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The Use of Platforms as a Learning Tool : Case of Political Sciences Facebook Page

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Dedication

I dedicate this work to my family

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Abstract

Social networks in general and Facebook in particular are considered today to be the most popular platform for online communication and chatting among college students, who are really attached to this virtual space. First, we can assume easily that it is a waste of time; on the other hand, it also assists students to expand significant knowledge and social abilities. It offers different chances for teachers and students to supplely, work together beyond classroom . The increasing attractiveness of such space initiated discussions between educators, who think that these online tools are an evident occasion to widen original ways of the learning and teaching process. The intention of this study is to investigate if the use of Facebook learning platforms has a positive effect on Master 2 Political sciences students at Tlemcen University and if we are capable to consider it as a learning environment that possibly will support their educational matters. The results showed that teachers have a good understanding of the importance of learning platforms that can generate perfect teaching, along with their wiliness to use it as a teaching tool, but the students showed little confusion on the global understanding of the usage of platforms as a learning tool.

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List of Acronyms

CBA: - Competency-Based approach

CBT: Computer-based training

CLT: Communicative Language Teaching

EFL: English as Foreign Language

ESP: English for Specific Purposes

GMT: Grammar Translation Method

GTM: Grammar Translation Method

ICT: Information and communications technology

ILT: Instructor-Lead Training

LMS: Learning Management System

SLA: second language acquisition

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General Introduction

General Introduction:

Language is the most important method of communication between humans. It's the instrument that the community employs to exchange their thoughts with each other. It permits people to convey information and show their view-point. Great numbers of tongues exist in this planet, which are particular to definite countries and definite people, along with diversity of local languages that are spoken by people in diverse regions. Several languages are still alive whereas others vanished and are measured dead languages due to the lack of users.

The well-known and trendy language in the world in the present day is the English language. The English language is the third biggest language in the world after Chinese and Spanish. It is spoken in 112 countries. The unusual remark is that English is spoken all over the world and is not only limited to one region or one country. From the United Kingdom, it has expended to other countries and continents like New Zealand, Australia, America and Africa and became the lingua franca in a lot of countries.

As English language took over the lingua franca and became the world second language due to historical, political and economical reasons, an constant demand has been rising on learning English which formed a need for innovative and more sophisticated methods, and led to the formation of approaches to learn English as EFL, ESL and ESP. English has been spreading constantly and taking over every probable field, so the English education became a must.

The present research work aims at finding the results and influences of using technology and learning platforms in the ESP classroom on teachers and learners(the case of Master 2 political sciences students) and how can teachers use it usefully and properly in their classrooms ,in addition it seeks to find different opinion concerning it use in the classroom.

To attain this purpose, the researcher created three research questions:

1. What are the major impacts of using learning platforms on both teachers and students?

2. How can teachers use technology effectively in the classroom?

3. How are learning platforms perceived by teachers and students?

The questions conducting this investigation have been raised to show the existence of technology in the ESP classroom and how it is used. The above states inquiries led the researchers to suggest the following hypotheses:

1- Learning platforms are of crucial importance in the ESP classroom, it can make education attractive and spontaneous, and it has important impacts on the teaching/learning process.

2- The use and the incorporation of technology in the classroom falls on teachers' thus technology can be advantageous if used efficiently by teachers.

3- Some instructors and students support the idea of using technology; whereas, others do not; technology is perceived differently by teachers.

As this work tries to answer the research questions, it was divided into three chapters:

Chapter one provided a review of literature about teaching and learning methods and an overview about technology in teaching and learning, it's makes the link between language and technology, in addition to a detailed description of learning platforms in teaching and learning

Chapter two deals with a research done in the university of Abou Bakr Belkaid , trying to investigate the usage of learning platforms , and the general understanding and the use of technology in learning and teaching for both students and teachers.

The chapter three includes the analysis of the collected data and discusses the main results obtained.

