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Investigating the Impact of ICT Integrated EFL Classroom on Developing the Learning and Teaching Process: Case of Third-Year Students at Ain Temouchent University

An Extended Essay Submitted in Partial Fulfillment of the Requirement for a Master's Degree in Didactics and Applied Languages

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Dedications

This current work is gratefully dedicated:

To my loving parents, who supported, helped, and motivated me to conduct this research.

To my sisters Assma and Iman.

To my dear husband Oussama who was a support for my success.

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Acknowledgements

Abstract

The integration of Information and Communication Technology ICT has emerged as a transformative force, reshaping traditional teaching and learning paradigms in the dynamic landscape of contemporary education. This current case study focuses on investigating the impact of ICT in the language classroom on the teaching and learning process of the third-year students at the University of Belhadj Bouchaib. Two research tools were used to collect data, namely teachers' semi-structured interviews and learners' questionnaires. Results revealed that ICT integration significantly enhanced student engagement and improved teachers' instructional methods. Therefore, it is recommended that universities invest in ongoing ICT training for educators and ensure that classrooms are equipped with the necessary technological resources to maximize the positive impacts on both students and teachers.

Keywords : EFL teachers, EFL learners , effects, ICT tools ,learning process, ,teaching process .

List of Acronyms and Abbreviations

AR : *Augmented Reality*

EFL : *English as a Foreign Language*

ELT :*English Language Teaching*

ELL : *English Language Learning*

FL :*Foreign Language*

ICT :*Information and Communication Technologies*

IT :*Information Technology*

L3 : *Third Year*

MMR : Mixed methods research

MALL: Mobile-Assisted Language Learning

LMS : Learning Management System

3D : Three-dimensional

VR :*Virtual Reality*

% : *percentage*

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General Introduction

Recently, Information and Communication Technology ICT has become an integral part in our daily life, utilized across various settings such as work, administration, universities, schools, and different fields. ICT plays a pivotal role in modern society influencing how we access, share and utilize information across diverse platforms and devices. As far as education, the context we are concerned with, it plays a crucial role in successful foreign language learning and teaching, for its different advantages such as fostering collaboration among students for acquiring and practicing new languages. Additionally, it influences the realm of education by impacting both learning and teaching as inspires students to engage in learning and research, while also aids in the transformation and improvement of education in general. Its notable impact is also observed in university settings, where it provides an experiential platform, fostering increased participation , interest, and the exchange of knowledge and information.

Nowadays, every nation struggles to keep up with the rapid advancement in computer technology. ICT is now a part of every field and aspect of our everyday lives. Education is among the domains impacted by technological advancements. Teachers may employ a variety of cutting-edge tools to support them and develop their students' academic performance. Due to the fact that ICT plays an effective role in education, developing countries attempt to use ICT integrated language learning. More nations, including Algeria, are increasingly aware of this educational shift by using different tools, platform, and applications.

Today, Algeria has seen major changes in the education in general and EFL in particular. This current investigation explores how ICT incorporated learning has an impact in developing the teaching and learning process. Several investigations are conducted for that purpose and revealed that it helps to create greater opportunities for developing teaching styles ,and forms of classroom management .ICT also develops appropriate ways for learners to work effectively in collaborative way and allows them to allows them to develop autonomy and self-directed learning. The study is about the uses ICT in teaching and learning so that it brings about improvement in engagement,

information delivery, and creation of individualized teaching and learning spaces. It also points out that it is necessary for fostering 21st-century skills among learners thereby making them better prepared to tackle tomorrow's challenges and at the same time handle issues connected with justice.

This study focuses on exploring the impact of ICT in developing the teaching and learning process, it sought out to:

1.To explore the impact of ICT on both EFL teachers and learners at the university of Ain temouchent developing their skills and strategies, engagement and participation.

2 .Identify the challenges EFL students and teachers while using ICT integrated learning.

ICT in educational environments is increasingly seen as being essential in enriching the teaching and learning processes. Still, there are major issues and problems with its effectiveness and operation, especially in EFL classrooms. In an attempt to achieve the above stated objectives, two research questions are raised:

Q1. To what extent does the integration of ICT have an impact on the teaching and learning process ?

Q2. What are the perceived challenges of ICT incorporated EFL classroom?
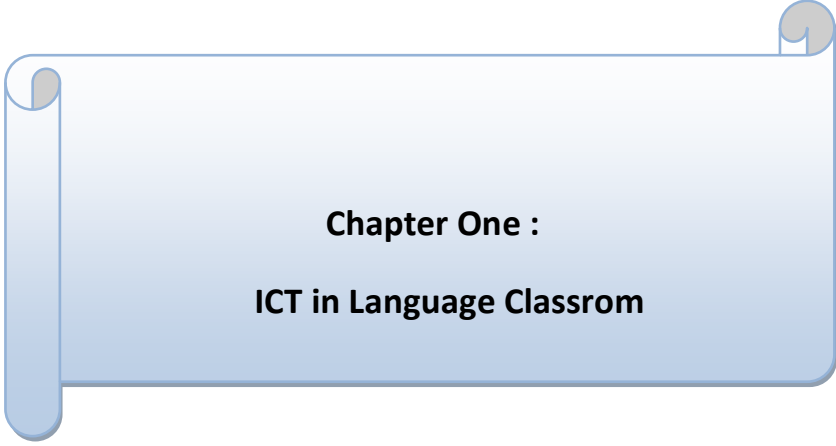
In order to provide a reliable answer the previously stated research questions, it is hypothesized that:

H1- The ICT integration language classroom is likely to have a positive impact on both teachers and learners. It may enable the former to improve their teaching skills, strategies and may also assist the latter to develop their academic performance and engage in classroom participation.

H2- Teachers may perceive different challenges while ICT in EFL classrooms. This may be associated with their high-tech skills, the availability of the technological materials, the resistance to remote teaching and learning.

The extended essay is divided into three chapters .the first chapter provides a theoretical background presenting an important aspects related to ICT ,their types and its importance in EFL classroom. The second chapter tackles the practical side of this investigation. It deals with the research methodology, where data collection process and analysis are highlighted. The third chapter, finally is suggested set of recommendations and implications of the study under consideration.

Chapter One :

ICT in Language Classrom

Chapter One: Theoretical Framework

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1.1 Introduction

In the 21st century, Information and Communication Technologies ICT have revolutionized the landscape of education, fundamentally altering the way we learn and teach. The integration of ICT in education marks a pivotal shift, ushering in an era where traditional classrooms are augmented by the power of technology. The use of ICT in education adds more value in teaching and learning.

This theoretical chapter is a literature review. It, first, provides definitions of ICT, its history, tools, and challenges. It also provides an overview of its main advantages and disadvantages. Finally, it highlights different investigations on the impacts of this current trend on the teaching and learning process

1.2. Definition of Information and Communication Technologies ICT

Certainly, information transmission necessitates the use of various electronic devices capable of processing and storing knowledge, thereby fostering new environments that facilitate the display of applications and the sharing/exchanging of data. UNESCO (2002) defines ICT as "forms of technology that are used to transmit , Process, store, create, display, share or exchange information by electronic means." Christenson (2010) defines ICT as access to information through telecommunications. It is Similar to information technology IT. ICT encompasses the Internet, wireless networks, cell phones, and various communication mediums. This broad definition emphasizes the communicational aspects that form an integral foundation for learning and teaching. As per the definitions of ICTs, educational settings can derive advantages from their utilization. By incorporating ICTs in schools, students and teachers gain the capacity to establish an interactive and communicative environment. This study aims to illustrate how these ICT features can contribute to enhancing the teaching and learning of the English language.

Incorporating ICT in teaching English as a foreign language in higher education has consistently posed a significant challenge for Algerian teachers, attributed to various reasons,, among them: the lack of language laboratories and equipment, teachers' motivation and attitudes toward technology and teachers' training skills. As the adoption of ICT's commenced in the realm of foreign language instruction, educators began incorporating these technologies to ease the language learning and teaching processes. In the present era, marked by the pervasive integration of ICT in education, the role of teachers has evolved from being primary knowledge providers to becoming facilitators of language learning through ICT.

ICT refers to the diverse range of technologies used to access, manage, and disseminate information. In the context of education, ICT encompasses hardware, software, networks, and digital resources that facilitate teaching, learning, and collaboration. This article explores the significance of ICT in modern education and its potential to enhance student engagement, improve learning outcomes, and prepare learners for the digital age .

ICT in education refers to the integration of digital technologies, such as computers, tablets, interactive whiteboards, and online resources, into teaching and learning processes. It includes the use of educational software, multimedia tools, communication technologies to support instruction, enable personalized learning experiences, and foster collaboration among students and educators. Through ICT integration, educators can create interactive and dynamic learning environments that cater to diverse learning styles and promote critical thinking, creativity, and problem-solving skills (Doe, J. 2024)

1.3-The Origin of ICT Integrated Language Classroom

The successful integration of ICT in EFL classrooms hinges on various factors. As outlined by Scrimshaw (2004), these factors include teachers' awareness, proficiency, and confidence in ICT usage, access to reliable technology, the effectiveness of ICT in the learning process, and adept time management for lesson preparation and delivery. Acknowledging these factors is crucial for educators aiming to enhance the teaching-learning process through ICT integration. The integration of ICT in language classrooms stems from the recognition of its potential to enhance language teaching and learning. As technology has advanced, educators have increasingly realized that ICT tools offer valuable resources and methods to supplement traditional teaching approaches.

Successful integration of ICT in EFL classrooms relies on several key factors. According to Scrimshaw (2004), these factors encompass teachers' awareness, proficiency, and confidence in using ICT, access to reliable technology, assessment of ICT's effectiveness in learning, and adept time management for lesson. Preparation and delivery. Acknowledging these factors is crucial for educators seeking to enhance the teaching-learning process through ICT integration. The motivation behind integrating ICT in language classrooms stems from recognizing its potential to improve language teaching and learning. With the advancement of technology, educators increasingly acknowledge that ICT tools offer valuable resources and methods to complement traditional teaching approaches, inspiring them to explore and incorporate ICT into their practices for a more effective teaching-learning experience.

Initially, the integration of ICT in language classrooms can be traced back to the late 20th century, due to significant advancements and adoption occurring in the 21st century. When early forms of educational technology, such as computers, began to be explored for their potential in language teaching and learning. However, it was in the 21st century that ICT integration witnessed significant advancements and widespread

adoption. This period saw rapid technological development, including the proliferation of the internet, multimedia platforms, and interactive software tailored for language education. With the emergence of high-speed internet, cloud computing, and mobile technologies, language educators gained access to a vast array of digital resources and tools. Interactive websites, language learning apps, virtual reality simulations, and online communication platforms became integral components of language instruction, offering immersive and engaging learning experiences for students.

The 21st century marked a transformative period in the integration of ICT in language classrooms, shaping the way languages are taught and learned in today's digital age. It was emerged as a response to the growing availability and accessibility of digital resources. Teachers began to explore how computers, the internet, multimedia tools, and software applications could be utilized to enrich language instruction. These technologies offered opportunities for interactive learning, multimedia, presentations, and access to authentic materials, and communication with speakers of the target language worldwide (Godwin-Jones.2007).

Furthermore, the evolution of language learning theories, such as communicative language teaching and task-based learning, also contributed to the adoption of ICT in language education. These pedagogical approaches emphasize the importance of meaningful communication, authentic materials, and learner-centered activities, all of which can be facilitated through ICT tools and platforms.(Ellis. 2008)

Additionally, the globalization of education and the increasing demand for language proficiency in a digital world have fuelled the integration of ICT in language classrooms. Educators recognize the need to prepare students for communication in diverse contexts and across digital platforms, making ICT skills an essential component of language learning. That is mean that With the increasing interconnectedness of economies, cultures, and societies worldwide, education has also become more globalized. This means that students are often required to interact with

people from different cultural and linguistic backgrounds, both in their academic pursuits and future careers .there is a growing demand for individuals who are proficient in more than one language. This is driven by factors such as international business, travel, migration, and diplomacy, where the ability to communicate effectively in multiple languages is highly valued. ICT integration helps prepare students for communication in diverse contexts, including virtual environments, online communities, and digital workplaces. This exposure allows learners to develop their language skills in real-world situations and adapt to different communication norms and conventions. And Recognizing the importance of ICT skills in language proficiency, educators are incorporating ICT into language curricula as an essential component of language learning. This integration aims to equip students with the necessary skills and competencies to thrive in a digitally connected world and effectively communicate in diverse linguistic and cultural contexts.

To sum up, the origin of ICT integration in language classrooms can be attributed to the convergence of technological advancements, pedagogical innovations, and the evolving needs of language learners in a digital age. ICT .in language classrooms can be attributed to a convergence of factors. Technological advancements, such as the development of computers and the internet, provided the initial infrastructure for exploring ICT's potential in language education. Concurrently, pedagogical innovations, driven by educators' recognition of the need for more interactive and engaging teaching methods, fueled experimentation with ICT tools and resources.

Additionally, the evolving needs of language learners in a digital age, characterized by increased exposure to technology and a growing demand for flexible and personalized learning experiences, further spurred the integration of ICT in language instruction. This intersection of technological progress, pedagogical evolution, and learner-centered approaches laid the foundation for the widespread

adoption of ICT in language classrooms, shaping the way languages are taught and learned in contemporary educational settings.

1.4. Computer Assisted Language Learning

Since the publication of Stern's classic, "Fundamental Concepts of Language Teaching" in 1983, scholars have acknowledged the pivotal role of technology in language education. Following World War II, a surge of technological innovations, including the tape recorder, language laboratory, radio, television, and computer-assisted instruction, revolutionized language learning methodologies (Warschauer & Meskill, 2000). These technologies marked significant milestones in facilitating language acquisition, enabling learners to engage with authentic materials, practice pronunciation, and interact with language in various context. Levy (1997) as "the search for and study of applications of computers in language teaching and learning" (p.1).

Presently, the landscape of language education is characterized by a dynamic interaction between traditional pedagogies and cutting-edge technological advancements. In an era where technology permeates every aspect of life, language educators are embracing innovative approaches to enhance teaching and learning experiences. This convergence of traditional and modern methodologies encompasses the integration of mobile technologies, language laboratories, and flipped learning techniques (Al-Otaibi, AlAmer, & Al-Khalifa, 2016; Chen, 2016; Doman & Webb, 2017)

Over recent years, technology has undergone significant evolution, presenting new opportunities and challenges in language education. Emerging technologies are revolutionizing language learning paradigms, offering diverse approaches and tools to enrich learning experiences. From ubiquitous learning environments that promote immersive language experiences to networked collaborative platforms and mobile-

assisted learning applications, educators are exploring innovative strategies to engage learners in meaningful language practice (Blyth, 2017; García-Sánchez, Luján-García, 2016; Munday, 2016).

In addition to learner-centered approaches, technological innovations such as adaptive learning systems and language tutoring robots are reshaping language education. These structural approaches leverage artificial intelligence and machine learning algorithms to personalize learning experiences and provide targeted feedback to learners. By adapting content and pacing to individual learner needs, these technologies offer tailored language instruction, enhance skill development, and optimize learning outcomes (Chukharev-Hudilainen & Klepikova, 2016; Forsyth et al., 2016; Wang, 2016).

Ubiquitous learning, characterized by seamless integration of technology into daily life, holds immense potential for fostering authentic communicative experiences. By leveraging mobile devices and digital platforms, learners can engage in real-world language interactions anytime, anywhere. This approach not only facilitates language practice but also cultivates learner autonomy and fosters a deeper understanding of linguistic and cultural nuances (Chik & Ho, 2017).

The growing need for authentic language interaction has spurred the development of networked collaborative learning and MALL platforms. These platforms provide learners with opportunities to connect with speakers of the target language, collaborate on projects, and access authentic language resources. Mobile devices, particularly smartphones, serve as powerful tools for language acquisition, offering on-the-go access to language learning materials and facilitating spontaneous language practice (Demouy & Kukulska-Hulme, 2010; Jung, 2015; Wen-Chi, Chen Hsieh & Yang, 2017).

The symbiotic relationship between technology and language teaching and learning continues to drive innovation and transformation in language education. As technological advancements continue to evolve, educators must remain agile and adaptable, embracing emerging tools and methodologies to meet the diverse needs of learners. By leveraging the potential of technology, language educators can create immersive, interactive, and personalized learning experiences that empower learners to achieve linguistic proficiency and cultural competence in the 21st century.

1.5. ICT Tools

ICT tools encompass digital infrastructures such as computers, laptops, printers, scanners, software programs, data projectors, and interactive teaching boxes. These devices represent the forefront of tools, concepts, and techniques facilitating interaction between students and teachers, as well as among students themselves, through methods like clicker devices, mobile applications, and flipped classrooms, all within the realm of ICT . To harness the capabilities of classroom technologies strategize the integration of ICT learning advancement within the Australian curriculum's educational roadmap (West.2008).

According to the Suryanarayana (2011) ICT tools refer to the diverse array of technologies, both hardware and software, that enable the processing, storage, transmission, and retrieval of digital information, enhancing communication and productivity.

Lynch (2013) he mentioned that ICT tools comprise electronic devices, software applications, and internet-based platforms that facilitate the creation, dissemination, and utilization of information, enabling users to interact and engage in diverse activities. Ozturk (2015) also argues that ICT tools encompass a wide range of technologies, including hardware, software, networks, and internet-based applications,

which enable individuals and organizations to access, create, manage, and share information effectively.

Zvacek (2017) highlighted that ICT tools are digital devices, software applications, and online platforms utilized for communication, collaboration, information retrieval, and problem-solving, supporting learning and productivity in various contexts. He means that Digital devices includes hardware such as computers, smart phones, tablets, and other electronic gadgets that enable users to access and interact with digital information and applications. Wherever the Software applications, they refer to programs or applications installed on digital devices, including word processors, spread sheets, presentation software, and specialized educational or productivity tools. Online platforms . These are internet-based services or websites that provide tools and resources for communication, collaboration, information sharing, and problem-solving. Examples include social media platforms, cloud storage services, and learning management systems. In addition to, Utilized for communication it enables individuals and groups to communicate effectively through various channels such as email, instant messaging, video conferencing, and social networking platforms. As well as increase Collaboration it by allowing users to work together on projects, share documents and resources, and communicate in real-time regardless of physical location, In the same vein finding solutions to complex problems through software applications, online resources, and interactive learning environments. Also, Supporting learning and productivity it play a crucial role in education and professional settings by providing access to educational resources, facilitating interactive learning experiences.

