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**The Impact of using Technology on Teaching and Learning English as a
Foreign Language**

The case study of teachers and students of English at Abd Elhafid Boussouf
University Centre Mila.

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Abstract

The present study aims at investigating the effectiveness of using ICTs in teaching and learning English as a foreign language, focusing on how digital tools and online resources influence learning outcomes and teachers/students dynamics. In addition, it seeks to identify which factors contribute to or discourage teachers' use of technology in English language teaching. Descriptive and analytical methods were used to test quantitatively and qualitatively the collected data. Data were collected via two online questionnaires directed to ten university teachers of English at Abdelhafid Boussouf University Centre and fifty two students of English from the same university centre. Finally, the obtained results display that the judicious and balanced use of ICTs has a positive influence on teaching and learning English as a foreign language. ICTs improve the students' outcomes and trigger their motivation and engagement to learn the language. Furthermore, classes should be equipped with more technological tools for better results.

Keywords : ICTs integration, learning outcomes, teacher/ students dynamics, EFL learners, motivation .

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Dedication

“In the Name of Allah, the Most Gracious, the Most Merciful”

This humble work is dedicated to my parents for finding me the light whenever it was far

away ,

To my sister for believing in me , encouraging me and standing by my side ,

To Alaeddine Bouarroudj for his endless support and encouragement ,

To everyone who gave me help and support to finish this work ,

May Allah bless you all with health and prosperity !

List of Abbreviations and Acronyms

EFL : English as a foreign language .

ICT : information and communication technology .

Ls : Learners .

ELL : English language learning .

Q : Questions .

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General Introduction

1. Context of the Study :

In the last few years, the integration of technology in education has remodelled the way English is taught and learned . The application of technology in language learning has uncovered innovative opportunities for interactive and engaging learning experiences , providing learners with access to a diversity of resources and tools to enhance their language skills . This move towards technology – enhanced language learning has had a notable impact on both teaching practices and student outcomes .

ICT integration in education means using various technological tools and resources , including computers , laptops , tablets , interactive whiteboards , educational software, online platforms, educational apps, internet connectivity and multimedia content . In fact , the use of technology in education contributes a lot in the pedagogical aspects in which the application of ICTs will lead to effective learning, with the help and supports from ICT elements and components (Jamieson – Procter et al ., 2013). The need for ICT integration in education is crucial because with the help of technology teaching and learning is not only happening in the school environment , but also can happen even if teachers and students are physically in distance . However , ICTs integration is not a one – step learning process , but a continual process of learning that provides proactive teaching – learning environment . (Young , 2003)

Students learning English as a foreign language require special support . They need to practise speaking , writing , reading and listening to develop their skills and competencies . In fact , learners must work on various linguistic tasks and activities to improve their language competence . To do so effectively , ICTs must be used to facilitate the process of language learning .

The advancement in technology raised new challenges and duties for the modern English teacher . Teachers must acquire the required skills to use ICTs properly and adapt them to cope with the classroom settings to facilitate instructions .

Based on what has been mentioned earlier , this research study's primary task is to explore the various ways in which the use of ICTs in education has impacted the teaching and learning of English as a foreign language , highlighting the benefits and challenges associated with this digital transformation .

A number of studies have been conducted to observe the effectiveness of ICTs integration in teaching and learning English. Jung (2006) conducted an inquiry into 591 Chinese university students' frequency of ICT use for general and English learning purposes and their perception of ICT application in English learning. The findings indicated that nearly 40% of students spent below one hour per week on ICTs to learn English. As regards their perceptions, the participants agreed on the benefits of ICTs in improving listening (75,9%), speaking (46,2%), vocabulary (40%) and grammar skills (41,7%). Furthermore, in Kullberg's (2011) study on Swedish teachers' and students' perspectives of the use of ICT in the English classroom setting, the students showed a more positive attitude to ICT than the teachers and they would like to adopt computers more in the classroom. Moreover, Kopinska (2013) analysed Spanish EFL learners' attitudes to the use of technology after the implementation of an experimental project of ICT in the classroom setting. The findings indicated that the students were fully aware of the usefulness of ICT to their English language learning, but they also said that they had little exposure to new technologies for the learning process. In addition, Poudel (2021) conducted a study to explore the opportunities and challenges of using ICTs in English language teaching in higher education in Nepal. The study concluded that ICTs were useful for the participants in their teaching and learning activities mainly for accessing learning resources, preparing and presenting their lessons and for conducting

collaborative learning activities. However, it was found that the informants were not satisfied with their utilization of ICTs in teaching and learning English. Access to ICT tools and the skills needed to use ICTs were the main problems for them in the integration of ICTs in ELT. Also, Kobis and Tomatala (2020) investigated whether ICTs really help EFL teachers in Kotamobagu to improve their students' English ability. The study used the teachers' perceptions as the main sources to answer the research questions. The study brought to light the fact that the teachers have a positive attitude towards ICT implementation where they claimed that ICTs are useful to improve students' learning achievement. Adding to that, the teachers revealed that the lack of ICT facilities has become the main problem that they often face. Besides, Belhoudjar (2019) conducted a study on the use of ICTs and its role in EFL learning and teaching. The participants were master one student and teachers at the University of Abdelhamid Ibn Badis University, Mostaganem. The findings of the study showed that EFL students and teachers support the use of ICT in classroom as a practical and multipurpose tool for teaching and learning; it introduces innovation and facilitates the way of learning and teaching, besides having a constructive effect on their performance. In addition to this, Dung (2022) conducted a study on the integration of ICT in teaching English as a foreign language in a private university in southeast Vietnam. The findings showed that the integration of ICT into contemporary teaching practices invites connection with different methodological approaches, such as Communicative Language Teaching which prioritises student-centred learning and the objective of developing authentic communicative competence. Apart from this, Tri made an exploratory study of ICT use in English language learning among EFL university students in Ho Chi Minh City, Vietnam. The research used a convenience sample of 149 English major students who were invited to respond to the questionnaire survey. The findings indicated that the participants spent more time using ICT for private purposes than for English learning purposes. Most of them showed their positive

attitudes towards ICT use to study English and expected that ICT should be used more frequently in the classroom in order to maximize language learning and teaching. Overall, as it was discussed earlier, several studies were conducted to investigate the use of ICTs and its role in teaching and learning English. This research study's primary goal is to explore the effectiveness of integrating ICTs in teaching and learning English as a foreign language at the university centre of Abdelhafid Boussouf – Mila.