 As a final point it provided some recommendations and solutions relaying on the data collected

Chapter One

Chapter One: Review of literature about Language Teaching and Learning Methods and Technology:

1.1. Introduction:

Teaching a foreign language is a hard mission. Long-ago, EFL teachers depended merely on the application of traditional methods. Through the scientific improvement, instructive technology is used in the area of EFL teaching and learning. Consequently, innovative teaching and learning methods have been established. At the present time, the application of educational technology plays a significant task in learning since it supplies numerous technological tools that help the learning and the teaching processes to be more efficient.

This chapter narrates the use of technology in the EFL classroom. It presents the traditional and modern teaching methods and approaches in addition to technology and education, and also talks about the implementation of technology in the teaching/learning process. It also gives importance of the benefits of technology for both teachers and students and put forwards a few strategies for teachers that will use technology in their classrooms. Finally, it deals with the relationship between EFL teaching and the use of technology by giving instances of hi-tech devices and tools which are used by teachers and learners in the EFL classroom and clarifying the function of teachers and learners in the process.

1.2. Traditional Language Teaching Methods:

The English language schooling in Algeria has witnessed the realization of the diverse methods and strategies that the writing of overseas language learning and teaching has developed and sophisticated, shifting from the most historical classical method, the Grammar-Translation Method, to the newest one, the Competency-Based approach, or CBA, passing through the Communicative Language Teaching. Traditional teaching is concerned with the teacher being the controller of the learning environment. Power and responsibility are held by the teacher who plays the role of instructor and decision maker (in regards to curriculum content and specific outcomes). He regards students as having 'knowledge holes' that need to be filled with

information. In short, the traditional teacher views that it is the teacher that causes learning to occur (Novak, 1998:24, 25).

For the sake of an ample study of English language instructing methodology in Algeria, let's inspect the diverse strategies and approaches that have notably marked EFL classrooms, which are the Grammar Translation Method, the Direct Method, the Structural Approach, the Communicative and ultimately the Competency-Based Approach.

1.2.1. The Grammar Translation Method:

The Grammar Translation Method is a mode of second language schooling relying on the transformation of passages from the native language into the target language. Learners are explained the syntax regulations, etymology, and sentence structure of the target language in an extra linguistic than communicative manner.

The Grammar Translation Method is one of the oldest schooling strategies in SLA. The strategies had been mainly based on the knowledge of the harsh regulations of grammar of the target language, to contrast the language rules of the native and target language, and to take out particular sentences or paragraphs to be translated back and forth. It is fundamentally educating on the subject of the target language as an alternative of instructing the target language.

Plotz method covered paradigms, standard conversion of sentences and comparisons of grammatical rules. Rote mastering (learning through practice in patterns and verbally) and breaking down phrases into lexemes and morphemes had been as well an ingredient of Plotz's unique list of strategies.

Currently, let's try to scrutinize how the Grammar Translation Method actually works. Via the native language, the teacher will provide an explanation for the students how phrases are shaped, positioned and used in the target language. Now think about being in a course where an English-speaking educator talks about how French phrases are created, what they signify, and how they sound. On the other hand, you will not request to inspect unique words, nor will you use that data to talk in French. What you

will learn, however, is how to use the Grammar guidelines of the target language in order to convert it into English, and evaluate the regulations of grammar in English in order to translate the passage back into French.

Other examples of GTM encompass the use of lengthy lists of spelling words (to be memorized) with their meaning i.e., casa-house, perro-dog, gato-cat, etc, not carried out inside a context nor in a communicative flow.

For some learners, the perception of phrase formation and grammar can also resource a lot in decoding the target language. In other students it takes the worry a way of seeing so many distinct symbols together; yet, it is secure to say that this way of instructing language will no longer assist each person engage with French people no matter how "bon" you can decode the words.

To contemporary practitioners of the academic linguistics field, the notion behind GTM is quite challenging to understand. This is due to the fact contemporary education requires that language mastering and instructing are carried out inside a communicative and educational method that enhances the innate capacity of the learner to examine a different language system. This is one of the largest drawbacks of this technique.

