils, and decrease the problems that arise throughout a course by communicating the instructor's expectations for pupils in the course. Choosing a textbook is an important aspect of teaching a course that aims to support the course objectives.

In this context, Daoud (2017) seeks to develop the teacher analysis about the writing plan in the Algerian middle school his views that syllabuses and the textbooks are basically task-based, but the tasks are mostly of the pedagogic type, the sequencing of the skills is too systematic and gives primacy to the spoken skills without regard to the student's need. The teacher profile is not taken into account since no teacher development syllabus is included in the syllabuses proper or in the textbooks.

2.3 Objectives of EFL in Middle School

These days, EFL has great impact on the growth of learner's abilities since the world considered EL as a tool of communication between people. Algeria as many countries in the world gives the interest on how improving English as foreign language since it is a global language in that point there are set of objectives put by the ministry of education as follows:

- To provide the learners with a cultural experience via the English language. This will enable them to adapt a mature view of the world around them.
- To provide the learners with an ability to speak, understand, read and write the English language with sufficient accuracy and fluency to enable them to obtain access to the literary, scientific and commercial worlds.
-Teaching English at the middle school aims at consolidating the objectives that have been reached at the middle school and to reach other complementary objectives through the three years of secondary education. (Hadi, 2012:54)

From that notes, objectives should reflect three important factors: the nature of organized knowledge, the nature of society, and the nature of the learners to realize how the individual is able to speak, read, and listen to simple current English and to write a connected passage, also to give pupils enough knowledge of the language to help them in their vocation. To give the pupil the opportunity to build their feature studies and to increase the pupil's ability to acquire sufficient grasp on the language.

As a beneficial and final objectives of teaching /learning of the English language in the middle school education is to allow the pupils to communicate, to be in touch with the latest scientific and technological research and with the culture presented within this language. Thus, to make the learner use the English language as cultural, scientific and technical tool.

2.3.1 Summary of ELT Methodologies in Algeria

In the beginning, English was taught in middle and secondary school to students up to 2005. English at that time had not been being perfectly taught in Algeria in comparison with some developing countries. By the time; because English has become a lingua franca, Algerian government decides to go through changes in various fields to hold and improve this global language in higher studies. Among these changes are implementation of policies made in education related to new approaches and system were brought to Algerian institutions such CBA as a very famous approach as Jonnaert said:

> **CBA is an approach that puts more focus on the outcomes of teaching operation, that is to say , combination of knowledge understanding experience and ability to prefer tasks in real life situation CBA is the product of educators and linguistic who had grown dissatisfied with old method of FL instruction CBA provides learners with opportunity to take more responsibility for their own learning.**

> **(Jonnaert, 2002:77)**

CBA is introduced in simple way as an approach aiming at establishing a link between the learning acquired at school and the context of use outside the classroom. This approach enables the learner to learn how to learn, to share, to exchange, and to cooperate with others.

LMD system also is well known approach in the higher education in Algeria defined as a system adopted in Algerian universities, it is easily readable and comparable degrees, and the establishment of a system of credits for promotion of mobility for students and academic and academic staff, it is also aims at harmonizing our system of high education, with the rest of the world. Benadla, L. (2013).

Moreover, Algerian ministry of education contributes, morally and financially, to give all opportunities and provide all those who are responsible for helping teachers and students with materials needed and equipments to be familiar with CBA success in the classroom. Thus, inspectors spent much time and money for making seminars in all over the country to instruct and correct the teachers' ways in the teaching of English language and following of English curriculum.

2.4 The Use of ICT in Education

Learning with technology has become essential in today's schools, what is noticeable in that day that advances in technology have an influence on the way pupils create, share, use and develop opinions and information's about any subject in classrooms. In this aspect there are number of functions of the use of ICT in education discussed by Moonen and Kommers, (1995) which are:

1. ICT as object. It refers to learning about ICT. Mostly, organized in specific course; what is being learned depends on the type of education and the level of the student. Education prepares students for the use of ICT in education, future occupation and social life.

2. ICT as an "assisting tool". ICT is used as a tool, for example while making assignments, collecting data and documentation, communicating and conducting research. Typically, ICT is used independently from the subject matter.

3. ICT as a medium for teaching and learning, this refers to ICT as a tool for teaching and learning itself, the medium through which teachers can teach and learners can learn. It appears in many different forms, such as practice exercises, in simulations and educational networks.

4. ICT as a tool for organization and management in schools.

2.5 Integrating ICT in Education

The ministry of Education in Algeria has highlighted the learning of English and the promotion of the English language as a key element in reinforcing access to academic, technological and cultural networks around the world. In this context, Guerza,(2015), shows the integration of ICT (Information communication technology) in the Algerian English Foreign language (EFL) context as seen through the lens of the existing second language learning (SLL) theories where learner autonomy is perceived as facilitating factor of the learning process, especially if this latter is enhanced by the use of multimedia resources. The study reported in this paper introduces a novice project for the teaching of English applying innovative means and pedagogies that enhance learner's autonomy which contributes positively in their SL uptake. ICT pedagogies could create positive opportunities for learners to go beyond their classroom environment and encourage them to engage in meaningful interactional spaces where they are pushed to invest their identities and to speak as themselves.

The dimensions of learners' autonomy have been addressed through applying classroom observation and student's questionnaire .The preliminary results of students attitudes towards the use of ICT tools in our EFL context and feasibility of the implemented pedagogy ar*e* gathered to show the positive impact of the devised instruments. ICT tool not only help learners express themselves in the target language through motivating them to participate in the different EFL fluency has been promoted. Teachers are meant to create positive and effective environments for communication through encouraging learners' autonomy by implementing ICT means. In this context, (Sandholz, 1997) identify five stages through which teachers go in their process of integrating ICT into instructions. Each of the stages defines how a teacher uses ICT in teaching; it defines also changes in his/her attitudes towards ICT. The chart below outlines these stages:

Stage of ICT integration.	What the teacher does.
Entry	The teacher learns about the basic skills of using a computer.
Adoption	The teacher uses new technology to do what he/she already does in traditional ways.
Adaptation	The teacher integrates technology into instruction in ways that enhance students' productivity and engagement using such tools as spreadsheets and word processors
Appropriation	The teacher incorporates technology among other tools only when it is necessary to carry out students' projects and in cooperative ways.
Invention	The teacher discovers and develops new ways of using ICT in teaching.

2.2 Stages of How Teachers Uses ICT in Teaching

As it is observed, when teachers move through the process of integrating ICT, their attitudes towards technology change. Teachers at the first stage have some kind of discomfort to use ICT's, but by the end they become self-confident and more comfortable using technology.

2.5.1 Start of ICT in Algerian School

Technology has always been part of the teaching and learning environment, it is part of teacher's professional toolbox, in other word, it is among the resources that teachers use to help and facilitate pupils learning. ICT's have changed our schools and classrooms. In this stage and based on Benadla, (2013) investigations, Algeria has adopted a new educational system called "The Educational Reform" characterized by using the new approach the competency-based approach (CBA).