Moreover, selwyn around the early 2000s identifies a number of categories that encompass a wide range of ICT tools designed for various purposes in information and communication technology, ICT tools are, accordingly, technological devices, applications, and resources that leverage ICT to facilitate the gathering, processing ,storage and communication of information .

Informative tools they refer to the various applications that provide to teaching materials in various formats such as text, sound, graphics or video for example: multimedia on different digital resources available on the internet as the websites ,e-books ,databases educational software . Situating Tools are tools that help in specific situation, contexts, and the system that place students in his real environment that fit his target community. Examples of these tools are games, simulation and virtual reality .Constructive tools are those tools that support creating content or constructing something. Which allow students to produce a certain tangible product for educational purposes such as graphic design software, programming environments 3D modelling tools. Communicative Tools encompass those tools that facilitate communication and interaction between the teacher and the students or among students. Examples of this type can be articulated around emails, social media ,video conferencing tools.

ICT tools offer numerous benefits to educational institutions, including cost-effectiveness, simplified student management, enhanced classroom instruction, improved communication channels, and environmental friendliness through reduced paper consumption. These tools streamline teaching methods, enhance security for data and enable teachers to create engaging activities with multimedia. Furthermore, they promote digital culture and automate manual procedures.

However, there are also disadvantages to consider, such as potential distractions, overreliance on technology leading to decreased critical thinking, technical issues disrupting learning, unequal access among students, privacy concerns, and dependency on electricity and internet connectivity, particularly in areas with limited infrastructure

1.6. Challenges of Using ICT in Language Classroom

When considering the integration of ICT in EFL classrooms, numerous challenges must be addressed.

Tanveer (2011) categorized challenges into administrative, technical, and pedagogical domains. Administrative challenges included insufficient e-learning resources and students' misuse of ICT tools, while technical challenges encompassed the lack of technical training for both educators and learners. Pedagogical challenges involved issues such as time management confusion.

Similarly Salehi (2012) identified three primary obstacles: inadequate technical support within schools, limited internet access, and time constraints during class sessions. Interestingly, they noted that teachers' attitudes did not significantly impact their utilization of ICT in the classroom.

Additionally , challenges such as teachers' hesitancy to integrate ICT, workload, lack of time and skills, and age and experience-related factors were (Fressoli, Smith, & Thomas, 2014).emphasized time management and lack of technical support as significant challenges faced by teachers in integrating ICT, particularly due to inadequate internet connectivity and broken facilities.

Silviyanti and Yusuf (2015) outlined barriers including inadequate training, lack of technical support, and teachers' negative attitudes towards ICT, as they doubted its efficacy in enhancing language teaching and learning.

In the dynamic landscape of modern education, the integration of ICT into language classrooms has become increasingly prevalent, offering a myriad of opportunities to enhance teaching and learning experiences. However, this transition is not without its challenges. Teachers face numerous obstacles when incorporating ICT into language instruction, ranging from technological barriers to pedagogical concerns.

1.6.1. Teachers' Challenges Using ICT In Language Classroom

Throughout the evolution of language education, scholars have extensively examined the challenges associated with integrating ICT in EFL classrooms.

Sweller (1994) provided early insights by emphasizing the cognitive load incurred by teachers and students when adopting new technology tools, highlighting the challenges of navigating unfamiliar digital platforms. In a subsequent study, Levy and Stockwell (2006) focused on learners' varying language proficiency levels and their ability to effectively engage with digital resources, addressing the linguistic barriers inherent in technology-mediated language learning.

Tanveer (2011) categorized challenges into administrative, technical, and pedagogical domains, shedding light on issues such as insufficient e-learning resources, lack of technical training, and difficulties in managing student engagement. Salehi and Salehi (2012) identified specific obstacles including inadequate technical support, limited internet access, and time constraints during language classes, underscoring how these challenges impede the integration of ICT by educators.

Riasiati, Allahyar, and Tan (2012) expanded on these findings by highlighting additional challenges such as teachers' limited internet access, inadequate technological training, and attitudes towards ICT among both teachers and students.

Building on these perspectives, Gikas and Grant (2013) emphasized the importance of teacher proficiency in utilizing ICT tools effectively, recognizing educators' lack of skills and confidence as a significant barrier.

Motteram (2013) delved into pedagogical concerns related to maintaining student motivation and engagement in technology-mediated learning environments, further emphasizing the complexities of ICT integration. In more recent studies, AlMunawwarah (2014), Silviyanti and Yusuf (2015), and Raman & Yamat (2015) highlighted persistent challenges such as time management, lack of technical support, and negative teacher attitudes towards ICT, emphasizing the ongoing hurdles faced by educators in incorporating technology into language teaching.

These collective insights underscore the multifaceted nature of challenges surrounding ICT integration in EFL classrooms and emphasize the importance of addressing these barriers to facilitate effective language instruction in the digital age.

Throughout the evolution of language education, scholars have extensively explored the challenges of (ICT) in (EFL) classrooms. Sweller (1994) and Levy and Stockwell (2006) addressed the cognitive load and linguistic barriers associated with adopting new technology tools, respectively. Tanveer (2011) categorized challenges into administrative, technical, and pedagogical domains, while Salehi and Salehi (2012) identified obstacles such as inadequate technical support and limited internet access. Riasiati, Allahyar, and Tan (2012) expanded on these findings, emphasizing teachers' attitudes towards ICT. Gikas and Grant (2013) highlighted the importance of teacher proficiency in utilizing ICT tools effectively, whereas Motteram (2013) focused on pedagogical concerns related to student motivation and engagement. In contrast, recent studies by AlMunawwarah (2014), Silviyanti and Yusuf (2015), and Raman & Yamat (2015) underscored persistent challenges like time management and negative teacher attitudes towards ICT. Despite differences in focus, all studies emphasize the multifaceted nature of challenges surrounding ICT integration in EFL classrooms and stress the importance of addressing these barriers for effective language instruction in the digital age.

1.6.2 Learners' Challenges

Learners often grapple with a multitude of challenges when endeavoring to utilize ICT tools and resources within the language learning environment. These challenges encompass a variety of factors, including technological barriers, pedagogical concerns, and motivational hurdles, which can impede the effective integration of ICT into language instruction.

Sweller (1994) highlighted the cognitive load associated with learning to use new ICT tools and platforms, which can overwhelm learners, particularly those with limited technological experience. Warschauer (2003) emphasized the persistent challenge of the digital divide, where disparities in access to technology hinder participation in ICT-incorporated language activities, particularly among students from economically disadvantaged backgrounds.

Tanveer (2011), on the other hand, identified several challenges in integrating ICT in EFL classrooms, including administrative issues like the scarcity of e-learning resources and students' misuse of ICT tools, technical challenges such as the lack of technical training for educators and learners, and pedagogical concerns like aligning ICT use with learning objectives and managing time effectively. The study underscores the complexity of integrating ICT in language education and highlights the importance of addressing these challenges to optimize learning outcomes

The results of the study indicate that students experience a moderate level of speaking anxiety, which could negatively impact their speaking skills in the classroom. Language instructors should acknowledge and address students' language anxiety to help them cope with it effectively. Speaking without preparation was found to evoke learners' anxiety, so teachers should inform students about discussion topics in advance to help them feel more prepared and less anxious. Teachers should also encourage and motivate students to participate in oral activities rather than forcing

them, while also emphasizing that making mistakes is a natural part of language learning. Creating a friendly and respectful classroom environment where students accept each other's mistakes and provide feedback politely is essential. Additionally, teachers should avoid correcting errors aggressively, as this can intimidate students. Lack of speaking practice contributes to speaking anxiety, so teachers should provide communicative tasks and encourage collaborative work in pairs or groups to give students more opportunities to practice speaking. Finally, focusing on building vocabulary knowledge and supporting independent learning can positively impact students' language learning and help reduce speaking anxiety.

All investigations recognize the presence of technological barriers hindering learners' effective utilization of ICT tools in language learning, alongside addressing pedagogical concerns related to designing effective ICT-integrated language activities and providing scaffolded language support within digital environments. However, they differ in their scope of focus, with some studies emphasizing specific challenges such as the cognitive load associated with learning new technology tools (Sweller, 1994), the impact of the digital divide on learners' access to technology (Warschauer, 2003), the lack of technological literacy skills among learners (Levy & Stockwell, 2006; Gikas & Grant, 2013), and motivational hurdles in maintaining engagement with technology (Motteram, 2013). Additionally, variations in the time period of the studies may reflect evolving perspectives on ICT integration in language learning over time?

1.7. Teachers' Role in Using ICT

Specific ICT equipment and applications in technology schooling have acquired a variety of interest. The use of ICT can significantly improve the fine of teaching and the learning experience of students, specifically in science topics. The apparent advantage of making use of ICT to teach technological know-how is that it lets in instructors to educate phenomena that could be tough to describe in a conventional study room.

According to McFarlane and Sakellariou (2002), ICT is a complement or a replacement for laboratory-based totally studies in precise technological know-how problems. To make technology more attractive and understandable for students, teachers can make use of ICT as a device, a reference source, a medium of verbal exchange, and a method of discovery (Ball, 2003). At numerous tiers, ICT can help students to increase science manner skills and conceptual know-how, in addition to expand possibilities for effective technological know-how communication. According to research papers, students can additionally efficiently collect technology thoughts via ICT fashions and simulations (Hogarth, Bennett, Lubben, Campbell, & Robinson, 2006).

Furthermore, students in ICT-enabled science classes receive faster comments from experiments and have more alternatives for self-directed gaining knowledge of. Teachers gain from ICT packages due to the fact they amplify their educational resources while additionally empowering students to end up lively and skilled statistics seekers instead of passive customers of scientific know-how. Students can be endorsed to examine technological know-how because ICT permits them to take the direction in their very own education via allowing them to observe matters that they're interested by and that are applicable to their each day lives. According to Gutman ,Steiner and Mendelovitch (2016), ICT blessings technology instructors in their school rooms, specifically in phrases of improving pupil attention and energetic gaining knowledge of. When technology instructors had been requested about their curriculum desires for enforcing ICT, they all stated the identical element: "to growth learning motivation" (Law & Chow, 2008).

Sicilia (2005) noted that teachers encounter significant challenges related to ICT, particularly regarding technical issues and internet connectivity. Without sufficient support in the form of adequate internet access, technical tools, and technical assistance, teachers may exhibit resistance to adopting ICT in their classrooms.

1.8 The Impacts of ICT on the Learning Process

ICT allows personalized learning stories tailored to the precise wishes and competencies of person college students. Adaptive learning systems utilize algorithms to evaluate college students' strengths, weaknesses, and getting to know choices, turning in custom designed content and pointers to optimize learning results (Means et al., 2013).

Additionally, the fast tempo of technological advancements necessitates ongoing expert development for educators to correctly leverage ICT gear and strategies within the classroom (Ertmer & Ottenbreit-Leftwich, 2013). Additionally, on-line forums, dialogue boards, and social media systems provide avenues for college kids to have interaction with peers and instructors, fostering a feel of network and collective gaining knowledge of (Hew & Cheung, 2014). Furthermore, digital equipment which includes gaining knowledge of control systems LMS allow educators to differentiate training, provide timely comments, and track students' development more successfully (Bates, 2015).

An enormous impact of ICT at the gaining knowledge of system is its potential to provide students with access to widespread quantities of facts. The net serves as a repository of knowledge, permitting rookies to explore numerous subjects and views beyond the confines of conventional textbooks. Online libraries, databases, and educational web sites offer resources that cater to various learning patterns and choices, enabling college students to interact with content in methods that in shape their character desires (Mayer, 2016).

ICT encourages the improvement of crucial questioning and hassle-fixing abilities crucial for achievement within the virtual age. Online research tasks, collaborative trouble-fixing activities, and multimedia displays require college students to

investigate information, compare resources, and synthesize information to solve actual-world troubles (Jonassen, 2016).

Despite its several blessings, the combination of ICT inside the getting to know technique offers demanding situations that have to be addressed. Issues which include the digital divide, unequal get entry to to generation, records overload, and concerns approximately on-line safety and privateness require cautious interest (Selwyn, 2016).

Furthermore, instructional video games and simulations present rookies with true demanding situations and scenarios that set off them to apply their expertise and competencies in context, fostering deeper know-how and better-order questioning (Squire & Jenkins, 2017). ICT facilitates interactive learning reviews that sell active engagement and collaboration among students. Educational software, simulations, and multimedia equipment allow newbies to take part in digital experiments, simulations, and immersive sports that decorate expertise and retention of concepts (Hodgins & Scanlon, 2018).

ICT has converted the learning manner via increasing get admission to to facts, facilitating interactive gaining knowledge of reviews, permitting customized practise, and selling essential thinking capabilities. While the integration of technology gives demanding situations, its ability to beautify gaining knowledge of outcomes and prepare college students for fulfillment inside the digital age cannot be left out. By harnessing the power of ICT, educators can create dynamic and tasty mastering environments that empower students to thrive in an increasingly more interconnected global.

1.9 The Impacts of ICT on the Teaching Process

ICT has revolutionized diverse factors of training, which includes the coaching method. With the integration of virtual tools and sources, educators have new possibilities to enhance instructional strategies, have interaction college students, and improve gaining knowledge of results. This essay explores the multifaceted affects of ICT on the teaching procedure, drawing on studies and scholarly resources to provide a complete expertise of its effects.

ICT enables educators to supply multimedia-wealthy shows, interactive demonstrations, and simulations that beautify expertise and retention of complex principles. Furthermore, on line collaboration systems and communique tools facilitate actual-time interplay and feedback, fostering energetic engagement and participation among college students (Roschelle & Teasley, 1995).

ICT equipment applied in the teaching procedure are diverse and continually evolving. These equipment include interactive whiteboards, multimedia presentations, instructional software program packages LMS, digital fact simulations, and online collaboration platforms, among others (Ertmer, 2005). It has also transformative results at the teaching manner, offering educators new opportunities to innovate and enhance instructional practices. By integrating ICT tools into their coaching techniques, educators can create dynamic and interactive learning environments that cater to numerous getting to know patterns and alternatives (Puentedura, 2006).

Moreover, ICT helps differentiated guidance, permitting educators to personalize mastering reviews to fulfill the unique desires and talents of individual college students. Adaptive gaining knowledge of structures and personalised mastering pathways permit students to progress at their very own pace, get hold of immediately comments, and get admission to assets tailor-made to their getting to know targets (Baker, 2007).

ICT features a huge variety of technology that facilitate the processing, storage, and dissemination of records. This consists of hardware including computer systems, capsules, and interactive whiteboards, as well as software program programs, educational web sites, and on-line platforms designed for educational purposes (Aqsha & Pei, 2009).

Despite challenges, educators play a pivotal role in leveraging ICT to beautify coaching effectiveness. Teachers are answerable for choosing appropriate ICT tools, integrating them into lesson plans, designing significant mastering studies, providing steerage and help to students, and continuously comparing the effect of ICT on teaching and getting to know effects (Koehler & Mishra, 2009).

While ICT gives numerous blessings, its integration into the teaching technique is not without challenges. Educators may also face obstacles including lack of technical proficiency, restrained get right of entry to to generation and sources, resistance to trade, and concerns approximately maintaining student engagement in generation-rich environments (Ertmer & Ottenbreit-Leftwich, 2010).

ICT features a huge variety of technology that facilitate the processing, storage, and dissemination of records. This consists of hardware including computer systems, capsules, and interactive whiteboards, as well as software program programs, educational web sites, and on-line platforms designed for educational purposes (UNESCO, 2012).the mixing of ICT into the coaching technique has profound implications for educators, students, and academic establishments. By leveraging ICT tools and sources efficiently, educators can decorate teaching effectiveness, improve pupil engagement and studying results, and prepare college students for achievement inside the digital age. While challenges exist, the transformative ability of ICT in schooling can not be understated, and persisted research and innovation are important to maximizing its advantages within the teaching process.
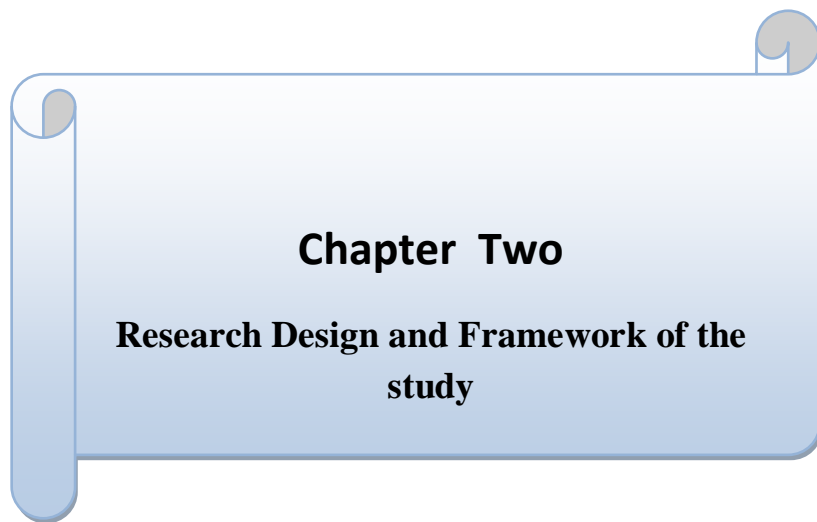
Hong also studies the effects of ICT on learning in great detail. As a well-known expert in the subject of educational technology, he makes a substantial contribution to our knowledge of how technology influences learning outcomes. In his respect, he highlights the value of pedagogy above technology, contending that the latter is only a tool that needs to be skilfully incorporated into instructional design in order to improve learning. Clark frequently conducts research on a variety of ICT topics, such as online learning, multimedia learning, and educational software design.

Hong affirms that technology is crucial in improving learning outcomes when used as a tool, not just an isolated cure. He points out that the success of technology in education depends on how well it is incorporated into instructional design and pedagogy underscoring thereby the need for careful implementation in order to achieve the best possible outcomes. In Addition, Hong points out that pedagogical design is necessary because using technology successfully for educational purposes requires the careful attention to teaching methods such as offering tasks which have some meaning and providing feedback that is related with them.

