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Investigating the Use of ICTs to Enhance Leaners' Digital Literacy: The case of First Year EFL Master 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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DEDICATION

This work is heartfully and proudly dedicated

to our parents

teachers and

supervisor

ACKNOWLEDGMENT

This work would have never been accomplished without the strength and ability that Allah has given us, therefore praise be to Allah.

We would like to acknowledge and give our warmest thanks to our supervisor Miss. Nouria MESSAOUDI for her support, guidance, and insights that helped us complete this work.

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ABSTRACT

This research work aimed at highlighting the important role of Information and Communication Technologies in in influencing students' learning opportunities and gave insights on EFL students' attitudes towards the use of ICT in school education. Employing these technological tools assisted learners in becoming more engaged in the teaching and learning process and fulfilling their learning needs. Therefore, this work sought to investigate students' Digital Literacy skills and the impact ICT implementation on EFL learners at Belhadj Bouchaib University, Department of Letters and English Language. The case of the study was Master students and teachers in the Department, the participants were thirty-four students and four teachers in the English Department who had at least a Master degree in order to to see the extent to which they used ICTs and whether they had the susceptibility and technological competencies to integrate it in their classrooms. Additionally, to the main issues that prevented them from using this teaching strategy were explored. Thus, qualitative and quantitative methods were administered to confirm the hypotheses according to the interpreted ICTs in class, then students' learning skill would be improved. The practical outcomes of the study offered an analysis of the collected data from the questionnaire and interview, and suggested some recommendations and a discussion of the main results. Consequently, the findings of this study showed positive insights about students' and teachers' attitudes towards the use of Technology in the classroom as a practical and multipurpose tool to mediate and supplement teaching and learning.

Acronyms & abbreviations

ICT: Information and Communication Technology

EFL: English as a Foreign Language

CALL : Computer Assisted Language Learning

CT: Computer Technology

CT: Communication Technology

ET: Electronic Technology

TELL: Technology Enhance Language Learning

CAL: Computer-Aided Learning

IWB: Interactive White Board

UK: United Kingdom

OS: Operating System

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GENERAL INTRODUCTION

General Introduction

Technology is the body of knowledge. It plays an essential role in the educational field. The continuous growth of Information and Communication Technologies and Digital Literacy within the field of education has witnessed multiple changes in the history of language teaching and learning around the world. However, for many countries, the English language is the most spoken language. In some countries, it can be a first language, a second language, or a foreign language for populations who use two or more languages. For Algeria, as one of the multilingual countries, it has more than one language to use, and the English language is one of them. As a result of that, many students choose to continue studying English in their higher education. Thus, it's important to know what tools can help them enhance their learning process. As a result, the integration of ICTs and digital literacy alongside their potential support provides effective opportunities for enhancing students' learning skills and has extensively provided students with new innovative ways with unlimited convenience to put the English language into practice and help them achieve better outcomes. As it's known, technology and digital literacy have become more interesting and important in every aspect of our life, among individuals outside and among individuals in schools and universities.

With its expansion, digital literacy leads many EFL teachers and educators to integrate different ICTs in their teaching and learning process. It has the potential to increase access to education and facilitate learning for both learners and teachers and help them interact at the same time. Due to the numerous resources available on the internet and the information that can be obtained through videos, audio sounds, visual presentations, and so on.

In Algeria, EFL education has known several changes. However, some teachers and students continue to have some challenges in producing high quality Academic Work. This research work is intended to investigate the integration of ICTs and Digital Literacy in EFL

classrooms. The main aim of this research study is to explore the attitudes of Master On

students and the teachers' of English towards the integration of Information and Communication Technologies and the main obstacles that prevent them from using them. For that reason, the following three questions are made:

1. What are the reason of students poor academic performance and lack of knowledge in Digital Literacy ?
2. How can the use of ICT tools assist students and teachers in producing gramatically correct and well structured language ?
3. How can English teachers involve these Technologies inside the classroom ?

In order to answer the above research questions, the following research hypotheses are formulated:

1. Lack of Technological Devices and poor internet services.
2. The integration of Information and Communication Technologies (ICTs) may enable teachers to establish a conducive and effective learning environment.
3. By providing the necessary equipment and materials, English teachers may be able to effectively incorporate these technologies into the classroom, leading to improved learning outcomes.

To achieve the aims of this research, we collected data through two questionnaires: one for Master's students studying English and the second one for teachers in the Department of English at the University of Belhadj Bouchaib in Ain Temouchent.

This research work is divided into three main chapters. The first chapter is devoted to the literature review, providing an overview of the use of ICT to enhance English language teaching and learning in Algeria. It consists of two sections. The first section focuses on Information and Communication Technologies, while the second section explores Digital Literacy, referencing valuable works and studies.

The second chapter is dedicated to the practical part of the research. It delves into the Methodology and data collection methods, encompassing the research design,

research setting, and the sample population. Additionally, this chapter describes the research instruments utilized for data collection.

Lastly, the third chapter centers around the process of results analysis and the discussion of the survey findings. The purpose of this research is to elicit perceptions on the impact of using ICTs and Digital Literacy in EFL classrooms on learners' motivation and skills. Its aim is to assist educational leaders in integrating ICT in language classrooms by providing ideas and types of ICTs that can be effectively utilized inside language classrooms.

CHAPTER ONE
EFL AND DIGITAL LITTERACY

Chapter One EFL and Digital Literacy

1.1 Introduction

1.2 Definition of ICT

1.3 ICTs types

1.3.1 Computer

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1.1 Introduction

ICTs are one of the most important tools used for enhancing various educational needs. In the era of globalization, the vital role of technology and digital competences in shaping the field of education and fostering creativity cannot be ignored. The objective is to support and promote individuals' knowledge and fundamental skills. Consequently, the implementation of ICTs in English language teaching and learning is not a new phenomenon. Many countries have already incorporated ICTs into their curricula, aiming to optimize their effectiveness to the fullest extent.

In Algeria, the previous pandemic has further highlighted the reliance of both students and teachers on technology for their studies, leading to significant progress in this field. As a result, this chapter provides a concise overview of the importance of ICTs and digital literacy in the realm of education. It delves into various technical and pedagogical aspects, seeking to explore the extent to which these technological tools can have an impact on the teaching and learning process.

1.2 Information and Communication Technologies

The term ICT, or Information and Communications Technology, encompasses the utilization of a diverse range of digital technologies, resources, and tools to enhance the development and exchange of information in the context of learning. The 'C' in ICT represents Communication, which entails the exchange of information between individuals, whether through face-to-face interactions or by means of various communication devices. On the other hand, the 'I' in ICT stands for information, which refers to data that has been analyzed and processed to convey meaning.

According to F.W. Horton, information can be defined as "the data that has been processed to meet the needs of users." This emphasizes the transformation of raw data into meaningful and usable information that fulfills the requirements of individuals seeking knowledge or understanding.When Computer Technology and Communication Technology are combined, the result is Tnformation and Communication Technology or Electronic Technology. It is a general term that means transmitting and manages

information to society.

1.3 ICT Types

According to Anderson (2010, p.4), the effective use of Communication and Information Technology in education empowers students to receive information, communicate, and exchange information with others in an effective manner. Several technologies fall under this category, including:

1.3.1 Computer

The implementation of computers in a language classroom has become an integral part of the learning and teaching process, offering numerous benefits. Its significance is evident in the various ways it enhances educational experiences. The use of computers simplifies and streamlines the educational lives of both students and teachers. It facilitates a wide range of learning activities, including reading and writing exercises, web-based research, visual and auditory learning through multimedia resources, exam planning, educational videos, interactive games, and much more.

In recent years, the emergence of computers has paved the way for the growth of Computer-Assisted Language Learning (CALL) and Technology-Enhanced Language Learning (TELL). These methodologies leverage the power of technology to provide innovative and effective language learning experiences. CALL and TELL approaches utilize computer-based programs, applications, and tools to support language acquisition, practice, and proficiency development.

The integration of computers in the language classroom opens up new avenues for interactive and engaging learning opportunities. Students can benefit from personalized learning experiences, immediate feedback, and access to vast online resources. Teachers can leverage computer-assisted tools to create engaging lessons, track student progress, and provide tailored instruction.

Overall, the use of computers in language classrooms has revolutionized language learning and teaching, offering enhanced accessibility, interactivity, and efficiency in educational processes.

1.3.2 Smartphones

The widespread use of mobile technologies, including mobile applications, within the academic community has had a significant impact on the learning process. Students are increasingly utilizing their mobile phones to download scholarly materials, access educational websites, and engage in discussions on specific topics. Mobile devices have become a versatile tool for students, enabling them to perform various tasks such as using the internet, sending emails, taking photos, storing documents, and accessing teaching materials online.

The convenience and accessibility of mobile technologies have revolutionized how students engage with their learning materials and interact with their peers and instructors. With mobile applications, students can access a wealth of educational resources anytime and anywhere, allowing for greater flexibility and independent learning. They can quickly search for information, download e-books and academic papers, and stay updated with the latest research in their field of study.

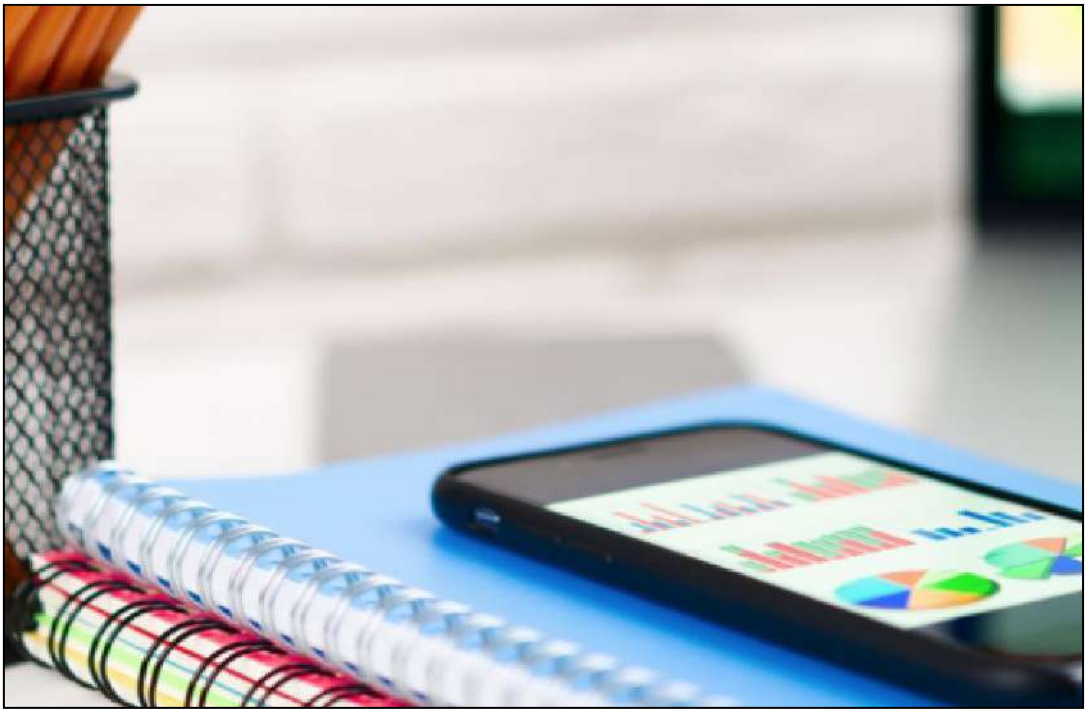

Figure 1 : *Why Cell Phones Should Not Be Banned In Schools | Prizm Institute Blog. (n.d.). https://www.prizminstitute.com/blog/why-cell-phones-should-not-be-banned-in-*

schools/ Copyright 2023.

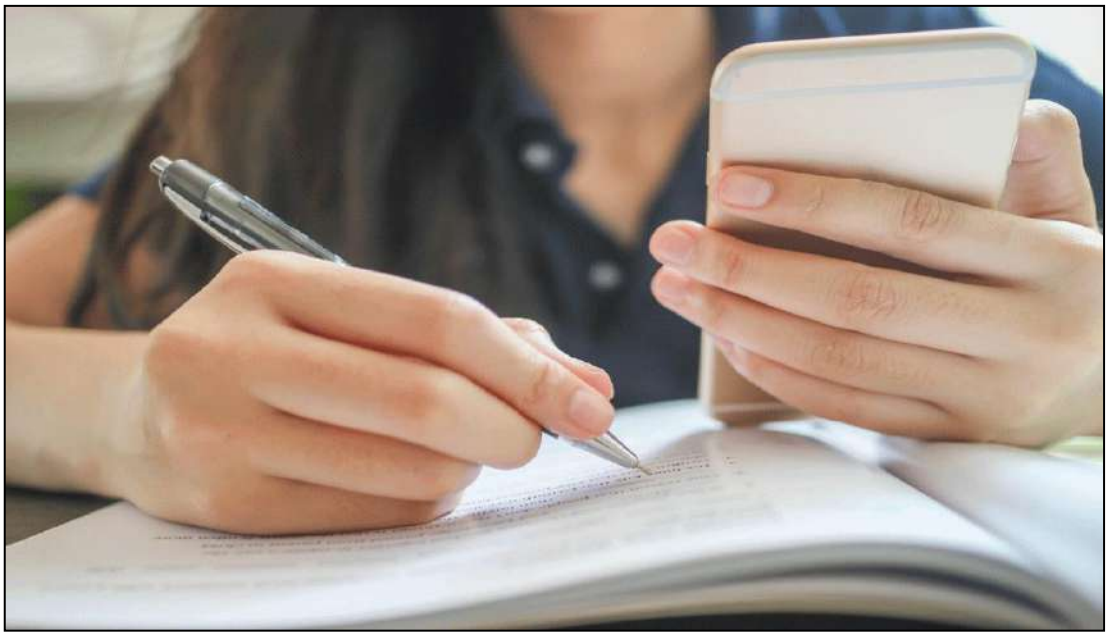

Figure 2 *: Gullaci, D. (2019, July 4). Victoria to ban mobile phones in schools - Education Matters Magazine. Education Matters Magazine. https://www.educationmattersmag.com.au/victoria-to-ban-mobile-phones-in-schools/ Copyright 2023*

1.3.3 Digital Projector

The digital projector is an equipment for creating an exciting classroom environment by allowing teachers to transmit their lesson presentations more effectively. For students, it helps them to show pictures and watch videos, more than using speech alone. By connecting the projector with a computer or video device, the lesson is going to progress more effectively. This, in fact, boosts students' engagement and comprehension.

Figure 3 : *Admin. (2016). John Monash Science School Equips Classrooms With Modern Projectors. DIB Australia. https://dibaustralia.com.au/installations/overhead-projector-eb585w-jmss/ Copyright 2019.*

1.3.4 Internet

Internet is a global system of computer networks that facilitates the exchange of data and communication between people. August (1995) defines the Internet as "a worldwide collection of computer networks that serves as a means for communication and global exchange of information." Among EFL learners, the most commonly utilized aspect of the Internet is Google, which serves as a prominent web tool for searching information by entering keywords and obtaining the desired information (Anderson, 2010:8).

In addition to search engines like Google, social media platforms such as Facebook can also play a valuable role in assisting students in developing their writing and communication skills. Facebook provides a platform for students to engage in written communication, express their thoughts, and interact with others. By actively participating in online discussions, students can refine their writing abilities, express

themselves more effectively, and engage in collaborative learning experiences.

Figure 4 : By Kajal Sharna JANUARY 27, 2023 *Sharna, K. (2023). Role of Internet in Education | Online Education. |. https://www.theasianschool.net/blog/role-of-internet-in-education/*

1.3.5 Interacive White Board

The Interactive Whiteboard (IWB) is a technological device that has been recognized as a valuable tool in improving students' learning experiences, enhancing motivation, and facilitating instruction for teachers. Multiple studies and research papers have highlighted its effectiveness in educational settings (BECTA, 2003; Beeland, 2002; Schmid, 2008; Slay, Siebörger, & Hodgkinson-Williams, 2008; Wall, Higgins, & Smith, 2005).

The IWB is a large touch screen system that can function as a standalone computer or a touchpad, enabling users to control computers connected to projectors. It provides an interactive platform where teachers and students can engage with digital content, multimedia resources, and educational software in a dynamic and engaging manner.

The benefits of IWBs are numerous. For teachers, it offers a versatile and interactive tool for delivering lessons, incorporating multimedia elements, and presenting content in a visually appealing manner. The interactive features of the IWB allow teachers to annotate, highlight, and manipulate content in real-time, fostering active participation and understanding among students.

For students, the IWB creates an immersive and interactive learning environment. It encourages collaboration, as students can actively participate in activities and manipulate content on the board. The tactile nature of the IWB promotes kinesthetic learning and increases engagement, as students can physically interact with the digital content.

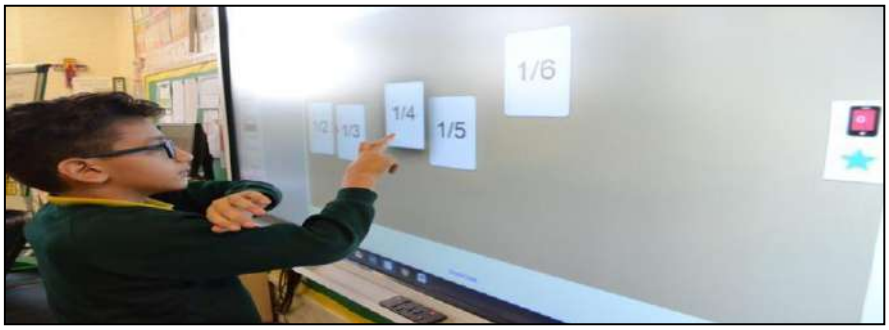

Figure 5 : *Sponsored by SMART. All opinions are my own* April 17, 2018 *Burns, M. (2019b, January 6). How to Use Interactive Whiteboards and Blended Learning in the Classroom - Class Tech Tips. Class Tech Tips. https://classtechtips.com/2018/04/17/interactive-whiteboards-and-blended-learning-stations/*

1.4 Definition of Digital Literacy

In recent decades, there has been a significant rise in the integration of digital technology in various aspects of daily life (Bekker et al., 2015). Digital literacy is a concept that encompasses the ability to effectively utilize digital technology and navigate information from diverse sources and formats. It encompasses the necessary skills that enable users to proficiently work with software tools and perform basic information search tasks (Buckingham, 2015).

Digital literacy goes beyond mere technical skills and encompasses a range of competencies. It involves the ability to critically evaluate and analyze digital content, engage in effective communication through digital platforms, and navigate online environments safely and ethically. Digital literacy equips individuals with the skills to effectively use digital tools and technologies for tasks such as information retrieval, data management, content creation, and problem-solving.

The term "Digital Literacy" has been subject to various interpretations in literature (Güneş & Bahçivan, 2018). According to Buckingham (2015), Digital Literacy can be defined as the skills necessary for effective operation with software tools and carrying out fundamental information search tasks. It encompasses a range of competencies required for active participation in a knowledge-based society, including knowledge, skills, and behaviors.

1.4.1 Digital Competencies

Bawden (2008) proposes four fundamental competencies for Digital Literacy: internet search, hypertext navigation, knowledge assembly, and content evaluation. These competencies form the foundation for effectively engaging with digital resources and information.

In the twenty-first century, college students represent a generation that has grown up witnessing the rapid advancements in computer networks and the exponential growth of online media, including the internet, virtual reality, and artificial intelligence. This generation has a unique familiarity with and exposure to these technologies. As a result, the importance of digital competence continues to gain prominence in higher education.

There are regional differences when referring to the idea of Digital Litracy and Digital Competence. Studies on Digital Literacy are frequently undertaken in English-Speaking Nations whereas those on Digital Competence are frequently conducted in European Nations outside of the UK (Spante, et al, 2018).

1.4.2 Principles of Digital Literacy

Yudha Pradana outlines the main principles of Digital Literacy. They are summurized as follows

- **Comprehension :** Refers to the capacity to figure out implicit and explicit ideas from a media.
- Interdependence : It is how one Media form connects with another, whether potentially, symbolically, idealy, or literally.
- **Social factors :** It is the ability to transmit messages by sharing it and create organic ecosystems of resourcing, sharing and repackaging media.
- **Curation :** data organization, storage, and preservation are all part of curation.

1.5 Digital Literacy Skills

Digital literacy encompasses a broad range of skills that need to be acquired in digital learning contexts, as defined by Zilka (2006). These skills include engaging with texts that contain multiple representations such as text, sound, video, and more. Additionally, digital literacy involves navigating and comprehending hypertext, which refers to text that contains links to other texts with varying levels of detail.

Visual illustrations, including images, simulations, and films, play a significant role in digital literacy as they enhance understanding and illustrate natural phenomena. Moreover, interactive elements that facilitate knowledge creation in an enjoyable and captivating manner are essential components of digital literacy.

Furthermore, digital literacy involves proficiency in using various data processing tools and accessing diverse sources of information. It encompasses skills such as critically evaluating online information, conducting effective online research, and utilizing digital resources for various purposes.

Overall, digital literacy encompasses a wide range of skills necessary for individuals to effectively engage with digital learning contexts. It includes skills related to multiple representations, hypertext, visual illustrations, interactive elements, data processing tools, and accessing information from diverse sources. Acquiring digital literacy skills equips individuals with the ability to navigate and utilize digital resources for learning, communication, and problem-solving purposes.