2. Statement of the Problem :

In the last few years, technology developed for the gain of mankind. Modern technology played a significant role in facilitating people's lives in different fields such as industry, medicine, transportation, education and so on. Speaking about education, technology has remodelled the landscape of teaching and learning English in the sense that it simplified the process of teaching and learning and made it more innovative, productive and interesting. ICT integration in educational settings plays a vital role for both teachers and learners. ICTs ameliorate teaching content, constitute a vivid language learning environment, stimulate students' imagination, increase their active involvement and improve the four language skills leading to positive outcomes in the English language. Moreover, they equip teachers with abundant resources to design fruitful lessons to achieve the learning objectives. Furthermore, platforms such as the Blackboard and WebCT give learners more opportunities to communicate and comprehend the course content. Students can make use of the network to maintain contact with their teachers even after classes. This enables them to ask for further clarifications, get answers to their questions and obtain further instructions which enhance their understanding, yet ICTs integration in teaching and learning EFL has its drawbacks. For example, the mechanical feedback provided by technological mediums is no match to the teacher's warm explanations and humanized feedback in addition to the limited possibilities of critical thinking and creativity. The purpose of this study is to investigate the impact of

integrating ICTs in teaching and learning EFL focusing on how digital tools and online resources influence learning outcomes and teacher – students’ dynamics. In addition, it aims at identifying which factors contribute to or discourage teachers’ use of technology in English language teaching.

3. Significance of the Study :

This research is an attempt to raise the awareness of EFL teachers ,syllabus designers and materials developers to the influence of integrating ICTs in classrooms on the learning outcomes and the dynamics of the classroom environment. In addition, it seeks to highlight the challenges faced by the teachers in incorporating technology while teaching to be taken into consideration .

4. Aims of the Study :

The present study aims at :

- ❖ Investigating the effectiveness of integrating ICTs in teaching and learning English as a foreign language.
- ❖ Identifying how technology affects learners’ attitude and motivation towards language learning .
- ❖ Listing the major factors that contribute to or discourage teachers’ use of ICTs in teaching .
- ❖ Determining to what extent teachers use technological devices and online resources in teaching EFL .

5. Research Questions :

1. What is the impact of the use of technology on the learning outcomes of EFL learners ?
2. How often do teachers use technological devices and online resources in teaching EFL ?
3. What are the challenges faced by teachers of EFL when using technology in teaching ?

-
4. How does the use of technology in the classroom affect learners' attitude and motivation towards language learning ?

6. Research Methodology :

To meet the research aims, the researcher designed two online questionnaires for ten teachers and fifty two students of English at the university of Abdelhafid Boussouf – Mila. The students' questionnaire consists of 12 multiple choice questions arranged in four sections. The teachers' questionnaire, on the other hand, consists of 13 multiple choice questions arranged in four sections as well.

7. The Structure of the Study :

The present research is divided into two chapters. The first chapter is devoted to the theoretical field while the second is concerned with the fieldwork. The first chapter is devoted to the related literature and the second chapter is concerned with the research methodology and findings. In fact, the second chapter affords a deep analysis and discussion of the obtained results and provides some pedagogical implications and recommendations.

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Introduction :

This chapter reviews the literature related to the present study. It is divided into two sections . The first section is related to the definition of information and communication technologies , the meaning of ICT in education and examples of ICT in education while the second section discusses the use of ICTs in EFL classroom , the role of ICTs in EFL classroom and the ICT pitfalls in teaching and learning EFL .

Section One : Information and Communication Technologies .

1. Information and Communication Technologies :

Information and communication technologies (ICT) is defined as a diverse set of technological tools and resources used to transmit, store, create, share or exchange information. These technological tools and resources include computers, the Internet (websites, blogs and emails), live broadcasting technologies (radio, television and webcasting), recorded broadcasting technologies (podcasting, audio and video players, and storage devices) and telephony (fixed or mobile, satellite, visio/video-conferencing, etc.).(UIS. 2009. *Guide to measuring information and communication technologies (ICT) in education*. Montreal: UIS.)

According to Helena Gillespie (2006) “ICT is a term which covers a range of Hardware (machines) and software (application of machine)”, (p. 03). This means that ICT involves different tools and different resources. These two basic kinds of ICT; hardware which refers to the physical parts that can be touched, such as, computers, tablets, laptops and others, and software that refers to application of machines which is used by users to do different activities. It is based on resources of internet that include emails, websites and social networking sites.

ICT is defined as a diverse set of technological tools and resources used to communicate, to create, disseminate, store and manage information (as cited in Kennah, 2016, p.08). Moreover, the term “ICT” is defined as forms of technology used for creating, displaying, storing manipulating, and exchanging information. This definition seems to be general, and ICT specifically refers to computer-based technologies; such, as desktops, laptops, tablets, smart-phones, and software; as well as, internet-based technologies including e-mail, websites and social networking sites (as cited in Hoang and Hong T. N, 2014, p.34).

2. ICT in Education :

ICT in education refers to the use of various tools and resources such as computers , laptops,tablets, interactive whiteboards , educational software , online platforms , internet connectivity and multimedia content . Its primary aim is supporting and optimizing learning for students and enhancing the effectiveness and potency of teaching practices for teachers (Brown,2023) .

The use of ICT in education enables the teachers to present the information through image, videos , texts and simulations that cater to diverse learning styles . Moreover , ICT make it possible for learners to access information from around the world , conduct research , connect with their peers and engage in self – paced learning (Brown,2023) .

The schools equipped with ICT offer different opportunities to transform traditional teaching into teaching that is more engaging , innovative and adaptive to learners’ needs and interests , yet adequate training for teachers is vital to improve the learning experience .

The following are some examples of ICTs used in education:

A. Interactive Whiteboards :

Interactive whiteboards help teachers to present the content in a more engaging and dynamic way . These whiteboards can easily display multimedia contents , annotate and help

learners to interact with the materials which enhances their motivation and engagement in the lesson (Brown,2023).

B. Multimedia Presentations :

Multimedia presentation is a presentation that includes information presented with slides , videos or digital representations and include sounds that might be a narrative , music or sound effects . Educators use multimedia presentations to help them explain complex concepts effectively (Brown,2023).

C. Digital Simulations :

Digital simulation is an attempt to model a process from a real or hypothetical system by means of a computer program . Rather than going into a lab and role-playing skills, learners interact in a virtual environment to practice those same skills. In fact , simulations provide learners with the opportunity to learn and experiment in a risk – free setting . For instance , physics simulations help the students to understand the principles of motion and gravity (Brown,2023).

D. Learning Management Systems (LMS) :

Learning management platforms such as Moodle and Google Classroom offer online courses , content sharing , assessments and interaction between students and teachers (Brown,2023) .