Lastly, Hong points out the importance of evidence-based practice in educational technology, emphasizing that decisions concerning the incorporation of ICT into education must be based on empirical research. revealing a complex relationship between learning and technology that highlights the importance of technology integration and instructional design in the creation of significant learning experiences. His research continues to guide the implementation of technology in classrooms around the world, influencing education practices through dialogue and stimulation(Hong , 2016).

1.10 Conclusion

The integration of ICT into language classroom has ushered in a new generation of learning and teaching methodologies. Defined as the usage of digital gear and resources to fit the academic demand of the global age, a tendency in education has urged to need to move from traditional to computer-mediated language classroom. This theoretical chapter is used to provide a theoretical review about ICT integrated learning, its definition, origins, tools and challenges. It also sheds light on the main advantages on the teaching and learning process.

Chapter Two

Research Design and Framework of the study

CHAPTER TWO: Research Design and Framework of the study

2.1. Introduction

2.2. Methodology

2.3. Qualitative and Quantitative Research Methods

2.4 .Sampling

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    2.5.1 .Learners' Questionnaire

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    2.6.1 .Analysis of the Questionnaire

    2.6.2.Analysis of Semi-Structured Interview

    2.6.3 .Discussion of the Main Results

2.7 .Conclusion

2.1 Introduction

In the current chapter, the focus will be on providing a comprehensive analysis of the basic principles of research methodology, data gathering process and analytic models. It first section functions as an underpinning scaffold that carefully outlines those key elements necessary for carrying out an educational research. Within that context, the research design is defined, followed by an overview of qualitative and quantitative research methods, the sampling methods and techniques are also highlighted. Finally, the process of data analysis and discussion is provided in details.

2.2 Methodology

Throughout this inquiry, and based on the objectives of the research a case study was opted for. This current investigation was conducted in the University of Ain Temouchent during the second semester of the academic year 2023-2024.

According to Patton (2015) who is one foremost expert on qualitative research methods, research design comprises definite processes that make up the research procedure like data collection, analysis and report writing. This option is in line with the detailed nature of case study research that permits a thorough analysis of tough situations within everyday life settings (Yin, 2018). A research method that can be used to study a real-life case, often located in a bounded system (or multiple bounded systems) using time-oriented data collection procedures involving multiple sources of information is known as a case study method (Creswell, 2013).Soiled and Huber (2006) delimit the aim of case research as furnishing topics that can be debated upon after identifying a real problem. It is quite difficult to obtain a conclusive solution in some scenarios, hence making case researches quite open-ended.

The methodological approach of combining data sources was followed in collecting data for this research using a systematic manner so as to obtain an in-depth understanding of how social media is used in education.

Mixed methods approach is used where several sources of information, techniques, or perspectives are brought together at the same time with a view to

confirming or enhancing the accuracy or consistency of the outcome (Dentin & Lincoln, 2018).The researchers used different methods to make sure they had a good understanding of the situation under investigation. Having a mix of qualitative and quantitative data provides not only triangulation, but also allows for integration between the two in case where some complementarity is needed (Creamer, 2018).In the same line of thought, Benson et al, (2016) state that a mixed method project that was designed to investigate the epistemic reasoning and researcher identity among engineering students engaged in undergraduate research. In addition to this, Timans et al (2019;p.212) claim that "mixed methods research MMR scholars seem to be committed to designing a standardized methodological framework for combining methods" .

To sum up, the methodological approach does not only coincide with recognized qualitative research methodology but also proves the researchers' resolve towards strictly following standard procedures. By skillfully combining theory, methodology and empirical research, the aim of the current study is to add sense to the academic discussion on how social media intersects education.

2.3 Qualitative and Quantitative Research Methods

In order to improve that research findings are robust, both a qualitative and quantitative approach in data collection should be used. Each of these approaches is meant to address the limitations that exist in one single approach and to ensure a full understanding of the subject under investigation. Teachers were interviewed using a semi-structured interview and learners were administered a questionnaire during the data collection phase.

Causal or correlation relationships examining quantitative methods are used to test hypotheses involving variables. This consisted of collecting and analyzing data in numbers usually by means of direct questions. On the other hand, with respect to their real world settings, qualitative methods help the research understand participants' perspectives and attitudes of the particular phenomena via open-ended items. Brewer

and Hunter (1981,p. 209) suggest that "qualitative research is about seeking understanding human experience which heavily characterized by complexity" while Bobbie and Earl stat that quantitative techniques focus on objective measurements and the scientific mathematical, or statistical analysis of data that has been manipulated through polls, questionnaires and surveys or by programming techniques applied to already existing statistical information The study utilizes both quantitative and qualitative research methods aiming to provide an elaborate exploration of the research area that captures its wide range of data.

2.4 Sampling

In this present study, the same population is third -year English language students at the Department of Foreign Languages at the university of Ain Temouchent. It was based on probability techniques where 34 students were randomly selected as a sample population. The reason for this sample population selection is the anticipation that third-year students are more likely to be aware of their language needs as Bolitho and Kennedy (1984) suggest that the older they get, the more they develop this consciousness.

Moreover, other teachers were also invited to take part in this research work, however, due to their commitments and time constraints, only 4 teachers accepted to answer the interview.

2.5 Data Collection Methods

In this study, the process of data collection was carried out in the Department of Foreign Languages at Belhadj Bouchaib University using two data collection tools, namely a questionnaire and interview.

2.5.1 Learners' Questionnaire

A questionnaire is a structured set of questions addressed to a statistically significant sample of participants to gather data about a study under investigation. The aim of this instrument is minimizing researchers' personal interpretations when analyzing the collected data.

Questionnaires are valued for being efficient in terms of time, labor, and financial expenditure –it is also systematic and controllable, this is why it is broadly used in educational contexts. Smith and Johnson (2008, p. 219) write that "questionnaire is widely used and important tools since it provides structured, often quantitative data that can be administered even in the absence of researchers, and which is generally easy to evaluate." In addition to this, Smith and colleagues (2019) also define to it as a questionnaire, which is a useful tool used to collect survey responses in an organized manner which mostly involves numerical information. This enables the collection of information even without the involvement of the researcher himself making it generally easy to analyze.

Notably, this tool is administered through platform namely Google Form where participants received its links and password. The approach become very even in educational research as it can get access to a large sample population and allow accurate data analysis by the help of computer software (Smith & Johnson, 2008).

The choice of this research tool is based on several reasons. To begin with, they create a form which is ordered so standardization is possible hence all participants respond to identical questions alike thus avoiding potential prejudice. Additionally, it was opted for the capacity to deal with increasing number of participants at the same time therefore making it possible for researchers to collect larger samples facilitating generalizability discovery.

As far the procedures of this data collection tool, it is to be noted that it was introduced during their classes to make sure that the participants are guided and the information gathered is correct and trustworthy. The research was conducted from

05 February to 25 March, 2024, at the University of Ain Temouchent. Each instructor spent (10-20) minutes in free classrooms of the department of psychology and teaching staff room.

The phase that now follows involves the process of providing learners with the questionnaire links. In order to order to reduce the number of errors and biases, a clear and effective communication with the respondents was used to provide instructions; researchers ought to make sure that they do monitor the process of administering questionnaires carefully so as to detect any hiccups or inconsistencies that may come up with instant corrective measures.

Items in a questionnaire refer to the individual questions or statements that respondents are asked to respond to. Here are some example items commonly found in questionnaires across various fields.

Closed-ended questions are those which provide respondents with a predetermined list of options only. These questions offer respondents a set of predefined response options to choose from. As an example of this item: On a scale of 1 to 5, how satisfied are you with our customer service? Or which of the following age groups do you belong to? (18-25)

In the open-ended questions, respondents are asked to provide their opinions by answering these questions. Some examples of these questions are: "In your studies, what are the main challenges?" or "Share with us your experience about using of our goods."(see appendix A)

As for Likert scale statements, it is used measure to what extent one agrees or disagrees with the statement using various options, they refer to their level of satisfaction such as " I feel satisfied with my current job," or "I agree that the company values its employees" Demographic questions are similar to age, gender, education level, income level and etc.

2.5.2 Teachers' Semi- Structured Interview

An interview is a commonly used research tool in educational research. The process consists of several ways such face-to-face, group interview, and even telephone interview. It enables researchers to examine respondents' viewpoints, experiences and mentalities in a more comprehensive way; it also captures rich detailed data. Interviews are characterized by the flexibility because interviewers can seek clarification, explore some emerging issues or even change their questions after hearing what has been said by the respondent (Rubin & Rubin, 2012).

As for the semi-structured interview, it is made of a mixture between predetermined and open questions for a profound exploration of a topic. Semi-structured interviews offer a vibrant interaction between interviewer and interviewee that stimulates an organic conversation within a clear focus on research aims. This research tool is frequently used by researchers to collect detailed qualitative information and understand standpoints of research participants towards different fields.

According to Jones (2010, p. 87), **"**semi-structured interviews are referred to as a flexible conversation between the interviewer and the interviewee that enables them to talk about issues of mutual concern**"**. Jones takes note of the interactive and personalized features of this model and points out its capacity to reveal concealed meanings and produce contextually thick information (Jones et al., 2014).

The main purpose of using this semi- interview is to get deep qualitative information from the teachers which shall aid in addressing explicit research questions and/or objectives. Bear in mind that interviews are also used to delve into participant's perspectives, experiences, attitudes and behaviors with regard to the area of study .They enrich the understanding of the phenomenon of ICT in EFL classroom. From this point of view, proper organization and design are essential for reaching such aims.

This entails asking questions in a logical order, ensuring that each question is clear, and relevant to the research objectives while being able to ask for more details or

explanations during the course of a conversation. Participants can trust research designs that are carefully put together through a good structure, are candid with their remarks and information provided, thus increasing the amount and quality of data collected (Rubin & Rubin, 2012)

As for the administration phase, the interviewers set up a good timing in convenience to the teachers' responsibilities. Interviewees were first organized, welcomed, and the informed about the objectives of this research tool. They were also provided with an overview about its duration and types of questions to avoid perplexity and confusion in analyzing the responses. During the interviews, interviewers listened actively and used some probes when necessary to get more information from interviews .Note-taking and audio-recording techniques were used to save data from the teachers. At the end, interviewees were thanked for their concerns, feedback, and contribution.

As for its items, it is made of several questions, Open-ended questions are designed in a way that makes it possible for respondents to elaborate answers without any restrictions. These types of questions include: "Can you tell me about your company experience? (see appendix B)

Predefined responses are given by closed-ended questions making it easier to collect quantitative data from them, as an example of this type, "Do you agree with this statement?" You must choose either strongly agree, disagree strongly, agree on it, disagree on it or not sure (neutral).Initial responses may be questioned in an attempt to see clarification or additional information such as: "You earlier stated that you are a team player. Can you illustrate a successful project that you worked on as part of a team?" Expounding on themes or requesting more information from the respondent in line with their prior statements involves the use of follow-up questions.

Participants are asked to tell particular stories or events. For example : Could you please tell me more why? With different data kinds researchers can obtain a variety of details so that they may understand more deeply about narrative descriptions up to

statistical facts that support their research questions' specifics as well as the area of interest targeted by the study.

2.6. Data Analysis and Interpretation

Data analysis is a well-ordered application of statistical and/or logical techniques to describe, summarize, and evaluate data by reference to which inductive inferences may be drawn from which signal (phenomena of interest) should not be confused with noise (statistical fluctuations) embedded in the data. "Data analysis is the systematic application of statistical and logical techniques to interpret and draw meaningful conclusions from data. It involves organizing, cleaning, transforming, and modeling data to uncover patterns, trends, and insights that inform decision-making."(John Doe,2018, P: 25).

Qualitative research involves continuous integration of data into the analysis process often happening concurrently with data collection. Throughout the collection phase of data, patterns are usually sought after by researchers as observed by Scavenge and Robinson in 2004.The nature of analysis conducted is grounded on what type of data collected which again is influenced by the method used in collecting or obtaining it . The specific qualitative approach employed (such as field study, ethnography, content analysis, oral history, biography, or unobtrusive modes of investigation) shapes its form.

Data integrity is maintained through careful and appropriate interpretation of research results. As Jones (2005) underscores, shoddy interpretations of research findings can skew scientific conclusions, lead readers astray and greatly shape how the general public perceive any scholarly work. The examination of non-statistical data is associated with data integrity.

2.7.1 Analysis of the Questionnaire

The questionnaire was distributed randomly to undergraduate students from EFL classroom . The number of students ranged around (32) participants that were questioned at University of Belhadj Bouchaib, department of English.

Question 1: are you male or female?

Figure 02.1.*Male-Female Distribution in Using ICT Tools*
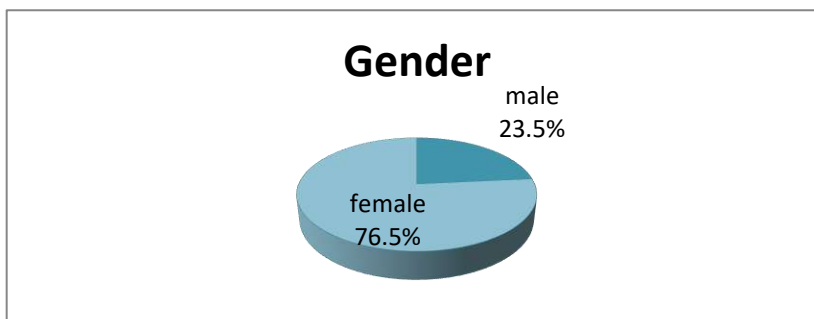
The item is categorized respondents into gender categories based on biological sex characteristics.As shown in figure 02.1. The majority of respondents (76.5%) are female and the number of male reached (23.5%).

Question 02: How often do you use ICT in your daily life ?

Participants in this item are required to provide information about how frequently they use ICT in their daily lives. They are presented with multiple choice answers such as Always, Often, Sometimes, Occasionally; never .The purpose was to gather data on the extent of ICT integration into student's everyday activities. The table 2.1 below served as an illustration of the findings:

The participants heavily rely on ICT in their daily lives, according to the results analysis. Over half of the participants (55.9%) say that they often used ICT, demonstrating how important it is to their daily lives. Furthermore, (20.6%) of users report using it frequently, but an equal amount argue using it occasionally,   indicating regular but sporadic use. Only (2.9%) of respondents seldom use ICT, which suggests

little use of it. Notably, none said they never use ICT, demonstrating how widely integrated technology is into everyday operations. These results emphasize how prevalent ICT is and highlight how important it is for modern society to have ICT for communication, productivity, and other purposes.

Table 02.1.*The Students' Use of ICT in Daily Live.*

Frequency	Always	Often	Sometimes	Occasionaly	Never
Percentage %	**55.9 %**	**20.6 %**	**20.6%**	**2.9%**	**0%**

Question 3: Do you use ICT in classroom?

Figure02.2.*Student's Use of ICT Ttools in the Classroom*
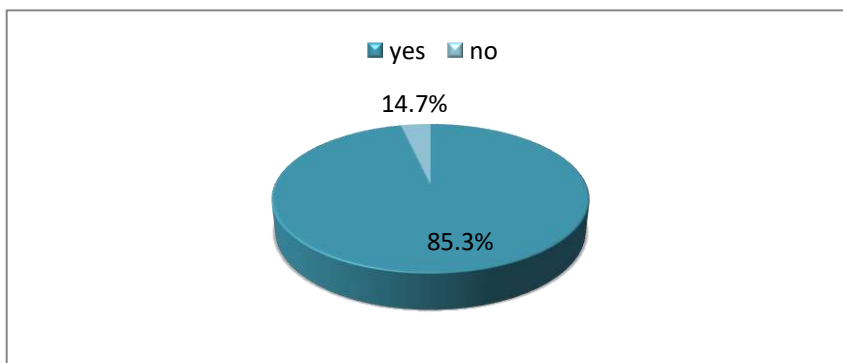
This question sought to elicit the learners' experiences with incorporating ICT tools and resources in their educational practices, aimed to understand the impact of technology on teaching practices and educational outcomes.

Results revealed that the majority of them (85.5%) use ICT tools in the classroom, reflected extensive adoption of technology within educational settings. This significant utilization suggested a deliberate effort by educators and institutions to integrate technology into teaching practices, potentially enhancing learning experiences and outcomes. While the prevalence of ICT use signified potential advantages such as accessed to diverse learning resources and interactive learning

experiences, it also underscored the importance of addressing potential disparities in accessed to technology among students.

Question 04: How frequently do you use ICT tools for academic purposes?

Figure02.3.*How Much Students Use ICT Tools for Academic Purposes.*
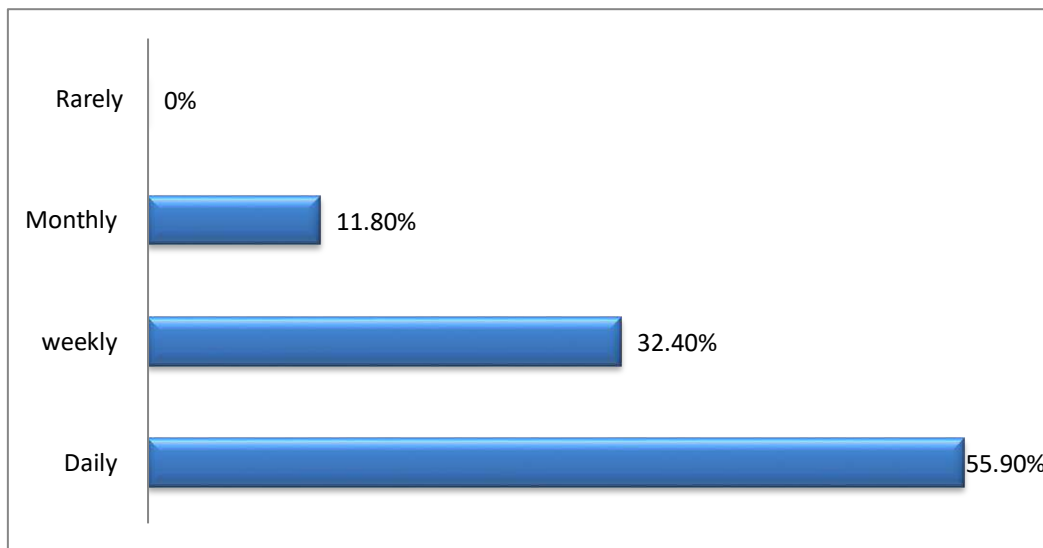
Participants in this question are requested to indicate the frequency of which they use ICT tools for academic purposes for the purpose of providing insight into the extent to which individuals relied on technology for educational purposes and their frequency of interaction with digital tools in an academic context The results showed that over the majority of them use technology a lot for academic purposes, almost half of them (55.9%) used it every day, and about a third (32.4%) used it every week. A few (11.8%) used it once a month. No answer standed for rarely. This signifies that technology was really important for studying nowadays.