Many researchers refer to the possibilities that Digital Literacy can help learners to:

- Develop the need for learning and knowledge.
- Develop the capacity to seek pertinent information through a number of techniques.
- Develop the ability to recognize legitimate and reliable information, to assess and avoid unreliable or inaccurate information.
- Develop the necessary skills to concentrate on the issue, the relevant source, and the relevant information without conducting more research.
- Connect to the learning environments at the School from your home via the internet.
- Use Visual and Audio information.
- Include a variety of Digital Resources in the learning process, such as Social Media Platforms, discussion boards, and applications for sharing information.
- Develop your ability to interpret information from written, visual, and auditory sources and transform it into knowledge.

1.6 Benefits of using ICT in Foreign Language Learning and Teaching

The extensive use of ICT (Information and Communication Technology) in the daily lives of both teachers and learners has a significant impact on education as a whole, including the EFL (English as a Foreign Language) environment. Notably, studies have found that students who utilize ICT for learning purposes become more engaged and immersed in the learning process.

It is important to note that ICT encompasses more than just computers; it also includes applications, operating systems (OS), software, and interconnected networks. Tools such as Excel, Word, and Google Meet are examples of how information

technology is integrated into educational settings.

The influence of technology in schools and universities as a supportive tool for student learning continues to grow. It provides students with access to a wide range of resources and enhances their learning experiences. Additionally, technology facilitates communication, collaboration, and the sharing of information among students and teachers. With the increasing integration of ICT in education, students can benefit from personalized learning, instant access to information, and interactive learning activities.

1.6.1 Developing Collecting Knowledge

Using ICTs becomes the new method in the educational system. It enables students to make their own profits. By getting the materials done, they will be widely spread among them.

Social media facilitates contact and collaboration activities that take place online, which is why the term "Social Web" is commonly used in this context (e.g., Ravenscroft, 2009).

Additionally, on the internet, social media facilitates communication and cooperation both among very small and very large groups of users. These groups develop on their own, either as communities or in terms of networks of people. They do not usually interact primarily because they aim to learn something (although this may be the case, of course) but because they find the interaction itself to be rewarding.

Moreover, users can actively engage in communication with others and contribute to the creation of content (for example, by creating blogs, tagging resources, publishing personal profiles, and participating in forum discussions).

1.6.2 Increasing Communication

ICT use increases students' motivation and willingness to cooperate. The easy accessibility of smart technologies into classrooms encourages more active participation and provides different opportunities, which will make students more interested. Communication will be more facilitated by the interconnection of various school subjects and resources. A former research (Fried, 2008) shows the effect of laptops in education and the learning process, which can be hard to achieve in the traditional learning environment.

sizes increase and scheduling becomes more difficult, email is a useful additional tool for facilitating communication between students and professors.

The use of Audiotapes is important in oral skills class, the simplest approach for students to listen to a range of speakers on a variety of topics in a variety of genres, dialogues, interviews, lectures, stories, and poems for the development of receptive abilities is through a tape player or podcasts. Also, the use of Voice-mail to give homework to encourage students to complete spoken assignments that you can hear and evaluate.

1.6.3 Improving Knowledge Retention

According to Mezher (2007), ICTs and global networks have brought about a revolution in learning and knowledge sharing through communication. The ability to access information and connect with others around the world has significantly transformed the educational landscape.

1.6.4 Enhancing Learning Motivation

Information and Communication Technology (ICT) serves as a potent tool for enhancing the quality of education and fostering increased motivation and engagement among learners. ICT introduces novel educational approaches (Sanyal, 2001) and provides ample opportunities to access a wealth of data through various information resources, such as computers, smartphones, and the internet.

Technology cultivates an environment that fosters synergy, collaboration, and dynamic, hands-on learning. In comparison to traditional teaching methods, classrooms enriched with technology promote student sharing and raise awareness of self-motivated learning (Li, Pow, Wong, & Fung, 2010). The implementation of laptop initiatives in schools has been shown to enhance students' learning motivation. Keengwe, Schnellert, and Mills (2012) report that schools integrating laptop programs have witnessed improvements in student learning, motivation, and the ability to engage in self-directed work.

1.7 Teachers' role in using ICTs

The meaningful application of ICT plays a crucial role in supporting and expanding teaching and learning opportunities within the realm of teachers' work. Teachers act as facilitators, guiding students, providing assistance to individuals or groups, managing time and tasks, and instructing students on purposeful and generative ICT use. Their role is to create a fruitful learning environment infused with new technologies to aid learners in their studies.

Teachers' attitudes are highly influential when it comes to integrating ICT into classroom instruction. Their perceptions and competencies determine the successful implementation of ICT to enhance student motivation and transform the subjects they teach through effective design and syllabi. Addressing diverse learning styles, such as fast, average, and slow learners, can be achieved through the use of interactive multimedia tools like computers, the internet, and mobile phones. Such tools foster an environment where teachers and students interact and collaborate across various subject matters. To support curricula with technological infrastructures, it is imperative to develop and plan ICT policies.

Successfully integrating pedagogy and technology for teacher development requires understanding the shift from teachers as instructors to facilitators and from teacher-led to learner-centered instruction. However, many teachers lack adequate ICT training or struggle with effectively using it. Studies on active teachers' ICT training and its utilization with disabled students highlight the overall lack of training, regardless of the type of disability (hearing, visual, cognitive, motor, etc.) (Brodin & Lindstrand, 2010; Vladimirovna & Sergeevna, 2015).

Furthermore, ICT can significantly contribute to foreign language education by making lessons captivating and unconventional, thereby increasing student involvement. It allows for the integration and utilization of various skills (e.g., combining words and images, audio and video clips) and enables a focused exploration of specific aspects within the subject matter. Additionally, ICT provides access to reliable online resources and

authentic materials, including recent news, enriching the learning experience. It enhances self-directed learning, fosters collaboration and communication among students, elevates learning outcomes and achievements, boosts student motivation, and encourages active student participation. Furthermore, it facilitates collaboration and communication among learners as they engage in various learning tasks (Haucine, 2011).

1.8 Students Difficulties about the use of ICTs

Muilenberg's research focuses on analyzing the obstacles to the effective utilization of ICTs. These barriers encompass various challenges, including administrative and teacher-related issues, restrictions on social interaction, limitations in academic and technical competence, learner motivation concerns, lack of study time and resources, high costs and limited internet access, and technical difficulties. Livingstone (2012, p. 12) emphasizes that ICT may not be suitable for all learners in every situation and purpose, and its effective use may require substantial training for learners to fully benefit from it.

Limited accessibility and network connection :

According to Pelgrum (2001), the accessibility of ICT was identified as a factor contributing to four of the top ten barriers. These obstacles included a lack of an adequate number of computers, peripherals, copies of software, and immediate internet access. Additionally, the slowness of ICT systems and the absence of internet access during school further compounded the challenges associated with ICT integration.

Limited technical support:

Technical assistance emerged as a significant barrier for students, encompassing issues such as delays in web page loading, difficulties connecting to the internet, malfunctioning printers, unavailability of digital projectors, and a shortage of computers. These technical barriers disrupted the seamless delivery of lessons and impeded the natural flow of classroom activities (Sicilia, 2005, p. 43). The Becta (2004, p. 16) report highlighted that a lack of technical support in schools often leads to irregular technical maintenance, thereby increasing the risk of technical breakdowns.

Lack of effective training:

Pelgrum's (2001) research revealed that there were insufficient training opportunities for teachers to effectively use ICTs in the classroom. This lack of training encompassed various aspects, including pedagogical training, skills development, and

specific training on integrating ICT into teaching practices. Gomes (2005) also highlighted the absence of training in digital literacy, inadequate pedagogic and didactic training, and a lack of guidance on using ICT in specific subject areas. Newhouse (2002, p.45) emphasized that teachers not only need to possess computer literacy but also need to cultivate skills in seamlessly integrating computer use into their teaching and learning programs.

Limited time:

The limited availability of time is a significant factor contributing to teachers' limited use of technology in their instruction. Numerous researchers have identified the lack of time and the challenge of scheduling sufficient computer time for classrooms as major obstacles to teachers' integration of ICT (Al Alwani, 2005; Becta, 2004; Beggs, 2000; Schoepp, 2005; Sicilia, 2005). Sicilia (2005) discovered that all teachers cited a lack of time as their primary challenge when attempting to design technology-based lessons, explore different internet resources, or examine various aspects of educational software.

1.9 The impact of ICTs on students four skills

The implementation of ICT plays a crucial role in enhancing students' four skills, which are integral for English as a Foreign Language (EFL) learners and essential for their everyday interactions. In technology language classes, students have the opportunity to develop their language proficiency while simultaneously acquiring important information and communication literacies (Warschauer, 2002).

a. Speaking

Many students have a misconception that knowing a language is equivalent to being able to speak it, leading them to perceive language learning as solely acquiring speaking skills. In this regard, Lawti (2004, p. 229) emphasizes that success in language learning is often measured by the ability to engage in conversations in the target language.

Therefore, the use of projectors to watch or explain lectures can significantly contribute to the development of students' speaking abilities. It enables visual learners to absorb a substantial amount of information while actively engaging in the learning process. Conversely, incorporating computers into oral expression lessons facilitates the efficient transmission of information to students' brains in an easily accessible manner. Additionally, the utilization of digital cameras can have a significant psychological impact on students, enhancing their language learning experience. Furthermore, leveraging websites like YouTube enables students to practice their listening comprehension skills through exposure to authentic content from native speakers.

b. Writing

ICT plays a crucial role in creating a supportive and motivating environment for students to enhance their writing skills in terms of both quality and quantity (Lam & C. M. Pennington). As pointed out by Jones (2008, p. 13), learners already engage in regular online writing, and one of the challenges for language teachers is to help them expand their "Internet world" beyond their first language. Utilizing the internet as a language learning opportunity becomes a way to address this challenge effectively.

Technology has transformed both the content and manner of writing. Students are improving as writers and readers due to the ease with which they can produce and revise their work using technology. Van Leeuwen and Gabriel's (2007, p. 421) article supports this notion, as they suggest that using a computer with word processing software instead of traditional pen and paper introduces a new range of possibilities in

terms of attitudes, interactions, instructional strategies, and written products. This highlights the importance of instruction and the development of digital literacy skills.

In summary, ICT facilitates the improvement of students' writing skills by providing opportunities for extended language learning beyond the traditional classroom, leveraging social networking sites for communication, and transforming the writing process through digital tools and word processing software.

c. Reading

Reading is a multifaceted skill that encompasses various complexities. The approach to teaching reading has undergone constant revision, particularly with the advent of the Internet. The International Reading Association (2009) emphasizes that being fully literate in today's world requires proficiency in the new literacies of information and communication.

d. Listening

Listening skills are often neglected or underestimated in the classroom, as they are perceived as the least accessible of the four language skills (Field, 2008). Due to time constraints, teachers sometimes remove listening activities from their curriculum. However, by incorporating technology, especially the internet, teachers can engage students in language and tasks that are personally relevant to them. This approach prepares students to benefit from real-world sources of knowledge.

For example, students can easily record lectures using mobile phones with built-in voice recorders or online applications designed for creating recordings for later listening. The internet offers a wealth of audio and video lessons that can aid in the teaching and mastery of listening skills. Documentaries, news broadcasts, and other resources provide students with more options and control over their learning. Lynch (2009) highlights this as one of the key advantages of utilizing advanced technology in teaching listening. Students can adjust the content, mode (audio/video), activity, task type, difficulty, support (subtitles), sequence, time, and pace of their listening exercises according to their own interests and learning preferences.

1.10 Conclusion

In summary, the first chapter of this research primarily focuses on the theoretical aspects of the study. It provides definitions of Information and Communication Technology (ICT) and Digital Literacy and explores how they contribute to improved and more efficient education, enhancing the teaching and learning experience. The chapter also delves into various facets of Digital Literacy and its principles within the educational context, emphasizing the importance of utilizing different digital tools and resources effectively. Furthermore, it discusses the pedagogical challenges associated with implementing ICT in education and highlights the role of teachers in promoting ICT integration to enhance student motivation and interest in learning. The upcoming chapter will delve into the research methodology and the methods employed for data collection in the present study.

Chapter Two

Research Design and Data Analysis

Chapter Two Research Design and Data Analysis

2.1 Introduction

2.2 Research Objectives

2.3 Sampling

- **2.3.1 Sampling Techniques**
- **2.3.2 Sample Population**

2.4 Research Instruments

- **2.4.1 Questionnaire**
- **2.4.2 Interview**

2.5 Data Analysis

- **2.5.1 Quantitative Data Analysis**
- **2.5.2 Qualitative Data Analysis**

2.6 Students Questionnaire

2.7 Teachers Interview

2.8 Discussion and Interpretations of the main results

2.9 Conclusion

2.1 Introduction

In the previous chapter, we have dealt with the theoretical background of the study about the use of ICT and Digital Literacy for EFL teaching and learning enhancement. This chapter is concerned with the Methodology used in this research work. It details the fieldwork that was conducted to accomplish the current dissertation. The chapter also describes the method used for gathering data, the research settings and the sample population that has been chosen for the research work, in addition to a description of research instruments, which is represented as questionnaires for both students' and teachers'.

2.2 Research Objectives

Research objectives can be defined as the purpose behind any research study. The goal of Research Objectives is to direct the entire study work, from data collection through analysis to conclusions. Additionally, by assisting and identifying important factors, Research Objectives can help navigate the research process.

The current research work aims to identify the tools that can enhance EFL students several educational needs at the University of Ain Temouchent and help facilitate teachers work, and investigating whether the integration of ICTs and Digital Competencies within the EFL course can make a noticeable change on the process of English learning and teaching or not. Thus, the objectives of the present research work are:

1. To examine the implementation of ICTs in EFL courses in the department of English Language.
2. To portray the tools and techniques used by students in their autonomous learning.
3. To identify and analyze the main obstacles that prevent students and teachers from using ICTs in their learning.
4. To determine some clues related to the effects of technological attachments for increasing students' results.

5. And finally to help spread awareness and stimulate the significance of this activity in EFL and help its dissemination.

To achieve these objectives, we decided to opt the most appropriate research method, which is a case study method to carry EFL students' needs of ICTs support and digital literacy development in the Department of Letters and English Language at the University of Ain Temouchent.

2.3 Sampling

To accomplish the present research both EFL teachers and students of Master one at the University of Belhadj Bouchaib were chosen as the main participants in this study.

For the students 34 students among 35 marked their participation by given back their responses, and 404 teachers set for the interview. Informants were asked about the merits of ICT in education. The selection of the teachers was based on their previous or current use of ICTs upon their teaching process. On the other hand, the decision for selecting Master one students over any other level in the Department was made in regards of their long learning experience over any other grade.

2.3.1 Sampling Techniques

Sampling can be identified as a probability sampling and a non-probability sampling, is based on an accumulation of methods which helps determining the type of sample. As a result, kothari(1985:15) notes that the probability sampling method uses:

Simple random sampling: IT entails selecting samples at random so that every member of the population has an equal opportunity of being chosen.

Systematic sampling: The researcher randomly selects some elements from a list of the population before selecting units at intervals that are determined by dividing the entire population by the number of elements on the list of the population.

Cluster sampling: The researcher organizes and clusters the population before choosing the sample that aligns with the group not the individual.

Stratified sampling: It entails categorizing the population and organizing it.

The non-probability sampling uses:

Convenience sampling: It suggests that the researcher collects data from a simpler, fixed population.

Purposive sampling: The population chosen for the study is closely tied to its goal.

Quota sampling: In accordance with predetermined criteria, the researcher divides the population into subgroups based on a specified number of factors.

In the current study, the researcher used a probability sample to give each EFL Master one student a chance to participate, and a sample random sample was used in the purpose of gathering a significant amount of data in a short period of time.

2.3.2 Sampling Population

According to Dörnyei (2006, p. 98): "the target populations are selected for the purpose of the study if they meet certain practical criteria such as geographical proximity, availability at a certain time, easy accessibility, or the willingness to volunteer". The current study is interested at the University of Ain Temouchent.

The sample population of the present study is both students and teachers at the Department of Letters and English Language at the University of Belhadj Bouchaib at Ain Temouchent, specifically the study involved the level of Master one students. The purpose behind choosing master one students is due to their longest period of studying English and their experience within the needs of Technology in their learning.

2.3.2.1 Students

The research is based on a sample population of (34) participants, the participants were randomly chosen from different gender. The research concerns Masters students in the department of letters and English language at the University of Ain Temouchent which make it easy to gather a large number of informants in a short time. Moreover, the sample

consists of twenty nine (29) female and five (05) male of master one students The participants were under the age of (25). Thus, the reason behind choosing master one students is because of their awareness and previous experience of the importance of ICTs and Digital Literacy in their education. According to Kennedy and Bolitho (1984:13-14) "the older the learner is, the more likely he is to have his own definition, ideas on what and why he is learning English the utility of learning English is likely to be more apparent"

The participants were under the age of (25). They are baccalaureate holders from both letters and scientific streams who started studying English at the middle school (three years), high school (five years) before entering university (three years).

2.3.2.2 Teachers

In this study, another questionnaire was addressed to teachers in the Department of Letters and English Language in Belhadj Bouchaib University. Teachers were chosen in a indiscriminate way. Two (01) teachers hold an MCB degree, One (01) teacher owns a PhD degree and one (01) other teacher has a Docent degree.

One (01) informant is a part-time teacher in the department of letters and English language, and three (03) informants are full time teachers. Half of teachers have been teaching English at University for (10) years, and the other half have been teaching English for (07) years.

2.4 Research Instruments

The researcher uses some research instruments that might be useful in gathering data from the case study that was previously presented. According to Hutchinson & Waters (1987: 58-59) stated that:

> There are a number of methods for gathering data. Themost frequently used strategies are: Questionnaires; Interviews; Observation… It is ideal to use several of these approaches.

According to Huhta et al. (2013: 17-19) postulated that questionnaires results is likely to have a large number of informants to reach out. As for interview results and comparisons can be easily drained and generalized between informants.

Collecting a good data is a hard task, and it's worth keeping in mind that one system isn't innately better than another. This is why whatever data acquiring method to be used would rely upon the research objectives, benefits, advantages, as to the disadvantages of each method. (O"leary, 2004, p. 150).

In fact, in the present research we used two research instruments: one Questionnaire, and one Interview. The main concern of this case study is to tackle the needs analysis of the research which are first-year Masters students in the Department of Letters and English Language at Ain Temouchent and their attitudes towards the integration of ICTs and Digital Literacy in education.

To achieve that, we tried to observe the barries and challenges encountered the use of ICT, the extent impact of its devices for teachers to enhace their learners understanding and engagment and students level and confidence in using it. the researcher conducted two study instruments, the Questionnaire, which is addresed to the students, and the interview which is addresed to the teachers, in order to gather accurate informations about the topic. Each of the two instruments will be discussed separately.

2.4.1 Questionnaire

The questionnaire is the most important survey tool that is employed in most research works and offers efficiency in gathering a large amount of data. It is addresed to students from Master one level that studies EFL in the University of Belhadj Bouchaib and are interested in learning and teaching English as a Foreign Language, it contains (30) questions (closed-ended, open-ended , multiple choice questions and three likert scale four likers scale and five likert scale) divided into four main sections. It aims to know students attitudes towards the integration of Information and Communication Technologies in their learning process and how can Digital Litercies influence its use.

The following type of questions were included in the questionnaire :

- ***Close ended-questions:*** This kind of inquiry requires a yes/no response from the reply. Close questions can “make analyzing the data relatively easy, but they restrict the responses” (Alby, 1999, 02).
- ***Multiple choices questions:*** In this kind of question, the respondent must choose one or more responses from a list of options. They are easier to analyze since they produce quantitative data.
- ***Open-ended sub-questions:*** They demand an extended response in the informant's own words. Open-ended questions collect qualitative data, which makes them difficult to analyze.
- Three likert scale , four likert scale and five likert scale.

2.4.2 Interview

The interview is the conversation between the researcher and the responder with the goal of gathering information about people's knowledge, attitudes, and skills is referred to as an interview. According to Sale et al. (2011), it is "a more flexible form that can be used to gather information of greater depth and can be more sensitive to contextual variation in meaning". Consequently, Yin (1994, 20) affirms the following:

> Interviews are an esssential step of gathering data in case studies, because most of them deal with human affairs, they should be recorded and interpreted through the eyes of a specific interviewees, and informed respondents can offer significant insights into a situation, interviews are a crucial source of case study evidence.

Thus, interviews relies on asking questions by the researcher to the informant directly. It allows the researcher the chance to find answers to preconceived questions, on the one hand, and the informant the chance to ask for clarifications and explanations in order to further develop answers on the other. Therefor, there are three (03) types of interviews:

The structured interview: also known as a standardized interview, it takes the form of an oral questionnaire in which the respondents are required to provide the the same answers to the same questions.

The semi-structured interview: provides the researcher a considerable amount of freedom to question the respondets, it involves a list of the topics that will be discussed with each informant, without following the questions' order or the wording.

The unstructured interview: Unstructured interviews are usually defined as conversations held with the aim of gathering data for the research study. It is carried out in the method of a casual discussion in which the interviewer introduces the topic to the respondent, who then expresses his own view on it.

Regarding the current work, the researcher conducts a structured interview, for the researcher to ask the informants and gather an immense amount of details. In addition, the interviews were conducted in English, they lasted an hour and with the teachers in the Department of letters and English language at Ain Temouchent University.

The aim behind the interview is to know teachers' perspectives regarding the current case of English teaching and learning in the Department of letters and English language at Ain Temouchent University and their attitudes towards the implementation of ICTs and digital development within the field of educational for students English learning enhancement.