The GTM method is appropriate as far as its advocacy for the formal study of the target language. However, the fact that students cannot and do not practice the learned principles inside a communicative setting renders this methodology quite "wanting" of more experimentation and further interventions.

1.2.2. The Direct Method:

This method put into practice as a elucidation for the troubles confronted by the teachers who used the GMT in their classrooms.
The same as the name suggests, this is a way of instructing English straightforwardly through English.
The advocates of this system thought that a foreign language was better learnt whilst the student was exposed to that language surroundings, just as the kids learnt their

mother language by listening to it and speaking it, they may perhaps learn any language if they were provided by opportunities to listen and speak that language. To be accurate, if any person wanted to school English, they have to be able to provide an English setting for the students.

The major values underlying a direct method-oriented language teaching: The use of everyday vocabulary and structure.

- Grammar taught via real situations.

- New items introduced in the similar lecture so that the language sounds usual and common conversation is encouraged.

- Vocal instruction of grammar and lexis.

- Real meanings via object lessons and theoretical ones through the relationship of thoughts.

1.2.2.1. Principles:

1. Classroom commands are conducted fully in the target language.
2. Just daily vocabulary and sentences are taught in the preliminary phase; syntax, reading and writing are introduced in transitional phase.
3. Verbal communication proficiency is built up in a carefully graded sequence structured around question-and-answer interactions between teachers and learners in small, intensive classes.
4. Brand new instruction words and sentences are introduced out loud.
5. Real lexis is trained via demonstration, pictures, and items; theoretical terminology is taught by connection of thoughts.
6. Dialogue and listening comprehensions are trained.
7. Accurate elocution and syntax are emphasized.
8. Learners must be talking about 80% of the time in the lecture.
9. Learners are trained starting from inception to ask questions as well as respond them.

1.2.2.2. The Schooling Techniques:

- Reading out loud
- Self-correction
- Practice of conversation
- Dictation
- Writing Paragraphs
- Question answer exercise
- Fill-in-the-blank exercises

1.2.2.3. The Teachers' Role:

- In the direct process, teachers initiate a new target language word or expression to the learners and there is no mother tongue. Consequently, the function of the lecturer is as demonstrator as the instructor demonstrates the connotation of words via the use of pictures, or pantomime; they never transform it into the learners' native language.

- The lecturer is also a facilitator because he facilitates the learners with the target language. The teacher is the foundation for the learners to identify the words in target language. The teachers offer information of the target language as the culture consisting of the history of the community who talk the target language.

- The student is the partner of the teacher. Teachers cooperate with the students a lot, asking them questions regarding pertinent subjects and trying to employ the grammatical formation of the day in the discussion.

- The students are monitored by the teacher. The teacher pay attention the learners' development in using the target language. The lecturer has the students self-correct by asking them to make a choice between what they believed and a different reply supplied. an additional option is for the teacher to repeat what the student said, stopping just before the mistake. The learner is aware that the next word was incorrect. The teacher is also the initiator. He finds many techniques to help the students to self-correct when possible.

1.2.3. The structural Approach:

The structural approach also recognized as Aural-oral Approach. Every language has its own model of constitution.

The structural approach is a product of the research carried out in language teaching in the military university grounds at some point in World War II. Significant vocabulary is used in particular order. Each arrangement symbolizes a vital grammatical position. A phrase needs a grammatical environment. The diverse arrangements or patterns of vocabulary are named structures. At this point terminology is used in particular category to transmit its meaning. Structures are the utensils of language and must not be confused with sentences.

According to Brewington "Structural approach is a methodical learning of the essential structures of the English language, their investigation and rational arrangement». The structural approach to English is coaching the student definite chosen structures in a definite classification. The special arrangement or patterns are named structures. Structure can be whole patterns or may form a part of a large pattern.

Language is observed as structurally linked items for the encoding of senses, the elements being sentence types, structures, words, morphemes, and phonemes.