Question 5.which ICT tools do you use for EFL learning?

Figure02.4.*The Types of ICT Tools that Student's Use in EFL Learning .*
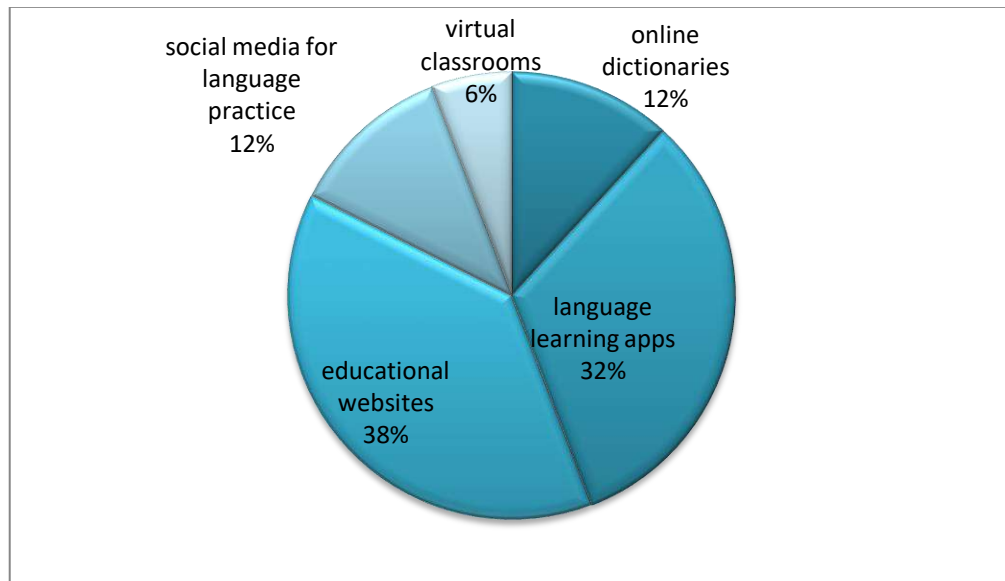
Participants are requested to list their ICT tools to study EFL by providing them a set of options such as applications, online dictionaries, educational websites virtual classrooms or video conferencing, social media for language practice. This information can helped researchers understand the diverse digital resources used in EFL learning, inform educational practices, and inform technology integration strategies in language education.

Findings demonstrate a diverse range of ICT tools used for EFL learning. Educational websites are the most popular resources with (38.2%) of participants using them, closely followed by language learning applications at the second rate (32.4%). This justifies a strong reliance on internet platforms to acquire personalized learning materials and interactive exercises. While social media and online dictionaries are used approximately (11.%) of participants. However, virtual classrooms are placed in the final position (5.8%) , indicating a preference for other types of instruction. Overall, the findings underscore the diverse preferences and needs of EFL learners in selecting and utilizing ICT tools, emphasizing the importance of providing a range of digital resources to support effective language learning experiences.

Question 06: Have you encountered any challenges or barriers in using ICT tools for learning? If yes, please specify the challenges you have faced?

Figure02.5.*Encountering Challenges or Barriers in Using ICT Tools for Learning.*
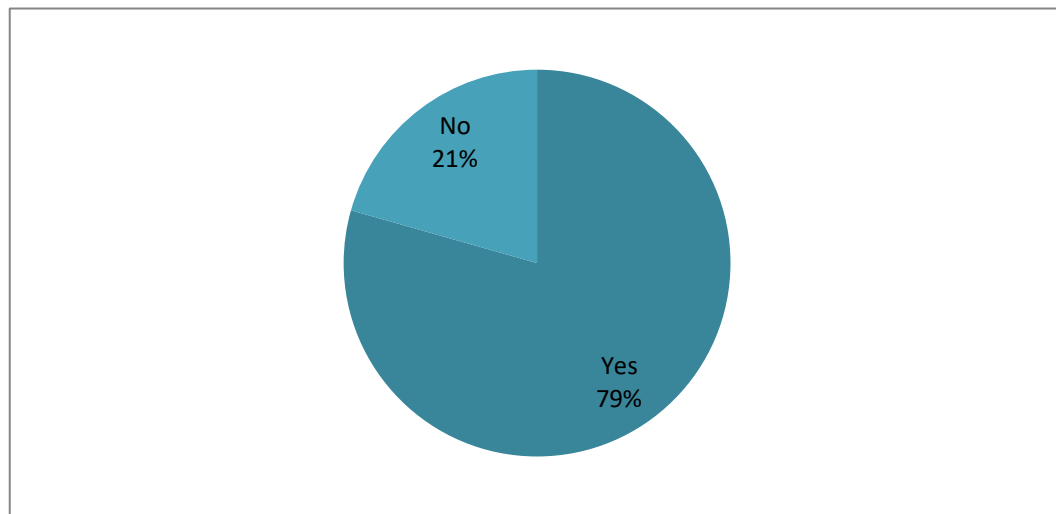
Participants in this questionnaire asked whether they have encountered any challenges or barriers in using ICT tools for learning. If they answer "yes," they should provide specific details about the challenges they have faced

The analysis of the responses revealed that the minority of participants (20.6 %) reported not facing any challenges, while a significant majority (79.4%) had encountered challenges or barriers in using ICT tools for learning justifying their answers by a lack of genuine software, inadequate computer access in the classroom, slow internet speed, and a lack of motivation from both teachers and students to utilize ICT. Additionally, participants mentioned insufficient training, unavailability of the latest ICT equipment, absence of expert technical support, and poor administrative support as further obstacles. Specific technical challenges were also noted, such as difficulties in understanding and using ICT tools, intermittent internet connectivity, and limitations in accessing free information due to paywalls or credit card requirements on certain websites.

Question 7:would you prefer a highly integrated use of ICT tools in your courses .if yes what specific type of ICT tools would you like to see more in your courses?

Figure 02.6.*Distribution of the Sample Members According to Which Type of ICT Tools are More Helpful.*
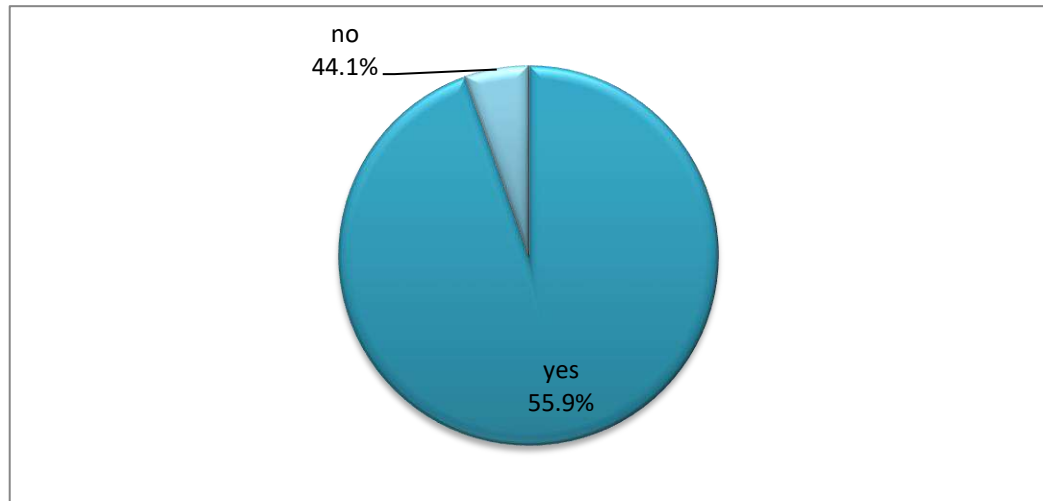
The aim of this item was to elicit participants' preferences for ICT integration in their courses and the specific types they would like to see more for the sake of understanding their attitudes towards technology integration in education and identified areas for improvement.

As unveiled in the figure below , the majority of the students' answers were positive ; this means that they used different tools in the classroom to enhance their learning .The analysis of participant responses indicated a strong inclination towards the integration of ICT tools in the classroom setting to enhance learning experiences. The majority of students expressed a preference for using ICT tools, suggesting a widespread recognition of the benefits of technology in education. Specifically, participants mentioned utilizing Google Translate, online dictionaries, language learning apps, and online courses to support their learning. This diverse range of ICT tools reflects individual preferences and underscores the importance of catering to varied learning styles and needs. Overall, the findings highlight a proactive approach among students towards leveraging technology to augment their language learning

journey, showcasing a dynamic and adaptable learning environment facilitated by the integration of ICT tools.

Question 08: Do you prefer traditional classroom-based EFL learning or ICT-integrated learning?

Figure02.7.*Preference Between Traditional Classroom-Based EFL Learning and ICT-Integrated Learning.*
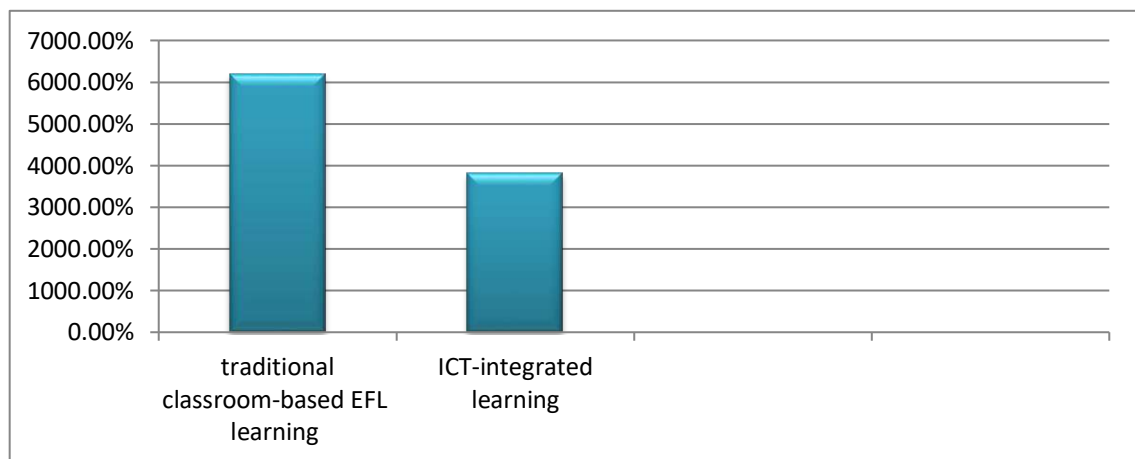
Respondents are asked to rank their preferences between ICT-integrated learning and traditional classroom-Participants' preferences for instructional approaches for learning EFL are diverse, according to the analysis of their responses. The majority (61.8%) said they prefer a traditional classroom, demonstrating that they value in-person training and traditional settings. On the other hand, the minority of them (38.2%) support ICT-integrated learning, indicating a desire to use digital tools and resources to improve language learning. This choice is a reflection of an awareness of the potential advantages of technology in enabling customized and interactive learning environments.

Question 9: Do you believe that the integration of ICT has positively impacted your learning, if yes please describes how ICT tools have improved your learning?

Figure 02.8.*The Students' Opinions about the Positive Impact of ICT in Learning* **.**
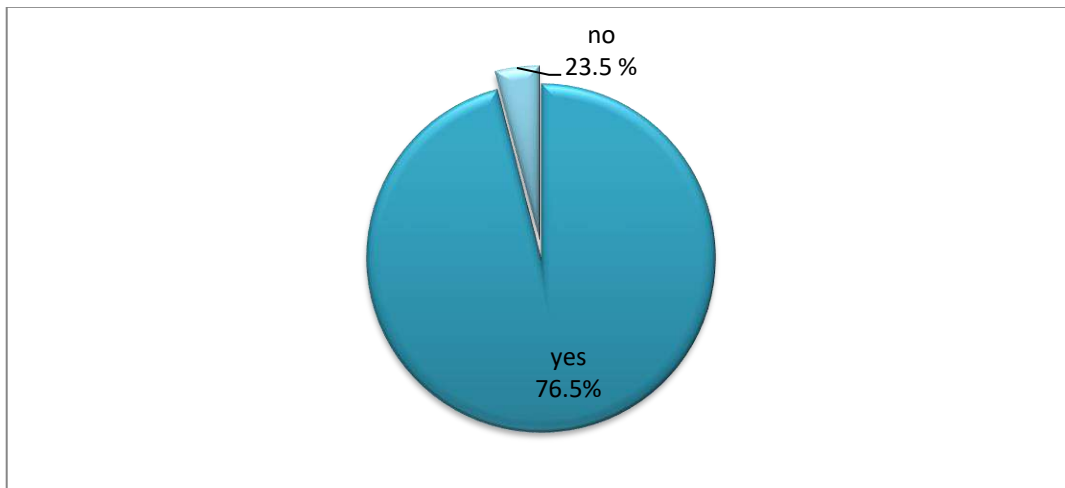
In this question, they were asked whether they believe ICT integration has positively affected their learning, and if so, to describe how. This encouraged participants to reflect on the impact of digital tools on their educational experiences, providing insights into the effectiveness of technology integration in education and the specific benefits it offered to learners.

As shown in diagram, the majority of responses indicate a significant majority (75.55%) agreeing that ICT has a positive impact on the learning process. Students expressed diverse perspectives on how ICT enhances their educational experiences. Some highlight the broad access to resources and opportunities, such as online courses and global connections, underscoring the transformative potential of technology in expanding learning horizons. Others emphasize the role of ICT in developing specific language skills, such as speaking, writing, reading, and listening, leveraging tools like Google Translation and YouTube to enhance language proficiency. Overall, the responses illustrated the multifaceted benefits of ICT integration in education, from broadening access to educational resources to fostering skill development, highlighting the transformative role of technology in shaping contemporary learning environments.

Question 10: Which language skills you think ICT has helped to develop?

Figure 02.9.*The Impact of ICT in Language Skills.*

The impact of ICT in language skills

Skill	Value	Percentage
Speaking skills	25	73.50%
Listening Skills	23	67.60%
Writing skills	14	41.20%
Reading skills	20	58.80%
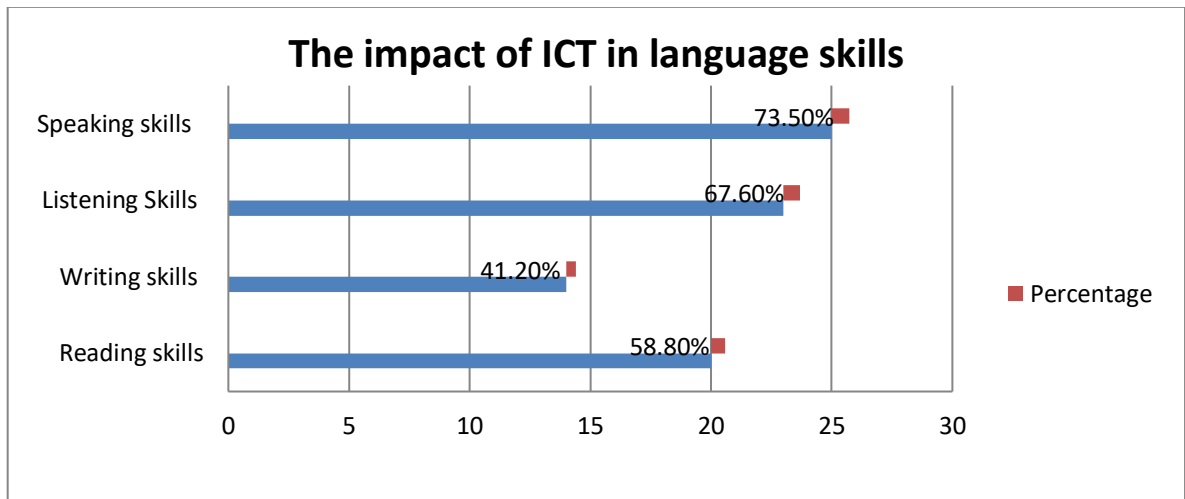
Participants are requested to identify language skills they believe ICT has helped to develop by providing their insights, participants contribute to understanding the perceived impact of ICT on language learning and development.

According to the analysis of the data, participants believe that ICT was helpful in the development of a variety of language abilities. The majority (73.5%) asserted that ICT has improved their speaking abilities, indicating that oral communication ability and practice have been made easier by digital tools and resources. Moreover , a sizable percentage (67.6%) believed that ICT has improved their ability to listen, suggesting that online tutorials, audio and video resources, and language learning applications have helped with auditory comprehension. While half of them (58.8%) believe that ICT has supported the development of their reading skills, indicating that digital texts, e-books, online articles, and other reading materials have been valuable resources for language learners. Additionally, a notable portion (41.2%) perceive ICT as beneficial for improving their writing skills, arguing that word processing software, language learning platforms, and online writing communities have assisted in honing written expression abilities. Overall, these findings underscore the multifaceted impact of ICT on language learning, highlighting its role in enhancing various language skills and promoting proficiency in diverse linguistic competencies.

Question 11. How often do your instructors integrate ICT tools in their teaching methods?

In this item, they are asked to evaluate how frequently their instructors incorporate ICT tools into their teaching methods. Participants are expected to provide their observations or perceptions regarding the extent of ICT integration, including the use of digital resources like multimedia presentations, online quizzes, and virtual learning environments. This helps researchers understand the prevalence and effectiveness of ICT integration in teaching practices, informing discussions around technology adoption and pedagogical strategies in educational settings.

More than half of the students (55.9%) perceive instructors as often integrating ICT tools in the classroom to introduce lectures or conduct activities. Additionally, (20.6%) of teachers are reported to use ICT frequently, while an equal percentage uses it occasionally. This suggests a widespread utilization of ICT across various frequencies in teaching practices. Furthermore, the finding that only (3%) of instructors do not use ICT tools in the classroom underscores the pervasive role of technology in educational settings. Overall, these results highlight the importance of ICT in facilitating the exchange of information between learners and teachers, indicating its significant contribution to the teaching process and supporting the notion of technology's integral role in modern education.

Table02.2.*How Frequently Instructors Integrate ICT Tools in Their Teaching Methods.*

Frequency	Always	Often	Occasionally	Rarely
Percentage %	20.6%	55.9%	20.6%	3%

Question 12 : On a scale of 1 to 5, how satisfied are you with the current level of ICT integration in your learning environment?