Its goal is to modernize and develop education to face globalization requirements, this reform introduces new dimensions related to globalization like introducing ICT's use and focusing on foreign language teaching. The attendance of this study is to give an extensive view on EFL policy in the Algerian educational system, with focus on the middle school level, and its different objectives seen by policy makers. It attempts to have a bird's eye view on the general situation of EFL teaching/learning in the Algerian educational system after the adoption the Algerian classroom.

2.5.2 The Use of ICT's in Algerian Middle School

Modern technology brought so many changes to all domains of education and made the status of learning much easier, since it becomes an integral part of every individual's life. Nowadays when schools are increasingly transforming into smart schools the importance of educational technology also increases. Learners' currently can get access to any information they need with one click. In the field of foreign language learning technology is offering learners many options through which they can develop their language skills as well as their knowledge about foreign cultures in general. In practice, inside the class, specific use of technology is required depending on what is needed to be learnt as well as the objectives of the lessons. Technology tools can be used as both facilitating tools and information access tools.

In Algeria, as in many other countries around the world, the use of technology inside the classroom is limited in comparison to countries like Japan and Korea. However, teachers are trying to use the available tools they find in schools especially in FL in terms of EFL the main goal teachers want to achieve are to improve their competencies and to facilitate the delivery of information to their pupils of EFL teaching and learning. Textbooks are the first and foremost used tools by both teachers and pupils to develop the learner's ability to listen, speak, read, and write in English. The cultural element, however, is not given much consideration in comparison to the other skills mentioned above for some reasons only textbooks designers know. This makes the chance for the learners become aware of the cultural diversity less; therefore they become culture bound because they are living in non cultural environment.

Algeria is still in the episode of encouraging the use of educational technologies in classrooms, one of the reasons behind this situation can be that education is for free at all levels, so the government cannot support to provide all schools in the country with ICTs that can be used by both teachers and students in all subjects. However, teachers of English are sometimes managing to use tools like laptops. To investigate the specific use of ICTs in Algerian middle schools as well as the status of the cultural elements within teaching and learning EFL and how ICTs can be used to develop pupils cultural and intercultural awareness.(Rebbahi, 2016).

2.5.3 The Impact of ICT on Student Learning a Foreign Language

The ICT's are particularly motivating teachers, they see quite helpfulness learn to commonly use a word processor and they believe that the exploitation of ICT's is a part of the previewed skills that learners of these educational levels are expected to develop the linguistic proficiency when learning foreign language there was confirmation of significant agreement for learners to use ICT puts by Houcine, (2011) as useful notes on the impact of ICT on learning foreign language:

●Learner develop better listening skills due to regular exposure to audio materials (audio and video recording –authentic and software, podcasts, pronunciation software …).

●Selection of updated articles from the internet contributes to learners' awareness of the language (grammar skill, coherence in committing ideas, syntax….) and of the specific scientific editing /presentation (scientific texts, reports…).

●Teachers reported on their learners being engaged, motivated and attentive.

●Learners increased their ability to take notes effectively, i.e. they were more likely to listen to the teacher and grasp the message, select the appropriate information and take notes that will be further exploited.

●The enhancement of linguistic competence combined with motivation and challenge led to more autonomy and initiative (to do research on the web, to propose links, to use online dictionaries and encyclopedias …).

The most important goal of the learners who attended the courses was to build up linguistic competence in order to press the linguistic barrier that makes them be unsuccessful their examination. Learners still need to develop more precise competences, strategies and methodology to profit more from their acquisitions. Nevertheless, ICT certainly brings a suitable answer to those learners whose studies are rare by linguistic limitations.

2.6 Integrating ICT in ELT in Middle School

At the present time, ICT is viewed as a major tool for building pupils abilities and encourage them to make much improvement in learning foreign language especially the modern technologies which impose them to be better when pronouncing foreign words Benadla, (2013) investigates the application of classroom tools which involve the use of new technologies is gaining more and more and more supporters and is practiced frequently, not only in private schools (which are usually better equipped and provided with high-quality teaching materials), but also it made its way to the public schools, where foreign language lessons are more and more often supported by digital materials .

The usage of tools described above depends on accessibility of technological devices. Starting from the basics, a personal computer with a possibility to display the image for all the learners to see, so with a projector an interactive board. Internet connection is not always needed, although, it makes lessons easier to prepare and quicker in a matter of interaction. A teacher equipped with such a set of benefits from digital resources and tools powerfully. Learners, using modern technological devices individually, can revise and experience authentic materials provided by a teacher either during classes, or at home. Being able not only to watch but to participate actively, makes learners more involved and satisfied with the results obtained. That is why, both of students and teachers should have an access to the multiplicity of multimedia through different technology plans.

2.6.1 Main Advantages of ICT in Foreign Language Teaching /Learning

The use of ICT in the foreign language teaching and learning is very essential for providing opportunities for teachers and students to learn and operate in an information age, and without human implication technology equipment and connectivity is not sufficient to improve both of teaching and learning and among a number of advantages , there is no more doubt that the use of ICT has positive effects on foreign language teaching/learning and a large literature is offered on the topic, however, its impact is highly dependent on the way it is used, the teachers' motivation and his "savoir-faire", ICT requires an actual engagement of the teacher and well-defined pedagogic project and among a number of advantages Houcine, (2011) mentions the most obvious ones using ICT to support foreign language teaching which are:

● The possibility to adapt easily the teaching materials according to circumstances, learner's needs and responses.

●ICT allows to react upon and enables the use of recent daily news, it offers access to authentic material on the web.

●A quick feedback is made possible.

●Possibility to combine/use alternately (basic) skills (text and images, audio and video clip…).

●Lectures become more interesting and less ordinary which boosts learners' engagement.

●ICT enables to focus on one specific aspect of the lesson (pronunciation, vocabulary…).

In spite of contrast that may exist in terms of educational environment, there is significant evidence of the benefits and advantages that the use of ICT can have on learners. The effective use of ICT impacts on learners and various aspects of the learning process as follows:

●ICT increases learner's motivation and enhances personal commitment and engagement.

●ICT improves independent learning.

●Learners' collaboration and communication are more important.

●Learners' attainment and outcomes are improved.

2.6.2 Useful Tool for Improving Listening Skill

To develop listening skills through the use of ICT, a wide variety of tools available through the internet and new emerging web technologies and applications can be found to be used in different types of learning environments. In this context, Blasco, (2009) states some helpful tools in order to develop the listening skills based on the help of ICT among these tools he focuses on videos:

Video: we begin with digital videos. The use of audio with video makes it more appealing and motivating to learners, especially to train in L2 listening comprehension skill. Digital videos do not provide benefits per se, but the activities of pre, while and post-listening that are designed with them. Videos are a powerful tool because they provide not only context, but also authenticity, motivation, interest and confidence, the sociolinguistic and pragmatic level of language, nonverbal features, such as gestures and body language, active involvement and participation, and real vocabulary acquisition.

In this context, Talavàn, (2010) claims that we can improve both listening and speaking skills of learners through the use of videos. They are excellent materials for post-discussion speaking activities, students can work together to answer questions and discuss listening strategies. And they can also use the video camera and create their own videos, recording and then watching to see how they can improve their performance. They can record role plays or presentations or even include subtitles which also have the potential for language learning, such as, achieving a better comprehension of the oral input, or encouraging students to think about meaning and form.