It may be diagrammatically symbolized as:
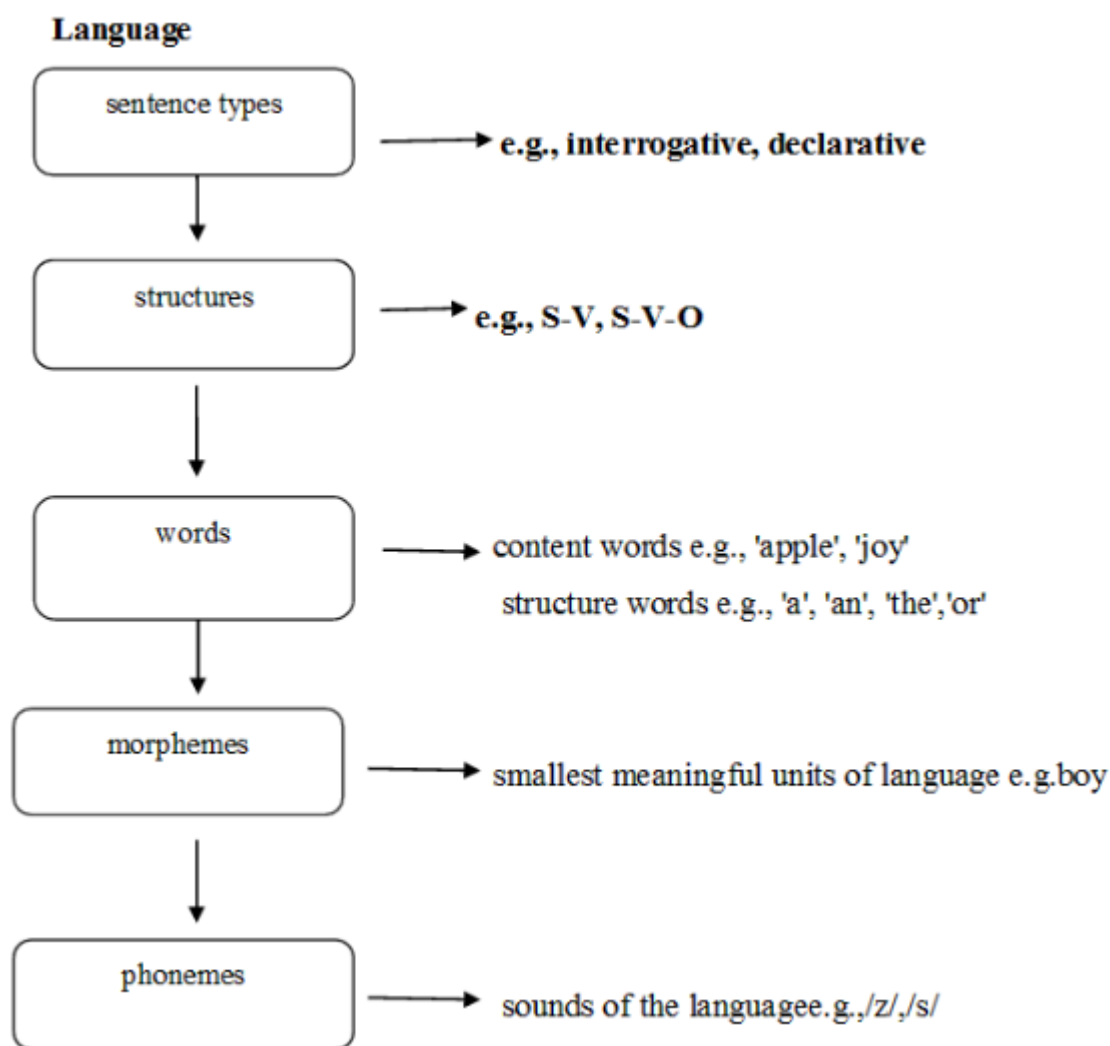
Language

Figure 1:

(*Nagaraj, G. 2012.English Language Teaching (second edition).Orient Blackswan.)