2.5 Data Analysis

The analysis of data is an essential step in presenting the results of the data obtained of any research. Analyzing data is "the process of breaking down collected data into constituent parts in order to obtain answers to research questions" (Terre Blanche and Durheim, 2002, 105). According to Cooper and Schindler (2008, 476), the following steps are used in the analysis of the data gathered through surveys and interviews:

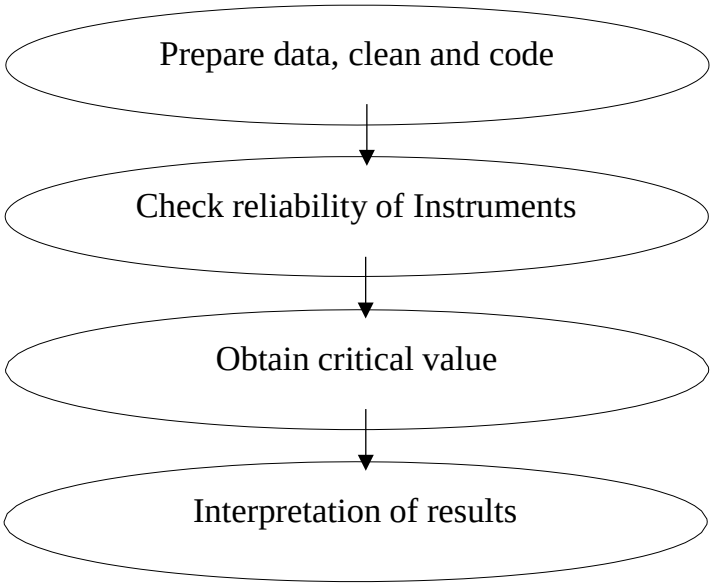

Figure 1 : Data analysis steps (from Cooper and Schindler, 2008, 476)

When analyzing data, the researcher investigates the reliability of the information gathered and corrects any mistakes by having respondents answer the same questions about the same facts in a different way, such as by paraphrasing the questions or by providing more details and clarifications. Additionally, the investigator have to question the validity of the research instruments by pre-testing them. This will allow the researcher to redefine the instruments and reduce mistakes errors. As a result, some respondents give responses that may not accurately reflect their opinions since the researchers questions may have an impact on the informants attitude, which causes the results to be unstable. Depending on the type of the data obtained information is analyzed either statistically or/and qualitatively.

2.5.1 Quantitative Data Analysis

Refers to the process which is specialized in dealing with data collection using organized tools and techniques, including questionnaires, according to the quantitative method. In addition to that, in the process of gathering data and information, this strategy also has a relationship with statistics and numbers. Thus, by using the questionnaire the researcher tends to calculate the statistics and the number of responses provided by the participants and present them in forms of tables or graphics, “converting quantitative data

into qualitative in order to create narrative descriptions from numerical data" (Parra, 2014, 43).

2.5.2 Qualitative Data Analysis

The qualitative approach is a method that deals with non-statistical means for gathering the required data for the study, According to Parra (2014, 26) Qualitative approach "offers descriptions, interpretations and clarifications of naturalistic social contexts". It generally it deals with semi-structured interviews techniques such as using open-ended and in-depth interviews in addition to the open-ended questions that have been used on surveys, this strategy typically relies on instruments like the interview, focus group, and the observation. The latter focuses on closely examining peoples' experiences, like by the observation other tools.

2.6 Students Questionnaire Analysis

In this research work, the questionnaire was given to students at the Department of Letter and English Language at the University of Belhadj Bouchaib at Ain Temouchent, Thirty four sheets were distributed and submitted to thirty four (34) students, and all of them have answered and gave it back, in addition, the questionnaire was written in English, composed to twenty nine (29) questions separated to four (04) sections targeting data concerning the present situation, and give insights into students perspectives, lacks, wants and needs for enhancing their learning process and building a clear conclusion for the integration of the necessary tools to aid their learning. These sections are frequented as follows:

Section One : Students profile.

This part consists of four (04) questions:

Questions 1 to 4 : ask about students gender, age , and their experience in English learning.

Section Two: Students' attitudes Analysis

The second section highlights students attitudes towards the English language. Attitudes is one of the main attributes that influence the language acquisition.

Questions 05: examines students choice for studying English.

Question 06: explores students current level in English.

Question 07: examines students difficulties in English learning.

Section Three : The impact of ICT in EFL classes.

The third sections seeks how information and communication technology can impact classrooms environment and students learning, since Master one students are continuously asked to prepare and present their works or projects via a modern and enjoyable way an obvious option for doing that can be through the use of ICTs.

Question 08 to 11: requires from the students to identify their use of ICTs.

Question 12: tries to specify students skills and the areas they lack knowledge in English language.

Question 13 to 20: tries to know if students face any barriers when using ICT and their ability in using technological tools.

Question 21: seeks to know if students received lessons concerning the use of technology, if their answer is "yes", they have to describe how often they did that.

Section four: ICTs and Digital Literacy

This part contains eight (08) questions:

Question 22 and 23: examines learners ability in utilizing Digital Platforms and what prevent them from using ICTs.

Question 24 and 25: ask about students use and knowledge in the different platforms and resources.

Question 26: examine if any student face difficulties within their University learning platforms.

Question 27: attempts to know if their teachers rely on technology inside their classrooms, and those who choose to "yes" they are requested to name in which module(s).

Question 28: determines students points of view and knowledge in multiple statements related to ICTs and digital literacy.

Question 29: sheds light on the major problems learners face in the integration of ICTs in EFL learning process , and were giving space to add suggestions to improve it.

Introduction

The questionnaire was answered by thirty four (34) students from both genders: twenty nine (29) females and five (05) males, and their ages are under twenty five. The results of the gathered data from part two are as follows:

Section one : Personal Information

This part of the questionnaire aims to gather data about students profile(gender and age), experience of learning English and specialty. The results are analyzed as follows

Question 01: Students' Gender

Table 1 : Students' Gender Distribution

Gender	Male	Female	Total
Absolute frequency	05	29	34
Relative frequency	14%	85%	100%

The findings demonstrated that female outnumber male students, Although, female students constitute more than a half of students, 29 (85%) females were recorded out of 34, and 5 (14%) male. Even tho, males literacy rate were expected to be more.

Question 02: Students' Age

According to the finding the age range of the participants age group was under the age of 25 years old.

Section two: Students' attitudes towards English Language.

The analysis of students attitudes towards studying English and their proficiency level in which enable the researcher to figure out the necessities to improve their lacking skills and needs concerning the use of ICTs and Digital Literacy.

Question 01: English Proficiency Level

This was an open-ended question. The obtained results revealed that the majority of respondents 59% were learning English because they love it and enjoy speaking it easily. 10% of the informants were learning the language because they found it interesting and modern, whilst 41% chose to study English because it is a globalized language. Finally, 14% chose to learn English because of professional reasons, therefore they wanted to improve their language and communication skills.

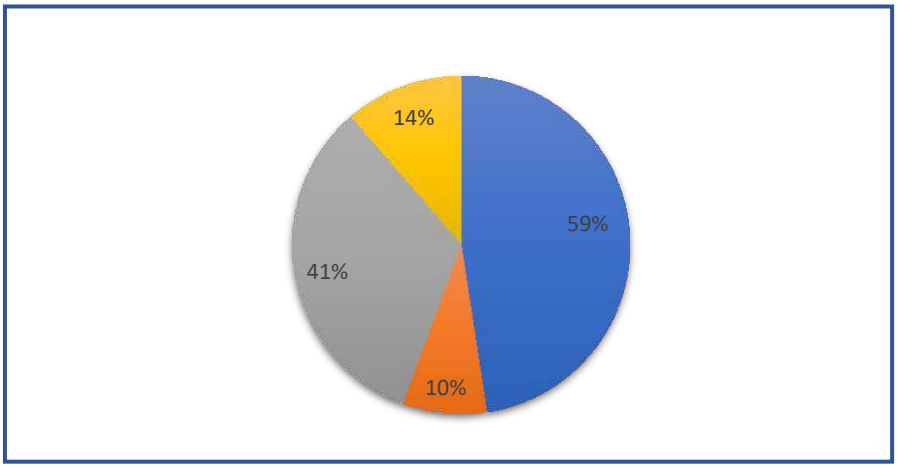

Figure 2 : Students' reason for studying English

Question 02: Students' English Proficiency Level

Twenty two students (65%) considered themselves as **Intermediate,** nine students (27%) as **Advanced,** and two students (10%) as **Beginner.** The results above showed that the majority of students were no longer beginners and not yet advanced.

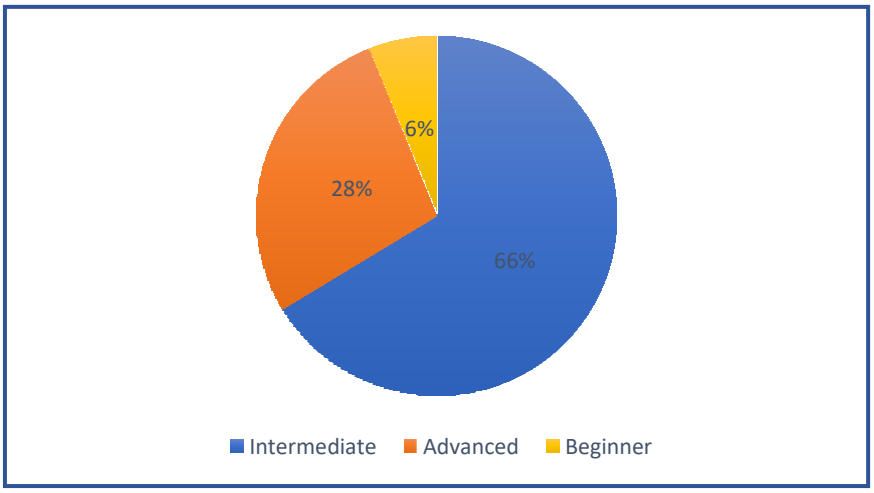

Figure 3 : English proficiency Level

Question 03: Students' Difficulties

The majority of students (32%) mentioned that their main struggles is in the pronunciation of words and oral presentations. 21% said that they had problems in phonetics, 18% of the respondents had difficulties in grammar, while 15% of them said that they found vocabulary difficult as they couldn't find the right words. Finally, 12% of respondents answered with nothing.

Section three: The impact of ICT in EFL classes

The analysis of this part provides the investigator to determine students attitudes towards the integration of Information and Communication Technologies during the EFL courses.

Question 01: Student's attitudes towards the use of ICTs during courses

62% of the participants thought that the use of ICTs during classes was very interesting and beneficial whereas, 13 students (38%) also saw that the integration of Digital Platforms makes the course interesting. However, no participant answered with not interesting.

Table 2 : Student's attitudes towards the use of ICTs during courses

	Very interesting	Interesting	Not interesting	Total
Absolute frequency	21	13	0	34
Relative frequency	62%	38%	0	100%

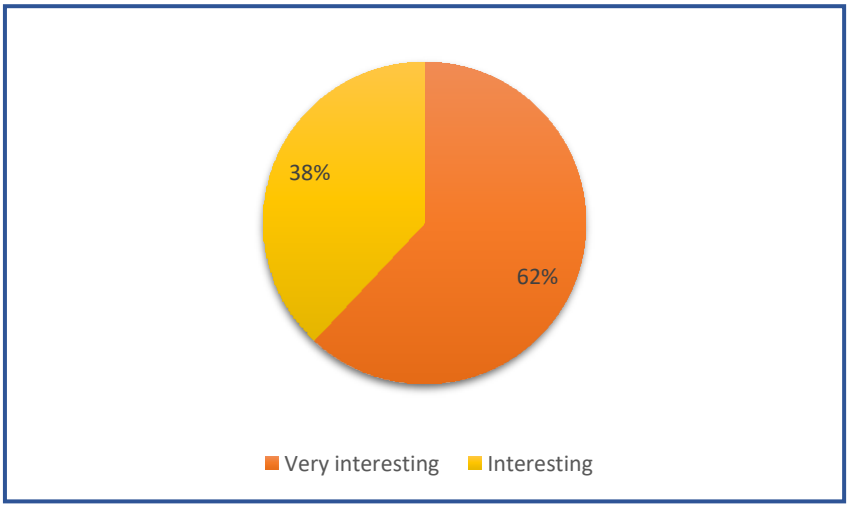

Figure 4 : Students' attitudes towards the use of ICTs in courses

Question 09: ICTs' usage

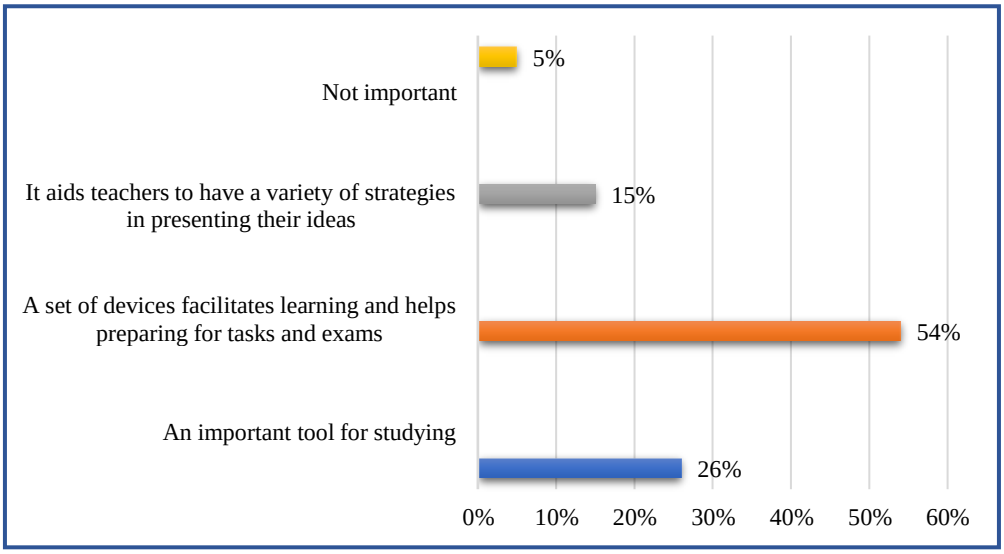

Figure 5 : ICTs usage

The results revealed that the majority of respondents (54%) thought there were a set of devices that facilitated learning and helped preparing for tasks and exams, while (26%) of them said that they were an important tool for studying, (15,4%) claimed that Information and Communication Technologies aids teachers to have a variety of strategies in presenting their ideas. Finally 15% denied its importance.

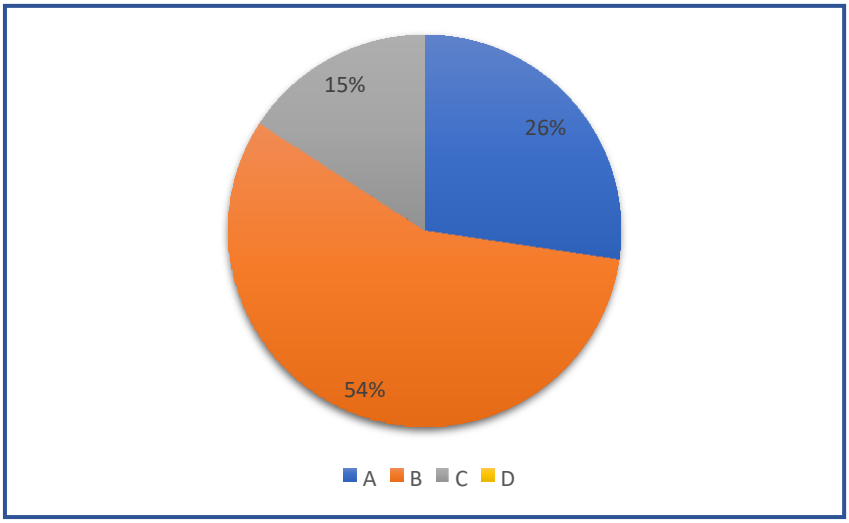

Figure 6 : The meaning of ICT according to students

Question 10: Settings where students mostly use ICT tools

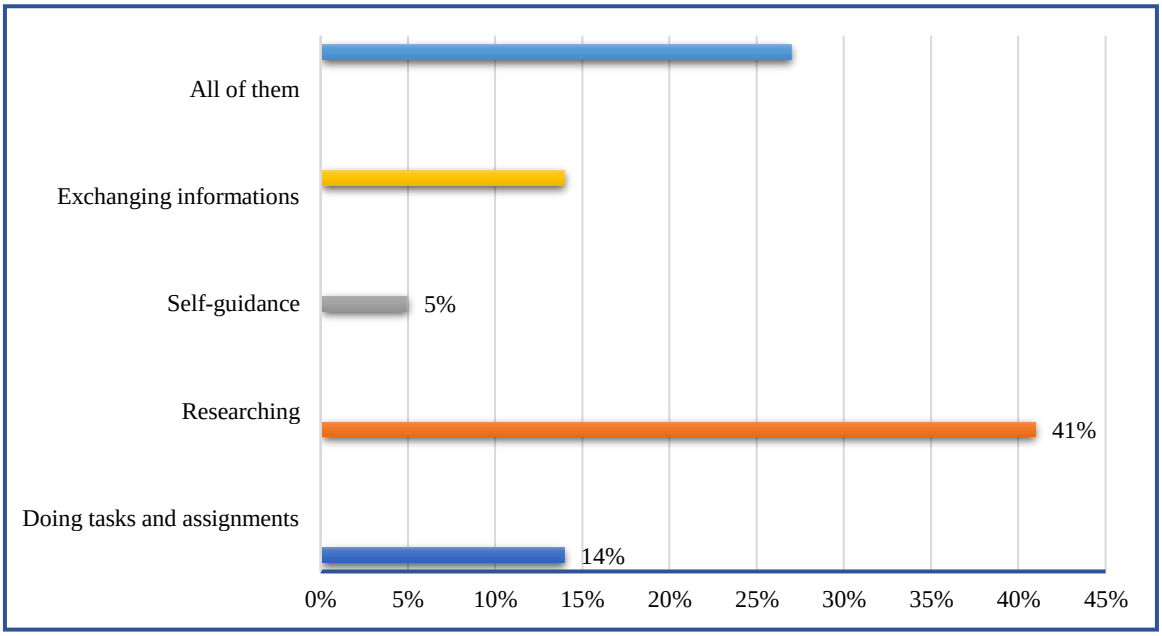

Figure 7 : Settings where students mostly use ICT tools

The data showed that a huge portion of 18 students presenting (41%) preferred to use ICTs for researching purposes, while 6 learners (14%) used them for doing tasks and assignments, and another 6 students (14%) relied on the exchanging of information. 12 (27,3%) of the informants employed ICT for all the options mentioned above.

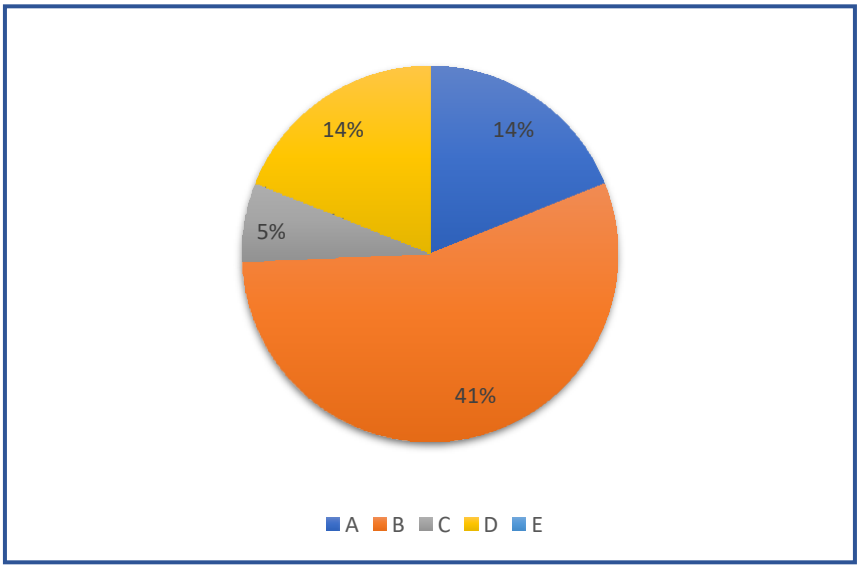

Figure 8 : Settings where students mostly use ICT tools

Question 11: Students' reliance on Information given by the teacher in Classroom

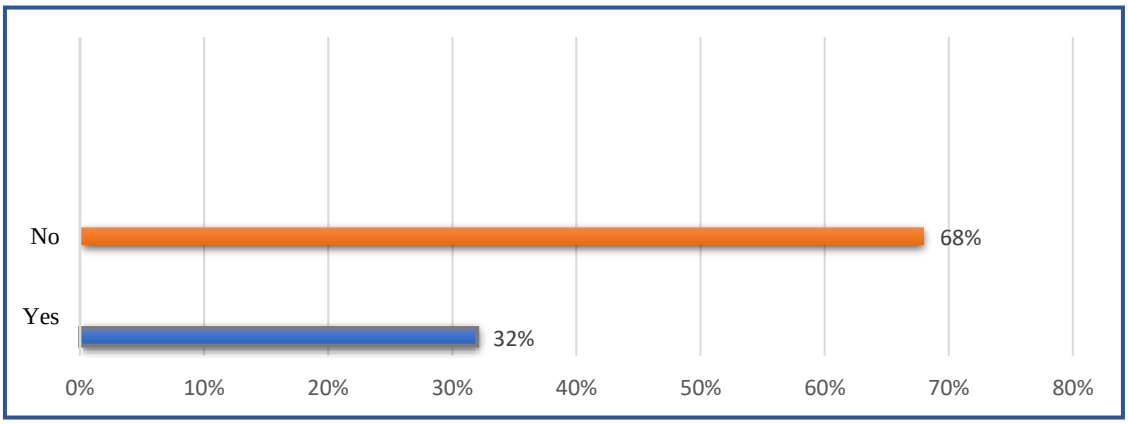

Figure 9 : Students' reliance on Information given by the teacher in Classroom

23 of students (68%) had a conceptualized mindset to take more responsibility for their learning outside the classroom. These numbers showed that students were self-consciously aware that not all the informations given in the classroom were enough. However, 11 (32,4%) of them depended on the information given inside the classroom.