E. Virtual Classrooms :

A virtual classroom in an online learning environment which provides teachers and learners with the opportunity of communicating , interacting , collaborating and explaining ideas . A virtual classroom enables learners to get in contact with highly qualified teachers anywhere in the world .Furthermore , they enable real – time interaction between students and educators through video conferencing , group discussions and chat features (Brown,2023).

F. Educational Games :

Gamified learning apps make learning enjoyable and engaging since it promotes active participation and knowledge retention (Brown,2023).

G. Language Learning Apps :

Apps like Duolingo and Babbel make an a good language – learning tools offering interactive lessons , quizzes and speaking exercises(Brown,2023).

H. Project Management Software :

Students may use tools such as Trello or Asana to plan and organize their group projects (Brown,2023).

Section Two : ICT in EFL Teaching and Learning

1. The Use of ICT in EFL Classroom :

Using ICT in EFL classrooms plays a vital role in teaching and learning EFL . According to Meenakshi (2013), ICTs use in education, as an augmented tool, exists in teaching methods and in learning which is more important. It is very useful in the educational career and can be the most effective way to increase the students knowledge; especially, in education activities and the learning process (p.04). Nowadays , ICT is considered an important pillar in education since it is used by teachers as well as learners inside or outside the classes although its use requires certain facilities and resources such as internet access , computers and so on . ICT integration in EFL teaching and learning fosters collaboration , enhances the learning experience , expands access to quality education , improves engagement and allows for flexible learning . Furthermore, with the specific ICT elements and techniques used by students of English in classrooms, it facilitates their delivery of presentations and practices. They used PCs and data projectors as first tools, and various communication services, for instance, e-mail, webs, blogs and so on. Such educational

software was designed and developed with the aim of teaching and learning; for examples, text editors, internet tools, powerpoint presentations, google, and interactive whiteboards/smartboards (Krystallo T., 2008, p. 09) .

2. The Role of ICT in EFL Classroom :

2.1. ICT for Enhancing the Teaching and Learning Process

Undoubtedly , ICT integration in teaching and learning EFL is proving to be of high importance to enhance EFL learning as well as to design effective teaching materials that help teachers to achieve the learning objectives effectively . It provides opportunities for enhancing thinking , inter thinking , finding , processing , conveying and sharing information . (Carlos A. S & Juan.I.P, 2 016, p. 256).

In the traditional methods of English language teaching, students were passive recipients of knowledge, hindering their comprehensive understanding and pragmatic use of the language. However, technology has transformed the teaching and learning process by providing interactive opportunities and stimulating students' cognitive abilities (Butler-Pascoe & Wiburg, 2003) . English language teaching through multimedia technology emphasizes student-centeredness and promotes interaction between teachers and students. The role of the teacher shifts to that of a facilitator, creating a context for language learning. Multimedia technology serves as a platform for this interactive process, fostering a target language environment and facilitating two-way exchanges between teachers and students. It enhances students' interactive and communicative abilities while providing a dynamic and engaging learning environment.

The flexibility of technology, especially multimedia, in delivering course content offers significant advantages in language teaching. Teachers have the opportunity to design and develop their own curriculum, allowing them to customize assignments and instructions according to the specific needs and interests of the learners (Clandinin & Connelly, 1990) . In

addition , It provides numerous learning opportunities, equipping teachers with abundant resources and materials for their lessons .

Technology expands the learning context beyond the confines of the traditional classroom. Platforms such as the Blackboard and WebCT provide learners with extended time and opportunities to interact with and comprehend the course content. Students can utilize the network to establish contact and engage in meaningful interactions with their teachers. This enables them to seek clarification, receive answers to their queries, and obtain further instructions, enhancing their understanding and learning experience.(Solikhah,2023)

The application of the online resources available to the inside and outside classroom activities can result in the enhancement of learners competences in listening, speaking, reading, and writing. For example, according to Kelsen (2009, p.3), “YouTube has the potential to connect learners with authentic English input through what is quite possibly already a part of their life experience and provides a context through which they can interact, exchange ideas, share feelings, and participate in a web-based environment”.

ICT enhances students communicative abilities . Earlier English language teaching models rendered students passive knowledge recipients, hampering their pragmatic and comprehensive understanding of language's structure, meaning, and function. Hence, the model rarely enhances communicative competence. Multimedia technology integrates teaching and learning, offering greater communication opportunities to students . Moreover, technological tools such as Blackboard and WebCT stimulate students’ cognitive abilities, transforming English learning into capacity building (Shehab , 2022) .

Technology makes the course content more flexible .English language teachers can use technology to tailor assignments and instructions to develop sustainable positive interactions, enhancing learners' interest and motivation. Teaching through technology is not limited to the classroom since technologies such as WebCT and Blackboard guarantee students ample time

and scope to interrogate and understand the course content . Learners also rely on the network to consult with their instructors and receive instructions and answers (Shehab , 2022).

2.2. ICT Role in Enhancing Learners' Motivation :

The blossoming of multimedia technology including visual aids, sounds, video clips, animations, and so on motivates learners, “attracts their attention and elevates their interest in learning” (Kuo, 2009, p.25). Students are motivated more while they are working on computers and use modern devices than they are working with textbooks (Cutter, 2015) . Moreover , the internet connection allows learners to gain access to a huge amount of authentic materials to make English learning more enjoyable (Dang, 2011).

2.3. The Role of ICT in the Four Skills Achievement :

In the last few years , the use of ICT in teaching and learning English as a foreign language is embraced by teachers and students alike in order to facilitate the teaching process , improve learners' outcomes , triggers their motivation and enhance their language skills . (listening , reading , speaking and writing) . ICT implementation proved to be effective in enhancing the four skills as follow :

2.3.1. Listening :

The use of audio materials as a listening tool is very important since it helps the learners to know how words are pronounced , provide learners with a wide range of vocabulary and reduce listening difficulties as they provide them with visual and voice inputs that suit their needs. For example, students can use online resources to listen to authentic English-language materials, such as news broadcasts, podcasts, and audiobooks. This can help them to improve their listening comprehension skills and to learn new vocabulary (Shehab , 2022,P.477).

2.3.2. Reading :

Reading is a significant input skill developed through various technical means . Students can browse the internet to read. Internet technology can certainly develop students' English language skills. Several internet websites are prepared to enhance English language learners' abilities . Many resources, including magazines, journals, newspapers, encyclopedias, electronic libraries, dictionaries, and newsletters are available online and can help develop learners' vocabulary and reading ability. Besides, computer reading-based programs also help improve students' word vocabulary, fluency, and comprehension . Through computers, students can increasingly interact with texts and enhance their reading capabilities of texts they would be otherwise unable to read . Computers perform several tasks simultaneously and run programs very quickly, moving students gradually from easy to more difficult problems based on their abilities. It's thus an important English reading tool (Shehab , 2022,P.477) .