2.6.3 Effective Use of Videos in Algerian Classrooms

Educational videos have become an important part of classroom devices in Algerian middle school classrooms, many dictionaries explain videos as electronic medium for the recording broadcasting, play back, and display of moving visual media. The most effective way to use video as instructive tool is enhanced when instructors consider three elements how to manage cognitive load of the video, how to maximize student engagement with the video and how to promote active learning from the video. Video should be used as a facet of instruction

along with other resource material available to you for teaching a particular topic .Teacher should prepare for the use of video in the classroom in the same way they do with other teaching aids or resources.

Specific learning objectives should be determined in advanced, instructional sequences should be developed and reinforcement activities planned. However using the most appropriate online educational video service provider is extremely important so each teacher has the confidence in advance of the quality of the content and instruction provided. Using the right online educational video service should help teachers or parents to minimize lesson preparation time by enabling them to easily identify and select the right video for the lesson, and draw upon the other resources provided by that service to enhance the learning outcomes, and the quality and benefits of each lesson.

2.7 Conclusion

This chapter provides an insight on the Algerian ELT context in general, dealing with the methodologies used in Algerian Middle School in specific. The ministry of education of Algeria considers ICT as significant tool in developing the educational system, and now it is clearly dealing with the CBA approach, stated as a goal which supposed to open a large room for pupils to take more responsibility in their learning and to be independent from the teacher. Within this educational development, Algeria welcomed the idea of improving education by introducing ICT's. So this chapter shows how was the Algerian educational system after, independence, and how it is now, mentioning the adaptation of methodologies, textbooks, syllabus and curriculum within the technological integration. In this context, we shed light on the integrating of ICT in Algerian middle school, dealing with its history, its uses, its importance and its impact on the teaching/learning of English including the use of videos for teaching listening skill in Algerian EFL context. In the next chapter we will investigate whether or not the videos are used effectively for improving Algerian EFL learners listening skill in middle school.

Chapter Three: Methodology & Data Analysis

Chapter Three

3.1 Introduction

3.2 Research Method

3.3 Sample Population

    3.3.1 Learner's Profile

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3.4 Instruments for Data Gathering

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3.6 Summary of the Results

3.7 Research Findings

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3.9 Conclusion

3.1 Introduction

This chapter represents the practical side of our research, it deals mainly with the observation and questionnaire which aim at collecting as much data as possible from middle school teachers. These issues cover the use of ICT's in Algerian middle school and how it contributes in increasing motivation and improving teaching and learning English in Algeria. Teaching aids remain important for integrity of teaching /learening process since technical materials are changing every day. This practical part is about a questionnaire submitted to English teachers to collect information about how they teach listening skill with ICT's, and how much the integration of technology aids is helpful in developing their teaching methods, in addition to a classroom observation of third year English middle school class to prove whether the technologies are existing in classrooms or not and to know about the pupils attitudes toward this technical device (video). Finally, this chapter states the interpretation of the results and proposes suggestions that may prove our hypotheses and remedy the findings for teachers and pupils.

3.2 Research Method

In order to deal with this research work, a case study has been undertaken. This method fulfills the purpose and the objective of this work which is the use of ICT's and its reliability in terms of time and tools. The case study of this research provides us with a clear picture of the expectations of our research. There are many definitions of case study in diffrent dictionnaries among them Collins English dictionnary (2012: 32) defines case study as: **"the act or an instance of analyzing one or more particular cases or case histories with a view to making generalization."** In other word, a case study could be a person, group of people, or a situation to be used in order to investigate a particular research work.

To conduct this research work, third year English pupils were observed in listening skill sessions in Ben Amour Ibrahim middle school, Ain Tolba, Ain Temouchent. The use of this method helps us to know the pupils' attitudes toward the use of ICT's in improving listening skil

3.3 Sample Population

As previous knowledge a sample is a small group of individuals selected from a larger group actually participate in particular study in order to examine a specific phenomenon according to Field, (2005 :142) a sample population is:**"a smaller (but hopefully representative) collection of units from a population used to determine truths about that population."**

For the sample of this study, seventy eight pupils of third year English classroom. The total number of third year class is seventy eight devided in two classes the first one contains fourty two and the second contains thirty six. For accomplishing that work, the collaboration of teachers, and pupils was crucial step for the work. The participants of the observation were from Ben Amour Ibrahim middle school Ain Tolba Ain temouchent, and the questionnaire was given to teachers in Ahmed Oueryachi middle school in seminar in the academic year 2017-2018. This research was conducted with both teachers and pupils to investigate how listening skill improved and changed with the use of ICT's especially video materials.

3.3.1 Learners Profile

The learners involved in this case study are third year middle school from two classrooms, their number is seventy eight mixed between boys and girls. Their ages range from 12 to 14. They have learnt English only for two years before, in which their knowledge in vocabulary and grammar has developed. Thus at this age pupils are able to listen, speak, read, share, negociate, interact with the teacher, also they are able to write a paragraphe in English, so that they improve their writing skill too.

3.3.2 Teacher's Profile

For teachers, our sample is limited to English teachers only, and it is restricted to only twenty two teachers in seminar from Ahmed Oueryachi Ain Temouchent middle school. The

teacher's experience range from (1) to (28) years and they are full-time teachers. Most of them are holding their BA and magister degrees and others are preparing for master degree.

3.4 Instruments for Data Gathering

A set of tools were needed in order to collect data, including the observation and the questionnaire, as two efficient ways to make the work easy, with less time and efforts, and elicit a specific and significant data about the research in hand. The questionnaire was addressed to EFL teachers, most of them are holding BA and some of them are holding magister and others preparing for master degree. The aim behind choosing the questionnaire is to know the teachers views towards the use of video materials in teaching listening skill.

3.4.1 Classroom observation

In this research study, the researcher chooses the observation technique and questionnaire as tools for collecting the necessary and the wanted data, before explaining the motif behind using the observation, one have to explain what is meant by observation, it is among the data collection instruments to which qualitative research resorts. According to Greswell, (2003 :166) **"qualitative observation as those in which the researcher takes field notes or the behaviors and activities of individuals at the research site".** Mcleod (2015) had explain what is meant by observation (watching what people do) would seen to be an obvious method of carring out research. In other word to observe is to see every thing around us whether concrete or abstract things (objects, behaviours…etc). The observation in this research was used to gather the necessary data as to see whether the use of ICT's especially video materials takes place in middle school EFL classrooms or not.

3.4.2 Questionnaire

The second main important tool is the questionnaire which is defined by many researchers as a set of survey questions designed in purpose of obtaining specific information from individuals to collect the data of a particular research work Bell, (1999:82) claimed that a questionnaire : **"is generally a series of written questions for which the respondent has to provide the answers".** The questionnaire has gone through many stages before processing data, using the statistical package for analyses or quantitative method focus on gathering numerical data through the questionnaire according to Aligia and Gunderson, (2002:83) quantitative research **"is about to explain a phenomena by gathering numerical data that are analyzed using mathematically based method eg: particular statistics"** i.e is the use of numbers in a practicular research.