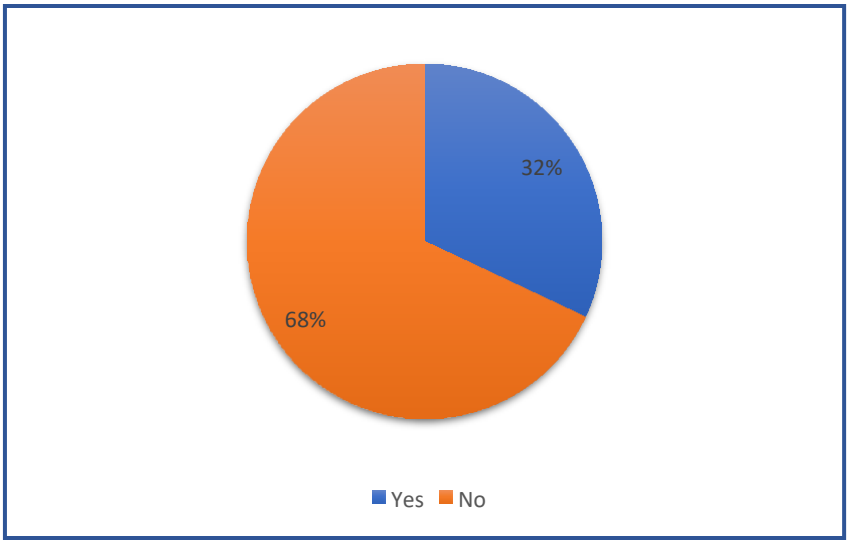

Figure 10 : Students' reliance on Information given by the teacher in Classroom

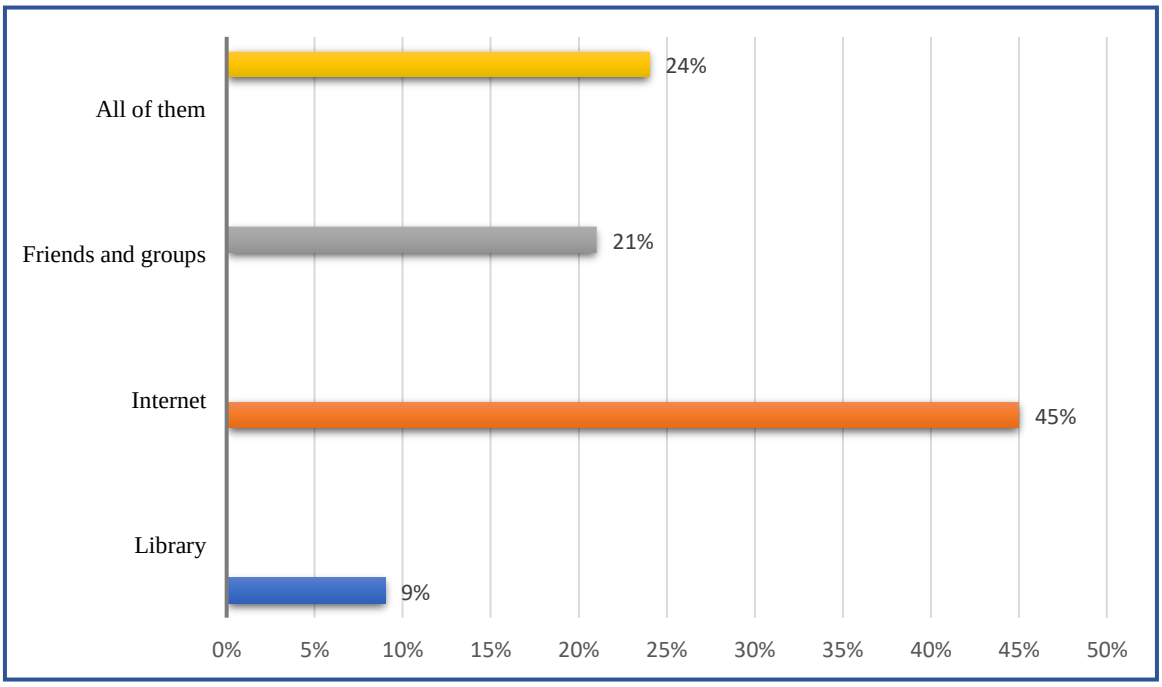

Figure 11 : Other resources used by students outside classroom

15 students (45%) liked using Internet to increase their learning outside the classroom, while 3 students (9%) preferred go to the library. 7 students (21%) claimed that they enjoyed working with friends and groups as other sources of information. However, 8 informants (24%) used various recourses to get information rather then just one. These resources were the library, the internet, friends and groups.

Question 12: Level of students' speaking skills

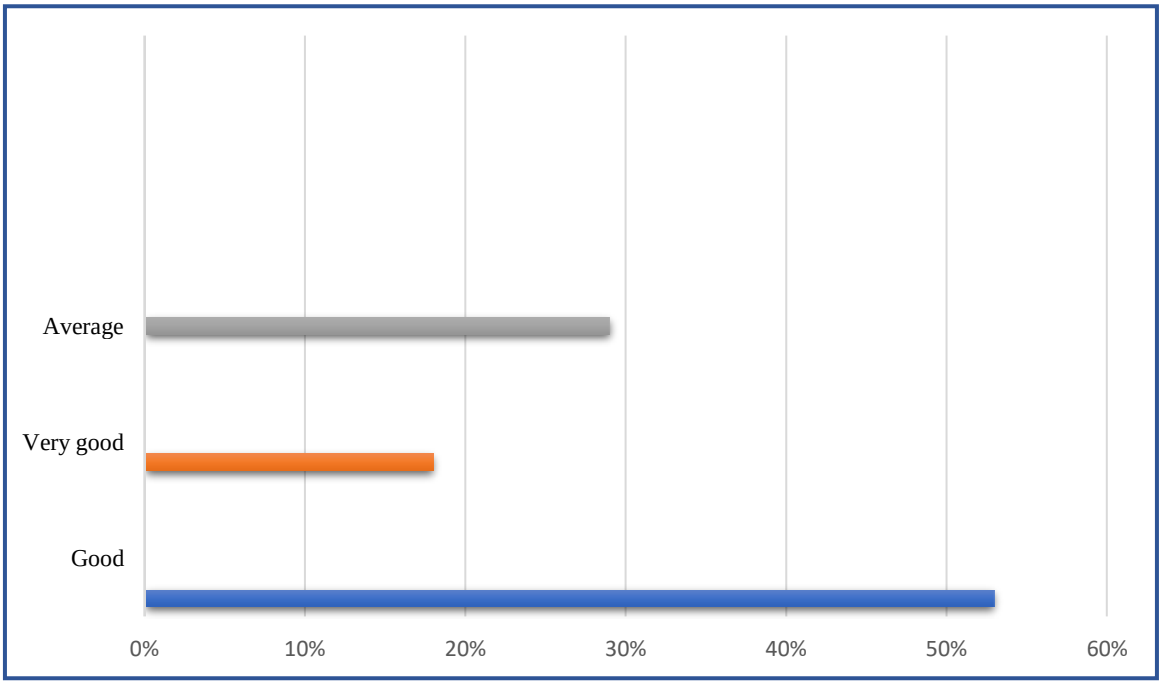

Figure 12 : Level of students' speaking skills

18 students (53%) considered themselves as good in speaking. While 10 of them answered that they were very good. 6 respondents (18%) claimed that they were in an average state in speaking. However none of them answered with week.

Writing

Table 3 : Level of students' writing skills

Option	Respondents	Percentage
Good	11	32,4%
Very good	13	38,2%
Average	10	29,4%
Week	0	0%
Very week	0	0%
Total	34	100%

13 students considered themselves as very good in writing, 11 students (32,35%) saw themselves as good, while 10 students (29,41%) rated their writing abilities as average.

Reading

Table 4 : Level of students' reading skills

Option	Respondents	Percentage
Good	14	42%
Very good	18	55%
Average	0	0%
Week	1	3%
Very week	0	0%
Total	33	100%

The majority of students (55%) claimed that they were very good when it come to their reading skills, 42% saw themselves as good, while (3%) stated that they had a week ability to read.

Listening

Table 5 : Level of students' listening skills

Option	Respondents	Percentage
Good	15	45%
Very good	16	49%
Average	2	6%
Week	0	0%
Very week	0	0%
Total	33	100%

A high percentage of students (48,5%) said that their listening skills were very good, 45,5% determined that they were good in listening. whereas 6% had an average ability when it comes to the listening skill.

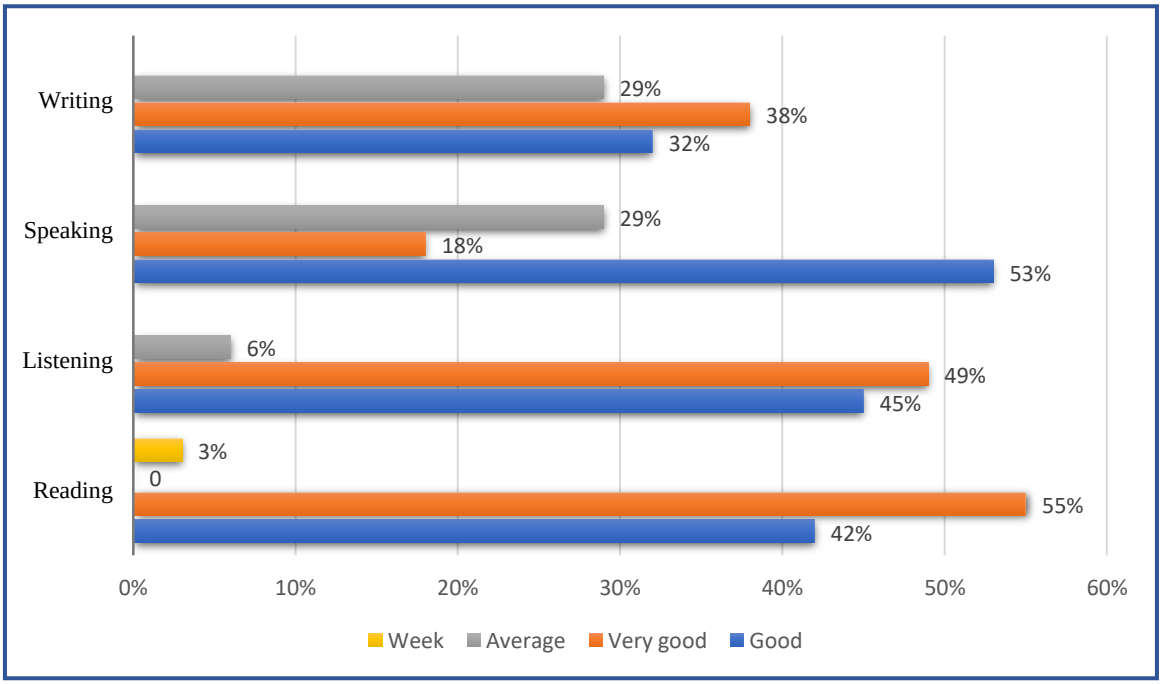

Figure 13 : Students' level in in writing, speaking, listening, reading skills

Writing skill

Writing skills are an important part of English language communication, it allows communicating and transmit messages with clarity and ease. Informants saw themselves as having a good ability when it comes to practicing their writing skills in English.

Speaking skills

As one of the most important skills for EFL learners, the majority of informants indicate that they have a deficient ability when it come to their English language proficiency and speaking ability.

Listening skills

Furthermore, when it comes to listening skills, so many learners confirmed their good ability to listen to better understand their English language.

Many students have a good ability to read, which indicates their good efficiency as reading is an essential factor in any language.

Question 13 : Students' views towards the University technological support

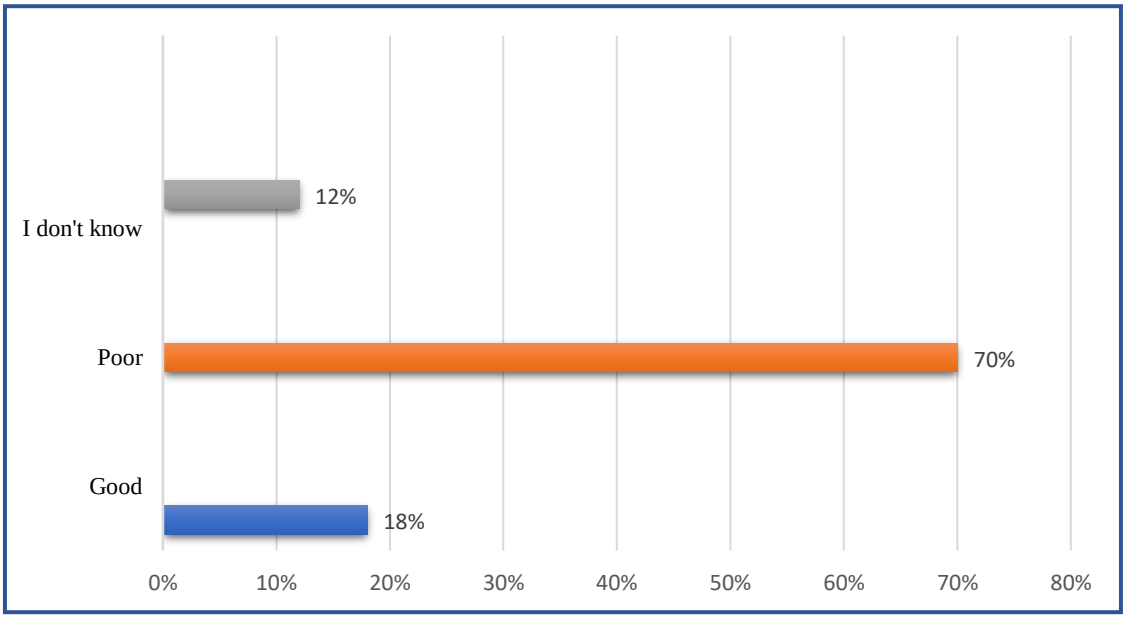

Figure 14 : Students' views towards the University technological support

The majority of respondents 24 (70,6%) mentioned that there was a poor technological support at the University, while 6 students (18%) classified it as good. However, 4 students (12%) claimed that they did not know about it.

Question 14 : Students' support towards the use of ICTs in EFL

All the participants supported the integration of ICTs in their learning process. They stated that these tools facilitated the learning process for both teachers and learners, made students interested during the session and kept them motivated. They mentioned also that they were a useful tools for exchanging and transmitting informations, developing the language and rising students' autonomy.

Question 15: Students' ownership of a personal computer

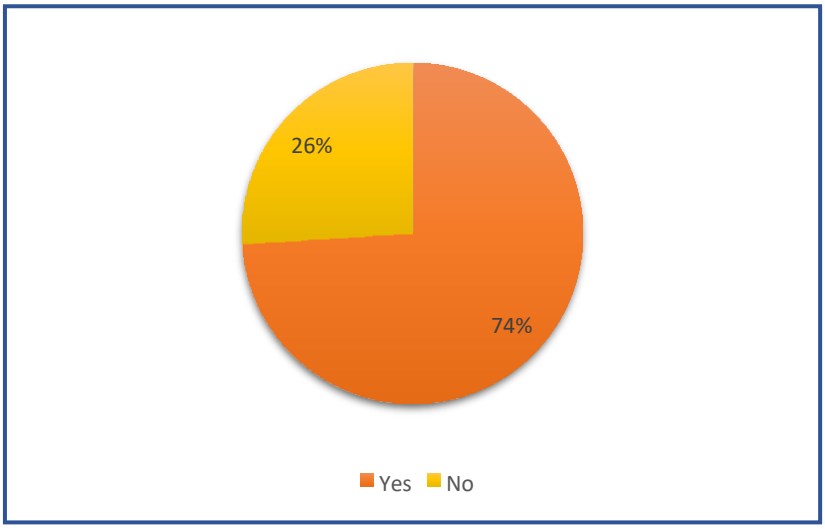

Figure 19 : Students' ownership of a personal computer

As it is deduced from table 14, 25 students (74%) possessed a personal computer, while 9 students (26%) said that they did not have a personal digital assistant.

Question 16: Students' computer literacy

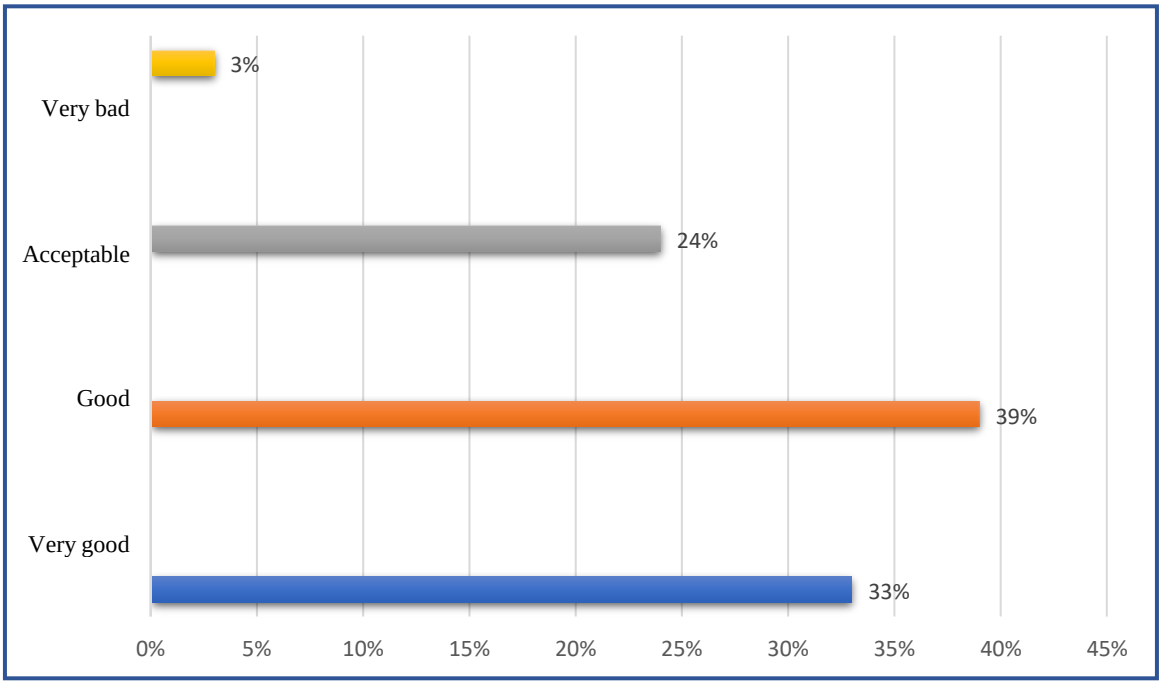

Figure20 : Students' computer literacy

Data showed that 13 students (39%) considered themselves as good in using computer, 11 students (33%) saw themselves as very good. Few (24%) were those who had acceptable skills in using computers, whereas 1 student (3%) mentioned he had a very bad computer literacy skills.

Question 17: Students' access to the internet at home

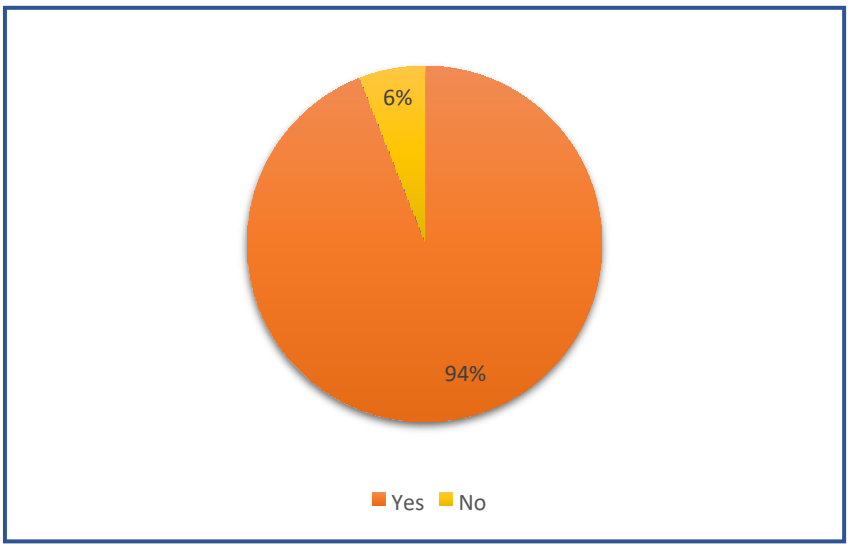

Figure 24 : Students' access to the Internet at home

32 students (94%) affirmed that they had the internet access at home, while 2 students (6%) confirmed the opposite.

Question 18: Students' access to the Internet at the University

Results found that (44%) of participants used internet services on a daily basis, while (44%) of them claimed that they sometimes accessed it, whereas (12%) of respondents confirmed that they log in monthly.