2.3.3. Speaking :

Speakers and listeners must understand each other to facilitate proper human communication . The speaker must convert his/her message into spoken language, whereas the listener must understand the speaker's language. Technology can be applied to learn the English language speaking through various means . For instance , internet voice chatting. While chatting, the speaker and listener engage in voice communication through the internet . The process may benefit the learner if the respondent is a native language speaker .Consequently, speech synthesis programs and artificial intelligence computer programs can help improve students' speaking, vocabulary, and pronunciation capabilities(Shehab , 2022,P.477)

2.3.4. Writing :

Using a foreign language to write statements and paragraphs can be challenging for students . Nonetheless, computers and graphic-based programs can ease the writing task and

make it enjoyable, making students express their thoughts more clearly . Word processing programs can help improve students grammar skills. A learner can underline, italicize, bold, or change text sizes and color and automatically check spelling and grammar. Thus, computer as grammar studying tool motivates students more than traditional paper and pencil writing. Besides, internet-text chatting can also help develop students' writing abilities. It is a quick online tool for writing and expressing thoughts, instantly transferring ideas, and interacting with other side writers. Lastly, students can develop their writing skills by practicing email writing and transferring messages through the internet. Emails can make students learn to respond to incoming messages using formal and meaningful language and statement (Shehab, 2022,P.477) .

3. ICT Pitfalls in EFL Teaching and Learning :

Although ICT integration in teaching and learning EFL has many advantages , it is , still , linked to a number of drawbacks that need to be taken into consideration .

First , some students can not make the difference between reliable and unreliable sources of information to do a task or conduct a research study this is mainly due to the abundance of information on the web . According to Pomers (2015) , many websites come with wrong information that has been copied and pasted from other sources without checking its authenticity. Thus, the learners are misguided by the wrong information available on the websites. These things can perhaps become serious obstacles in their development.

Second , technology-enabled classrooms lack human and psychological conditioning. Language learning requires the teacher to use a humanistic approach . technological mediums' immediate mechanical feedback cannot outmatch the teachers' warm explanations and humanized feedback (Shehab ,2022).

Third , over-dependence on technology may render the teacher subservient to technology, hampering teachers leading role in the teaching process . Technology is an

assisting tool that facilitates language teaching and learning to yield desirable teaching objectives , yet overreliance on technology can make the entire language teaching mechanical and technologically-oriented, neutralizing the very essence of the teachers' leading role. Generally, modern educational technologies are mere assisting tools. They must be used judiciously, maintaining the teachers' leading role in creative education (Shehab , 2022).

Fourth , Financial barriers also include the investment in training. The use of the Internet in language teaching and learning requires some technological knowledge and computer skills from both teachers and learners. Insufficient computer skills from students may affect the quality of online collaboration (Lee,2004) .

Fifth , Since many of the teachers have not been trained to use technology, others do not understand how to use the new technologies; they may be reluctant to use technology in classroom (Hasan , 2022) .

Moreover , ICT makes cheating easy . For instance , during an exam , learners may use internet access to sent answers to one another . Cheating is an illegal activity but technology made it more powerful and easy to use with its powerful wings. It has really become very tough to control this activity, especially in the examination environment. Smartphones are available with all its advanced features and instant internet accessibility which compel them to use it without any hassles (Pomers, 2015).

In a nutshell , ICT integration in teaching and learning EFL is a double – edged sword . Thus , teachers as well as learners must use it wisely .

Conclusion :

ICT has major impacts on English language teaching and learning . The implication of ICT in EFL teaching and learning made learning enjoyable , interesting and innovative .

However , it raised new challenges for teachers and students alike . Therefore , it is important to note that educators and learners must use it wisely .

Chapter Two : Data Analysis and Interpretation

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Introduction :

This chapter explains the way in which the present study was carried out. First, it provides a description of the population and the sample of the research. Then, it describes the means and the instruments used in this research. Moreover, It presents the research approach used to collect data followed by a description of the students and the teachers' questionnaires. Furthermore, it displays the analysis of the gathered data and the discussion of the findings. Additionally, it provides the main results obtained, and finds answers to the research questions through a statistical analysis. At the end, some recommendations and solutions are proposed.

1. Methodology :

1.1 Population and Sampling :

- **Teachers** : There are 10 EFL teachers from the university centre of Abdelhafid Boussouf, Mila, who participated in the present study. These teachers have been teaching for many years. Thus, they have the necessary experience that enables them to provide new insights to enrich the research.
- **The Students** : The questionnaire was directed to fifty two students of English at the university centre of Abdelhafid Boussouf – Mila, who were chosen randomly. The students were from both genders (males and females).

1.2. Research Approach :

This research work will be conducted based upon the descriptive mixed approach both quantitative and qualitative. It aims to investigate the relationship between the two variables of the study.

1.3. Research Tools :

In this research , data will be collected via two online questionnaires directed to university students and teachers at Mila University Centre .

The students' questionnaire, on one hand , consists of 12 multiple choice questions arranged in four sections. The first section deals with general information . The second section targets the students' attitude towards using technology in learning English . The third section is devoted to students' experience in using technology in learning English while the fourth section sheds light on any further suggestions or comments .

The teachers ' questionnaire , on the other hand , consists of 13 multiple choice questions arranged in four sections. The first section deals with general information . The second section investigates the teachers' attitude towards using technology in teaching English . The third section explores teachers' experience in using technology in their teaching practices while the fourth section sheds light on any further suggestions and comments .

2. Data Analysis :

2.1. Students' Questionnaire :

Section One : General Information

Q1 . Level :

Table 1 :

Students' Level

Options	Number	Percentage (%)
First Year	0	0,00 %
Second Year	2	3,85 %
Third Year	4	7,69 %
Master 1	23	44,23 %

Master 2	23	44,23 %
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Table one shows that the population was made up of two students (3,85%) of the second year , four students (7,69 %)of third year , twenty three (44,23%) Master1 students and twenty three (44,23 %) Master 2 students .

Q2 . How do you consider your level in English ?

Table 2 :

Students' Level in English

Options	Number	Percentage (%)
Very good	7	13,46 %
Good	30	57,69 %
Average	15	28,85 %
Poor	0	0 %

Table two shows that seven students (13,46 %)consider that their level in English is very good while thirty students (57, 69 %)believe that their level is good . The rest (28,85%) assume that their competence in English as a foreign language is average . Needless to mention the fact that no student (0,00%) considered his / her level as poor .

Q3. Do you use technological and digital educational tools in learning English?