The questionnaire in here was based on gathering the necessary data because it saves time, facilitates the knowledge to obtain a result faster, and it helps in collecting data that could not be observed, the questionnaire used in this research was addressed to the English teachers to give information about the use of ICT's in classrooms, if they are competent when working with technologies, and if the ICT's especially videos materials are improving listening skill or not. Accordingly, there were a mixture in types of questions used in this questionnaire :

*C**lose question:** it is a kind of questions in which respondents are provided by different choices and they asked to select among the given choices.

***Open question:** it gives the respondents the opportunity to express their views.

***Mixed questions:** it includes a mixture or both of close and open question.

3.5 Data Analysis

This part is devoted to analyzing data collected through the research instruments, which help to answer the apertured questions, and reach the final research problematic in which the work is based on. The calculation and the interpretations of the answers helped provide a clear image about the position of the Algerian clasrooms toward the use of ICT's especialy the use of video materials in the Algerian middle schools.

3.5.1 Analyses of Data Gathered from Classroom Observation

The case study is conducted in Benamour Ibrahim Middle School in Ain Tolba Ain Temouchent, the level of third year class. The observation lasted for (4) sessions (week). During our observation period, we visited each class (2 sessions), observing the tools being used to support and improve the teaching of listening skill, and how the lesson is conducted without using these materials.

The observer while observing the classroom bears in mind to answer a set of items they are as follows: Method of teaching, pupils motivation, use of ICT's, use of videos, the command of teacher in ICT devices and pupils behavior. The approach used for teaching is CBA, which is also used to teach other subjects and not only English. In the first session of the observation, the researchers attend the class without the use of ICT devices to teach listening skill, in which the teacher starts by introducing what the lesson will be about.

It is observed that the teacher has already prepared a subject which is about a small paragraph describing the rights and the duties of pupils, after the pupils' listening to this text, the teacher provides them with activities, in which they have to answer a set of questions related to the text. What we noticed is that the majority of pupils was not motivated, and did not care, they were making noise, since the teacher is considered as the main source of information, but unfortunately the teacher did not recieve all the interest. It can be noticed that the pupils were not involved in the lesson, and this traditional method may affect their motivation.

During the sessions of observation, while investigating the use of ICT in EFL classroom, we observe that the ICT's devices used by the teacher to teach listening skill are: the teacher's personal computer (PC), data show and video-projector. The teacher presented the lesson with the help of ICT; it facilitates the teacher's task, since it plays the teacher's role. What attract the observer's attention is that while the teacher asks the administration to provide her with the materials, the administration was helpful, and the materials needed were available. We also noticed that the teacher is competent in using ICT, since she is skillful in working with ICT devices and fix any problem. Thus, the teacher does not ask the help of others, only when commanding the materials from the administration.

From the observation we made, it can be also concluded that the teacher relys only on using one computer (PC) and data show, and she did not use the textbook, the teacher mainly used these equipments to teach listening skill. The lesson was from sequence 4 entitled: me and my environment, the topic was about pollution and how to protect our environment. To present this lesson, the teacher provides the pupils with video which contains a dailogue between two persons discussing how to protect our environment, dealing with the causes and the consequences of pollution, where the pupils watch and listen to the video to understand this dialogue, since the task was to listen and answer the questions related to this dialogue, the teacher also provided her pupils with pictures showing what is meant by pollution. It is noticed that pupils were carefully listening, and the use of ICT can help them to take notes and summarise what gained from the dialogue to easily do the next activity.

The researcher also observes that the use of ICT devices adds a new dimension in the teaching of listening skill, since we notice that ICT motivates pupils and attracts their attention, even the noisy pupils were follwing and participating in the classroom. ICT develops the pupils' willingness in learning, thus the noisy pupils becoming more interested and even asking the teacher to use ICT devices, or claiming that the lecture is interesting.

During the observation, we find that the teacher also uses ICT not only to teach listening skill, but to teach other language skills such as speaking in which the teacher uses pictuers, and some activities and asks the pupils to describe them, also the same thing with other skills.

3.5.2 Analysis of the Questionnaire

After collecting the necessary data, the teacher's questionnaire contains ten questions and only eight are analyzed, the questionnaire was directed to thirty teachers and only twenty two answered it, twenty are female and two are male their teaching experience is between one year to twenty seven years.

Question 1: was disigned to answer wether ICT's create motivation in English classrooms

Teachers	Number	Rate
Yes	19	86%
No	0	0%
Somehow	3	14%

**Table 3.1: ICT's create motivation in classroom**
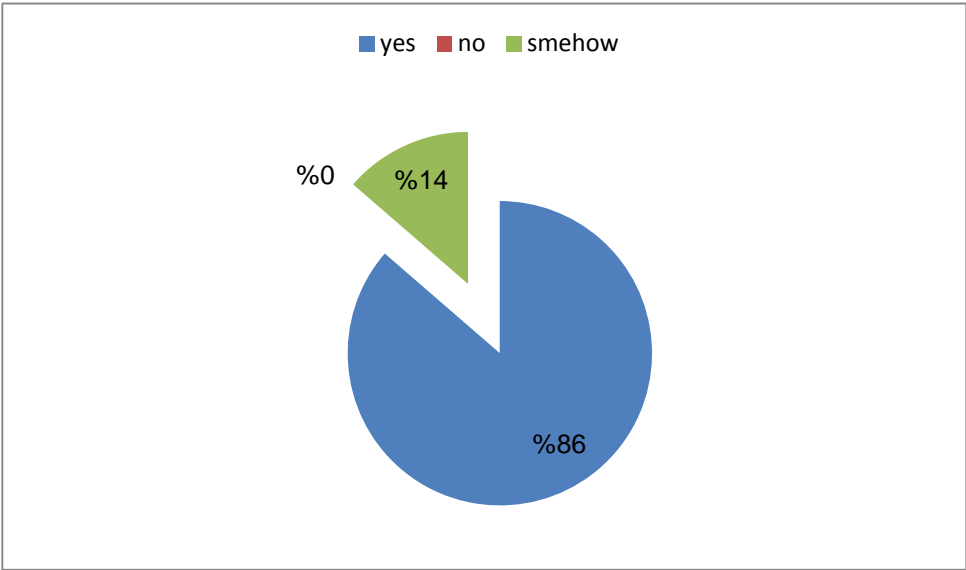
Graph 3.1: ICT's create motivation in classroom

The objective of this question is to determine the role of ICT in motivating pupils in classroom. According to the findings, 86% (19 teachers) agree that ICT's do create motivation in the English classroom because the attitude of pupils changes while integrating ICT's, but only 14% (3 teachers) their answers was somehow. And this may be for the reason that pupils find it as entertainment and fun, and that what effect their learning. We can notice here that no teacher has claimed that ICT's is not creating motivation.

Question 2: Was asked to know wether teachers integrate ICT's in classroom.