Figure02.10 .*Satisfaction Level With the Current Level of ICT Integration in the Learning Environment on a Scale of 1 to 5.*
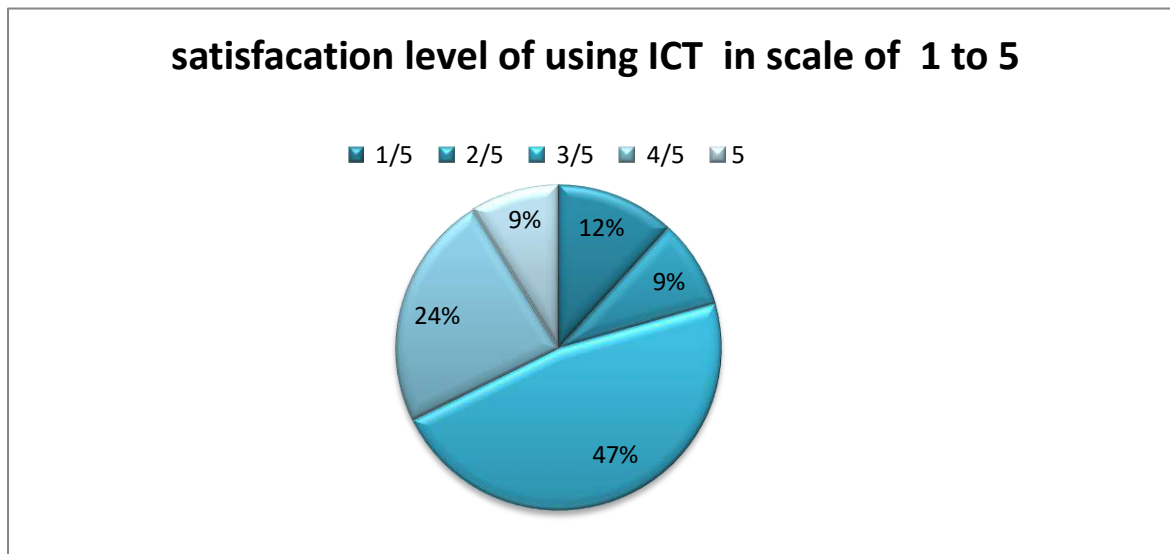
On a scale of 1 to 5, participants should indicate how satisfied they are with the way ICT is now integrated into their learning environment. A score of 1 denotes extreme dissatisfaction, whereas a score of 5 denotes extreme satisfaction. Through their rating, participants contributed to the assessment of the overall level of satisfaction and point out areas for development in the integration of technology into learning environments. They also provide insight into the effectiveness and sufficiency of ICT integration in their educational setting.

Participants' responses regarding their satisfaction with the current level of ICT integration in their learning environment revealed a diverse range of perspectives. A considerable proportion of participants, accounting for (47.1%), expressed a neutral stance, rating their satisfaction as 3 out of 5. Meanwhile, (23.5%) reported relatively high satisfaction, assigning a rating of 4 out of 5. Conversely,(11.8%) of participants expressed significant dissatisfaction, assigning a rating of 1 out of 5. Smaller proportions of participants indicated lower (8.8%) or higher (8.8%) levels of satisfaction, with ratings of 2 out of 5 and 5 out of 5, respectively. These findings suggested the need for a nuanced approach to address the varied perspectives and concerned regarding ICT integration in learning environments, aimed to improve overall satisfaction and effectiveness.

2.8. 1 Analysis of semi-structured Interview

Question 01: Do you incorporate ICT in your teaching methodologies?

Figure 02.11. *The Use of ICT in Teaching Methodologies* .
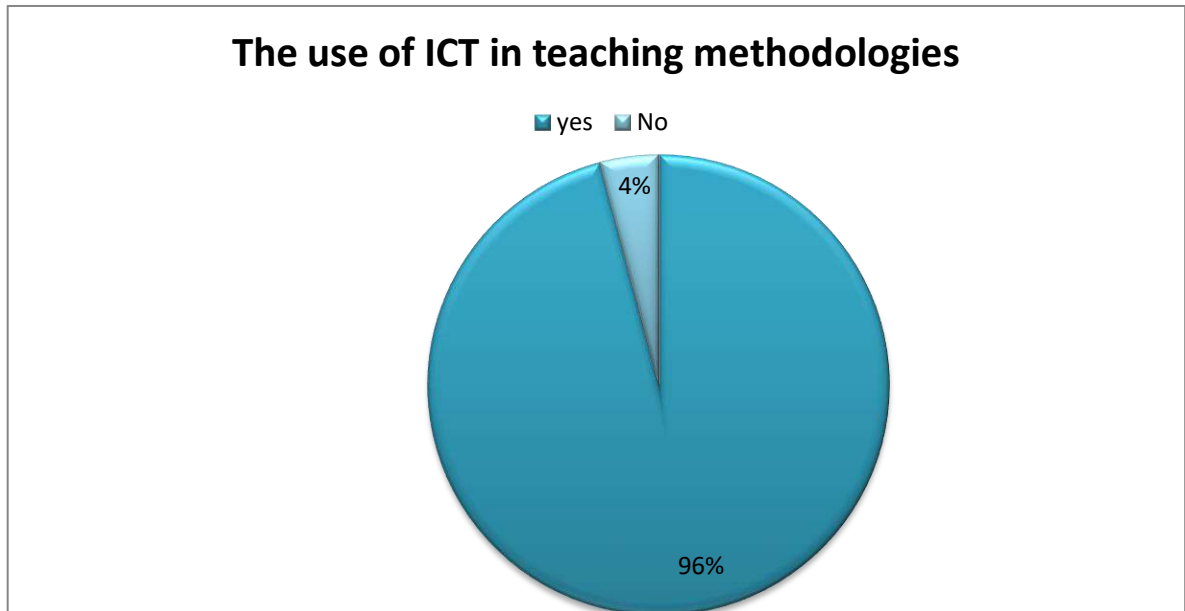
The teachers are required to indicate whether they incorporate ICT tools and resources in their teaching practices and provide specific examples of the tools they use.

As presented in the above figure the great majority of answers to this item was positive (96%) respondents who confirmed the integration of ICT into their teaching methodologies. Findings also reveal that a wide variety of digital tools and platforms are used. The use of PPT Projection signifies a visual approach to presenting content, while the incorporation of videos enhanced lesson engagement and comprehension. The adoption of the Moodle platform reflected a commitment to organized course management and resource dissemination. Additionally, the integration of translation tools like Google Translation demonstrates inclusivity for multilingual learners. Utilized email as a tool of communication facilitated efficient student-teacher interaction, while offering PDF downloads for getting access to supplementary materials supports independent learning. Overall, these responses illustrated a comprehensive embrace of ICT,emphasizing its role in facilitating effective

communication, enhancing instructional delivery, and catering to diverse learning needs.

Question 02: What is your level of familiarity with using ICT tools in EFL context ?

Figuer02.12 .*Level of Familiarity With Using ICT Tools in the EFL Context.*
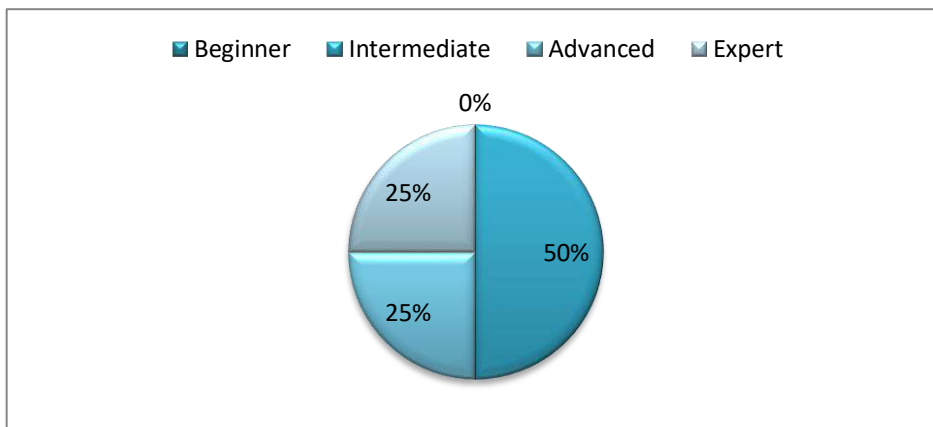
To identify their levels of expertise with using ICT tools. This aim of this item was to provide valuable insights into their comfort and skill level in integrating technology effectively in EFL teaching practices.

'As illustrated in the diagram, half of the interviewees had an intermediate degree of familiarity with using ICT tools in an EFL environment. Furthermore, (25%) of respondents indicated they were at an advanced level, indicating a greater level of proficiency in successfully using ICT tools. Moreover, the same rate stands for being expert, demonstrating a high degree of expertise and proficiency using ICT tools. This distribution represents a wide variety of participant familiarity levels, with a sizable fraction of them falling into the intermediate group. Overall, the results point to a sizable proportion of participants who had a strong foundation in the use of ICT technologies in EFL contexts, which can support interesting and productive EFL education.

Question 03: How do you believe ICT can contribute to enhancing English language learning in EFL classrooms?

Participants were given several options: limited impact, improving students' engagement, enhancing language proficiency, developing academic performance, and an open-ended "others" option. In response to this item, participants are encouraged to discuss how they believed technology can enhanced student engagement, improved language proficiency, improved academic achievement, and possibly discovered new applications of ICT in EFL classes.

The results showed that none of the participants selected the option of "Limited impact," suggesting a consensus among them that ICT had a meaningful influence on English language learning in EFL classrooms. The majority of participants (75 %) believed that ICT can improved students' engagement, highlighting its potential to created interactive and dynamic learning experiences that motivated learners. However, one participant only recognized that ICT can enhance language proficiency, acknowledging its ability to provide additional practice opportunities and access to authentic materials. Two participants emphasized the role of ICT in developing academic performance, recognizing its potential to facilitate research, collaboration, and critical thinking skills. Furthermore, one participant chose the "Others" option, indicating the presence of additional perspectives and potential benefits of ICT in English language learning that were not covered by the given options. Overall, the responses suggest a positive outlook on the impact of ICT, reflecting the belief that it can enhance various aspects of English language learning, including engagement, proficiency, and academic performance.

Table02.03. *ICT's Potential Contributions to Enhancing English Language Learning in EFL Classrooms.*

Options	Teachers's number of choices	Percentage %
Limited impact	0	0%
Improve students' engagement	3	75 %
Enhance language proficiency	1	25%
Develop academic performance	2	50%
Others	1	25%

Question 04: In your opinion, does the use of ICT have an impact on students' motivation?

Figure 02.13 *.The Impact of ICT Usage on Students' Motivation*
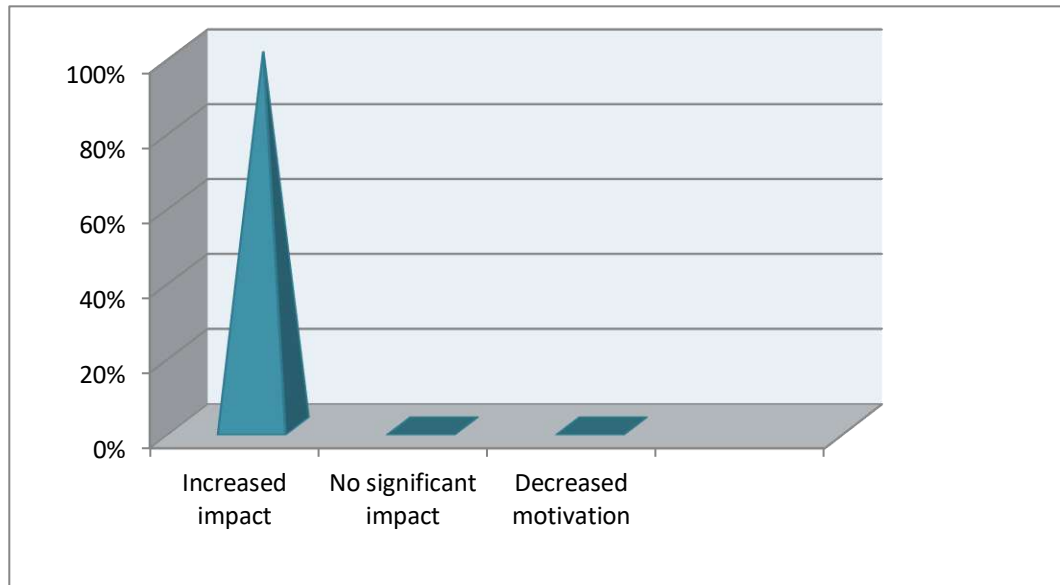
Participants are prompted to state whether ICT affects learners' motivation. Participants are required to select the option that aligns with their viewpoint based on their observations and experiences. This item aims to gather insights into participants' perceptions of the relationship between ICT usage and student motivation, allowing for a nuanced understanding of the potential effects of technology integration on learner engagement and enthusiasm in the educational context.

The analysis of the responses revealrd that all the participants without exception believed that the use of ICT has an increased impact on students' motivation. The participants' opinions indicated they perceive ICT as a valuable tool in enhancing student engagement, enthusiasm, and drive to learn. The absence of any selections for "No significant impact" or "Decreased motivation" options further reinforces the consensus on the positive impact of ICT on student motivation.

Question 05: Based on your previous experience, which specific ICT tools or technologies have you found most effective and efficient in the teaching and learning process?

Interviewees are asked to select specific ICT tools or technologies that are extremely successful and efficient in the teaching and learning process, as well as to share their prior experiences in response to this topic. This question aimed to gather insights into participants' preferences and experiences with various digital resources, platforms, and technologies, providing valuable information on effective practices for integrating ICT into language education.

It is clear that participants had varying preferences and experiences when it comes to the most useful ICT tools for teaching and learning. Results revealed that (25%) of the teachers chose social media for language practice, emphasizing the significance of unstructured, communicative interactions made possible by social networking platforms. Similarly the same rate stands for online language learning platforms, demonstrating a recognition of the value of structured digital platforms for language acquisition. Remarkably, half of them (50%) selected "Other" and listed a wide range of extra resources, including apps, games, and videos, short movies. This suggested a broad spectrum of preferred ICT tools beyond the options provided, highlighting the significance of multimedia resources, gasified learning experiences, and specialized applications in supporting language teaching and learning. Overall, the varied responses underscore the importance of catering to diverse learning preferences and utilizing a range of ICT tools to enhance engagement, comprehension, and language acquisition in educational settings

Table 02.04 . *Effective and Efficient ICT Tools in Teaching .*

ICT Tools	Parentage%
Online language learning platforms	**25%**
Social media for language practice	**25%**
Others	**50%**

Question 6: what are the main challenges of using ICT incorporated language classroom?

They are asked to list the main obstacles they encounter while incorporate ICT into language instruction. They are encouraged to consider their experiences and share any ideas they may have regarding the challenges, setbacks, or barriers. The results show that there are a number of issues with utilizing ICT in language classrooms, as indicated by the teachers' responses. The utilization of the Moodle platform is one particular example, which poses difficulties for educators due to issues like managing student absences and the dearth of required resources like computers and dependable internet connections. It was noted that a large number of students do not had access to personal computers at home, which limited their capacity to participated completely in online learning. Furthermore, insufficient home environments may also hinder the effectiveness of e-learning for both educators and learners. One issue that has been brought up is instructors' lack of ICT competency, which can affect how well they use ICT tools and resources.

Additionally, teachers argued that there was a lack of resources and poor quality materials, suggested that the availability and suitability of ICT resources can be a hurdle in the language classroom. Insufficient competences in using ICT tools as well as the lack of critical reflection on their implementation were also mentioned as other

main challenges. These responses collectively point to various obstacles related to infrastructure, access, training, and resource quality that can impede the successful incorporation of ICT into language teaching and learning environments.

Question 07: How do you balance traditional teaching methods with the use of ICT to ensure effective English language instruction for EF learners?

Figure2.14.*Balance Using ICT Tools and Traditional Teaching Method*
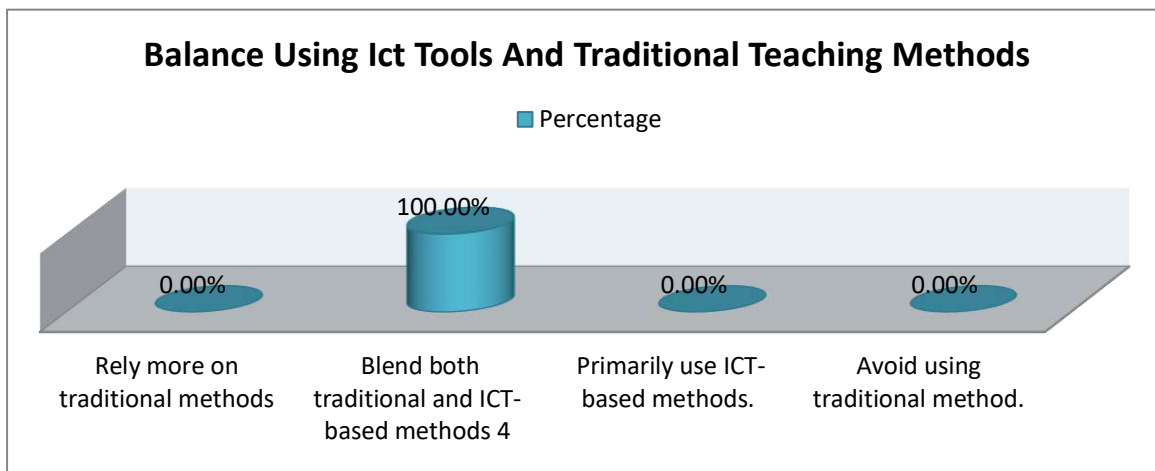
Teachers are asked to consider how they balance using ICT with traditional teaching approaches to ensure that English language education for EEF learners was effective. This item aimed at shedding light on how best to use ICT tools in conjunction with conventional teaching techniques to maximize learning outcomes for EFL Learners.

It was evident from the results presented below that all participants agree on the importance of blending both traditional teaching methods ICT in English language instruction for EFL learners. Results revealed that there is a general agreement among participants about the use of technology in conjunction with tried-and-true teaching strategies to maximize learning results for English for foreign Language Learners. The fact that the options Avoid using traditional methods, Rely more on traditional methods.