Table 3 :

Students Use of Technological and Digital Educational Tools

Options	Number	Percentage (%)
Yes	52	100 %
No	0	0,0 %

The results display that all the students (100 %) use technological and digital educational tools in learning English which means that they play an important role in EFL learning and they are significantly beneficial .

Q4. Do you have the required skills to use ICTs in learning English?

Table 4 :

Students' Skills in using ICTs

Options	Number	Percentage (%)
Yes	50	96 , 15 %
No	2	3,84 %

The results bring to light the fact that fifty students (96,15 %) are capable of using technology and digital tools properly in learning English while only two students (3,84%)mentioned that they do not possess the required skills to use ICTs in learning the language .

Section Two: Students' Attitudes towards Using ICTs in Learning English.

Q5. Do you think using ICTs is effective in EFL learning?

Table 5 :

The Effectiveness of Using ICTs in EFL Learning :

Options	Number	Percentage (%)
Very effective	32	61,53 %
Effective	18	34,61 %
Somehow effective	2	3,84 %
Not effective	0	0,0 %

The results display that thirty two (61 , 53 %) students believe that using ICTs is very effective in EFL learning , eighteen students (43,61%) claim that it is effective , two students (3,84 %) mentioned that it is somehow effective , but nobody stated that it is not effective . This means the majority of learners perceived the effectiveness of using ICTs in enhancing learning.

Q6 . Do you think using ICTs would improve your level in the four language skills (reading, writing, speaking and listening)?

Table 6 :

Students' Opinions about the Impact of Using ICTs in Improving the Four Language Skills

Options	Number	Percentage (%)
Yes	50	96,15 %
No	2	3,85 %

As table six shows (96,15 %) of students believe that using technology in teaching and learning English as a foreign language will improve the four language skills . On

the other hand , (3,85 %) respondents claim that it will not improve them . This reveals that ICTs have a major role in ameliorating the four skills .

Q7. To what extent are you motivated to use technology in learning English?

Table 7 :

Students Motivation towards Using ICTs in Learning EFL

Options	Number	Percentage (%)
Extremely motivated	50	96,15 %
Motivated	0	0,00 %
Demotivated	2	3,85 %
Extremely demotivated	0	0,00 %

The results display that fifty respondents (96,15%) feel extremely motivated when using technology in learning English while two respondents (3,85 %) feel demotivated . Since the majority of learners feel extremely motivated to use technology in learning English , one can draw the conclusion that technology supported leaning increases learners’ drive and impetus to learn the language .

Q8. Using ICTs Enhance Learning .

Table 8:

Using ICTs and its Role in Enhancing Learning

Options	Number	Percentage (%)
Strongly disagree	8	15,38 %
Disagree	0	0,0 %

Neutral	8	15,38 %
Agree	27	51,92 %
Strongly Agree	9	17,30 %

The results show that twenty seven students (51,92 %) agree that the use of ICTs enhance learning, nine students (17,30 %) strongly agree , eight students (15,38%) are neutral and eight students (15,38 %) strongly disagree . This means that using technology has a positive role in enhancing learning .

Section Three: Students' Experience in Using ICTs in Learning English.

Q9. Do you enjoy using technology in learning English?

Table 9 :

Students' Motivation Towards Using Technology in Learning English

Options	Number	Percentage (%)
A lot	36	69, 23 %
A little	15	28,85 %
Not at all	1	1,92 %

The table above indicates that thirty six respondents (69,23%) enjoy using technology in learning a lot while fifteen respondents (28,85%) state that they enjoy using technology a little . Moreover , one participant (1,92 %) declares that he doesn't enjoy using technology in learning English at all. Since the majority of respondents stated that they enjoy using technology in learning English a lot ,this reveals the fact that technology supported learning triggers and increases learners enjoyment and excitement to learn the language .

Q10. When your teacher uses videos , listening scripts and so on , do you feel ?

Table 10 :

Students' Attitude Towards Using ICTs in Learning English

Options	Number	Percentage (%)
Very Motivated	0	0,00 %
Motivated	50	96,15 %
Less Motivated	2	3,85 %

The results revealed that fifty students feel motivated when their teachers use videos , listening scripts and so on . On the other hand , two students mentioned that they do not feel motivated when their teachers integrate ICTs in the classroom . Since most students feel motivated when their teachers use ICTs , it means that the use of ICTs triggers learners motivation and engagement to learn the language .

Q11. In general , when your teacher uses technological materials to present the lesson , do you find it ?

Table 11:

Students' Opinions about Their Understanding while Using ICTs

Options	Number	Percentage (%)
Easy to understand	27	51,92 %
Very easy and enjoyable	23	44,23 %
Difficult to understand / comprehend	2	3,85 %

Table eleven displays that (51 , 92 %) of the students find the lesson easy to understand when their teachers use ICTs , (44 , 23 %) of them find it very easy and enjoyable and (3,85 %) of the participants find the lesson difficult to comprehend even with the use of ICTs which means that the use of technological materials facilitate the process of understanding and comprehension .

2.2. Teachers' Questionnaire :

Section One : General Information .

Q1. Gender :

Table 12 :

Teachers' Gender

Gender	Number	Percentage (%)
Male	4	40 %
Female	6	60 %

As the table above shows, there are six female teachers (60 %) and four male teachers (40 %) who participated in the present study.

Q2 . Which Academic Degree do you Hold ?

Table 13 :

Teachers' Academic Degree

Options	Number	Percentage (%)
Magister	8	80 %
PhD	2	20 %

The results display that eight teachers (80 %) participants have a PhD degree . In addition , two teachers (20 %) have a magister degree .

Q3. How Long Have You Been Teaching English at the University ?

Table 14 :

Teaching Experience

Options	Number	Percentage (%)
1 – 5 years	6	60 %
5 – 10 years	3	30 %
10 – 15 years	1	10 %
More than 15 years	0	0,0 %

As the results presented in table fourteen reveal , six teachers (60 %) have been teaching from one to five years, three teachers (30 %) have been teaching from five to ten years and only one teacher (10 %) has been teaching between ten to fifteen years.

Section Two: Teachers' Attitudes Towards using Technology in

Teaching English as a Foreign Language .

Q4. Using ICTs in EFL teaching is an effective technique to enhance

learning . Justify .

Table 15 :

The Effectiveness of Using ICTs in Learning

Options	Number	Percentage (%)
Strongly agree	9	90 %
Agree	0	0 %
Neutral	0	0 %
Disagree	1	10 %
Strongly Disagree	0	0 %

The results presented in table fifteen show that nine teachers (90 %) strongly agree with the fact that using ICTs in EFL teaching is an effective technique to enhance learning . On the other hand , only one teacher (10 %) disagrees . This means that using ICTs in EFL teaching is a potent way to enhance learning .