Teachers	Number	Rate
Always	1	5%
Sometimes	21	95%
Never	0	0%

**Table 3.2: ICT's integration in the English Classroom**
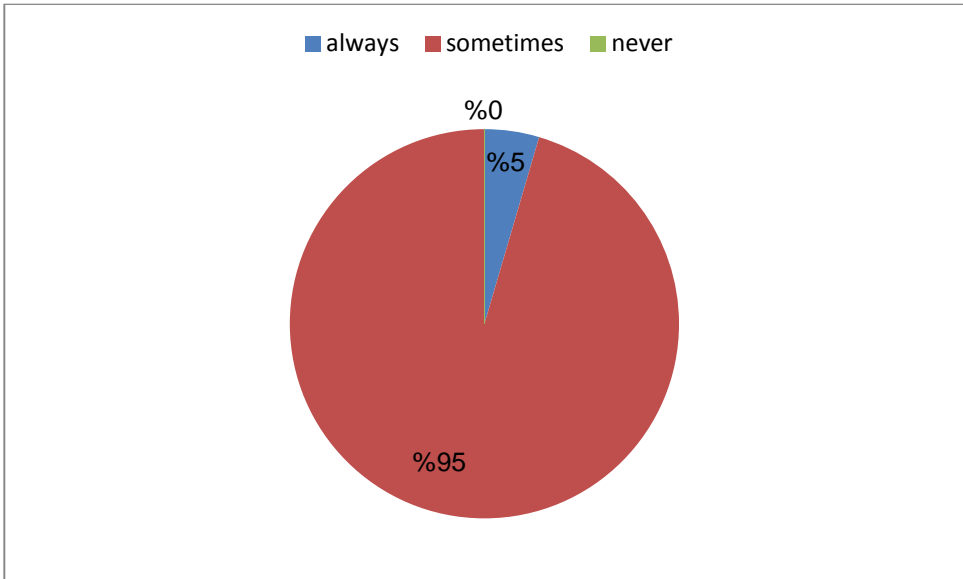
Graph 3.2: ICT's integration in the English Classroom

The aim behind this question is to get an idea about how many teachers integrate ICT's in clasroom. So the majority of them 95% (21 teachers) claimed that they sometimes integrate ICT's, this because ICT motivates pupils and attract their attention depending on the nature of the lesson, it is helpful to represent the lectures in a good way, some claimed that ICT reduces (TTT) teaching talking time also because ICT helps to understand and grasp quickly or because of the lack of materials while the minority of teachers14% (2 teachers) said that they always integrate ICT in classroom, because it facilitates their work and no one of them has said that he never integrates ICT's in classroom.

Questrion 3: kind of ICT's devices the teacher uses.

Devices	Number	Rate
Datashow	22	26%
Computters	22	27%
Speakers	18	22%
Videos	21	25%

Table 3.3: The Devices Used by English Teachers.
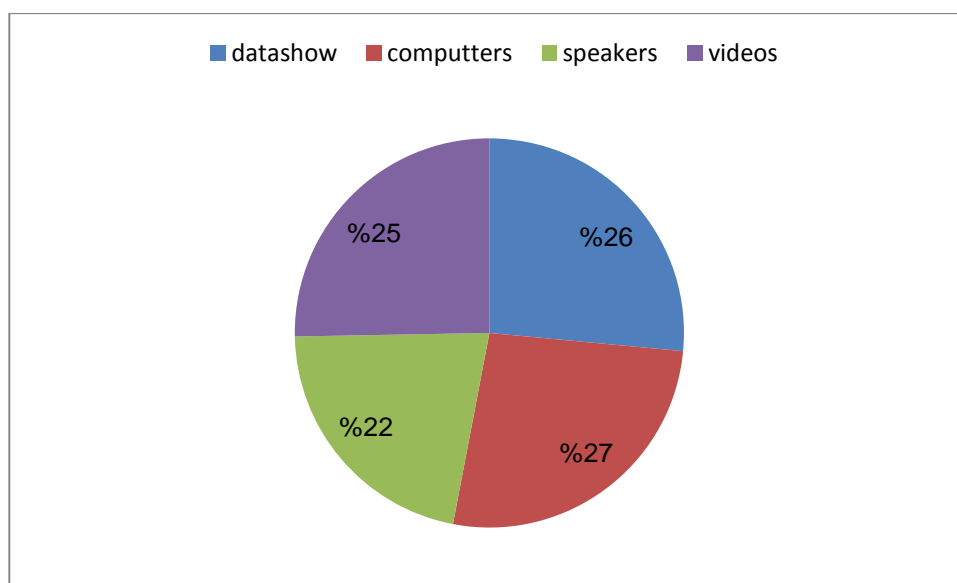
Graph 3.3: The Devices Used by English Teachers.

In this question, we asked the teachers about the kind of devices used in their classrooms. According to the result found 26% (22 teachers) use datashow, also 27% use computers, a few of them 22% (18 teachers) use loudspeakers, the number of teachers increases to (21 teachers) 25% for those who prefer using videos, and all this depending on the nature of the lecture. So the nature and the objective of the lesson lead the teacher to think about the appropriate device that should be used.

Question 4: Was designed to know whether the teachers are competent in using ICT's devices.

Teachers	Number	Rate
Competent	5	23%
Average	15	68%
Not competent	2	9%

Table 3.4: Teachers' Competencies in Using ICT's
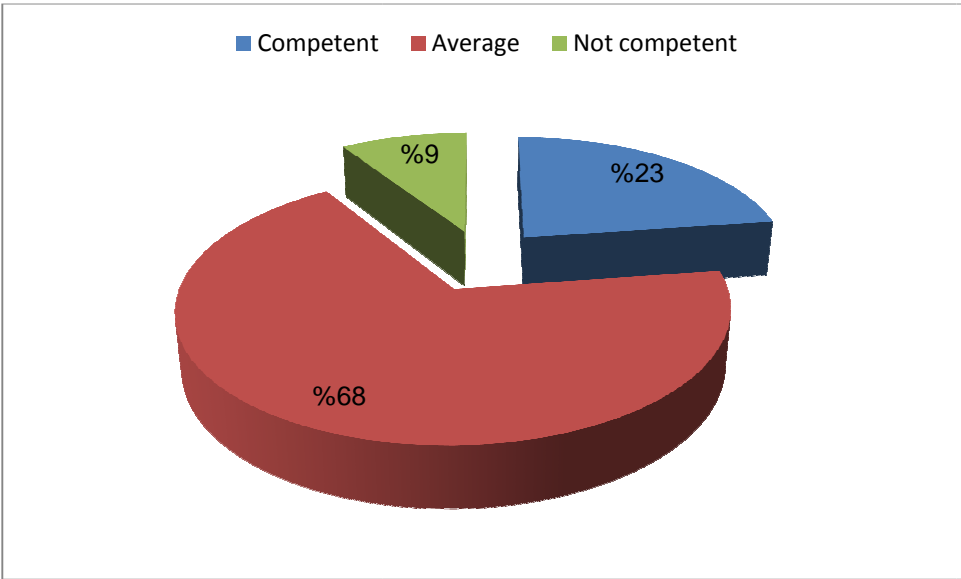
Graph 3.4: Teachers' Competencies in Using ICT's

The goal of this question is to know if teachers are competent in using ICT devices. According to the graph, the minority of teachers only 5 five of them 23% are competent and very skillful to use ICT, because they use ICT frequently, while the majority 68%(15 teachers) are not skillful enough in using technologies may be because they are not informed how to use these devices (no lectures in computing), and even they use them they may ask for help from the others, only two teachers 9% are not competent because they never use ICT's devices in classroom.