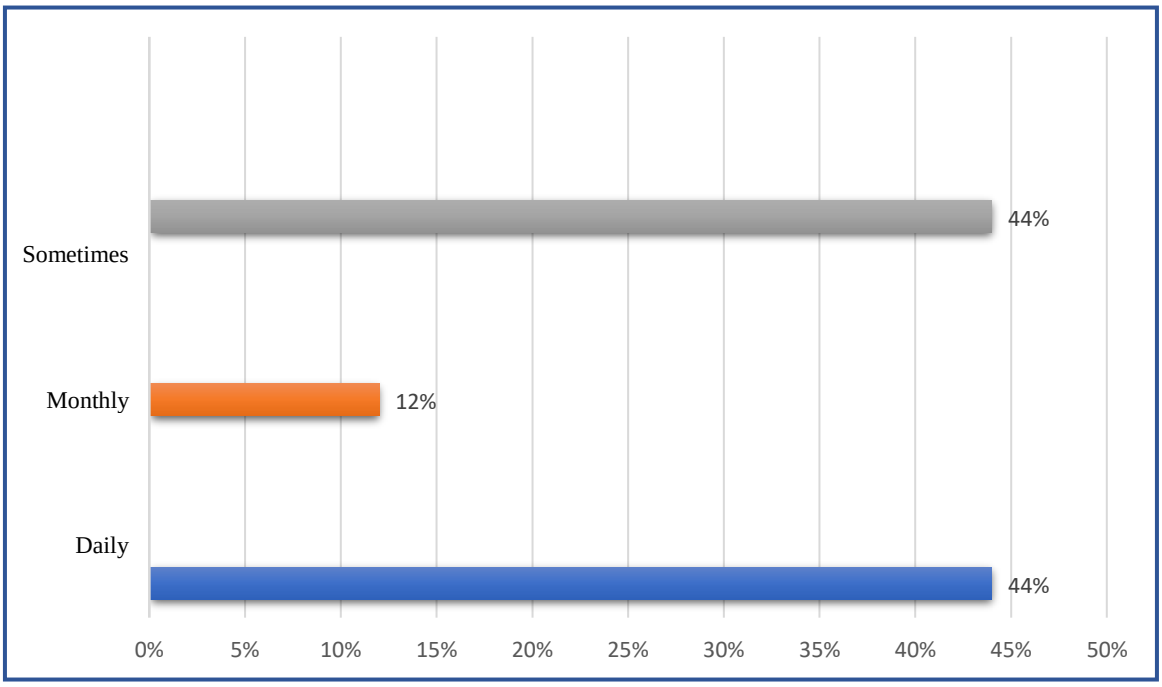

Figure 25 : Students' access to the Internet at the University

Question 19: Internet availability for students' at the University

All the students agreed that their University did not offer Internet services.

Question 20: Students' needed materials

52% of respondents answered that they could not afford computer, 39% of them mentioned a data show as a tool to expose the lecture in a better way. 13% of the respondents answered with speakers, whilst, 17% answered with internet to help with the learning process.

Question 21: Students' attitudes towards the use of technology

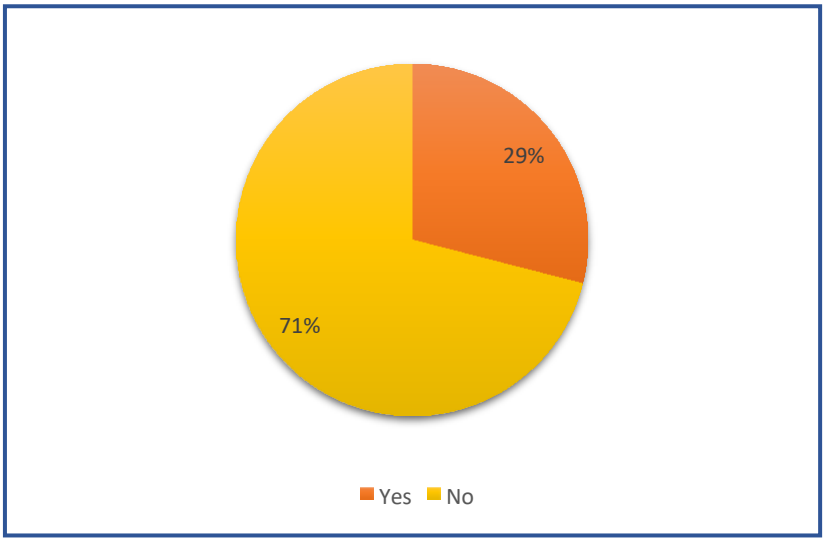

Figure 26 : Students' attitudes towards the use of technology

The majority of respondents 24 (71%) mentioned that they did not receive any training of digital technologies . However, 10 (29%) of them said that they did. 29% of students who confirmed being trained on using ICT in the classroom said that it was superficial. They learnt how to use word and PPT in their third year.

Section four: ICTs and Digital Literacy

This section allowed the investigator to identify students' of Master one at the Department of Letters and English main factors and competencies in Information and Communication Technologies and Digital Literacy.

Question 22: Factors Affecting ICT Use

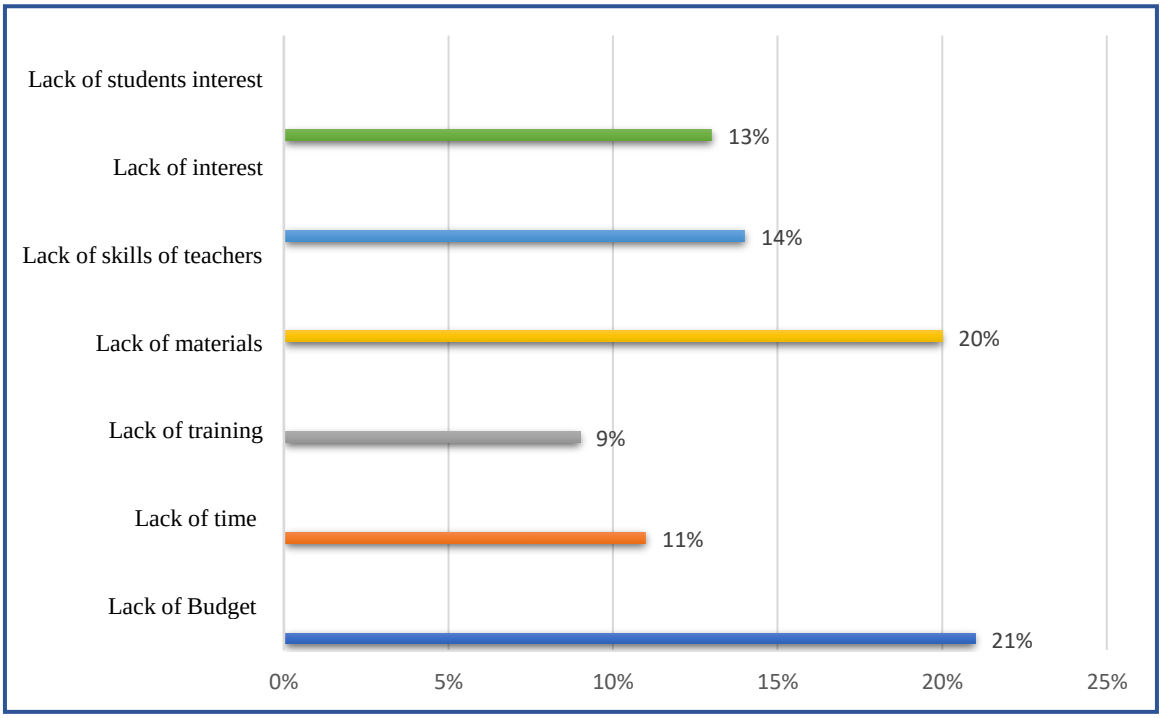

Figure 27 : Students' perception about what affects language learning

20 students (21%) answered that it was a lack of budget, 19 students (20%) a lack of materials, 13 students (14%) a lack of teachers skills, 10 (11%) a lack of time, whereas 12 students (13%) answered with a lack of interest, 13% a lack of students interest and (9%) a lack of training.

Question 23: Students' ICT skills

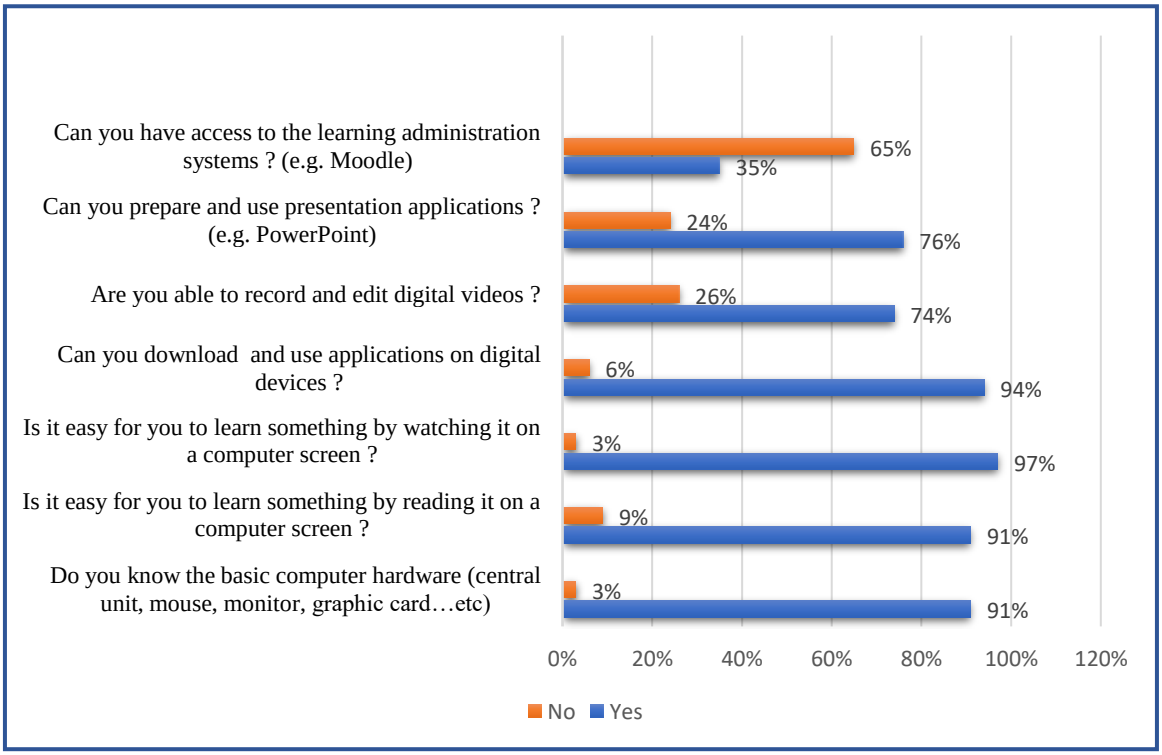

Figure28 :Students' ICT skills

The data showed that the vast majority of students (91%) claimed that they understand the basic Computer concepts, (91%) said that they did not have difficulties when it come to learning via a computer screen, (97%) confirmed that it was for them to learn something by watching. In addition, (76%) of the respondents knew how to use PowerPoint and other presentation applications, 65% confirm that they could not have access to the Administration Platforms.

Question 24: Students' basic Internet/Computer skills

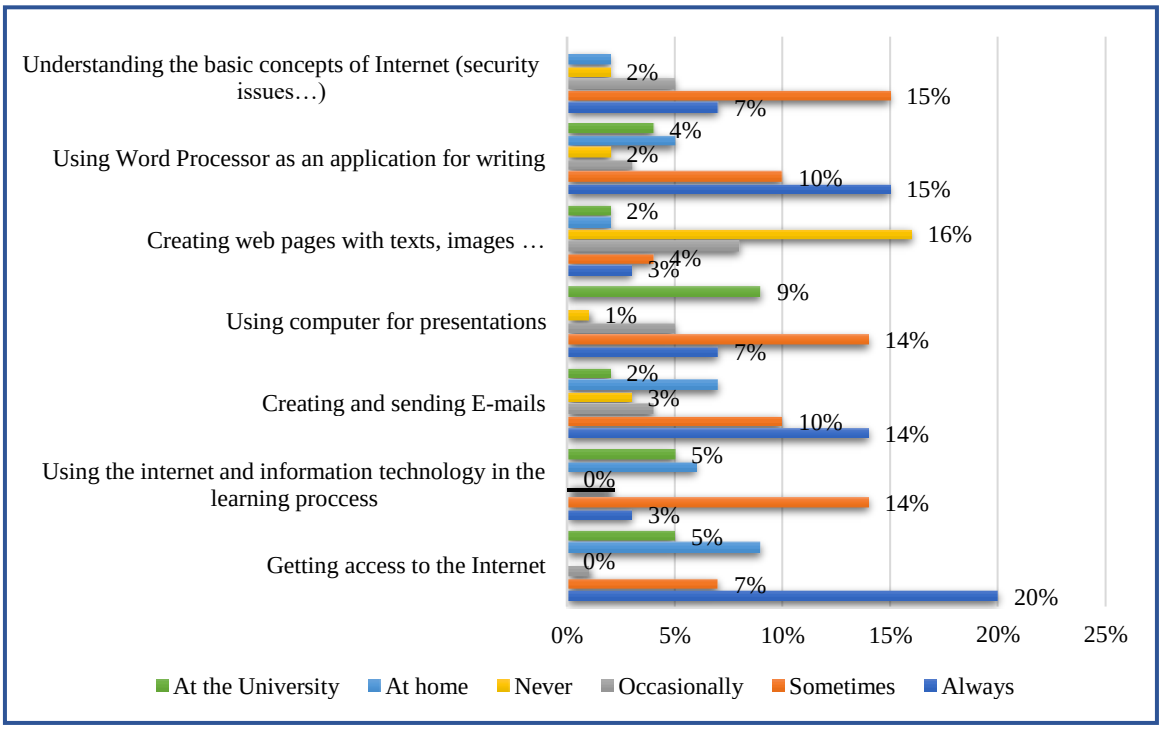

Figure 29 : Students' basic Internet/Computer skills

The results revealed that the vast majority of students (20%) claimed that they always got access to the internet especially at home, (14%) said that they sometimes used the Internet and Information Technology when learning at home, (14%) of them stated that they were always able to create and send E-mails. Moreover, 14% conveyed that they sometimes used Computers for presentations, 16% said that they were not able to create web pages and generate texts and images, (15%) posted that they always used word processor as an application guide for writing. Finally, 15% of respondents confirmed that they sometimes understood the basic Internet concepts including security issues.

Question 25: Students' attitudes towards online resources

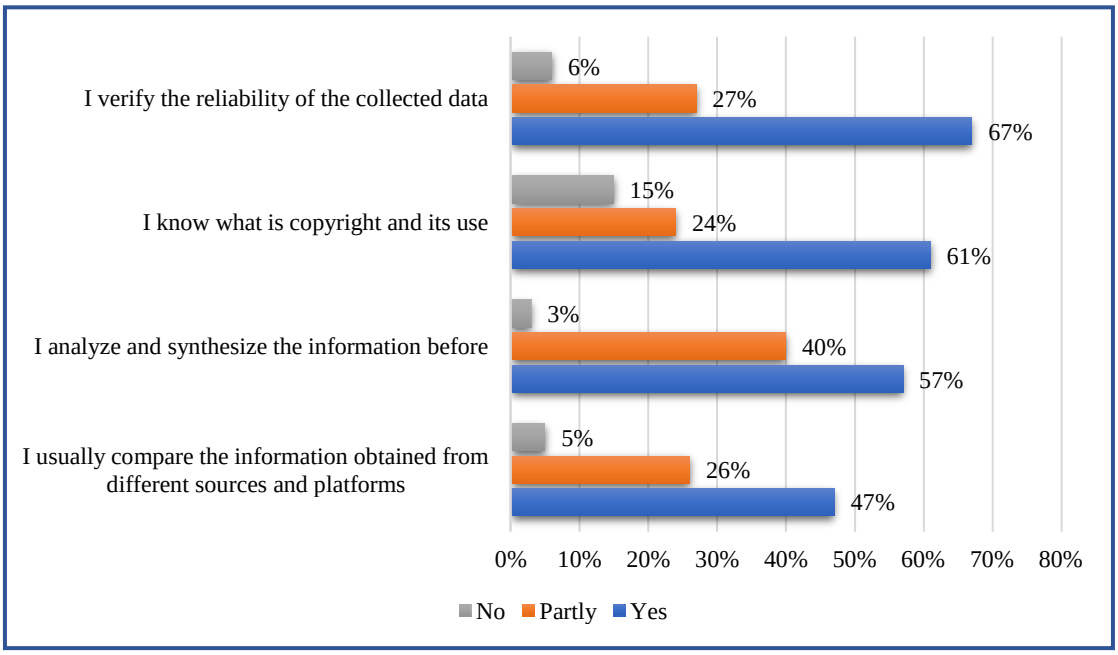

Figure 30: Students' attitudes towards online resources

As it is represented in the results above 47% of the students stated that they were able to compare the information obtained from different platforms and resources, 57% of them agreed that they analyzed and synthesize their information before, while, 61% of the respondents said that they were aware of copyright and could verify the reliability of data collected.

Question 26: Students' attitudes towards the accessibility of learning platforms

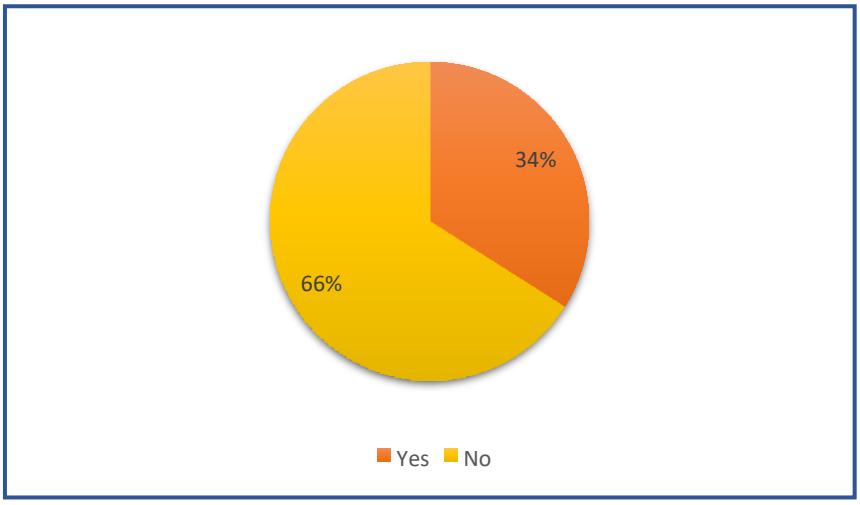

Figure31 : Students' attitudes towards the accessibility of learning platforms

21 students (66%) stated that they could not log in to the University learning platforms. while 11 students (34%) claimed that they did not have any difficulties to access it.

In this question students claimed that they had difficulties to log in to the learning platforms, due to a lack of internet and accessibility.

Question 27: Students' attitudes about teachers use of ICT inside classroom

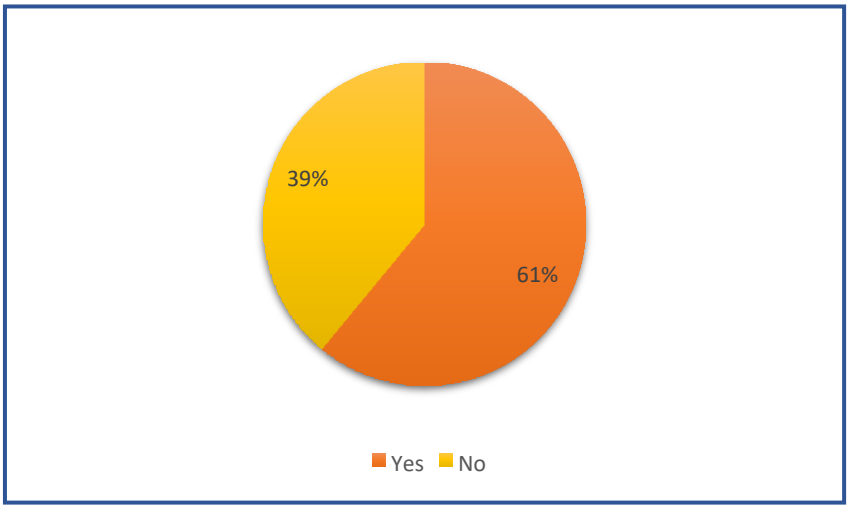

Figure 32 : Students' attitudes about teachers use of ICT inside classroom

The figure illustrated that 61% of teacher preferred to rely on Technology in their classrooms, while 39% did not enjoy to integrate them.

If yes, in which module(s)

In this question, students were invited to clarify in which module(s) their teachers integrate Digital Devices as a supplement to their lessons. The majority of students said in: critical thinking, child and youth Psychology, Translation, Language Description and in the Online modules, they stated that they mainly use computer to explain.