Justification :

Some teachers stated that technology supported teaching makes learning more effective because of many reasons . First , it helps in exposing learners to authentic language in real life settings ,for example , a conversation in a restaurant . Second , it creates a personalized learning experience for each student while learning .Third , students are motivated more while they are working on computers and use modern devices than they are working with textbooks . Fourth , it helps learners to obtain information and knowledge faster in terms of time and easier in terms of accessibility. Furthermore , it helps in making the learning process more engaging and it proffers variety to teaching enabling meeting the various learning profiles within classes . Moreover , through digital platforms , students can access diverse content , engage in virtual discussions and use tools that offer instant feedback fostering active learning

and skill development .

On the other hand , one teacher mentioned that technology supported teaching doesn't make learning more effective because it distracts learners who will think that it is a watching session not a learning one .

Q5. ICTs facilitate instructions :

Table 16 :

ICTs Role in Facilitating Instructions

Options	Number	Percentage (%)
Yes	10	100 %
No	0	0 %

The results highlight the fact that all the participated teachers (100 %) believe that ICTs facilitate instructions . This means that the delivery of the lesson is easier when using ICTs .

Q6. Educational technology motivates students and make them more engaged in learning .

Table 17:

The Impact of Educational Technology on Students Engagement and Motivation

Options	Number	Percentage (%)
Strongly agree	0	0 %
Agree	8	80 %
Neutral	0	0 %

Disagree	2	20 %
Strongly disagree	0	0 %

Table seventeen displays that eight teachers (80 %) believe that the use of educational technology enables the students to be more active and engaged in learning, two teachers (20 %) reported that technology integration in teaching has nothing to do with students' engagement in learning . Because the majority of teachers agreed that educational technology motivates students and make them more engaged in learning , it is important to note that ICTs integration in teaching has positive impact on increasing learners' motivation as well as engagement .

Q7. ICTs improve the students ' language skills . Explain .

Table 18 :

The Impact of ICTs Use on Improving the Four Language Skills

Options	Number	Percentage (%)
Strongly agree	9	90 %
Agree	0	0 %
Neutral	0	0 %
Disagree	1	10 %
Strongly disagree	0	0 %

Table eighteen displays that nine teachers (90 %) believe that the use of ICTs help the pupils to improve the four language skills. However , one teacher (10 %) stated that ICTs integration in teaching EFL doesn't improve the four skills . i.e. listening , speaking , reading and writing .

Explanation :

The majority of teachers stated that ICTs use helps learners in improving the four language skills . First , a male teacher explained that the use of technology allows the learners to be exposed to a plethora of instances of language in assorted modes . Second, another teacher clarified that ICTs use in teaching EFL improves students’ proficiency level .

Section Three : Teachers’ Experience in Using Technology in their Teaching Practices .

Q8. Do you integrate technology in your EFL instruction ?

Table 19 :

Frequency of Integrating Technology in Teachers’ Instruction

Options	Number	Percentage (%)
Always	0	0,0 %
Often	3	30 %
Sometimes	5	50 %
Rarely	2	20 %
Never	0	0,0 %

Table nineteen displays that five teachers (50 %) sometimes integrate technology in EFL instructions , three teachers (30 %) often use ICTs in teaching and two teachers (20%) rarely use ICTs in teaching EFL . This means that the majority of teachers do not always integrate ICTs in teaching EFL .

Q9 . Do you have the digital skills that enable you to use ICTs in EFL teaching ?

Table 20 :

Teachers' Digital Skills

Options	Number	Percentage (%)
Yes	9	90 %
No	1	10 %

Table twenty displays that the majority of the teachers (90%) possess the digital skills that enable them to use ICTs in EFL teaching and only one teacher (10%) doesn't have the required skills to use ICTs properly . This means that the majority of teachers do not lack the required knowledge to use ICTs properly .

Q10 .Have you received any training in your university on how to use ICTs ?

Table 21 :

Teachers' Training Concerning the Use of ICTs

Options	Number	Percentage (%)
Yes	0	0,0 %
No	10	100 %

The results display that all the respondents (100 %) didn't undergo any training concerning the use of ICTs .

Q 11 . What are the Challenges EFL teachers face in using ICTs in their EFL teaching practices ?

Table 22 :

Challenges Preventing Teachers from using ICTs

Options	Number	Percentage (%)
Lack of technological aids such as data show , computers , smart boards and so on	5	50 %
Teachers are not fully mastering how to use technological aids properly .	1	10 %
The use of technological aids in the class takes time .	0	0 %
None of the above	0	0 %
All of the above	4	40 %

Table twenty two shows that five teachers (50 %) stated that the lack of technological aids such as data show , computers , smart boards and so on make up the major challenges that the teachers face when using ICTs in their EFL teaching practices. Moreover , one teacher mentioned that he is not fully mastering how to use technological aids properly .Furthermore , four teachers (40%) stated that the lack of technological aids and teachers training stand behind the major factors preventing teachers from using ICTs in class in addition to the fact that the use of technological aids in the class takes time . This means that there is a lack in technological aids at the level of Abdelhafid Boussouf University – Mila . In addition, teachers need training to fully master how to use technological aids properly .

Q12 . Would you specify to what extent are you satisfied with the use of technology at the level of this university ?

Table 23 :

Teachers' Satisfaction Degree Concerning the Use of Technology at the Level of this University .

Options	Number	Percentage (%)
Very satisfied	3	30 %
Satisfied	1	10 %
Dissatisfied	6	60 %

The results display that three teachers (30%) are very satisfied with the use of technology at the level of the university of Abdelhafid Boussouf – Mila,one teacher(10%) reported that she is satisfied and six teachers (60 %) revealed that they are dissatisfied . This means that the use of technology at the university of Abdelhafid Boussouf – Mila – doesn't fully meet the teachers expectations .

Section Four : Further Suggestions and Comments :

One teacher mentioned that it is important to note that ICTs should be used effectively to maximize benefits . For example , teachers need to ensure the activities are age – appropriate and aligned with learning objectives .

3. Discussion of the Results :

The present research sought to investigate the effectiveness of implementing ICTs in teaching and learning English as a foreign language at the University Centre of Abdelhafid Boussouf – Mila . In addition , it aimed at identifying the major challenges faced by EFL teachers when using ICTs in their teaching practices through designing two online questionnaires for both teachers and students of EFL .The results obtained

from this questionnaires revealed that ICTs implementation in teaching and learning EFL has positive effects on learners' outcomes, attitude and motivation to learn the language. Furthermore, the lack of technological aids, teachers' training and time are the major challenges encountered by teachers when integrating ICTs in teaching.