Question 5: The skill can be better promoted through the use of ICT's.

Skills	Number	Rate
Listening	22	39%
Reading	8	14%
Writing	6	10%
Speaking	21	37%

Table 3.5: Skills that can be better Promoted Through the Use of ICT's
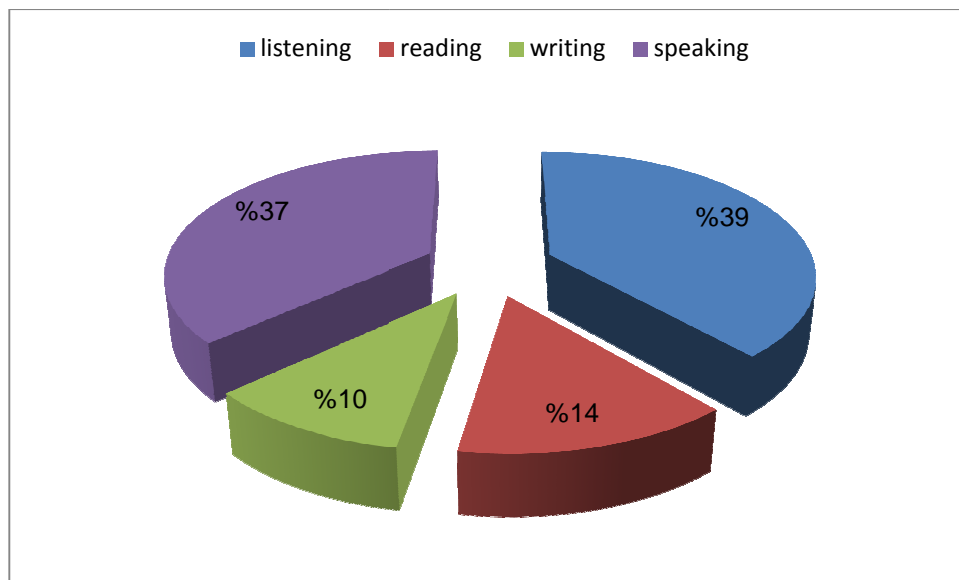
Graph 3.5: Skills that can be better Promoted Through the Use of ICT's

Through the chart presented above, we can see that the majority of teachers 39% (22 teacher) and 37% (21 teachers) think that the skills would be better promoted through ICT are listening and speaking, due to the reason that listening and speaking are closely related, since pupils listen to the language from the native speakers and repeat (speaking). ICT provides source of listening and speaking. Whereas the minority 14%(8 teachers) think about reading and about 10% (6 teachers) view that writing is the better promoted skill through the use of ICT.

Question 6: Designed to answer the use of videos in the classroom enrich learning experience.

Teachers	Number	Rate
Yes	17	68%
No	5	20%
Somehow	3	12%

Table 3.6: The Use of Video in Classroom as Effective Way to Enrich Learning Experience
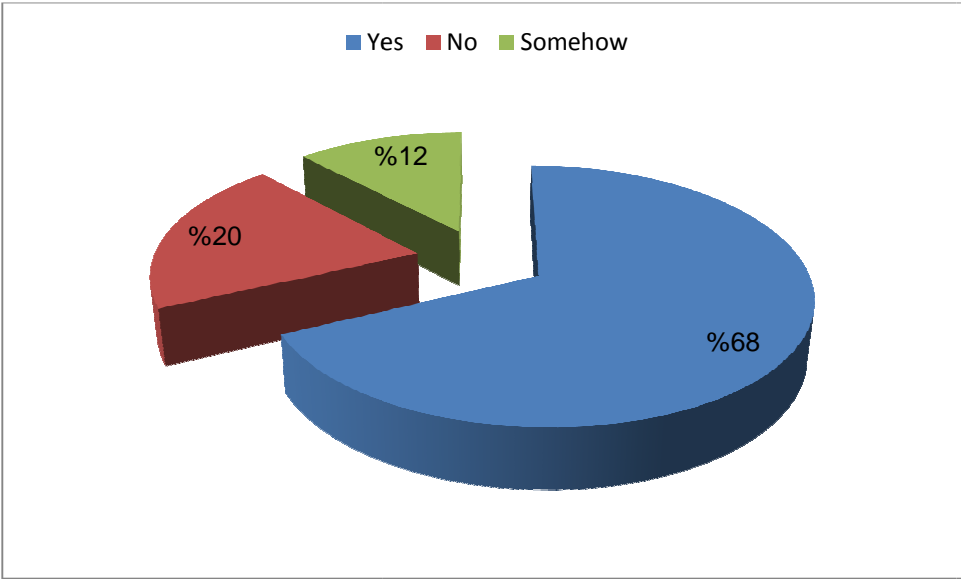
Graph 3.6: The Use of Video in Classroom as Effective Way to Enrich Learning Experience

Through the results presented in the charet above, we can see that the majority of English teachers 68% (17of them) think that the use of videos is an effective way to enrich learning experience for many reasons like: it's motivational and learners are likely to remember the items. However, 20% (5 teachers) think that this is not the good way to enrich the learning, viewing that it depends on the age because pupiles may take it as an entertainment and fun, while only12%(3teachers) stayed neutral.

Question 7: The objective behind this question in know about the teacher's opinion about whether video materials make listening skill more attractive.

Teachers	Number	Rate
Yes	19	86%
No	0	0%
Somehow	3	14%

Table 3.7: Teachers' Perception towards the Effectivness of Videos in Teaching Listening Skill
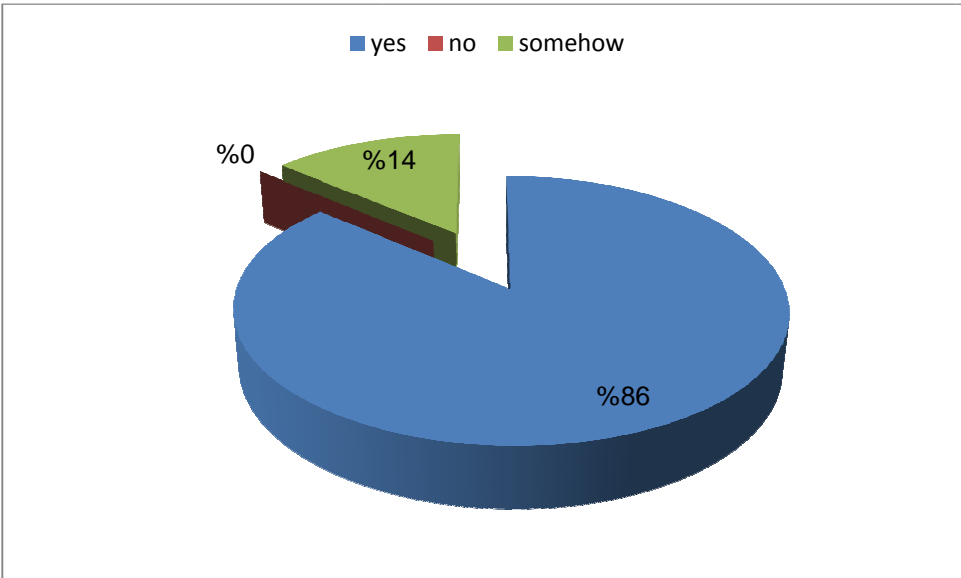
Graph 3.7: Teachers' Perception towards the Effectivness of Videos in Teaching Listening Skill

In this question, we observe that a great portion of the participants 86% that is 19 teachers claimed that listening skill with the help of ICT's becomes more attractive. However the minority 14% (3 teachers) stayed neutral, does not means that ICT's are useless, but they think of its help not only in listening, but depending on the nature of the lesson, and the pupils' need.