Question 28: Students' views about the use of ICT

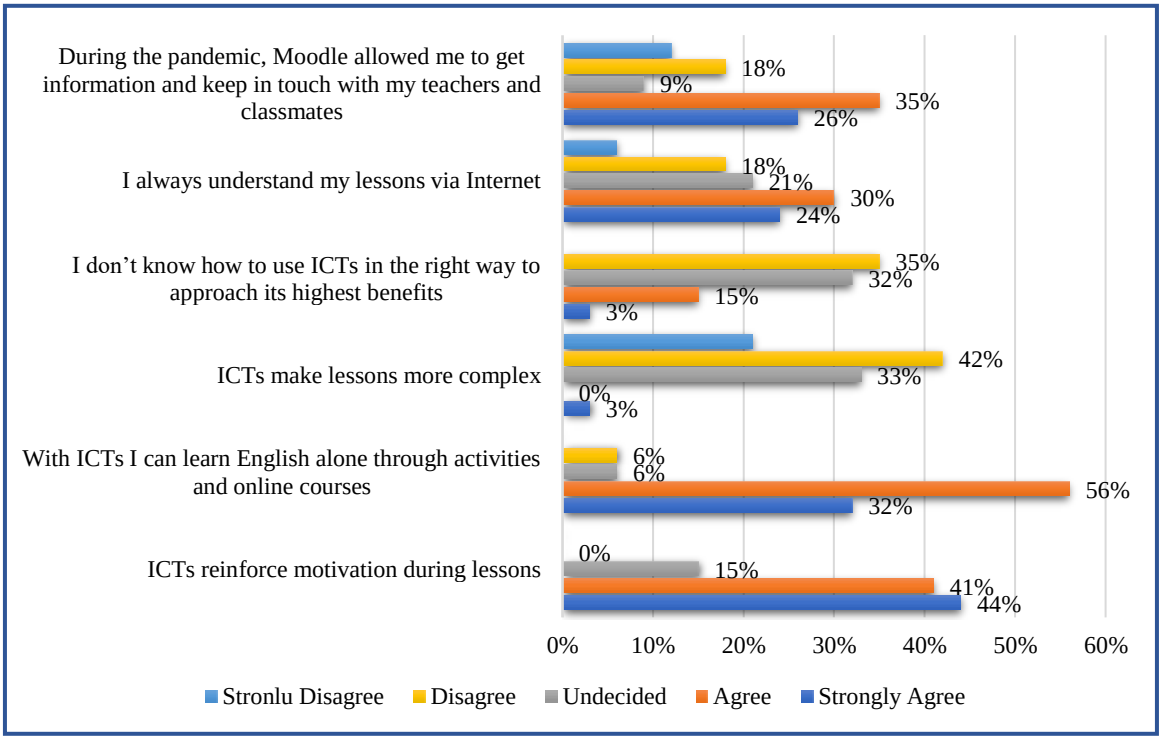

Figure 33 : Students' views about the use of ICT

44% of respondents strongly agreed that the use of ICTs reinforced motivation during lessons. More precisely, 56% of them confirmed that with the use of ICTs they could learn English on their own. Moreover, 42% of students disagreed that ICTs made lessons more complex, 35% of them confirmed that they knew how to use ICTs in the right way in order to approach its highest benefits, 30% strongly agreed that they always understood their

lessons via Internet. Besides, 35% of the informants agreed that during the pandemic, Moodle platform helped them in collecting data and keeping in touch with their fellow classmates and teachers.

Question 29: Problems faced when using ICT

According to the results collected 90% of respondents reported a lack of Internet, 80% a lack of materials, 60% confirmed a lack of skills, whilst 50% reported that not all the teachers use ICTs during lecture.

Students' Suggestions to Improve the Use of ICTs in EFL

The majority of the respondents mentioned that both teachers and students must have an efficient training on how to use ICTs. Teachers must take responsibility towards students use of Technology. In addition to providing classrooms with the necessary tools and materials, and a sufficient access to the Internet to enhance students four skills.

2.7 Analysis of Teachers' Interview

Teachers interview helped revealing important data towards the implementation of ICTs and Digital Literacy that will help the investigator to better understand and overcome the issue.

Section one: Personal Information

This section enabled the investigator to know EFL teachers personal informations, including the teachers' Gender, Academic Degree, the field of study and current status in the Department, in addition to their attitudes towards the importance of ICTs and Digital Literacy in the education field.

Question 01-03: Teachers' gender, academic degree and specialty.

Table 6 : Academic degree and specialty

Number of teachers	***Academic degree***	***Specialty***
02	MCB degree	Anthropology
01	PhD degree	Sociolinguistics
01	Docent degree	TEFL and Applied linguistics

From the results obtained the total number of respondents were females. 2 teachers 50% hold an MCB degree, 1 (25%) hold a PhD degree, and 1 teacher (25%) had a Docent degree.

The teachers' were specialized in Sociolinguistics, Anthropology, TEFL and Applied linguistics, and Didactics of Spanish as a Foreign Language.

Question 04: Status in the department

Table 7 : Teachers' status in the department

Option	Respondents	Percentage
Part time teacher	1	25%
Full time teacher	3	75%
Total	4	100%

Three informants were a full-time teachers in the Department of letters and English. While, one informant was a part-time teacher.

Question 05: Modules taught in the English department

The aim behind asking this question is to know teachers' experience concerning the modules they had taught in their teaching process. From the answers received, many

modules was taught by each teacher, specifically, TEFL, Linguistics, Applied Linguistics, Sociolinguistics, Grammar, Oral and Written Expression, Cognitive Psychology, Corpus Linguistics...

Question 06: EFL teaching experience

The objective of this question is to know teachers' years of experience in teaching EFL at University. Half of teachers (50%) have 10 years of teaching experience, while the other half (50%) have 7 years of teaching experience.

Section two: Teachers' attitudes towards the use of ICTs

This part of the research permitted the investigator to determine the teachers' teaching style and strategies and measure their attitudes and Technological Competencies in the EFL teaching course.

Question07: Teachers' attitudes towards the availability of Internet services at the University

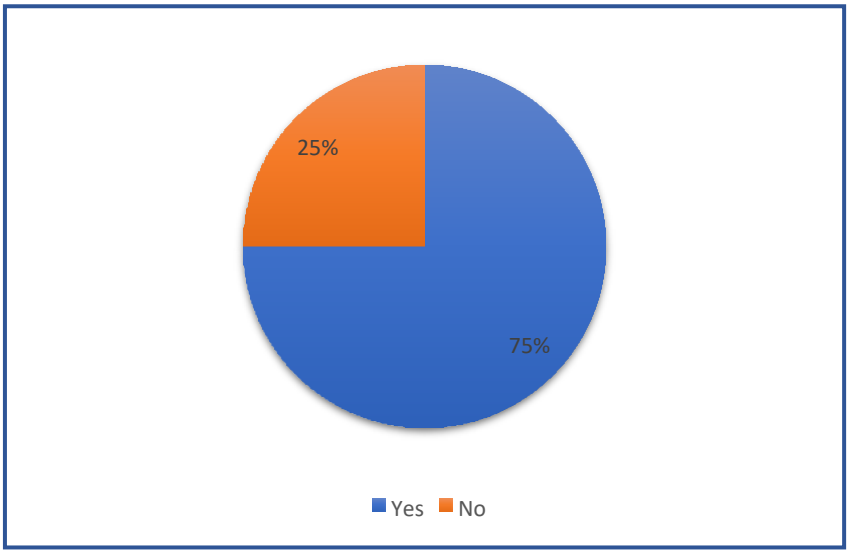

Figure 34 : Teachers' attitudes towards the availability of Internet services at the University

75% of teachers confirmed the availability of internet services inside the University, however one claimed that it is served in a very bad quality. Whereas, one teacher said no.

Question 08: Teachers' use of Computer/Internet

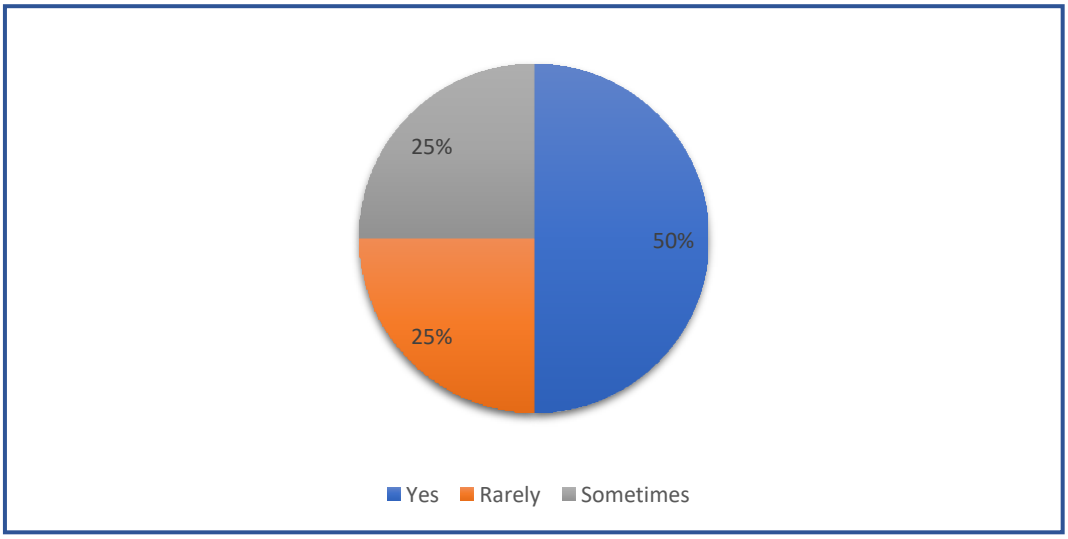

Figure 35 : Teachers' use of Computer/Internet

As it is shown in the figure above, 2 teachers (50%) said that they frequently use computers/internet, one teacher said rarely, and one said sometimes.

Question 09: Teachers' use of ICT for educational purposes

One teacher said that he had been using ICTs inside the classrooms for more than 10 years, one for 3 years, one for some years, and one for few years.

Question 10: ICT Tools Mostly used

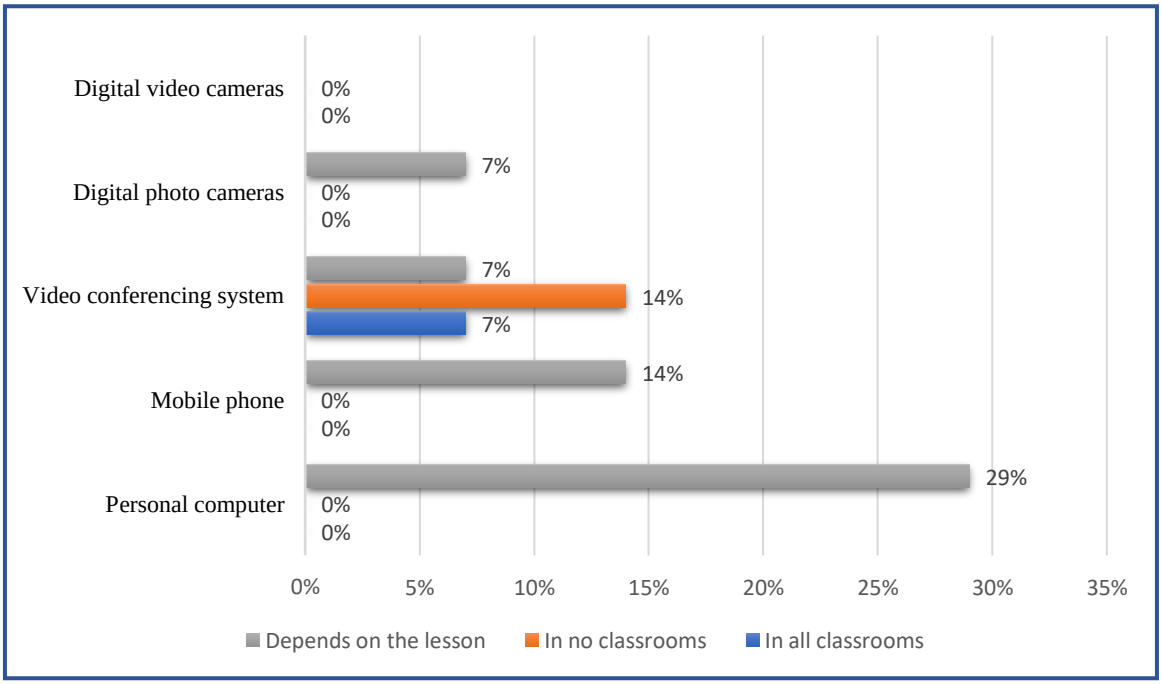

Figure 36 : ICT tools that teachers' mostly use when teaching

As the bar graphs table showed, personal computer was used by 4 respondents (29%), 2 (14%) preferred Mobile phones, 2 (14%) relied on video conferencing system, and 2 (14%) enjoyed Digital Video Cameras.

Question 11: Home works Assignments

Three informants confirmed that they assigned home works via ICTs . Whereas one informant denied doing that.

Section three: Teachers' attitudes towards Digital Literacy

This part of the research enabled the investigator to know the teachers' attitudes towards digital literacy in teaching.

Question 12: Teachers'' perception if they lack knowledge in Digital Literacy

We have given this question to know teachers' Technological Competencies. However all the informants agreed that they are acknowledgeable when it comes to the use of Technology.

Question 13: Teachers' views about the extent importance of using ICT tools in teaching English as a Foreign Language

The aim behind this question was to know teachers' concerning the importance of ICTs in teaching. Many of the informants agreed about the necessity of ICTs especially in learning vocabulary, they confirmed its use to help sending information to a large public in a short amount of time to enrich knowledge and facilitate learning and teaching.

Question 14: Teachers' views about students attitudes towards the use of technology

As for this question, teachers confirmed that students liked using Technology in the classroom. They enjoyed watching and listening to videos that would also enhance their skills and made the lecture interesting. However, some teachers complained about the bad Internet connection and the lack of materials which decreased students learning motivation.

Question 15: Teachers' attitudes towards the use of ICTs

This question was given to investigate teachers' attitudes towards the use of ICTs. Many respondents agreed that ICT helps teachers on their preparations of lessons, they agreed that being able to understand and use Technology is extremely important for both teachers and learners. Moreover, many informants confirmed that most of the students were frequently engaged in online learning. The teachers also confirmed that they will try to integrate ICTs more in their classrooms.

Question 16: ICTs negative outcomes on students and education

This question was asked to know the teachers' opinion about the negative impact of ICTs on the educational field. However, some informants stated that the misused of those technologies can be distracting. Whereas, other informants confirmed that it does not have any negative impact and that education nowadays requires more Technology.

This shows that they are aware about the need of ICT equipments to promote the practice of teaching and learning.

Question 17: The main obstacles

Concerning this question, informants stated multiple problems that prevent teachers' from integrating ICTs in the teaching process. Informants confirmed the lack of materials and the non-availability of the major equipments, the lack of internet services, the lack of Digital Literacy due to the low competence in the use of Technology and the lack of training.

Question 18: Technology (IT) Internship

All respondents agreed that it was necessary for teachers to get trained in using technology to improve their technical skills. To address this challenge schools and institutions must include introductory Technology-Courses in their curriculum and focus on the development of Technological knowledge and skills.

Question 19: Students' ICT training

Teachers said that the idea was highly recommended for both teachers and students as a motivator for the future technology integration in the classroom.

2.8 Discussion and interpretation of the main results

In the development of this research work, the researchers proposed a set of hypotheses. The first hypothesis suggests that both the student and teacher surveys yielded significant results indicating that most students were aware of the potential of ICTs in enhancing their learning process. The surveys also allowed the investigator to

analyze students' needs, attitudes, and teachers' opinions regarding the integration of ICTs in the English course.

Regarding the current situation analysis, it was found that both teachers and students need to exert more efforts to acquire higher competences in effectively utilizing diverse and powerful technologies for instructional practices. The third suggested hypothesis is that teachers' lack of digital competences and knowledge leads to limited adoption of technology. A significant number of respondents reported a lack of materials, which is a crucial factor influencing teachers' adoption of technology and students' learning development.

The analysis of both questionnaires revealed that the majority of students and teachers have positive attitudes towards the integration of ICTs and the development of digital literacy in the EFL classroom. However, the results also revealed a lack of equipment and digital competencies among students and teachers. It was observed that the integration of ICTs has the potential to create a fruitful learning environment when the necessary tools are provided. Remarkably, this confirmed the validity of the suggested hypotheses.

The first questionnaire was administered to Master's degree English students at the Department of Letters and English Language at the University of Belhadj Bouchaib in Ain Temouchent. The initial questions aimed to gather general information about the participants and assess the attitudes of English students towards the English language. The majority of students expressed a strong interest in studying English.

As for the second hypothesis, the researchers suggested that English students utilize different applications and resources to enhance their information and language skills. However, a large number of students encountered difficulties in utilizing ICTs and accessing the university computer lab.

The findings also revealed that not all students are proficient in utilizing technology and online resources to their full potential. Despite the use of technology, the majority of respondents strongly agreed on the lack of adequate training and experience for both

teachers and students as the main reasons for not integrating technology into teaching and learning. Therefore, students need to improve their technological skills, and teachers acknowledged the need to enhance their digital literacy from both a technological and pedagogical perspective.

Regarding the learning factor analysis, the data collected indicated that students at the Department of Letters and English Language in Ain Temouchent University use internet connections daily for study purposes and engage in information searching activities. Although not all students are familiar with the concept of digital literacy, it was found that teachers sometimes incorporate ICTs in their sessions. However, teachers need to support more technological practices, including leading the process of technology integration during their sessions.

In conclusion, these results confirm the sub-research questions that ICTs have a positive impact on enhancing students' performance and involvement in their learning process. However, both teachers and students need to make further efforts to acquire the competences necessary for effective utilization of diverse and powerful technologies in instructional practices. The findings also support the hypothesis that the lack of digital competences and knowledge among teachers hinders the widespread adoption of technology. Additionally, the lack of materials and digital competencies among students and teachers was identified as a significant factor influencing the integration of technology in teaching and learning.

2.9 Conclusion

All in all, the third chapter of this research is dedicated to providing insights into the importance of ICTs and digital literacy at Ain Temouchent University. The chapter presents an analysis and interpretation of questionnaires administered to both students and teachers of English at the Department of Letters and English Language at Belhadj Bouchaib University. The questionnaires aimed to investigate the needs and attitudes of teachers and students towards the integration of ICTs in EFL classes and identify the barriers that prevent their use.

The findings of this chapter hold significant importance, as they reveal a positive attitude towards the use of ICTs in improving and facilitating the teaching and learning process. Many students acknowledge the role of ICTs as a guide in their learning journey, but also highlight their deficiency in technological literacy and information management skills.

In brief, the analysis and discussion of the responses obtained from the questionnaires shed light on the integration of ICTs as a beneficial tool for learning in the EFL context. The findings align with the research questions and hypotheses, further affirming the positive impact of ICTs in the field of education.

Chapter Three Suggestions and Recommendations

Chapter Three Suggestion and Recommendations

3.1 Introduction

3.2 The importance of Using ICTs in EFL Classes

3.3 Improving teachers and learners Digital Literacy Skills

3.4 Benefits of technical support inside the classroom

3.5 Suggestions to improve teaching English through ICT

3.6 ICT types in EFL classrooms

3.6.1 Videos

3.6.2 Multimedia projector

3.6.3 Internet

3.7 Ways to boost Digital Literacy skills for both teachers and learners

3.8 Building Digital Literacy outside the classroom

3.9 The use of Educational applications

3.10 Conclusion

3.1 Introduction

On the basis of the data collected from the teachers' interview along with the students' questionnaire, this chapter provides a synopsis of recommendations and suggestions to attract the attention of students' and teachers' about the urgent need to strengthen the processes related to the integration of Digital Literacy and ICT in educational setting as a wat to enhance English language teaching and learning.

In this chapter, the investigator will propose general recommendations for integrating ICTs and digital literacy into the learning process to enhance learners' motivation and abilities, as well as to make the course more interesting. Additionally, recommendations will be provided regarding the use of multiple platforms and online resources, along with the integration of technological materials within the classroom.

3.2 The Importance of Using ICTs in EFL Classes

The findings of previous research emphasize the significance of integrating ICTs and developing digital skills in the EFL classroom. ICTs are recognized as a crucial tool that brings about substantial changes in teaching and learning practices in the English language. Therefore, integrating ICTs as a pedagogical tool to support curriculum outcomes becomes highly important.

Furthermore, increased usage of digital media by students aids in the development of their knowledge and skills. ICTs are seen as catalysts for change, impacting teaching methods and transforming learning approaches. By incorporating ICTs into the classroom, educators can create dynamic and interactive learning experiences that enhance student engagement and facilitate a deeper understanding of the English language.

Moreover, ICTs provide a wide range of resources and tools that facilitate personalized and differentiated learning. Students can access digital media to explore various topics, engage with multimedia content, and collaborate with peers. This active

engagement with ICTs helps students develop their critical thinking, problem-solving, and digital literacy skills.

The integration of ICTs also allows for more learner-centered approaches, where students take an active role in constructing their knowledge and applying it in real-world contexts. The interactive nature of ICTs enables students to become active participants in their learning, fostering a sense of ownership and autonomy.

Overall, the integration of ICTs in the EFL classroom is vital for promoting effective teaching and learning practices. It empowers students by enhancing their digital skills, facilitating personalized learning experiences, and transforming traditional teaching approaches. By harnessing the potential of ICTs, educators can create an engaging and innovative learning environment that prepares students for the digital age.

3.3 Improving teachers and learners Digital Literacy Skills

Digital literacy encompasses a set of competencies that support professional computing abilities and the ability to produce and share knowledge through social networks. It combines the understanding and utilization of digital technologies with the skills of reading for knowledge, clear writing, and analyzing written material.

In today's society, university students are often highly exposed to digital technologies and media in their personal lives. However, they often struggle to bridge the gap between their personal usage of technology and its academic application. Just as academic knowledge is acquired through formal education, technological proficiency also needs to be acquired through organized learning experiences.

Furthermore, many beginning teachers have grown up in a digital era and possess a certain level of technical skills when they start their careers. It is interesting to note that recent studies support the integration of technology into the pedagogical curriculum for these teachers.

To address the gap between personal and academic technology usage, universities and educational institutions are increasingly recognizing the importance of providing digital literacy education and training to students. This involves equipping students with the necessary skills and knowledge to effectively navigate and utilize digital technologies for academic purposes. It includes the ability to critically evaluate information, communicate effectively through digital platforms, collaborate on digital projects, and utilize digital tools and resources for learning and research.

By integrating digital literacy into the pedagogical curriculum, educators can prepare students to be digitally competent and enable them to leverage technology for their academic and professional pursuits. This integration acknowledges the changing landscape of education and the importance of equipping students with the skills needed for success in the digital age.