Findings suggested that participants were generally against extreme approaches and in favor of a balanced strategy that make use of the advantages of both traditional and digital teaching methodologies. Participants' agreement on blending methods underscores a holistic perspective on language instruction, emphasizing the importance of adapting instructional strategies to meet the diverse needs of EF learners while harnessing the potential of ICT to enhance engagement, comprehension, and language acquisition.

Question 08: How can ICT be Effectively Integrated into EFL Classrooms to Enhance Teaching Practices ?

In this question, teachers are invited to provide recommendations for integrating ICT into their EFL classroom to enhance teaching practices. They are asked to draw from their experiences and expertise to suggest strategies, tools, or approaches that can effectively leverage ICT. This question aimed to gather practical insights and best practices from educators to inform effective approaches for leveraging technology in EFL teaching.

After reviewing the responses, some significant ideas for incorporating ICT into the EFL classroom emerged, augmented with additional considerations. First, teachers' training was emphasized to be critical, underlining the necessity for professional development to improve educators' skill in properly incorporating ICT into their teaching practices. This was consistent with the idea that teachers required adequate training and support in order to use digital tools and platforms effectively. Second, the need of having computers and projection equipment, as well as a dependable internet connection, was underlined. These resources were critical for enabling ICT-based instruction and providing consistent access to digital materials and platforms. Furthermore, active student participation was also highlighted as critical to successful ICT integration.

This includes involving students in the learning process, encouraging them to actively participate and interact with digital resources, and cultivating a culture of digital literacy among learners. Furthermore, recommendations include providing

devices for both teachers and students, providing training sessions for students to improve their digital skills, allocating adequate time for teachers to plan and implement effective ICT-integrated lessons, and raising student awareness of the importance of digital literacy through sensitization efforts.

The proposals emphasized the significance of comprehensive support systems, such as teacher training, access to technology and internet connectivity, student participation, device provision, time management, and awareness-raising campaigns. These proposals aim to address numerous areas required for successful ICT integration into EFL teaching practices, hence improving students' learning experiences and outcomes.

2.9.1 Discussion and Interpretation of the Main Results

This current investigation looks at how ICT has completely changed the EFL teachers and learners' styles. In the results obtained from students' questionnaire, it is shown that ICT tools play a great role in skill acquisition hence their attitudes towards learning possibilities. For all modules, students still keep on using ICT devices hence showing that it has greatly helped them in their academic journey. This finding was also reported byBall (2003) who reported on the importance of ICT in EFL classroom.

Another finding that stands out from the results reported earlier is that teachers highlighted a major change in pedagogical techniques such as reliance of teachers on both conventional modes of tutoring and those influenced by ICT in a university's curriculum. This confluence of systems is proof that there has been a transformation over time concerning how people teach with technology being mandatory. This finding is consistent with that of Sweller (1994) who provided   early insights by emphasizing the cognitive load incurred by teachers and students when adopting new technology tools, highlighting the challenges of navigating unfamiliar digital platforms.

However, in as much as we can see the advantages, using ICT in language teaching is not without its difficulties. The major one is lack of adequate training for educators. Inadequate training and support have always been challenges faced by

several teachers when it comes to unlocking the real value of ICT which then curtails their capacity in utilizing digital gadgets effectively while teaching. There are also scarce devices or dependable internet connections that hinder proper utilization of ICT in classrooms hence proving the necessity for all-inclusive measures developed to overcome these stumbling blocks. These findings match that Benabdallah (2022) who reported different set of challenges and difficulties.

Another important finding is that EFL learners depend significantly on ICT tools thus demonstrating their key role in learning languages. Despite the challenges they face, many participants view positively the use of ICT because it helps them improve their language proficiency as well as provides them with various learning options. Moreover, respondents find technology useful as it bridges the gap created by lack of practice in English among other ways which leads to proficiency.

It was also found that the employment of ICT tools makes considerable improvements in language abilities for learners of English as a foreign language. Hence, learners point out the significance of digital resources like educational websites; language learning apps or even online courses because they assist them to improve on their reading, writing, speaking as well as listening skills. Computer based interaction CBI systems promote active participation while also aiding customization for individualized learning which enhances linguistic dexterity generally. In accordance with the present results, previous studies have demonstrated that ICT play a great role in enhancing teaching and learning processes .It was also revealed that teachers of language from varied experiences and environments use ICT tools for improving teaching methods and enhancing the study process for their learners as well. As such, integrating ICTs accommodates many styles of learning and individual learners' requirements through provision of dynamic interactive studying surroundings by educators. These research findings, drawn from both student questionnaires and semi-structured interviews, confirm two key hypotheses.
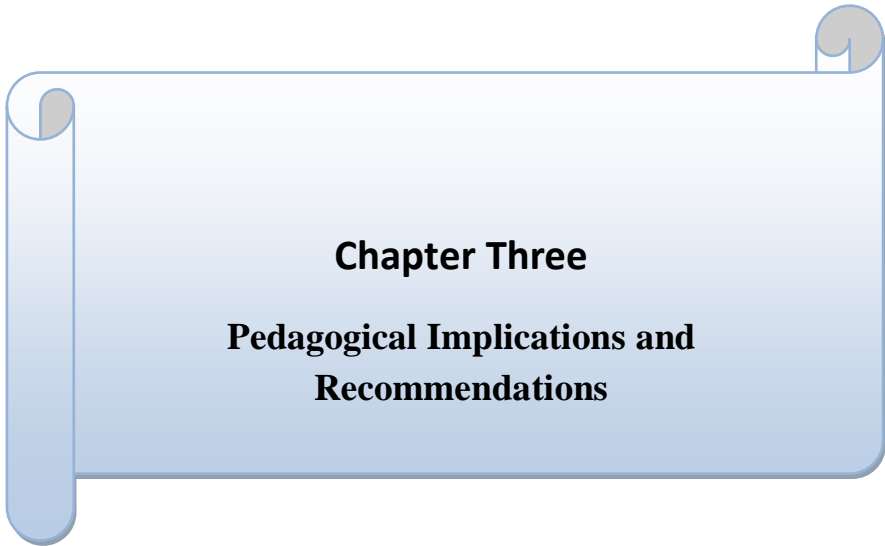
The findings substantial evidence supporting H1: the integration of ICT in language classrooms positively impacts both teachers and learners. Teachers reported

improvements in their teaching skills and strategies, leveraging technology to create more interactive and engaging lessons. Concurrently, students noted enhancements in their academic performance and classroom participation, attributing these improvements to the interactive and diverse learning materials enabled by ICT.

Finaly , these findings also confirm H2: teachers perceive various challenges when integrating ICT in EFL classrooms. These challenges include varying levels of high-tech skills among teachers, limited availability of technological materials, and resistance to remote teaching and learning. Teachers highlighted that while ICT offers significant benefits, overcoming these obstacles is crucial for its successful implementation in educational setting.

2.10 Conclusion

This chapter practically explored the impact of ICT on language education, it shaded light on data collection and analysis processes and the methods used. It was divided into two main sections of which the first section provided an outline of the theoretical framework alongside research design and tools for data collection. In contrast, the second section delved into the presentation of data analysis, engages in discussions, and offers interpretations of the main findings.

Chapter Three

**Pedagogical Implications and
Recommendations**

Chapter 3: Pedagogical Implications and Recommendations

3.1. Introduction.

3.2. Limitations of the Study

   3.2.1. Participants' Past Experience of ICT Use

   3.2.2. The Lack of Bibliographical References

   3.2.3. Time Constraint

   3.2.4. Methodology Constraint

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   3.4.7 Exploring Multimedia Resources

3.5. The Importance of Monitoring and Evaluation in ICT Integration in EFL

3.6 Implications for Selecting Authentic Materials

3.7 Implications for Selecting Authentic Tasks

3.8. Conclusion

3.1. Introduction

Drawing upon the rich tapestry of data gathered through diverse research tools, this chapter delves into the realm of improving English language learning via ICT within university settings. Through an exploration of findings, this chapter aims to furnish educators, students, and curriculum developers with pertinent insights and practical recommendations, fostering an environment conducive to enhanced learning outcomes.

3.2. Limitations of the Study

This study has several major limitations, each of which provides useful insights for future research attempts.

3.2.1. Participants' Past Experience of ICT Use

The study participants' past experience to ICT varies significantly. It became clear that students' familiarity and competency with ICT tools and concepts varied greatly, potentially influencing their engagement with the study content and capacity to convey findings effectively. This variability emphasizes the importance of taking into account participants' ICT literacy levels and incorporating appropriate support mechanisms, such as training sessions or differentiated instructional approaches, to ensure equitable participation and mitigate potential biases in future research endeavors.

3.2.2. The Lack of Bibliographical References

Ain Temouchen's libraries and classrooms have limited reference materials. As a result, both students and professors may have failed to undertake extensive studies because of the absence of resources for doing so, thus leading to a narrow study outcomes in most cases. To make future research initiatives better, they could employ measures beneficial for enhancing resource accessibility like digital repositories, inter-library lending programs and working with other institutions.

In summary, although this present work offers valuable understanding on the role of ICTs within EFL teaching its results are nonetheless subject to several important constraints, therefore, further studies on this important issue may attempt to overcome these barriers for greater comprehensiveness and generality through more encompassing and stringent methodologies.

3.2.3 The Time Constraint

Another restriction in this investigation was the time constraint. The data collecting and analysis process took place during the second semester of the 2023-2024 academic year, with the goal of meticulously acquiring, processing, and analyzing data from the sample population. Nevertheless, the time constraint that was given was too brief to adequately address the challenges regarding the integration of ICT into the teaching of EFL at Ain Temouchent University. This notwithstanding, the extent of depth reached in collecting and analyzing data was limited due to time constraints..

When it came to collecting data, organizing interviews among teachers was significantly hindered by time constraints. Conflicting work schedules and other duties rendered some of the teachers unavailable hence leading to a shallow analysis of the qualitative data obtained from their views. In light of these constraints, it is suggested that further studies should examine alternative interview styles like online or asynchronous interviews that can accommodate teachers who are forever busy with their workloads.

3.2.4 Methodology Constraint

The technique limitation is about difficulties of making use of specific research methods and approaches. These constraints may comprise problems in getting right data collection instruments or resources, trouble in engaging and recruiting participants or limitations posed by logistic complications on the use of particular approaches.

Methodological restrictions can affect the findings of this investigation concerning truth and faithfulness as well as their generalization beyond the boundaries of Ain Temouchent University.

The milestone used in this investigation was restrictive and cast doubt on what the findings reveal because it consisted of 34 students and four teachers. The study's conclusions might not be too relevant for a larger context because it was limited in terms of small sample population, even though those we choose provided invaluable input. Besides, some issues arose with some third-year EFL students not giving proper explanations behind what they answered. Additionally, some unexpected events, like an abrupt strike, that occurred resulted in many students retracting their participation hence greatly lowering study's representativeness. Moreover, in order to deal with these limitations, it would be beneficial for subsequent research to target at increasing participants that are drawn from not only varied but larger samples indicative of diverse demographics and education levels.

3.2.5 The Choice of the Research Collection Tools

While conducting a research, it is very important to select appropriate tools of data collection which are mostly determined by the study's nature. For this research, teachers were interviewed online and learners were distributed a questionnaire based on mixed methods approach that combines qualitative and quantitative techniques because they provide the most desirable results. These techniques provide an opportunity to obtain a lot of useful information from educators in a flexible way.

Nevertheless online instruments have some challenges associated with ensuring reliability as well as validity of collected information particularly when dealing with internet based survey where participants may not provide detailed answers. Nevertheless, they provide many advantages since they indicate good points concerning teaching practices and problems faced by students too. It is therefore necessary to find middle ground between using established tools while at same time trying out new ones so that we can foster creativity without compromising

trustworthiness in our work.In the end, what determines the quality of data and the consequent analysis is how effective research data collection tools are.

3.3. Recommendations and Suggestions

Based on the examination and interpretation of the findings from the student' questionnaire and teachers' semi-interview, the subsequent suggestions and recommendations are outlined to entice both students and teachers towards adopting ICT utilization.

ICT is multi-purpose and important for TEFL instructors and learners to blend it into their learning and teaching procedures. With ICT incorporated into their language studies, there are many options for improving proficiency with things ranging from software applications that teach users how to speak different languages interactively; web-based learning materials as well as audio and video files which can be useful for understanding unknown words when compared with printed text. Embracing ICT in language education not only makes learning more engaging and dynamic but also fosters a deeper understanding and application of the target language in real-world contexts.

Teachers should use ICT in their professional and educational careers to facilitate their English teaching which requires teachers encountering various lesson demonstrations and recording sounds in a specific way. Instructors who wish to be successful must use ICT tools including presentation programs and voice recorders which enable them to develop interesting materials for teaching lessons and disseminate information optimally to students. Various benefits are provided by these technologies. Multimedia elements can be included in the content, which can be individualized for students, thus enabling interactive learning. Moreover, audio recording through ICT assists teachers in capturing and disseminating examples of spoken language and pronunciation exercises along with listening materials; this boosts language learning by the students.

ICT plays a vital role in helping teachers achieve success in teaching and learning in University by positively influencing both the learners and the tutors involved. The incorporation of knowledge and communication technology in instructional procedures helps in making course content easily available through numerous resources available on the internet platform as well as interactive software packages. This will not only create diverse learning environments but also enhance student motivation through continuous active participation, continuous active participation.

Additionally, teachers should be able to adjust their lessons according to the specific requirements of each student, keep an eye on their progress and deliver information and feedback at the right moment; they should foster, enhance, and promote better learning results. ICT simplifies routine tasks for teachers, enhances their interactions with students as well as provides avenues for enhancing their skills in the profession. Ultimately, the use of ICT in college teaching enhances how one teaches their students and serves them and their instructors well too.

ICT users have got a chance to cause an increase in their education performance and ability at learning. In English as foreign language, it is good when there is integration of ICTs into activities within a classroom because such a practice makes them take part actively thus proding the necessary incentives to perform better in class. ICT should be used as a tool not only to help in learning but also in making things easier for learners in order to enable them work with a lot of confidence. Moreover, ICT introduces innovative methods of learning and teaching, opening up new avenues for educational engagement and interaction.

ICT tools contribute to clearer teaching methods, fostering student interest and curiosity in various subjects. By incorporating ICT into classes, teachers can maintain student engagement from the beginning to the end of the lecture, as it helps to capture and retain their attention throughout the session.

Teachers should take the role of urging students to use ICT applications in problematic tasks as they play a critical role in guiding students through challenging

tasks and the most effective way to do this is by encouraging the use of ICT applications. ICT avails numerous tools which are essential for enabling students handle difficult issues. It could be using learning programs, searching for information from the net or working with others in virtual spaces, in which allows them use new approaches and become better solvers through problems by incorporating ICT in education and it will not only prepare them for the demands of the modern world, but also help them be self-confident when they meet difficulties.

For an increased student participation, collection of positive feedback and development of skills educators, a variety of academic materials should be used including smart phones, computers and audio recordings in classes on ICT. It is important that instructors take part of some choices that learners make as well as being aware of challenges they face. If these devices are to be used in the right manner, teachers must work hand in glove with their students.

Students should be aware about the unethical consideration when depending on ICT in their research and learning. . Instead, such resources should be regarded as essential tools for aiding learning in classrooms. However teachers should focus on developing digital literacy skills and teach teenagers how to carry out research so that young generations can learn responsibly how to use ICT. Students shoul develop their own ideas and stay away from temptation of cheating by encouraging critical thinking and originality. To achieve this, established clear guidelines should be put in place while at the same time culture within the class should be based on honesty and respect of others' intellectual property. In addition responsible ICT use can be promoted through provision of alternative resources and using it as a learning tool incorporated together with provision of technology.

The ICT sector can offer learners crucial help in improving their pronunciation and feeling their vocabulary develop. As students listen to native speakers on MP3 files or watch videos on YouTube, they often find out that their communication skills get better with ICT support. Students should practice to improve the use of words, and pronunciation among other language abilities on interactive programs or even internet

software applications of language acquisition. In addition, virtual language exchange programs along with speech recognition software should be used to provide means through which real life practice as well as specific comments could be accessed. Students simply leverage on ICT tools to better their pronunciation accuracy and fluency thereby broadening their vocabulary hence eventually boosting their general language proficiency.

Students can benefit from many resources when using ICT to improve their understanding of the English language. These resources include online dictionaries, language learning sites, educational applications as well as interactive media where students may access interactive materials to improve on their English language competence. Moreover, electronic books and articles make research process smooth and improve students' interaction with the language at the same time. Classic as well as contemporary pieces of literature are available to learners in plenty, thereby empowering them with devices that are electronic for better understanding and enhancement of lexicon usage. Acquisition of English language skills through embracing ICT is advantageous for it allows for active language use as well as diversity during its study.

Subsequently, incorporating ICT tools into education not only empowers students to improve their learning experiences, but also provides them with the ability to quickly overcome difficulties that may arise along their academic journey. ICT is critical in creating a dynamic and successful learning environment because it provides access to a wide range of resources and allows for interactive study.

3.4 Promoting Active Participation through ICT Tools

This study calls for collaboration and cooperation. This process is believed to be critical for increasing classroom engagement and encouraging active involvement in EFL instruction. First, it is possible for interactive whiteboards to provide dynamic presentations by incorporating multimedia features like videos, audio clips or quizzes which when used, capture the learners mind enabling them to enjoy while they learn. Second, educators can generate prompt responses from students during a lesson

through the use of polling systems for example rushing up in class discussions or aiding in gathering learners' opinions that eventually help in creating a lively exchange leading to high involvement of learners. Third, it is real, using Google Docs or Microsoft Office 365, students get to work collectively in editing documents, suggesting new ideas and commenting on these documents.

Collaboration and peer-interaction are nurtured through this avenue. In addition, the merging of virtual reality VR and augmented reality AR technologies leads to creation of immersive & interactive learning experiences propelling students to examine actual environments and cultural spaces; thereby, making assimilation of information more captivating and indelible.

Furthermore, online discussion forums or chat platforms enable asynchronous discussions outside of the classroom, enabling students to engage in meaningful dialogue, share viewpoints, and reflect on their knowledge. Furthermore, language learning applications provide interactive language practice activities, vocabulary drills, and pronunciation exercises, allowing students to engage in self-directed learning and practice outside of the classroom, reinforcing language abilities and increasing autonomy.