The students' questionnaire findings brought to light the fact that all the participants (100%) use technological and digital educational tools in learning English (table 3) and this means that they play an important role in EFL learning and they are significantly beneficial. Besides, the results shown in tables 5, 8 and 11 revealed that the majority of students believe that technology is effective in EFL learning in addition to the fact that they find the lesson easier to understand and comprehend when their teachers use ICTs. Furthermore, the majority of students (96, 15 %) stated that the use of ICTs would improve their language skills which means that technology supported teaching has a positive impact on enhancing the language skills (table 6).

Technology has consistently played a significant role in the learning environment, serving as a valuable tool for teachers to facilitate easier and more effective learning for learners. For instance, displaying English-language videos or songs relevant to the subject being taught can facilitate faster comprehension and offer students a clearer perspective on the topic at hand. The use of new-generation technology gives students a natural context for learners' autonomy, context for the identity of learners, new ways of language use, and motivation for students to create new collaborative and interaction opportunities between teachers and students under these forms (Murray, 2005).

In the traditional methods of English language teaching, students were passive recipients of knowledge, hindering their comprehensive understanding and pragmatic use of the language. However, technology has transformed the teaching and learning process by

providing interactive opportunities and stimulating students' cognitive abilities (Butler-Pascoe & Wiburg, 2003). Students are motivated more while they are working on computers and use modern devices than they are working with textbooks (Cutter, 2015).

Concerning the teachers' questionnaire findings, the results displayed in tables 15 and 18 revealed that using ICTs in EFL teaching is an effective technique to enhance learning. Integrating ICT into teaching and learning processes positively influences student outcomes, enhancing learning experiences, engagement, and knowledge retention (Zhiyong, and Zhang).

Besides, it is displayed in table 16 that all the teachers (100 %) believe that ICTs facilitate instructions. The flexibility of technology, especially multimedia, in delivering course content offers significant advantages in language teaching. Teachers have the opportunity to design and develop their own curriculum, allowing them to customize assignments and instructions according to the specific needs and interests of the learners (Clandinin & Connelly, 1990). In addition, it provides numerous learning opportunities, equipping teachers with abundant resources and materials for their lessons.

Moreover, the results presented in table 17 show that the majority of teachers (80%) agreed that technology supported teaching increases students' motivation and engagement in the lesson. Additionally, the results displayed in tables 19, 20, 21, 22, and 23 clarified the teachers' experience with using ICTs in their teaching practices. The majority of teachers do not always integrate technology in their lessons although they do not lack the required skills to use technological tools. 50% of the respondents reported that the lack of technological aids stands behind the major challenges facing them when using ICTs in their teaching practices while 40% reported that in addition to the scarce of technological aids, ICTs implementation in the lesson takes time. Overall, the majority of teachers are not fully satisfied with the use

of technology at the level of this university centre.

All in all, the obtained results presented in this paper answered the research questions and confirmed the fact that technology supported learning has a positive effect on the learning outcomes of EFL learners and increases their motivation and engagement to learn the language.

4. Pedagogical Implications and Recommendations :

Relying on the results of the present study , one can say that ICTs have positive effects on learners' outcomes , motivation and engagement . Furthermore , technology supported teaching facilitates instructions although teachers are faced with some challenges when using ICTs in their teaching practices . The findings of the present study have implications for learners and teachers in the realm of EFL in particular and education in general.

For this reason , teachers are recommended to focus more on implementing ICTs which reduces many difficulties in their teaching practices because modern technology cannot be a potent component of educational institutions if the teachers are not fully convinced of the worthiness of using it. In addition, students should be encouraged to embrace technology to improve their language skills , yet it is important to note that teachers' use of ICTs must be logical to avoid reducing learners to passive viewers. Students are also recommended to use a diversity of technological tools and online resources that can be fruitful to improve their language skills .

Furthermore , it is of high importance to mention that the department of English at Abdelhafid Boussouf University Centre needs to be equipped with a diversity of technological tools since it was proved that ICTs integration in EFL teaching and learning has a very positive impact on learners as well as teachers performance .

5. Limitations of the Study :

Similar to any research work , there must be difficulties and obstacles that face the researcher while conducting a research . In the present study , the main obstacle that faced the researcher was the time taken to collect the data ; the students' questionnaire was distributed online . Therefore , learners were ignoring it. So, the researcher spent a long time to gather the necessary data.

Conclusion :

This chapter presented the practical part of the study and investigated the effectiveness of using ICTs in EFL teaching and learning at the university centre of Abdelhafid Boussouf –Mila . With reference to the obtained results from the analysis of the questionnaires, the researcher came up with the result that implementing ICTs in teaching and learning EFL has a positive impact on learners' outcomes and teachers – students dynamics . Moreover, it increases learners' motivation and engagement to learn the language . The chapter ended with providing some pedagogical implications and presented some limitations which interrupted the researcher while conducting her study .

General Conclusion

This dissertation aims at shedding light on the effectiveness of ICT integration in EFL teaching and learning at the level of Abdelhafid Boussouf University – Mila . For the sake of answering the research questions of this study, the researcher adopted and used a qualitative and quantitative method approach, on the grounds of collecting data . Two online questionnaires were directed to fifty two students and ten teachers from the department of English at Mila University Centre to inspect students as well as teachers experience and attitudes towards using technology in EFL teaching and learning. Based on the analysis of the questionnaires , the researcher concluded that implementing ICTs in teaching and learning EFL has a positive impact on learners' outcomes and teachers – students' dynamics. Moreover, it increases learners' motivation and engagement to learn the language.

Furthermore, this study leads the researcher to draw some pedagogical implications and recommendations to teachers . Teachers are recommended to focus more on implementing ICTs which reduces many difficulties in their teaching practices because modern technology cannot be a potent component of educational institutions if the teachers are not fully convinced of the worthiness of using it. In addition, students should be encouraged to embrace technology to improve their language skills , yet it is important to note that teachers' use of ICTs must be logical to avoid reducing learners to passive viewers .

On the other hand , students are recommended to use a diversity of technological tools and online resources that can be fruitful to improve their language skills .

To conclude , this study consolidates the previous research that confirm the effectiveness and the beneficial impact of integrating ICTs in teaching and learning EFL .

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Appendices
Students' Questionnaire

Dear students ,

You are kindly asked to fill in the following questionnaire as a part of a master dissertation entitled “ The Effectiveness of ICT Integration in Teaching and Learning English as a Foreign Language”.Your answers and opinions will be helpful to accomplish this research project. Please put a tick (√) for the appropriate choice or full answer whenever it is necessary.