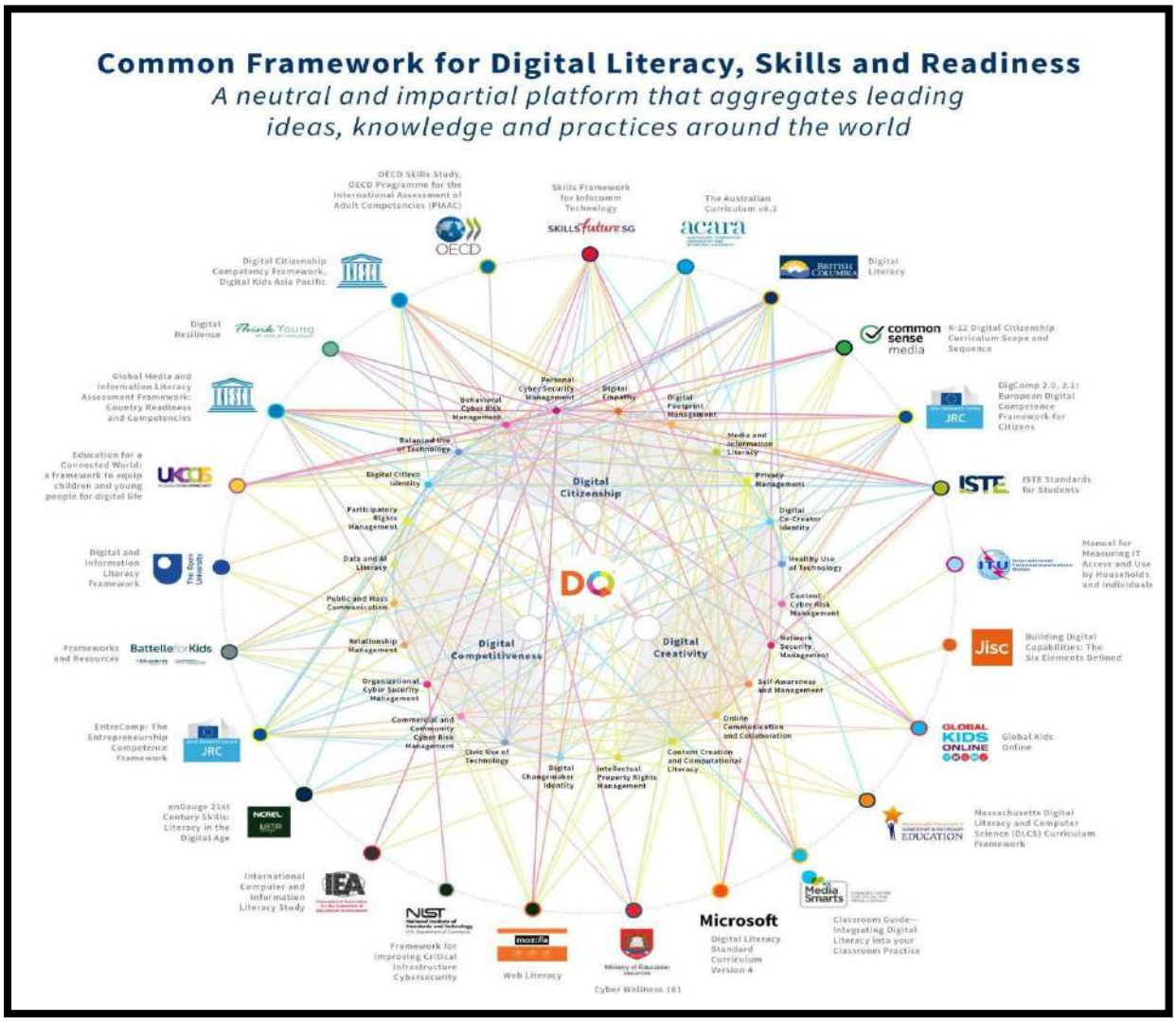

Figure 28 : ***Collection of 25 DL frameworks developed in the Anglo-Saxon context***

3.4 Benefits of Technical Support inside the classroom

ICTs have undergone significant innovations in the field of education, offering students numerous benefits that extend beyond the course content and contribute to a better understanding of the subject matter. The internet, in particular, has emerged as a valuable resource for students to enhance their language acquisition process, maintain motivation, and foster autonomous learning (Azmi, 2017, p. 117).

The utilization of ICT in the classroom has been shown to improve the effectiveness and quality of the learning process (Davies, 1997). EFL teachers can design learning activities that genuinely engage students and promote active learning. According to Brush et al. (2008), students use ICT as a tool to explore new topics and solve problems. Koc (2005) adds that the use of ICT enables students to collaborate, exchange ideas, and communicate effectively, regardless of time and location.

The use of ICT is generally associated with helping learners acquire linguistic abilities, develop a deeper understanding of language use, and broaden their knowledge of cultural practices, values, and contemporary lifestyles (ibid, p. 111). ICTs serve as valuable learning aids, offering assistance and supplementary support for both teachers and students in EFL programs. It is important to note that computers and other technologies do not replace quality teachers; instead, they are seen as supplemental tools that enhance teaching and learning experiences (et al., 2015, p. 176).

By incorporating ICTs into EFL classrooms, teachers can create interactive and engaging learning environments that cater to students' diverse learning styles and preferences. ICTs provide opportunities for students to actively participate in their learning, collaborate with peers, access authentic language resources, and receive immediate feedback. Moreover, the integration of ICTs can foster digital literacy skills, critical thinking abilities, and enhance students' language proficiency.

3.5 Suggestions to improve teaching English through ICT

It is highly recommended that teachers incorporate ICTs as much as possible in their instructional sequences, as it has a significant impact on students' learning processes. Teachers should actively seek ways to involve ICTs in their classrooms to enhance teaching and learning experiences. This requires both students and teachers to be trained in using various technological techniques to access and retrieve materials of interest. Gradually, their digital literacy skills should be further developed to become proficient in utilizing technological resources.

To support the integration of ICTs in classrooms, it is important to have well-equipped computer labs and reliable internet services. These resources provide opportunities for students to engage with digital tools and resources, fostering their digital literacy skills and enabling them to explore diverse learning materials.

Furthermore, teachers should stay informed and up-to-date with new technologies to facilitate their teaching process effectively. By familiarizing themselves with the latest technological advancements, teachers can better incorporate relevant and innovative tools into their instructional practices. This continuous professional development in technology integration empowers teachers to adapt their teaching methods and create dynamic and engaging learning environments.

Overall, the use of ICTs in the classroom is essential for enhancing the learning process. It is crucial for teachers to embrace and utilize technological resources, as well as continuously develop their own digital literacy skills. By doing so, teachers can optimize their instructional strategies, engage students in meaningful learning experiences, and prepare them for the digital age. Accessible computer labs, reliable internet services, and ongoing training opportunities contribute to creating an environment conducive to effective ICT integration.

3.6 ICT Types in EFL Classrooms

3.6.1 Videos:

Videos are increasingly being used in teaching foreign languages. Teachers can use a variety of online Videos to add a special dimension to the educational experiences and stimulate their students' interests. one of the primary benefits of using videos in the classroom is the increased level of motivation and interest shown by most students while watching and participating in discussions, in addition to other activities related to the video. They gave students the chance to hear, see and increase their language skills because the video compromises both an audio and visual material.

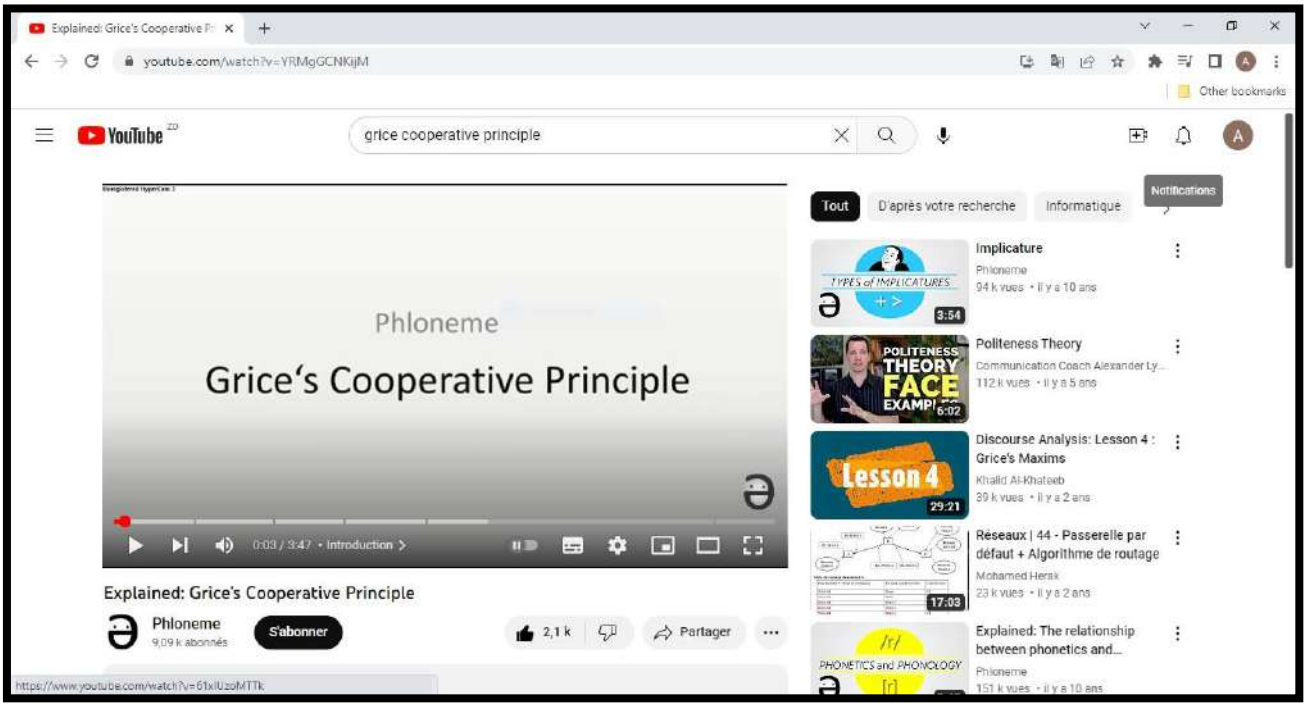

Figure 1 : Youtube videos

3.6.2 Multimedia projector:

The Multimedia Projector makes the classroom more dynamic and pleasant as students may learn real English through it. It helps building a general idea about the lesson taught and enhances students' understanding ability. Daniel (2013) covers the advantages of using a Multimedia Projector for teaching English. It stimulates students' interest in learning, saves time because it can convey a detailed idea efficiently and accurately, lightens teachers' load and allows them to advance their own English knowledge. It provides students with new varieties of experiences. It makes learning English very simple and easy, and helps students concentrating on the lesson.

This electronic equipment tries to show the students that if they respond well and follow the teacher's instructions, their speaking fluency will increase noticeably and they will speak as a native speaker. Students' hearing capacity will be great if they correctly listen to the audio through the Multimedia Projector. In addition, a large class of students can be taught the skills of public speaking through slide presentations with the use of Power Point Projector. Almost all of the learners can see the projected points on the

slides and the images accompanying the texts. This will increase their public speaking and expressing themselves in English. Their vocabulary will increase and they will learn more complex sentence structures.

3.6.3 Internet:

The internet enable students access a variety of learning resources online, such as Audio, Video, Television Programs, Games, Voice Recordings, Quizzes, Podcasts, Applications, and more, to develop their exposure to the target language.

Students can quickly search the internet for all the necessary information they need. Before the internet became widely used, students had to go through many books to find the needed information which took a lot of time to do. Things are now faster due to a multitude Website that offer crucial information that might assist students with their academic work and assignments.

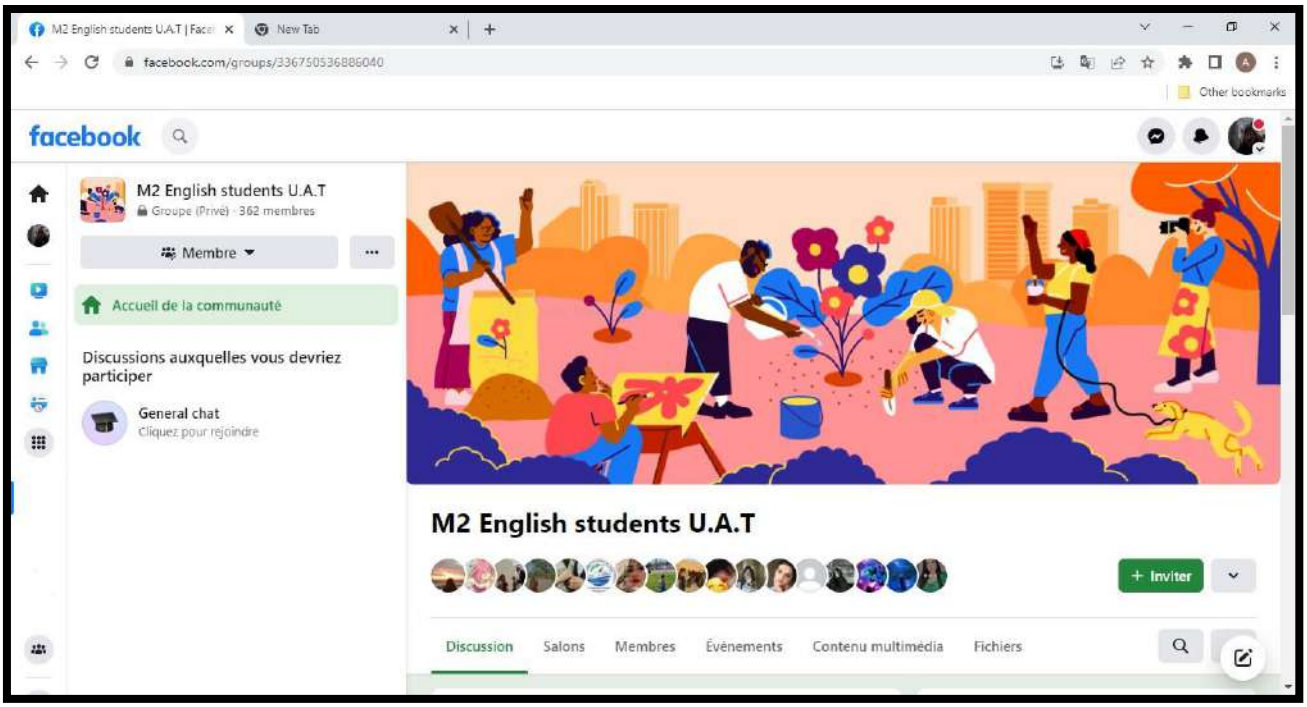

Figure 2 : Master student' Facebook Group

3.7 Ways to boost Digital Literacy skills for both teachers and learners

Pappas (2017) outlines 7 easy methods to build teachers' and learners' Digital Literacy and boost their skills. These strategies are summarized as follows:

- Encourage Self-Exploration: Traditional methods cannot be used to teach Digital Literacy. Online students should be able to independently investigate the available digital resources, which highlight the practical uses for this crucial skill. To answer a typical problem, for example, an online learner must use online resources. Instead of reading about the advantages of developing their IT abilities, people experience them personally by taking advantage of online training tutorials, articles, and other educational online training tools.
- Create an online resource guide: Online students who receive formal training in digital literacy will be more likely to differentiate between fact and fiction, especially when using sources that can include biased or incorrect information. It encourages them to thoroughly search information by consulting a variety of online resources before memorizing it. It is a good idea to create an online resource guide that features trust worthy online tools.
- Set some ground rules: Online learners must be aware about how to use tools efficiently.

3.8 Building Digital Literacy outside the classroom

The act of building Digital Competencies outside the classroom can be through:

Learning through play: One of the major benefits of this method is to help teachers' and learners' run outside of a formal learning environment. Running extra curricular computing clubs is a great approach for schools to go above in improving the availability of Digital Skills and Digital Literacy among their students and to work towards giving these abilities as much attention as numeracy and reading.

Complementing the curriculum : in addition to learning how to code, students should also study computational thinking, problem solving, designing, collaborating, and sharing.

These skills must be learned over time and reject-based work is the best way to develop them. The projects that students work on in Code Club provide them the time to explore, think, experiment, find and fix bugs and other problems.

Building teachers' confidence : Boosting teachers' capacities and skills can have a great impact on learning as they are the root to integrate Technology into everyday lessons and across the Curriculum.

3.9 The use of Educational Applications

The availability of apps for tablets and smartphones has significantly contributed to enhancing the learning experience for both students and teachers, both within and outside the classroom. These apps are designed to make learning more interactive, immersive, and engaging.

Educational apps offer students access to high-quality educational resources, enabling them to explore various subjects and topics in a dynamic and interactive manner. These apps provide opportunities for personalized learning, allowing students to learn at their own pace and according to their individual needs.

For teachers, educational apps serve as valuable tools for efficient and effective communication. They can quickly send study materials, conduct tests and assessments, and maintain constant communication with their students and administration. These apps streamline administrative tasks, making it easier for teachers to manage their classrooms and stay connected with their students.

Overall, the availability of educational apps has revolutionized the learning experience, providing students with a wealth of resources and opportunities for active engagement, and helping teachers streamline their teaching practices and enhance communication and collaboration within the classroom.

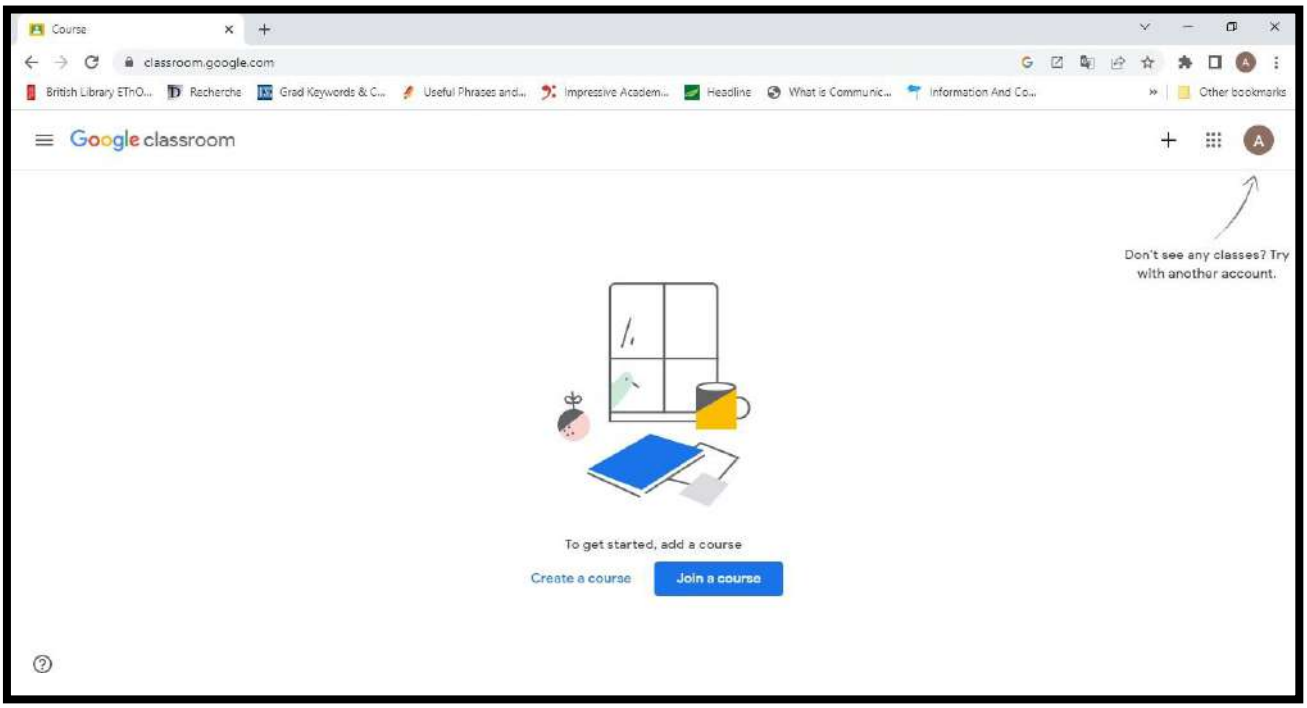

Figure 3 : Googlemeet platform

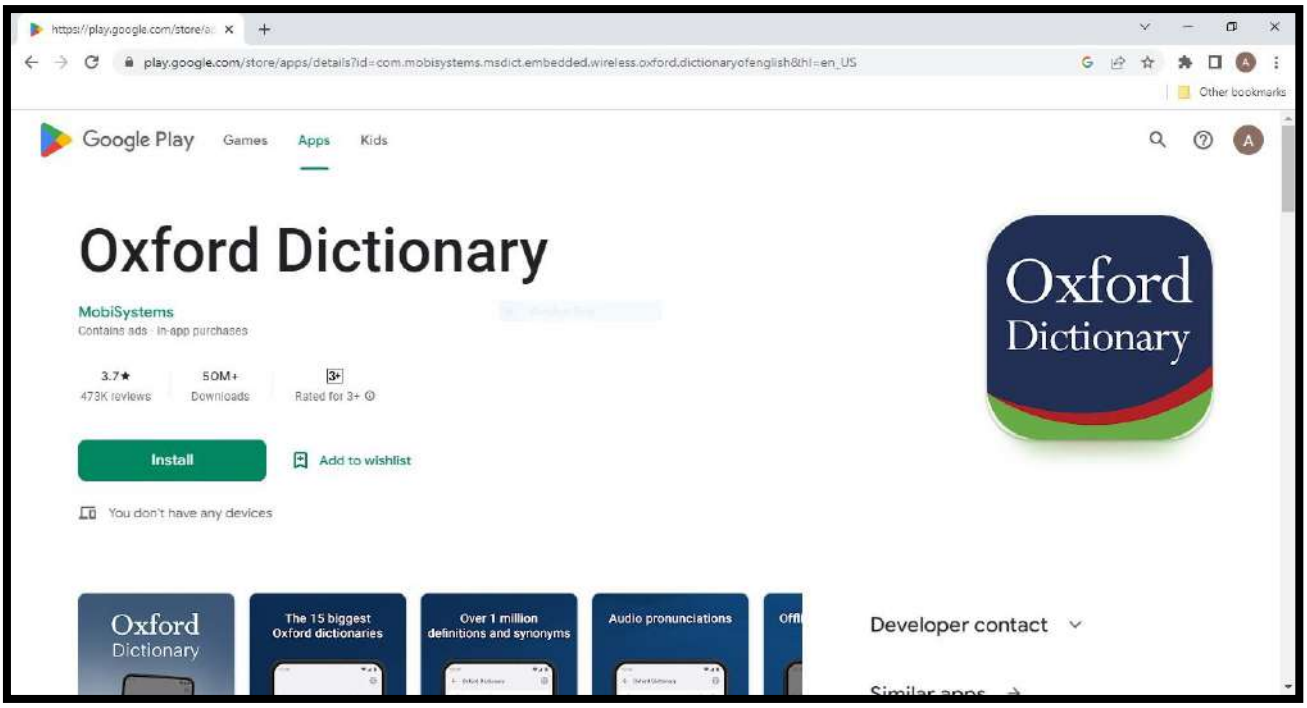

Figure 4 : Oxford dictionary application

The application version of Oxford dictionary enables students press English Oxford dictionary easily.