Finally, Integrating game mechanics into teaching can help students engage more in learning and make it more attractive. Teachers who make good use of these ICT tools are able to not only increase classroom involvement and participation levels but also develop critical digital literacy abilities that serve as a foundation for future success of individuals post-graduation.

3.4.1 Using ICT for Vocabulary and Pronunciation Development

The impressive blueprint of ICT enables great chances in improving vocabulary and pronunciation in EFL instruction. By means of digital instruments and supplies, teachers can create active and interactive learning occurrences that account for a wide range of learner needs and tastes in order to stimulate acquisition and mastery of language as well. Vocabulary acquisition in EFL classes is made easier through a

variety of multimedia materials such as interactive and online dictionaries which can be used on ICT tools. These dictionaries are referred to as Vocabulary Apps, Flashcard Platforms, among others and often contain definitions, Example Sentences etc.; consequently, allowing learners to explore as well as reinforce independently learnt words as it gives them an opportunity to discover new words through definitional contexts. In addition, other media such as movies, podcasts, and interactive tutorials provide language input within a context which assists the learner to understand and remember new terms in real situations.

In a similar manner, ICT platforms in EFL training provide some new possibilities for practicing and enhancing spoken language skills. Speech recognition technologies, pronunciation apps, and online speaking activities enable students to gain prompt feedback on their pronunciation accuracy and fluency, where one can improve their articulation, intonation, and stress patterns by practicing pronunciation in digital environment hence increasing oral communication skills as well as overall language competence. Moreover, computer tools that possess gamified qualities can stimulate the interest of children in vocabulary building and improving pronunciation.

For instance, language learning games, quizzes as well as interactive exercises help in enhancing pronunciation as well as vocabulary retention in a fun way. Moreover, if teachers introduce elements of competition, prizes or track progress in learning, they can promote persistence in students\' pursuit toward education and also boost learners' interest in it through sense of accomplishment and motivation.

ICT enables tailored and differentiated education for vocabulary and pronunciation improvement. Adaptive learning platforms and personalized learning apps examine learner performance and preferences to create customized learning paths based on individual needs and learning styles. Educators can effectively help learners achieve their language learning goals by offering targeted practice and feedback that addresses specific areas of difficulty.

3.4.2 Using ICT in Professional Practices to Improve Teaching

The efficient use of ICT is necessary for better teaching skills advancements in EFL teaching and motivating professionalism among educators. ICT tools and resources enable the use of different opportunities by which educators can adapt their teaching methods to be in line with others, as well as keeping abreast of what is going on in this domain.

By providing a range of different online resources and materials for designing and delivering classes, ICT makes it possible even for teachers who might live in isolated areas or be unable to attend lectures physically at universities etc., but want more information about how they can communicate with students online. Class materials in real language abound in online repositories, digital libraries as well as educational websites that contain multimedia resources, video, audio recordings and even interactive gadgets perfect for creating curricular activities for EFL classrooms. Given this information and seeing the two ways in which education can be influenced positively by technology, it becomes easy for a teacher who understands ICT because they will know when it should not be used as well as when its use will yield positive results in language teaching.

In addition, ICT ought to foster cooperation as well as the formation of professional relationships among English as a foreign language teaching professionals such that they can learn from each other, exchange thoughts, and work together with fellow teachers from different geographical areas, states or even countries in projects. Interactions and working together is enabled among teachers and allowing them take part in professional growth by online forums, social media, platforms. Participating in collaborative projects and exchanging thoughts and experiences can help educators improve their pedagogical knowledge and skills, thereby boosting the quality of instruction in EFL classrooms.

Additionally, ICT should enable educators to engage in self-directed learning and professional development. Online courses, webinars, and virtual Conferences are sources of easily available and convenient continuing educational programs for

teachers given the technological advancements during the 21st century. Through this teachers are able to enhance their knowledge on EFL teaching methods, research findings as well as creative approaches they can include in their classroom practices. As such educators can develop their understanding about different topics in this area, get better at teaching while at the same time adapting to their learners' varying needs and changes in the educational sector (Zhou, Padron, & Waxman, 2021).

3.4.3 Providing Self-Directed Learning in EFL Classroom

By giving students access to a variety of digital tools and resources, educators can provide them with the opportunity to manage their learning process and make learning experiences unique to specific requirements and likes. There are ample opportunities for self-guided study in EFL using ICT tools. Online language learning platforms, mobile apps, interactive websites, and multimedia resources give students access to real language materials, interactive exercises, and self-assessment tools. These materials allow students to explore language content at their own speed, practice language skills independently, and successfully track their progress.

Adaptive platforms enable students to set learning objectives appraise progress areas needing improvement by examining their own performance with the help of which personalized feedback and suggestions are given; these systems don't stop till all necessary information has been provided. This custom-made method persuades the independence and individual language learning of students with regard to their control and regulation of learning under the constraints of what may be required from them in their prior learning sole models which have guided them through schooling prior to coming to the course where participant subject matter is constructed into knowledge-bearing or meaning information-carrying utterances that serve social communicative outcome.

In addition, learners have the support of any-time/ any place learning facilitated by ICT tools which enables the students to participate in activities of learning on their own outside the normal classroom. They can acquire language resources, interact with friends as well as chat with individuals from other countries using mobile apps or

utilizing forums on the internet. At the same time, they can invent their own ways of learning through collaboration despite the distance between them. This flexibility will make it possible for a number of different approaches or strategies which would enable them engage with their own educations positively while aiming at mastering languages even when they are beyond conventional schoolrooms (Redjeki & Muhajir, 2022).

3.4.4 Promoting Teacher-Student Partnerships in ICT Integration

For ICT integration to be effective in EFL instruction, teachers and learners need to develop collaborations. In order to leverage each others' different opinions and abilities as well as use each others' insights in the process of ICT integration by EFL educators, they should encourage co-construction between a student and the instructor when applying technologies.

When teachers work together with their students to select digital tools, develop learning activities, and gauge their effectiveness in learning, they grant students a measure of power in ICT integration in education. This method of doing things serves to increase student engagement and raise motivation levels among them while at the same time promoting ownership of the learning process. In fact, it gives learners the possibility of owning both learning processes and outcomes which results into empowerment (Bernard et al., 1982)

Moreover, when ICT integration in teacher-student partnerships is carried out, it enables creation of digital material as well as tools of different forms which suit diverse learning needs and choices. Learners may apply creativity, digital literacy, cultural awareness in generating multimedia output, group discussions on the internet, teamwork in delivering PowerPoint slides. Such moves do not only make it easier to learn but also foster other students' teaching and exchange of ideas in the class (Tenai, 2017).

Furthermore, the integration of ICT technology forms a window in which both teachers and students can examine different teaching and learning activities together. Teachers can ask their students to provide feedback on their experiences with digital

tools and activities. This will help them know which of their methods are not working so well and identify areas of improvement. In this way, a reflective dialogue is promoted where EFL instructors may outline what they have learnt or failed to learn in relation to using computers in teaching languages, among other things. Hence, ELT professionals are encouraged towards an attitude characterized by permanent advancement through reflection processes such as teaching observations as well as making reflections with learners' preferences used as grounds for changing methods (Kohnke, 2021).

3.4.5 Teaching Students Ethical ICT Practices to Prevent Misuse

When using a computer information system for language learning, there are several ways that it can be beneficial. One can find authentic content and engage in interactive sessions. But at the same time, there is the risk of sharing personal information by mistake or behaving against moral principles online. In order not to be lost in virtual reality, it is important to educate learners on such principles.

It is important that students learn about proper conduct when using computers. This includes being aware of plagiarism, copyright breach, cyber bullying among others but not limited to privacy matters on cyberspace. Educators have chance of leading talks on this topic through carrying out case studies or other fun methods that would make them think wisely before making any decision on the internet. Northwest Missouri State University (2018, August 20) in their article about "Ethics for Technology Use in the Classroom." suggests that students require to make them aware and capable of analyzing how trustworthy and credible the information from the web along with understanding what constitutes disrespect for someone else's work while at the same time following ethical guidelines concerning their use of technology. Hope also stated that "...those who create and monitor educational technologies, such as filtering software systems, need to foster a greater awareness of how their products might negatively impact on educational outcomes, at the same time factoring an element of trust into the operation of such devices" (Hope, 2010, p. 700).

Moreover, EFL teachers are very critical for showing responsible ICT use and providing guidance to learners to behave online in a safe manner. When educators incorporate digital etiquette principles into classroom discussions and assignments, students learn how to communicate properly and responsibly in digital settings. In addition, educators can support parents and guardians in underlining such concepts and promoting responsible digital citizenship within and without the school environment.

By emphasizing the teaching of ethical ICT practices, EFL educators enable students to fully realize the promise of digital technology while reducing the risks of misuse and unethical activity. By instilling in their students a feeling of responsibility and integrity, educators equip them to navigate the digital world ethically and constructively contribute to society as informed and responsible global citizens.

3.4.6 Maximizing Learning Opportunities through Various ICT Forms

EFL instruction continues to evolve in the ever-changing educational landscape to respond to various learners' needs. EFL teachers now have a myriad of tools and platforms to enhance their teaching and learning practices. Using ICT efficiently could bring a lot of possibilities for bettering learning outcomes in EFL courses (Mosquera Pérez, Flor Angela, & Elias, 2022).

3.4.7 Exploring Multimedia Resources

Increasing availability of multimedia resources is an important benefit of including ICT into the EFL training. Such contents as movies, podcasts, interactive simulations and virtual reality environments are various modalities to engage learners as it aligns with their learning styles. The use of such materials during class preparation raises prospects for better linguistic interaction and the process of learning another language under conditions of life (Muhammad, 2010).

Platforms for interactive language learning language learning systems were created for the sole purpose to be dynamic and flexible according to a particular learner. Such websites use game-like activities such as rewards and reward progress tracking to keep learners motivated in many occasions and maintain their attention.

Games are an interesting and engaging medium in which kids can play, participate in competition, learn something new, pass a message across to other kids or simply have a good time interacting with each other while sitting physically apart.

These systems incorporate rewards, progress tracking, and interactive activities to keep learners motivated and focused on their language learning journey. Games serve as an engaging medium for learners to participate in competitions, learn new concepts, communicate messages, and interact with others, even in a virtual setting. This approach aims to create dynamic and flexible learning experiences tailored to individual learners' needs (Godwin-Jones, 2014)

Online collaboration tools many ICT applications are collaborative, allowing EFL learners to interact meaningfully with peers and instructors outside of the traditional classroom. Discussion forums, messaging applications, and collaborative document editors make it easier for students to communicate and collaborate while practicing language skills in real-world settings. Furthermore, internet platforms allow for asynchronous communication, which accommodates different schedules and promotes individual learning (Mosquera Pérez, Flor Angela, & Elias, 2022).

Virtual Language Exchanges language exchange programs in virtual environments allow students to practice that language especially through interactions of culture and mutual practice of the language. During real-time, on Skype or any other video call service provider, learners develop their speaking skills as well as enhance listening abilities by having conversations with individuals who vary in fluency from beginner to fluent speaker via online means like Skype or any telecommunication App where they can communicate freely through which they share opinions on various issues. These exchanges foster global understanding and offer excellent chances for language immersion and cultural enrichment (Zhou, 2023).

Personalized learning paths **,**ICT solutions equipped with self-adjusting algorithms can use the performance and priorities of the learner to come up with personalized learning paths. Personal content tips offered by adaptable systems help match the preferences and speeds at which different students learn while offering

targeted help and tasks. Such personalized strategies allow for self-guided education by promoting independence among students thereby putting the language learning process in their hands (Hilliker, 2022).

 Overcoming challenges and maximizing impact although it is quite beneficial to integrate ICT in the EFL classroom, this move is also hindered by certain challenges like access disparities, lack of internet skills among potential consumers in terms of electronic data handling techniques due to educational disadvantages or income levels apart from worrying about privacy issues when using online services. As such, all educators handling these subjects need support whether they are department heads, deans or students' representatives, they therefore have an obligation of allocating the necessary resources towards purchasing such equipment at any cost (Sari, Pertiwi, & Sunengsih, 2017).

Overcoming learning barriers in EFL using ICT applications **,** In the world of EFL training, tough challenges facing persistent learners might be tackled using information communication technology ICT tools in a proper manner.ICT in a situation of EFL would help instructors to deal with different issues that learners face. For instance, poor understanding because many students have never interacted with native speakers or traveled abroad.ICT applications help students to get multimedia resources, interactive platforms, and virtual language exchange programs, so that they can communicate in real world setting and also practice language input authentically.

 Also, personalized learning paths created by tailored to each individual learner has been made possible by ICT hence dealing with the challenges of different competence levels, learning styles and paces. Additionally, online technologies for collaboration facilitate communication among students while also fostering teamwork thereby eliminating limitations posed by time zone difference that traditional classroom come with and helping with peer relations. Upon integrating ICT applications effectively, EFL instructors could be able to create dynamic educational spaces where every learner is accommodated regardless of their problems thus helping them acquire English excellence (Sari, Pertiwi, & Sunengsih, 2017).

Meeting modern digital learning needs Today's learners look for interactive and captivating experiences that employ technology in language learning. In this regard, EFL instructors are integrating multimedia instructional materials, interactive forums, partnership tools and virtual communication in different languages which lead to creation of vibrant learning environments that address different learning styles and preferences. Such a well - rounded strategy helps to enhance not only students' linguistic competencies but also their digital media literacy levels as well as cross-cultural awareness and intercultural competency, preparing students for success in an increasingly digital world (Diyyab, Abdel-Haq, & Aly, 2013).

Developing digital literacy constructing the new digital technology into an integral part of existence, it creates the need for digital literacy. Integrating computerized tools and resources into the methods of teaching, English as the Foreign Language teachers strive to equip learners with required skills that would enable them exploit fully all the exponential technological advancements in the digital space. From accessing multimedia resources and interactive platforms to working online and participating in virtual language exchanges, students are exposed to a wide range of digital contexts that promote critical thinking, problem-solving, and communication abilities. EFL educators who teach digital literacy along with language proficiency help their students to successfully access, evaluate and create digital materials, thus improving the students' prospects in academic, professional and personal activities (Blue, 2022).

3.5. The Importance of Monitoring and Evaluation in ICT Integration in EFL

EFL instruction, monitoring and evaluation have pivotal importance in guaranteeing effectual educational policies and attainment of goals, especially when ICTs are involved. Nothing can be more stressed in the need for Monitoring and Evaluation M &E than in a rapidly changing educational environment characterized by increased use of technology in teaching.

M&E chief aim in EFL is to create ways of tracking and judging the application of ICT integration. This is done by building systems of tracking how technology is employed in classrooms, how teachers integrate ICT tools in their instruction methods, and how learners interact with them in order to improve the quality of their language acquisition experiences.

Ensuring that educational policies aimed at incorporating ICTs into teaching are effectively turned into action is one of the critical roles of Monitoring and Evaluation. This means keeping a close eye on initiatives like training teachers on digital literacy skills, equipping schools with technological resources required for success, and encouraging changes within the existing curriculums so they can include digital tools during language teaching.

In addition, M&E enables those who make decisions about education and administration to know if the goals desired in ICT integration are met with. They can be proficiency enhancement of students' language attainment, advancement of digital literacy among them, sharing knowledge through collaboration between individuals who intend learning together or increasing student's involvement and motivation during language learning procedures.

For example, educators can determine whether these tools increase vocabulary acquisition and aid listening or speaking among EFL students using specific ICT tools like multimedia annotations and language learning apps. These studies can offer valuable ideas concerning the use of diverse ICTs in foreign language tutoring through which they inform subsequent instructions (Al-Seghayer 2001).

M&E also enables one to continuously assess their strategies and make necessary changes in accordance with what they know works best within their unique environments. If some ICT projects do not achieve their objectives, teachers can rethink their use. They could decide to train more teachers, modify the curriculum materials or take up new digital tools that are more appropriate for their students.

Furthermore, continuous improvement is feedbacked by M&E in EFL. In other words, when you go back at the end of every term to check students' completion rate and listen to what they have to say about their learning experiences on CTL integrated into curriculum, it would help identify places that need more working on as well as bettering English teaching through well-thought-out resolutions based on gathered data.

In conclusion, M&E in EFL in the context of ICT integration are argued to be crucial for the successful implementation of educational policies and achievement of objectives. When progress is monitored, outcomes are evaluated and strategies are adapted according to evidence-based practices; educators can take advantage of enhanced avenues of language learning with IT facilities thereby creating more interactive classes that yield better academic results.

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3.6 Implications for Selecting Authentic Materials

Revolutionizing teaching and learning processes has become more common because of the integration of ICT in education today. At the core of this transformation is the use of genuine materials that provide actual environments that enhance the students' experiences throughout their education. The profound implications of integrating authentic materials into ICT-supported learning environments are explored in this section, which also draws on effective strategies from reputable educational sources.

Authentic materials should include different stuffs such as texts, videos, images, or interactive simulations which come from real-life contexts, but not made for

education only. When these materials are combined into lessons supported by ICT, teachers improve their content and real-life nature thereby removing the theoretical concepts and practical applications difference. According to Davies & Pearse, (2000) through authentic materials, students delve into deeper views concerning the subject, they critically analyze it while at the same time achieving a broader perspective on the various diverse cultural and linguistic contexts.

Besides, by tapping into student interests and closely linking education to their daily lives, genuine resources promote engagement and motivation (Nunan, 1999).

The inclusion of authentic resources into ICT-integrated surroundings has numerous differences that are cultural and linguistic in nature. When students access original materials from distinct cultural contexts they develop a wider view of the globe thus encouraging cross-cultural skills as well as compassion (Tomlinson, 2012). Moreover, according to Peacock, (1997) authentic material helps a language learner realise correct language use within the environment leading to faster language acquisition and fluency development.

Educationists must ensure that real materials are culturally sensitive and all inclusive, acknowledging diversity in student-origin and backgrounds (O'Neill, 2005). Choosing authentic items for ICT integration requires considering technology compatibility and accessibility. Educators are required to ensure that regardless of limitations on technological resources all students can access the chosen materials. All of this requires choosing materials that can be used on many different devices and platforms, as well as presenting other forms of content or adjusting content for those who are disabled (Hockly, 2013). Interactive ICT tools and platforms can be also used to enhance active engagement and collaboration among students (Warschauer & Healy, 1998).