Question 8: The teachers' point view for pupils' competency in using ICT devices.

Teachers	number	Rate
Good	6	27%
Average	3	14%
Bad	13	59%

Table 3.8: Pupils' Competencies in the Use of ICT's Devices as Computers and Datashow
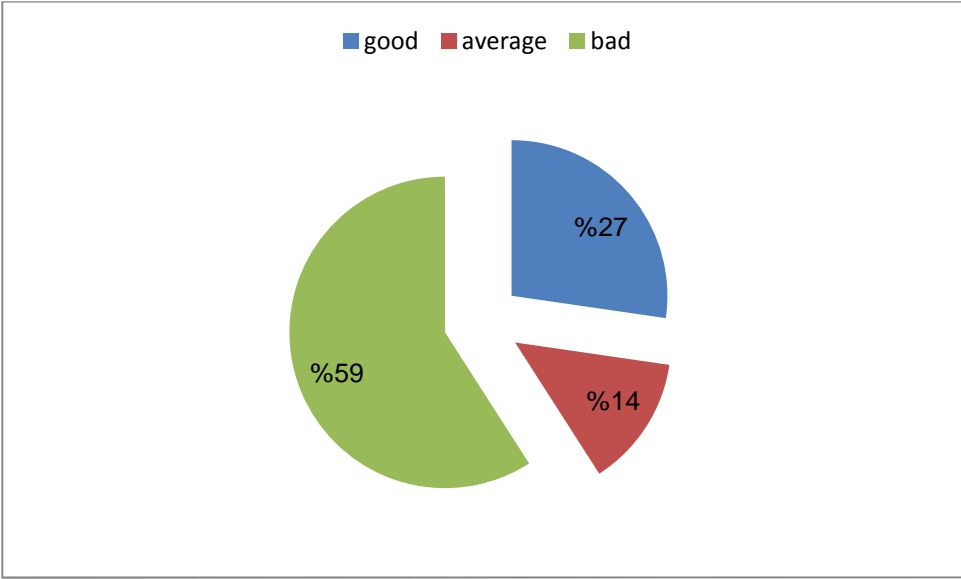
Graph 3.8: Pupils' Competencies in the Use of ICT's Devices as Computers and Datashow

This question was intended to know the teachers' opinion about the pupils' competency in using ICT's. According to the findings illustrated in the chart above, we can see that the majority of teachers 59% (that is 13 of them) said the pupils are bad in using ICT and 27% (6 teachers) said that their pupils are good, and 3 of them said no they are not competent (14%) because of the lack of materials pupils are still not knowing how to use these materials or not competent.

3.6 Summary of the Results

In the following part of this chapter, the main results of questionnaire and participants observation are followed by a discusion in relation to the already raised two hypotheses developed by the researcher, and thus proved or refuted them.The most important point which is concluded from the evaluation of the first hypothesis, i.e., teachers may not use materials because of the habit they have of writing on the board, or may be because of the lack of these materials, or they are not competent in using computer. The main results related to observing the EFL teachers revealed that some of them do not use the ICT devices, because of their traditional method, including the fact that the teachers lacked the supporting materials that they need during their lessons that in some schools there are only one data show. This means that there was a general perception that most teachers are not competent in using video materials. The results of this study indicated that teachers vastly do not prefer using materials because of these reasons. This what proves the first hypothesis, i.e., some teachers didn't use materials because of the lack of these materials, and teachers lacked their competency in using computer.

The second hypothesis was that both of teachers and pupils might be motivated towards this new method (the use of materials), although the difficulties they may find while using video materials. The discusion and interpretation of the results draws attention to teachers who prefer using ICT's, also the teachers and pupils attitude towards the use of these materials. The results of this study revealed that the Algerian EFL teachers integrate ICT in their classes; they find it more attractive, effective and helpful. Thus most teachers and pupils tend to compare the use of ICT devices with the way they had studied English before, also with the other traditional methods. This shows that there was a general perception among both teachers and pupils that it would be more effective and beneficial to learn about listening and other language skills through the use of ICT, in which puipls come across the unknown vocabularies. This is why sessions become more effective, in which pupils have the opportunity to describe these techniques that make sense to the information being provided by the teacher. ICT is different than teaching with other ways and methods used before, it is more successful, and develops the willingness to try some thing new and adapting the teachnig methods.

In terms of achieving the goal of offering or providing a new way of teaching and learning, ICT did what was expected to do in changing and adapting the way of teaching, what is

important is that both of teachers and pupils have positive attitudes towards the use of ICT. All what has been mentioned above, lead the researcher to confirm the second hypothesis, i.e., the teachers and pupils attitudes towards the use of ICT, is positive although the difficulties they face.

3.7 Research Findings

According to the research findings, the sample that represented the use of ICT in teaching listening skill in the Algerian middle schools, showed that teachers use ICT mainly to teach all language skills and listening teaching comes in the first position. The findings of this research showed that very large number of EFL teachers use ICT also to prepare their lessons. It also indicated that almost all teachers and learners have a positive attitude towards ICT, since they have reported that they are aware of the importance of using ICT in teaching EFL. Teachers have also indicated that they are ready to integrate ICT in their classrooms. The findings also showed that nearly all teachers feel that their ICT knowledge is sufficient to use ICT in their different activities; also it is shown through these results that ICT do creat motivation in the English classrooms.

The findings of this study on the other hand, indicated that there are many obstacles that prevent the use of ICT, since most teachers face difficulties in accessing the materials that are available in their schools and they reffered to this as barriers to integrate ICT. Most of the obstacles that are indicated by the teachers are related to the lack of materials, lack of time overload syllabus, in addition to the lack of the main class or rooms to teach with computer, also lack of the qualified teachers that use these materials, and the main obstacle is that some teachers do not like to use ICT, which is an obstacle in itself, which leads to the lack of the frequent use of these devices.

3.8 Suggestions for Better Teaching of Listening Skill

From the findings of this research, it can be said that video materials is not of frequent use by the teachers of English in Algeria. For improving the teaching of listening skill through the

use of ICT in Algerian EFL classrooms, many suggestions are to be listed, for instance:

1. The EFL textbooks should help the language teachers to integrate ICT in their teaching instructions. That is to say the textbook should include tasks which can be done through the use of ICT.

2. The administration should help in improving the teaching of listening skill and other language skills, by providing the teachers with the appropriate materials they need, also developing ICT policies.