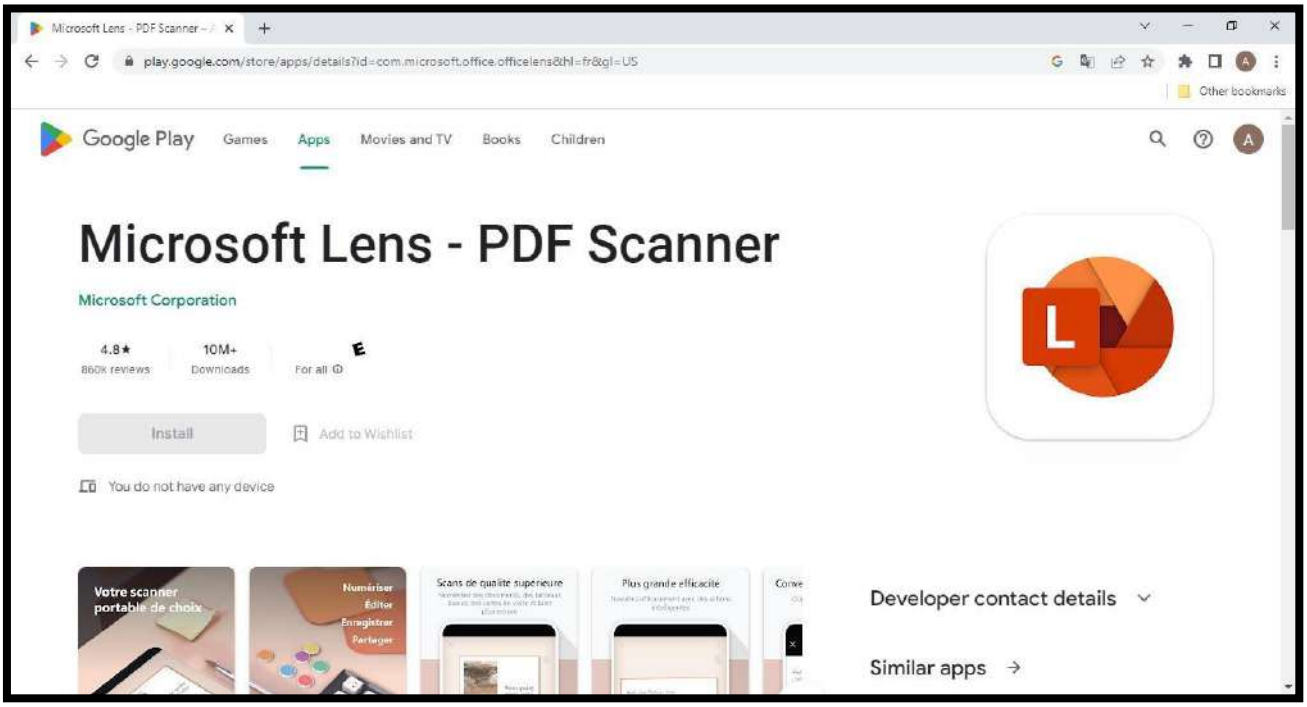

Figure 5 : Office Lens application

This application helps teachers and learners takes pictures of documents and whiteboards and convert them into texts.

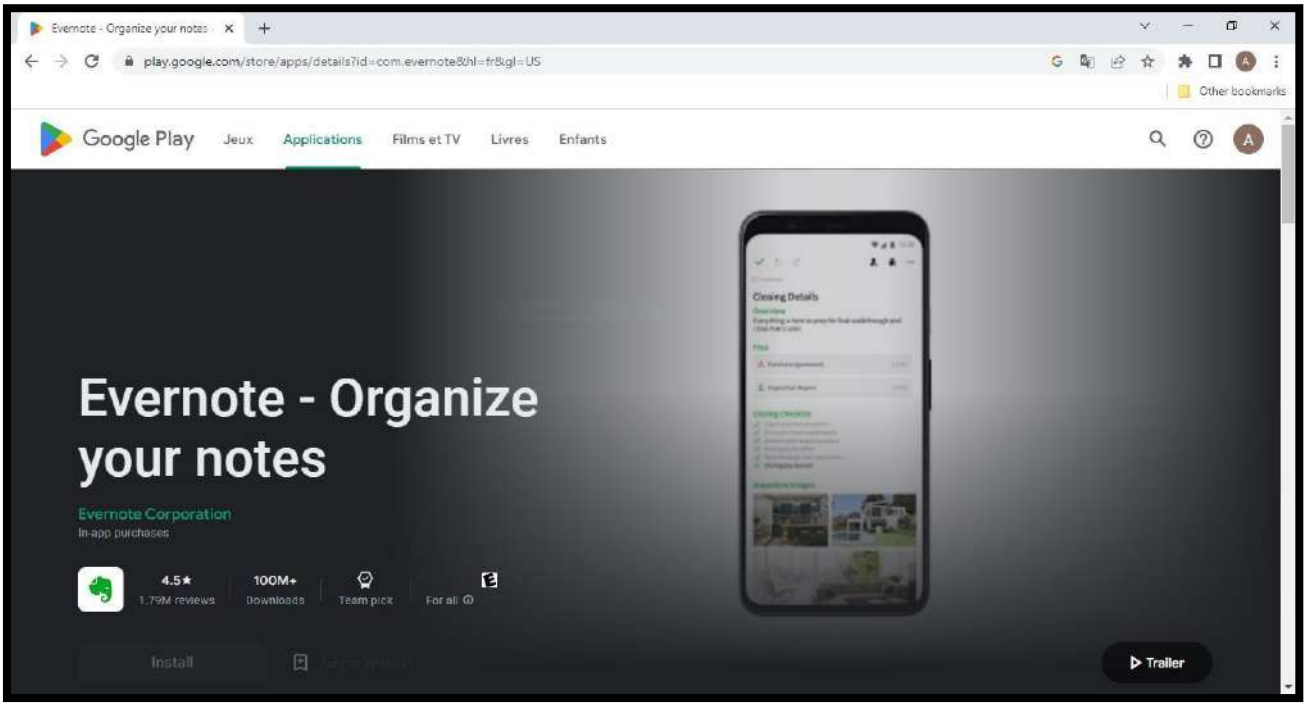

Figure 6 : Evernote application

A tool that helps students save information in a form of note or memo.

Learning with educational apps allows students access high quality educational resources, and help teachers to send study materials quickly, conduct tests and keep in touch with their students and the administration.

3.10 Conclusion

In this chapter, the focus was on proposing recommendations and suggestions to facilitate the integration of Information and Communication Technology (ICT) in the EFL course at Ain Temouchent University's Department of Letters and English Language. The aim was to provide practical solutions and guidance to enhance the teaching and learning process through the implementation of various platforms and technological equipment in the classroom.

The recommendations encompassed tools and strategies to encourage student learning and engagement while also facilitating teachers' instructional methods. The researcher firmly believed that integrating educational technology and communication into the context of teaching English as a Foreign Language (EFL) promotes students' problem-solving skills, develops their critical thinking abilities and effective information processing skills, and fosters autonomous and collaborative language learning.

By integrating ICTs into the EFL classroom, students can become active participants in their own learning, take ownership of their language development, and engage in collaborative activities with their peers. The use of educational technology tools provides opportunities for interactive and dynamic learning experiences, enabling students to apply their language skills in real-world contexts and enhancing their overall language proficiency.

Furthermore, incorporating ICTs in the teaching process allows teachers to diversify their instructional methods, making use of multimedia resources, interactive activities, and digital platforms to cater to students' different learning styles and preferences. It also facilitates effective communication and collaboration between teachers and students, promoting a learner-centered approach and fostering a supportive and engaging classroom environment.

Overall, the recommendations in this chapter emphasize the importance of integrating ICTs in the EFL classroom and highlight the benefits they bring to both students and teachers. By harnessing the power of educational technology and communication, the teaching and learning experience can be enhanced, enabling students to develop crucial skills and become active, independent learners in the process.

General conclusion

The implementation of Information and Communication Technologies (ICT) in foreign language learning and teaching has become an essential aspect of enhancing key competences and bringing a new dimension to the education field. In today's world, which is increasingly characterized by technology and digital support, the aim of this research is to shed light on the importance of ICT in facilitating and enhancing the teaching and learning process.

Through an in-depth investigation, this study explores the challenges faced by educators and learners in achieving a high-quality academic experience. It delves into the reasons behind students' deficient digital competencies and underperformance, while highlighting how ICT tools can support students and teachers in producing well-structured language outputs. Consequently, the study seeks to validate the hypothesis that integrating ICTs in the classroom fosters a productive and conducive learning environment. Furthermore, it underscores the scarcity of digital competencies among both teachers and students, limited access to technology devices, and insufficient internet connectivity as additional hurdles.

The study is divided into three main chapters. The first chapter underscores the pedagogical and technical significance of ICTs, emphasizing their role in enhancing the teaching and learning process. The second chapter provides an overview of the research methodology, study design, and the questionnaires administered to teachers and students, along with a summary of the main results. In the third chapter, the study presents the key findings from the analysis conducted in the previous chapter, addresses study limitations, and emphasizes the importance of integrating ICTs in education. It also discusses the challenges encountered and proposes potential solutions.

The study's results underscore the benefits of incorporating ICTs in EFL classrooms. The findings strongly suggest that the integration of ICT in EFL classes has the potential to greatly enhance student motivation by creating an enjoyable and creative learning environment that encourages self-expression. Furthermore, the study highlights the need

to intentionally incorporate digital literacy into the curriculum, enabling students to become proficient in utilizing technological resources for their educational development. This entails developing digital literacy competencies that empower students to critically select reliable sources of information.

Numerous authors have emphasized that the integration of ICT into teaching and learning processes, combined with advancements in educational theories, has brought about significant changes in the methodological approaches to teaching foreign languages in Europe over the past two decades. ICT is widely regarded as a catalyst for transformation, driving shifts in teaching methods, learning strategies, and the accessibility of information. As our reliance on ICT continues to grow, teaching and learning will deviate from traditional methods. To fulfill our training objectives and mission, it is imperative to embrace the diverse and promising possibilities offered by new educational technologies and promote their widespread adoption.

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Appendices

Appendix I

Figure 1 : BY* COLEEN MONROE *SEPTEMBER 4, 2020. 2023 Bridge Education Group, Inc. Copyright 2002

Appendix II

Figure 2 : *By* David Burns, *2022. Copyright 2009*

Appendix III

Students Questionnaire

Dear Students

This investigation tends to identify the impact of ICTs and digital literacy. The learning process . Your contribution is extremely useful for completing this research work, You are kindly asked to fill in this questionnaire. Please respond to the following questions by ticking (√) one answer.

Thank you in advance.

SECTION ONE: Students' profile

1. Gender :

   Male ☐ Female ☐

2. Age : ☐ years old.

3. Year of study :

4. Specialty :

SECTION TWO : Students' attitudes towards English language

5. Why did you choose to learn English ?

6. How would you rate your level in English ?

   a. Beginner ☐ b. Intermediate ☐ c. Advanced ☐

7. According to you , What is the most difficult thing about English ?

SECTION THREE : The impact of ICT in EFL classes

8. How do you find learning using internet, computers, projectors… ?

   a. Very interesting. ☐

   b. Interesting. ☐

   c. Not interesting. ☐

9. What is the meaning of ICT to you ?

   a. An important tool for studying. ☐

   b. A set of devices facilitates learning and helps preparing for tasks and exams. ☐

   c. It aids teachers to have a variety of strategies in presenting their ideas. ☐

   d. Not important. ☐

10. You mostly use ICTs for :

   a) Doing tasks and assignments. ☐

   b) Researching. ☐

   c) Self-guidance. ☐

   d) Exchanging information. ☐

   e) All of them. ☐

11. In your learning process, do you only rely on the teachers lectures inside the classroom ?

   Yes ☐ No ☐

   If no , What other aid materials do you use ?

   Library ☐ Internet ☐ Friends and groups ☐ All of them ☐

12. How would you rate your English language in the following skills ?

	Good	Very good	Average	Week	Very week
Speaking					
Writing					

Reading					
Listening					

13. How would you rate the availability of technological support at your University?

Good ☐ Poor ☐ I don't know about it ☐

14. Do you support the use of ICTs in English language learning ?

Yes ☐ No ☐

Please explain why ?

15. Do you have a personal computer ?

Yes ☐ No ☐

16. How would you rate your computer literacy ? (the ability to use the computer)

Very good ☐ Good ☐ Acceptable ☐ Bad ☐ Very bad ☐

17. Do you have a sufficient access to internet at home ?

Yes ☐ No ☐

18. How often do you use the internet <u>at the University</u> ?

Daily ☐ Monthly ☐ Sometimes ☐ Never ☐

19. Does your University offers Internet services ?

Yes ☐ No ☐

20. What are the ICTs that you think are important for studying but you can't afford them ?

21. Have you received lessons in how to use technology ?

Yes ☐ No ☐

If yes, would you describe it ?

SECTION FOUR : ICTs and Digital Literacy

22. According to you which of the following aspects affect the use of ICTs in language learning ?

Lack of budget ☐ Lack of skills of teachers ☐

Lack of time ☐ Lack of skills of interest ☐

Lack of training ☐ Lack of students interest ☐

Lack of materials ☐

Other……..…….

23. Please respond to the following questions by ticking one answer :

Questions	Yes	No
Do you know the basic computer hardware(central unit, mouse, monitor, graphics card….etc) ?		
Is it easy for you to learn something by reading it on a computer screen?		
Is it easy for you to learn something by watching it on a computer screen ?		
Can you download and use applications on digital devices ?		
Are you able to record and edit digital videos ?		
Can you prepare and use presentation applications ? (e.g. PowerPoint)		
Can you have access to the learning administration systems ? (e.g. Moodle)		
Did your teachers use a computer during your classes ?		

24. Please fill out the table below by putting (√) or (×) :

Statement	Always	Sometimes	Occasionally	Never	At home	At the University
Getting access to the Internet						
Using the Internet and Information technology in the learning process						
Creating and sending E-mails						
Using Computer for presentations						
Creating web pages with texts,images …						
Using Word Processor as an application for writing						
Understanding the basic concepts of the Internet (security issues…)						

25. Respond to the following statements by choosing one answer :

Statement	Yes	Partly	No
I usually compare the information obtained from different sources and platforms			
I analyze and synthesize the information before			
I know what is copyright and its use			
I verify the reliability of the collected data			

26. Can you log on to your university learning platforms ?

Yes ☐ No ☐

If No, Why?

27. Does your teacher rely on technology in his lessons ?

Yes. ☐ No ☐

If yes, in which module(s) ?

28. To what extent do you agree with the following statements ? Use the codes below to pick up your choice :

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
ICTs reinforce motivation during lessons					

With ICTs I can learn English alone through activities and online courses					
ICTs make lessons more complex					
I don't know how to use ICTs in the right way to approach its highest benefits					
I always understand my lessons via Internet					
During the pandemic , Moodle allowed me to get information and keep in touch with my teachers and classmates					

29. What are the major problems that you faced when using ICT tools in English language learning ?

Could you add other suggestions to improve the use of ICTs in EFL ?

Thank you very much for your help !

Appendix IV

Teachers Interview

This is a semi-structured interview made to identify the attitudes of the teachers in the English language department at Ain Temouchent university towards the use of ICTs and Digital Literacy in language teaching.

1. Gender :
2. Academic degree :
3. Specialty :
4. Status in the department :

   Part time teacher / Full time teacher :
5. Modules taught in the English department :
6. Years of teaching English at University :
7. Are the computer services available in your department or at least in the computer labs ?:
8. Do you usually use computers and internet during your courses ?:
9. How long have you been using ICT for educational purposes ?:

   - During lessons and for preparing lessons.

10. How often do you use the following ICTs :

	In all classrooms	**In no classrooms**	**Depends on the lesson**
Personal computer			
Mobile phone			
Video conferencing system			
Digital photo cameras			
Digital video cameras			

11. Do you assign homeworks via ICT tools ?

12. Do you think you lack knowledge in digital literacy ?

13. To what extent do you find the use of ICT tools important in teaching English as a foreign language ?

14. How students interact towards the use of technology ? Does its use make them more interested and motivated to the lesson ?

	Agree	**Disagree**	**Strongly agree**	**Strongly disagree**
ICTs helps teachers on their preparations of lessons				
Nowadays being able to understand and use technology is important for both teachers and students				
My students are oftenly engaged in online learning				

Teaching with ICTs is a waste of time				
In the future, I will try to integrate ICTs in my lessons inside the classroom more				

15. To what extent do you agree on the following statements ?

16. Does ICTs have any negative outcomes on students and education ?

17. What are the main obstacles that prevent you from using ICTs in your teaching journey ?

18. At this point , Is it necessary for teachers to have technology (IT) Internship ?

19. Do you support having a module where students will learn about digital literacy and how to use ICTs ?

Thank you for your time.

ألملخص

غرض هذه الدراسة هو التطرق إلى االستخدام المناسب لتكنولوجيا المعلومات واالتصاالت)تكنولوجيا المعلومات واالتصاالت(ومهارات القراءة والكتابة الرقمية في الحياة التعليمية. وبشكل محدد، نهدف إلى تحديد إطا ًرا لكيفية تعزيز وتسهيل عملية التدريس والتعلم باستخدام أدوات تكنولوجيا المعلومات واالتصاالت المتعددة وتأثير مهارات القراءة والكتابة الرقمية، من خالل توفير نظرة عامة موجزة عن التكامل المحتمل لتكنولوجيا المعلومات واالتصاالت في المدارس والطرق التي تساعد بها تكنولوجيا المعلومات واالتصاالت المختلفة في تحسين التعليم وإصالحه. وفي المرتبة الثانية، يتناول الدور الرئيسي لمهارات القراءة والكتابة الرقميةومهارات الطالب والمعلمين في استخدام تكنولوجيا المعلومات واالتصاالت التي ستلعب دو ًرا متزايدً ا في تكامل المجال التعليمي. وتؤثر فوائد مهارات القراءة والكتابة الرقمية على بعضها البعض وتعززها بشكل متحول.

كلمات رئيسية: تكنولوجيا المعلومات واالتصاالت، القراءة والكتابة الرقمية، تعلم اللغة اإلنجليزية كلغة أجنبية، التكنولوجيا، التكامل، الكفاءات.

الكلمات المفتاحية تكنولوجيا المعلومات واالتصاالت ، محو االمية الرقمية ، تكنولوجيا ، دمج ، الكفاءات

Résumé

L'objectif de cette étude est d'examiner l'utilisation pertinente des technologies de l'information et de la communication (ICT) et de la culture numérique dans la vie éducative. Plus précisément, elle définit un cadre sur la manière dont les multiples outils des ICT et l'effet de la culture numérique améliorent et facilitent le processus d'enseignement et d'apprentissage, en fournissant tout d'abord un bref aperçu de l'intégration potentielle des ICT dans les écoles et de la manière dont les différentes ICT contribuent au cœur de l'éducation en soutenant l'amélioration et la réforme de l'éducation. Ensuite, il aborde le rôle clé de la culture numérique et des compétences des étudiants et des enseignants en matière d'utilisation des ICT, qui joueront un rôle croissant dans l'intégration de l'espace éducatif. Les avantages transformateurs de la maîtrise des ICT et la manière dont ils s'influencent mutuellement.

Mots clé : ICT, littératie numérique,EFL, technologie, intégration, compétences

Summary

The purpose of this study is to address the relevant use of information and communication technology (ICT) and digital literacy in the educational life. Specifically, it defines a framework on how the multiple tools of ICTs and the effect of digital literacy enhances and facilitates the teaching and learning process, by first providing a brief overview of the potential integration of ICTs in schools and the ways by which different ICTs helps in the educational core by supporting educational improvement and reform. Second, it addresses the key role of digital literacy and the skills of students and teachers to use ICTs that will make an increasing role in the integration of the educational area. The transformative benefits of ICT literacy and how they both effects each other.

Key words: ICT, digital literacy, EFL, technology, Integration, competencies