Thank you for your cooperation

Section One: General Information

1. Level :

- a. First year
- b. Second year
- c. Third year
- d. Master One
- e. Master Two

2. How do you consider your level in English?

- a. Very good
- b. Good
- c. Average
- d. Poor

3. Do you use technological and digital educational tools in learning English?

- a. Yes
- b. No

4. Do you have the required skills to use ICTs in learning English ?

a. Yes

b. No

Section Two: Students' Attitudes towards Using Technology in Learning English .

5. Do you think using ICTs is effective in EFL learning?

a. Very effective

b. Effective

c. Somehow effective

d. Not effective

6. Do you think using ICTs would improve your level in the four language skills (reading, writing, speaking and listening)?

a. Strongly disagree

b. Disagree

c. Neutral

d. Agree

e. Strongly Agree

7. To what extent are you motivated to use technology in learning English?

a. Extremely motivated

b. Motivated

c. Demotivated

d. Extremely demotivated

8. Using ICTs enhances learning.

a. Strongly disagree

b. Disagree

c. Neutral

d. Agree

e. Strongly Agree

Section Three: Students' Experience in Using Technology in Learning English

9. Do you enjoy using technology in learning English?

a. A lot

b. A little

c. Not at all

10. When your teachers use videos, listening scripts and so on, do you feel:

a. Very motivated

b. Motivated

c. Less motivated

11. In general, when your teachers use technological materials to present the lesson, do you find it:

a. Easy to understand / comprehend

b. Very easy and enjoyable

c. Difficult to understand / comprehend

Section four: Further Suggestions and Comments

12. Please, add any further comments or suggestions!

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Thank you for your collaboration!

Teachers' Questionnaire

Dear teachers,

This questionnaire is an attempt to collect data for the accomplishment of a Master's dissertation about "The Effectiveness of ICT Integration in Teaching and Learning English as a Foreign Language." Therefore; you are kindly requested to fill in this questionnaire. Please, put a tick (√) for the appropriate choice or a full answer whenever it is necessary. Be sure that your responses will be anonymous and will be used for research purposes only. Your contribution is greatly appreciated.

Section One : General Information

1. **Gender :** Male Female

2. **Which academic degree do you hold?**
 - a. Magister
 - b. PhD

3. **How long have you been teaching English at the university?**
 - a. 1-5 years
 - b. 5-10 years
 - c. 10-15 years
 - d. More than 15 years

Section Two : Teachers' Attitudes Towards Using Technology in Teaching English

4. **Using ICTs in EFL teaching is an effective technique to enhance learning. Justify .**
 - a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree

Justification :

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5. ICTs facilitate instructions ?

- a. Yes b. No

6. Educational technology motivates students and make them more engaged in learning.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

7. ICTs improve the students' language skills . Explain .

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

Explanation :

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**Section Three : Teachers' Experience in Using Technology in their
Teaching Practices**

8. Do you integrate technology in your EFL instruction?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

9. Do you have the digital skills that enable you to use ICTs in EFL teaching?

- a. Yes
- b. No

10. Have you received any training in your university on how to use ICTs ?

- a. Yes
- b. No

11. What are the challenges EFL teachers face in using ICTs in their EFL teaching practices?

- a. Lack of technological aids such as data show, computers, smart boards and so on .
- b. Teachers are not fully mastering how to use technological aids properly .
- c. The use of technological aids in the class takes time .
- d. None of the above.
- e. All of the above .

12. Would you specify to what extent are you satisfied with the use of technology at the level of this university?

a. Very satisfied

b. Satisfied

c. Dissatisfied

Section Four : Further Suggestions and Comments :

Please, add any further comments or suggestions!

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Thank You for Your Collaboration!

Résumé

La présente étude vise à étudier l'efficacité de l'utilisation des TIC dans l'enseignement et l'apprentissage de l'anglais comme langue étrangère, en se concentrant sur la manière dont les outils numériques et les ressources en ligne influencent les résultats d'apprentissage et la dynamique enseignant-élève. En outre, il vise à identifier les facteurs qui contribuent ou découragent l'utilisation de la technologie par les enseignants dans l'enseignement de l'anglais. Des méthodes descriptives et analytiques ont été utilisées pour tester quantitativement les données collectées. Les données ont été recueillies via deux questionnaires en ligne adressés à dix professeurs d'anglais de l'université Abdelhafid Boussouf et cinquante-deux étudiants d'anglais de la même université. Enfin, le chercheur conclut qu'une utilisation judicieuse et équilibrée des TIC a une influence positive sur l'enseignement et l'apprentissage de l'anglais comme langue étrangère. Les TIC améliorent les résultats des élèves et déclenchent leur motivation et leur engagement à apprendre la langue. De plus, les classes devraient être équipées de plus d'outils technologiques pour de meilleurs résultats.

Mots clés: TIC , les résultats d'apprentissage , la dynamique enseignant-élève , motivation ,l'anglais comme langue étrangère .

ملخص

تهدف الدراسة الحالية الى التحقيق في فعالية استخدام تكنولوجيا المعلومات والاتصالات في تدريس وتعلم اللغة الإنجليزية كلغة أجنبية مع التركيز على كيفية تأثير الأدوات الرقمية والموارد عبر الإنترنت على نتائج التعلم وديناميكيات المعلم بالإضافة إلى ذلك ، يهدف هذا البحث إلى تسليط الضوء على العوامل التي تساهم في أو تثبط استخدام المعلمين والطلاب للتكنولوجيا في تدريس اللغة الإنجليزية. تم استخدام الأساليب الوصفية والتحليلية لاختبار البيانات التي تم جمعها من خلال استبيانين عبر الإنترنت موجهين إلى عشرة أساتذة جامعيين للغة الإنجليزية في جامعة عبد الحفيظ بوالصوف واثنين وخمسين طالبا للغة الإنجليزية في نفس الجامعة. وأخيرا ،تتوصل الباحثة إلى نتيجة مفادها أن الاستخدام المتوازن لتكنولوجيا المعلومات والاتصالات له تأثير إيجابي على تعليم وتعلم اللغة الإنجليزية كلغة أجنبية حيث تعمل تكنولوجيا المعلومات والاتصالات على تحسين نتائج الطلاب و تحفيزهم لتعلم اللغة. علاوة على ذلك ، يجب أن تكون الفصول مجهزة بمزيد من الأدوات التكنولوجية للحصول على نتائج أفضل .

الكلمات المفتاحية تكنولوجيا المعلومات والاتصالات - التحفيز - نتائج التعلم - ديناميكيات المعلم والطلاب- اللغة الإنجليزية كلغة أجنبية .