3. Textbook designers should include audio-videos. Thus listening to audio tracks and watching video recordings of English speakers, will develop the listening and speaking skills.

4. Teachers should designe a lesson plan based on the ICT use.

5. Teachers should also increase personal competency with ICT's.

6. Exploiting the professional development opportunities and self study provided by the technologies themselves, and this is also useful for learners to learn how to use video materials.

7. The ministry of education should specify equipment rooms in each school for facilitating the teaching listening skill.

3.9 Conclusion

The previous pages, which are the most considerable part in our work, shed the light on the opinion of the representative sample, concerning the use of ICT especially video materials and how it can improve listening skill in EFL classrooms in Algerian middle schools. For this, the current chapter change the Algerian see about the ICT's its impacts and benefits, its role and value in the society and what are the good ways to persuade both of pupils and teachers develop the Algerian education to work with technologies, and the efforts behind teachers' encouragements for using technologies in FEL classrooms, besides the obstacles that prevent the improvement in foreign languages. Finally, what is the future of the EFL classes in Algeria with the help of ICT's and how sessions become with it, are issues that need further investigation.

General Conclusion

General Conclusion

The aim of this study was to investigate whether the use of ICT's especially video materials improve listening skill and motivate pupils to learn English as foreign language and whether teachers work with it and accept it as a new based approach, particularly in our middle schools. The study case was for aproving or disaproving the previous hypotheses, if the first one is that teachers may not use materials may be because of the habit they have of writing on the board, or because of the lack of these materials, or they are not competent in using computer. And the second suggestion is that both of teachers and pupils might be motivated towards this method (the use of materials), although they may find a difficulty in using this material.

To clearly understand this work, this study started first by dealing with a literature review of the topic which we are interested in, second we have mentioned the use of ICT's in EFL classrooms in middle schools in Algeria, how lecture becomes by using such technical materials, and for the practical side of this research work, chapter three reviewed the analyses of data obtained from classroom observation and teachers' questionnaire followed by interpretation of major results, and it is finished by proposing some recommendations and implementation related to the importance of applying ICT's as a teaching tool in increasing EFL pupils and motivation in EFL classrooms.

Based on the implications drawn from this case study, researchers confirmed the value of using ICT's as a new pedagogical tool in EFL classrooms in middle school whether it is used or not. Also based on the majority of research questions, it found that EFL pupils' motivation increased when lessons are presented by ICT devices which indicated that learning English as foreign language through these materials can be useful to develop motivation as significant reason for pupils to do their tasks with great success.

Our research highlighted that there was a significant role of ICT on EFL middle school classroom that improves listening skill and its positive effect on pupils' tasks, it seemed to be a good solution and alternative way to decrease the failure since pupils are interested and touched with the technological improvement that face EFL pupils problem when they are learning English in different context. We strongly emphasize the use of ICT's equipments as a key factor in improving listening skill and developing pupils' English abilities.

Thus both of teachers and pupils should work together to carry out a successful admission of ICT in class, teachers should take into account the benefits of this fact and integrate it into their teaching of English since ICT's are existing and attracting pupils attention. Moreover ICT influences more senses of pupil's physical appearance and let them to grasp and preserve things that increased the capacity of remembering in easy way. It can also improve more than one skill and increase the pupil's consciousness.

What should be noted, is that the researcher hoped to give more ideas and suggestions for every one increased in the subject, it has some limitations related to the time spend in fulfillment of it. This work is an attempt to enhance the importance of using ICT's in EFL classrooms to develop and improve the listening skill. Finally, our research opens the door for other researchers to look further in these significant phenomena.

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Appendices

Appendix 1

Questionnaire

Dear teachers,

This questionnaire is a part of study for master degree that aims to investigate and explore the role of ICT's to improve teaching listening skill in EFL classroom. You are kindly requested to answer the following question as specifically and strictly as possible.

1. Gender: Male ☐   Female ☐

2. Teaching experience……………………………….......years.

3. Do ICT's create motivation in the English classroom?

Yes ☐   No ☐   Somehow ☐

4. Do you integrate ICT's in your classroom?

Always ☐   Sometimes ☐   Never ☐

Why ?..……
……………………………………………………………………………………

5. Which devices do you use?

   -Data-show ☐

   -Computers ☐

   -Speakers ☐

   -Video ☐

6. Are you sufficiently competent in the use of ICT's?

Competent ☐   Average ☐   Not competent ☐

7. Which skill can be better promoted through the use of ICT's ?

- Listening skill ☐

-Reading skill ☐

- Writings skill ☐

-Speaking skill ☐

8. Is the use of videos in the classroom an effective way to enrich learning experience?

Yes ☐   No ☐   Somehow ☐

Why ?..
....

9. Do you think that listening skill with video materials becomes more attractive?

Yes ☐   No ☐   Somehow ☐

10. Do you think your pupils are competent in the use ICT's devices such as computers and data-show?

Good ☐   Average ☐   Bad ☐

Thank you

Abstract

The aim of this study is to investigate the role of the integration of technology in teaching listening skill. To conduct this research work, two instruments were used, a questionnaire which was addressed to the English teachers at a seminar, and classroom observation in middle school of Ben Amour Ibrahim of Ain Tolba. Ain Temouchent, to know the pupils' and teachers' attitude toward the use of ICT in teaching listening skill. The results of this research showed that there is a positive attitude toward technology, since it improves pupils' listening ability, and increase their motivation.

Key words: listening skill-technology- ICT-attitude- motivation

Résumé

L'objective d'étude actuelle est d'identifier le rôle de l'exploitation de la technologie dans l'enseignement de la compétence d'écoute. Pour mener à ce travaille de recherche, un questionnaire est adressée aux enseignants d'anglais au séminaire, et l'observation de classe au center d'éducation moyenne de Ben Amour Ibrahim à Ain Tolba. Ain Temouchent, pour connaître l'attitude des élèves et des enseignants vis-à vis l'utilisation de TIC dans l'enseignement de la compétence d'écoute. Les résultats de recherche ont montré qu'il ya une positive attitude vis-à-vis la technologie, elle améliore l'abélite d'écoute des élèves, et augmente leur motivation.

Mots clé : l'écoute-technology- TIC-attitude- motivation

الملخص

الهدف من هاته الدراسة هو التحقيق في دور دمج التكنولوجيا في تدريس مهارة السمع. و لإجراء هذا البحث تم توجيه إستبيان إلى أساتذة اللغة الإنجليزية في إجتماع، و كذلك الملاحظة التي أجريناها في قاعة التدريس بمتوسطة بن عمور إبراهيم تدريس مهارة بعين الطلبة عين تموشنت، لمعرفة موقف الأساتذة و التلاميذ اتجاه استخدام تكنولوجيا المعلومات و الاتصال في السمع. أظهرت نتائج البحث أن هناك موقف إيجابي اتجاه استخدام التكنولوجيا، حيث أنها تحسن قدرة السمع لدى التلاميذ، و تزيد من إرادتهم.

المفتاحية : مهارة السمع-تيكنولوجيا المعلومات والاتصال-موقف-التحفيز.الكلمات