It is vital to align authentic materials with learning objectives and curriculum standards in order to increase their efficiency in ICT-supported learning environments. In light of this, educators need to evaluate materials critically and choose the ones that meet their lessons' specific goals and outcomes by maintaining consistency and

appropriateness. To reflect technological advancements and changing information landscapes, maintaining current and authentic materials entails a continuous process of adaptation and updating. By assessing content on a regular basis, the support material for ICT-integrated teaching as well as learning remains current and relevant.

To sum up, integrating real-life language into computerized supported learning prevalence provides numerous advantages toward improving students' educational engagements. It is worth noting that authentic materials not only encourage but also foster relevance, realness besides promoting cultural diversity. In the digital era, by being keen on how they select, implement, and modify genuine materials, teachers can improve the influence of ICT infusion on learners' academic performance.

3.7 Implications for Selecting Authentic Tasks

Integrating ICT into the learning and teaching process is essential for enhancing engagement, motivation, and effective learning outcomes in the field of EFL education. Key in this integration is the choice of real-world tasks which give students chances to use language skills for specific purposes. As Bransford, Brown, and Cocking (2000) assert that Learning environments that are structured around authentic, challenging tasks are far more likely to promote engaged learning.

Tasks that are authentic mirror real-world challenges and situations. They give students chances to use their language skills in practical situations. According to Jonassen (1999), tasks that are real-life problems and challenges which apply to the life of the learners are called authentic tasks. For instance, instead of isolated grammar exercises, learners might get engaged with making multimedia presentations on global issues or participating in virtual conversations about anything happening today.

Selecting real jobs to blend ICT with helps make studying related as well as real. One thing that Herrington et al. (2003) underscores is that real jobs link learning with actual situations in life, so that learning is more meaningful and interesting. Warschauer and Healey (1998) agree with these feelings. They say that engaging in activities that mirror the kind people do every day makes it possible for students to

appreciate the value of their language skills. Warschauer and Healey (1998) argue that Authentic tasks foster intrinsic motivation by helping learners see the relevance of what they are learning to their own live .For example ,Students could use ICT tools, for instance to create podcasts where they discuss environmental problems or get information about cultural issues relating to their lives through online research.

In addition, the development of cognitive skills is influenced by tasks that are genuine. Gee (2003) said, Authentic tasks require students to think critically and creatively when solving real-life problems. Students develop deeper understanding of the topic when they participate in activities that require analysis, evaluation, and synthesis of information. This idea comes from Dede (2007), which states that Authentic tasks promote deeper learning by encouraging students to apply their knowledge in complex, real-world situations. For instance, An example would be where scholars can make use of ICT tools in order to get to the bottom of enough data from newspapers, blogs as well as others forms of material for interpreting and analyzing. Through this, they will enhance their critical thinking capacity.

Moreover, authentic tasks used to enhance students' capacity of self-direction. Referring to Holec (1981) The authentic task make the students feel like they are the owners of their learning process and that is fostering autonomy and self-directed learning processes. When students are involved in tasks that entail exploration, experimentation, and decision-making, they will eventually become more independent learners who have the passion to follow their interests; this assertion is corroborated by Hattie and Timperley (2007) who stated that Authentic tasks enhance; promoting monitoring and evaluation through self-regulation among learners. For example students could employ ICT resources to browse for real language samples like online news articles or videos to produce their interests based multimedia projects.

Furthermore, by picking real-life ICT tasks to add into curriculum, teachers will be able to teach different learners according to what they can do well and their understanding of the subject. With regard to this issue, Tomlinson (2001) observes: Authentic tasks, then, enable educators to individualize instruction taking into account

the range of students' backgrounds, experiences, learning profiles and abilities. Teachers can create inclusive learning environments to help all students succeed by offering various tasks that correspond to diverse learning styles and interests. According to Prensky (2001), Authentic tasks enhance personalized learning through enabling learners to select tasks that are congruent with their interests and capabilities. Students, for example, could pick from a menu of ICT-based activities such as creating digital stories, getting into online discussions or designing multimedia presentations that best suits their individual preferences.

In conclusion, real tasks in ICT integration increases the learning of EFL, making it more useful, rational, independency of action, and customized the selected tasks at the same time enhance autonomy and critical thinking as the main benefits of relevance and personalization better in the English language teaching-learning process. The use of real tasks in ICT integration as this improves learning and teaching in EFL education making it more contextual, analytical, independent, and individual the tasks chosen must also enhance self-reliance together with creativity while focusing on thinking analytically and independence in teaching English.

3.4 Conclusion

In conclusion, this third chapter delved into the limitations of the study and proposed a set of implications and recommendations for enhancing the efficacy of EFL learning through ICT. These insights paved the way for future research endeavors and deeper exploration within this domain.

General Conclusion

A significant change has occurred in education in universities due to drastic success in using ICT tools in EFL classrooms. In the development of technological changes that are taking place at a rapid pace, educational environments have been one of the main beneficiaries especially with regard to FFL. The research intends to analyze the rampant use of technology as well as its significant outcome on how people acquire knowledge in EFL. It explores how effective ICT devices are when used by EFL students at undergraduate level who studied at the University of Belhadj Bouchaib, Ain Temouchent for enhancing their learning ability .This study, therefore, chooses EFL teachers as well as students. The purpose is to get a better comprehension of how such integration improves language learning, furthering engagement and enhancing effective communication skills within a classroom context.

In this research, data were collected through the utilization of questionnaires and teachers' responses. The questionnaires served the purpose of addressing research inquiries, necessitating a combination of closed-ended and open-ended questions to extract pertinent information. To capture teachers' perspectives, a series of interviews were conducted, structured around predetermined questions that guided the discussions. Subsequently, the gathered information underwent analysis based on quantitative, qualitative, and thematic considerations. To enhance the credibility of the findings and pave the way for future research endeavors, a triangulation approach was employed. The data collection and analysis were facilitated through the use of Google Forms.

Both learners and teachers rely heavily on ICT tools, as indicated by the results, and these help create positive attitudes toward learning. When it comes to language education, learners prefer the use of ICT very much and say their language skills improve due to the availability of digital resources like websites, apps and online courses. It is also observed that teachers value ICT in their work leading to its inclusion in their teaching methods aimed at creating lively instructions.

The present study is structured around the investigation of two principal questions, which form the basis of its rationale.

Q1. To what extent does the integration of ICT have an impact on the teaching and learning process ?

Q2. What are the perceived challenges of ICT incorporated EFL classroom?

The results of the first question indicate that the integration of ICT holds considerable significance for teachers in their EFL classrooms. By incorporating ICT tools and resources, teachers can enhance multiple facets of their instructional practices. The advanced technologies diversify instructional methods, ensure higher effectiveness of student engagement and provide opportunities for interactive learning. Additionally, connections of the advanced technologies allow for greater availability of real language and materials in EFL classroom, which in turn will improve the language learning environment. As a final point, the usage of ICTs enables educators to tailor their teaching methods so as to meet the different requirements among students in an EFL setting.

According to the outcomes of the second query, a good number of teachers are of the view that many obstacles are associated with the use of technology in the teaching of English as a foreign language. Among these is the fact that a good number of teachers lack the necessary technical knowledge that can facilitate for the effective use of ICTs. This thus implies they may be prevented from employing ICT tools in the right way owing to lack of competence on their part when it comes to specific aspects concerning ICTs so as to make them usable and their content expressible only by electronic signals. Apart from that, poor school infrastructure and limited connection to the internet hinder effective integration of computers in teaching situations. Time and workload constraints encumber teachers since including ICT in these processes needs more preparation and extra resources.Moreover, issues regarding the trustworthiness and interoperability of ICT tools, together with problems surrounding online safety and digital literacy have served to make the inclusion of ICT in the EFL classroom difficult. Therefore, solving these problems demands some specific

professional development initiatives, a good support while planning properly so that ICT can be integrated effectively in EFL instructions .

The findings confirm the hypothesis that the ICT integration language classroom is likely to have a positive impact on both teachers and learners. It may enable the former to improve their teaching skills ,strategies and may also assist the latter to develop their academic performance and engage in classroom participation. And teachers may perceive different challenges while ICT in EFL classrooms. This may be associated with their high-tech skills, the availability of the technological materials, the resistance to remote teaching and learning.

Students enjoy the usefulness of ICT in enhancing their language proficiency and obtaining diverse learning materials, while teachers acknowledge the usefulness of ICT in making teaching more effective and addressing varied educational needs. Nevertheless, despite these advantages, teachers sometimes lack adequate training on how best to use these devices and access reliable internet connections which are needed for effective classroom practices.

The research was divided into three chapters. The first one is devoted to the review of literature , it provides a theoretical framework concerning the two important aspects of this current work . It , first , presents an overview of Definition of Information and communication technologies , the origin , challenges of using ICT in classroom and, the role of the teacher using ICT , the impact and Computer assisted language learning . Then , Chapter two methodological in essence, yet is based on practical data, in which the analyses of the questionnaires are thoroughly and statistically presented , it follows the continuity of the empirical data of the interviews analyses and an overlapping discussion of the findings on the use of ICT in classroom and its impact on and enhancement of EFL teaching and learning. Chapter three provides some recommendation concerning the use of ICT integration on learning and teaching process.

Certainly, students might have problems with their studies without ICT if they find it hard to concentrate during lessons, have trouble understanding them, are not

motivated enough to learn further, lack confidence in their abilities or are passive these findings match that of Zhang (2013) and Tazci (2011) who examine Internet use in EFL teaching and learning. Results unveiled that instructors generally had optimistic perceptions of employing the Internet for educational purposes; there was something missing from their pedagogy with regard to its application. In addition, the study showed that teachers' awareness about ICT and networking was somewhat sketchy. Teachers feel that ICT tends to increase students' self-assurance in communicating, promote invention and creativity while also give them access to data that can better their learning experience in general

In conclusion, this study proved the positive and considerable part ICT plays in EFL teaching and learning. For students ICT provides a range of chances to learn other languages, for example English, and gives more help to their studies in classrooms and other materials. It is equally important and considered helpful by teachers in their teaching processes. They are regarded as the best facilitators towards successful teaching and learning desires desired by all involved, be they students or teachers.

Teachers and learners both demonstrate a positive attitude toward the integration of ICT in learning. The findings confirm the hypothesis that ICT has a positive impact on learner motivation and language skills. ICT enhances' students' engagement and develops youth by introducing them to multiples that are somewhat like real language such as numerous numbers of materials. To sum up, the use of questionnaires and teacher input made it clear that ICT is a game changer in EFL classes as they increase fluency. These tools offer more to teachers and their learners than simply improving language command; they also help to build up students' desire to learn which means ITC avails numerous advantages to EFL education. In the future, it is a must for teachers to employ ICT well, which involves using technology in such a way that learning environments are made dynamic and all-inclusive thus giving power to students as well as equipping them with the right skills necessary for doing well during this period of digitalization.

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Appendices

Appendix A

Students' Questionnaire

The main purpose behind this questionnaire is to gather valuable insights and opinions on using ICT . Your input is crucial in helping us understand the impact of ICT integration on learning process.We want to emphasize that your responses will be treated with the utmost confidentiality, and this questionnaire will be undertaken in an anonymous way. Your privacy is of the highest importance to us, and your individual responses will not be disclosed or attributed to you personally.

Part 1: The use of ICT tools

1/ Are you male or female (Gender):

☐ Male   ☐ Female

2/How often do you use ICT in your daily life ?

☐Always ☐ Often ☐ SOMETIMES   ☐ OCCASIONALLY ☐ Never

3/ Do you use ICT in classroom ?

☐Yes   ☐ No

4/ How frequently do you use ICT tools for academic purposes?

☐Daily ☐ Weekly ☐ Monthly ☐ Rarely

5/Which ICT tools do you use for EFL learning?

☐ Online dictionaries

☐ Language learning apps

☐ Educational websites

☐ Social media for language practice

☐ Virtual classrooms or video conferencing tools

☐ Other:

6/Have you encountered any challenges or barriers in using ICT tools for learning?

☐ Yes ☐ No

-If yes, please specify the challenges you have faced ?

Justify .....

Part 02: Impact of ICT Integration on Learning and Teaching Process

7/Would you prefer a highly integrated use of ICT tools in your courses?

☐ Yes ☐ No

-If yes, what specific types of ICT tools would you like to see more in your courses?

Justify.....

8/Do you prefer traditional classroom-based EFL learning or ICT-integrated learning?

☐ Traditional classroom-based EFL.

☐ ICT-integrated learning.

9/Do you believe that the integration of ICT has positively impacted your learning experience

☐ Yes   ☐ No

-If yes, please describe how ICT tools have improved your learning.

Justify .....

10-Which language skills you think ict has helped developing?

☐ Reading skills

☐ Writing skills

☐ Listening skills

☐ Speaking skills

11/ How often do your instructors integrate ICT tools in their teaching methods ?

☐ Always ☐ Often ☐ Occasionally ☐ Rarely

12/On a scale of 1 to 5, how satisfied are you with the current level of ICT integration in your learning environment? (1 being very dissatisfied, 5 being very satisfied)

☐ 1/5 ☐ 2/5 ☐ 3/5 ☐ 4/5 ☐5/5

Thank you for your collaboration

Appendix B

Teacher's Semi-structured Interview

This present Semi- structured interview aims to gather essential insights for our research on ICT impact in teaching process . This interview is designed to explore your experiences and perspectives as an educator, contributing valuable information to our study. Your candid responses are crucial in shaping the depth and richness of our findings, informing recommendations for improvements in integrating technology into the curriculum, refining teaching methodologies, and enhancing overall educational outcomes. Rest assured, all responses will be handled confidentially and used solely for research purposes. Your participation is instrumental in advancing our understanding of educational dynamics, and we appreciate your thoughtful contributions during this interview.

Part 01: The use of ICT in classroom

01/ Do you incorporate Information and Communication Technology (ICT) in your teaching methodologies?

☐ yes

☐ No

-if yes, what are the forms ?

Justify….

2/ What is your level of familiarity with using ICT tools in EFL context?

☐   Beginner

☐   Intermediate

☐   Advanced

☐   Expert

Part 02: The role of ICT

03/ How do you believe ICT can contribute to enhancing English language learning in EFL classrooms?

☐   Limited impact

☐   Improve students' engagement

☐   Enhance language proficiency

☐   Develop academic performance

Others **:**

04/ In your opinion, does the use of ICT have an impact on students' motivation ?

☐   Increased impact

☐   No significant impact

☐   Decreased motivation

05/ Based on your previous experience, which specific ICT tools or technologies have you found most effective and efficient in the teaching and learning process?

☐   Online language learning platforms

☐   Social media for language practice

Other **:**

06 / what are the main challenges of using ICT incorporated language classroom?

Explain ….

07. How do you balance traditional teaching methods with the use of ICT to ensure effective English language instruction for EF learners?

☐ Rely more on traditional methods

☐ Blend both traditional and ICT-based methods

☐   Primarily use ICT-based methods.

☐   Avoid using traditional method.

8. What recommendations can suggest for integration of ICT in EFL Classroom to teaching practices?

Explain…..

Thank you for your collaboration

التلخيص بالعربية

ظهر إدماج تكنولوجيا المعلومات والاتصالات كقوة تحوّلية، تعيد تشكيل أنماط التدريس والتعلم التقليدية في المشهد الديناميكي للتعليم المعاصر. تركز هذه الدراسة الحالية على التحقيق في تأثير تكنولوجيا المعلومات والاتصالات في فصول اللغة على عملية التدريس والتعلم لطلاب السنة الثالثة في جامعة بلحاج بوشعيب. تم استخدام أداتين بحثيتين لجمع البيانات، هما المقابلات شبه المنظمة مع المعلمين واستبيانات المتعلمين. كشفت النتائج أن إدماج تكنولوجيا المعلومات والاتصالات عزز بشكل كبير تفاعل الطلاب وحسّن أساليب التدريس للمعلمين. لذلك يُوصى بأن تستثمر الجامعات في تدريب مكثف على تكنولوجيا المعلومات والاتصالات للمعلمين وتضمن تجهيز الفصول الدراسية بالموارد التكنولوجية اللازمة لتعظيم التأثيرات الإيجابية على كل من الطلاب والمعلمين.

الكلمات المفتاحية: معلمو اللغة الإنجليزية كلغة أجنبية، متعلمي اللغة الإنجليزية كلغة أجنبية، المؤثرات، أدوات تكنولوجيا المعلومات والاتصالات، عملية التعلم، عملية التدريس.

Résumé en Français

L'intégration des Technologies de l'Information et de la Communication TIC a émergé comme une force transformative, remodelant les paradigmes traditionnels d'enseignement et d'apprentissage dans le paysage dynamique de l'éducation contemporaine. Cette étude de cas actuelle se concentre sur l'investigation de l'impact des TIC dans les classes de langue sur le processus d'enseignement et d'apprentissage des étudiants de troisième année à l'Université de Belhadj Bouchaib. Deux outils de recherche ont été utilisés pour collecter des données, à savoir des entretiens semi-structurés avec les enseignants et des questionnaires pour les apprenants. Les résultats ont révélé que l'intégration des TIC a considérablement amélioré l'engagement des étudiants et a perfectionné les méthodes d'enseignement des enseignants. Par conséquent, il est recommandé que les universités investissent dans une formation continue aux TIC pour les éducateurs et s'assurent que les salles de classe sont équipées des ressources technologiques nécessaires pour maximiser les impacts positifs tant sur les étudiants que sur les enseignants.

Mots-clés : enseignants d'EFL, apprenants d'EFL, effets, outils TIC, processus d'apprentissage, processus d'enseignement.

The Summary in English

The integration of Information and Communication Technology(ICT) has emerged as a transformative force, reshaping traditional teaching and learning paradigms in the dynamic landscape of contemporary education. This current case study focuses on investigating the impacts of ICT in the language classroom on the teaching and learning process of the third-year students at the University of BelhadjBouchaib. Two research tools were used to collect data, namely teachers' semi-structured interview and learners' questionnaire. Results revealed that ICT integration significantly enhanced student engagement and improved teachers' instructional methods. Therefore, it is recommended that universities invest in ongoing ICT training for educators and ensure that classrooms are equipped with the necessary technological resources to maximize the positive impacts on both students and teachers.

Keywords : EFL teachers, EFL learners , effects, ICT tools ,learning process, teaching process .