There may be four types of structures in the structural approach i.e.; Formulas and Idioms, Phrase patterns, Sentence patterns.

Sentence Pattern are the utterance form from which numerous things of the identical sort and form can be completed similar to cars which appear alike or shoes made alike all of the similar dimension and form while possibly of diverse colors. A sentence pattern is as a result a form for sentence which will be of the similar form and structure while made up of different words.

Structural Approach is found on three major principles:

Significance is given to learner's activity rather than the activity of the instructor.

Significance is given to dialogues.

Significance is given in developing accurate language practice between the learners, mainly the habits of arranging words to substitute the sentence patterns of the student's mother tongue.

1.2.4. The Communicative Approach:

The roots of the Communicative Approach have started in linguistics and in language schooling as a response in opposition to the vision of language as a set of structures previously, linguists were mostly concerned with the arrangement of the language, and it grammatical exactness , the appearance rather than the significance.

 Later, it had been discovered that the awareness of grammar regulations does not enable learners to employ the language for communicative goals adequately. Interaction does not involve creating accurate sentences but utilizing them to construct statements of diverse types, to explain, to classify, to record, or to raise questions, construct requests, give orders.

Language students in environments utilizing Communicative language teaching methods, study and put into practice the wanted language via the contact with each other as well as the teacher, the reading of real content , written for purposes other than language education, and through the utilization of the language in class and outside, students discuss on individual experiences with their friends , and teachers instruct subjects outside traditional grammar to encourage language proficiency in all kinds of circumstances.

This way encourages students to integrate their individual experiences on their language learning surroundings, and to focus on learning by experiences in addition to the learning of the language. In language teaching three broad aims can be

distinguished: the social, the artistic (or literary), and the philosophical. The first aim demands that language should be regarded as a form of social behavior and a type of communication. The artistic aim treats language as a vehicle for creativity, demanding both appreciation of creative activity and creative activity itself ... The philosophical aim demands training in analytic techniques and often confuses linguistics with language teaching. Kelly (1969: 396f)

The objective of language learning is the capability to converse in the target language according to CLT; contrary to earlier visions in which grammatical competence was generally set as the main concern. It gives importance on the teacher being a facilitator, rather than an instructor. In addition, the approach is a non-methodical structure that does not use a schoolbook to teach English, but develops verbal skills prior to reading and writing.

1.2.5. The Competency Based Approach:

The competency based approach named the pedagogy of integration involves the putting together of all the knowledge, experience and thoughts necessary for the elucidation of real life troubles. The CBA is set with reference to language education, via the entire vocabulary, grammar, pronunciation, punctuation to communicate efficiently in real time listening, speaking, reading and writing circumstances. In addition, it involves knowing what to do, when, where, and with whom.

CBA as previously stated requests to bridge the barrier between the classroom and daily life: looking information by cooperating with citizens in the marketplace, school, hospital etc via listening, reading, writing and speaking.

Consequently, the competency based approach is interdisciplinary, for solving troubles in real life one has to use understandings, experiences and attitudes from a number of domains of life like mathematics, science and history, therefore the competency based approach incorporates theses domains in its approach.

1.2.5.1. Definitions of the Concept:

    1. Richards and Rodgers (2001) hold that the CBA spotlights on the results of education. It tackles what the student are projected to do rather than on what they are projected to learn.

The competency based approach supports defining learning aims: in terms of accurate quantifiable descriptions of data, behaviors and skills that learners must acquire at the last part of a course.

2. Schneck (1978) sees the competency based approach as a product based tutoring that is adaptive to the requirements of learners and teachers.

Competencies illustrate the learners' capability to use fundamental skills and other talents in circumstances that are usually encountered on a daily basis. Therefore, the competency based approach is based on a set of results that are derived from an investigation of tasks typically vital of learners in life role situations.

3. To Savage (1993) the CBA form was defined by the united state office of Education as a performance based procedure leading to confirmed mastery of essential life cleverness indispensable for the individual to function competently in the society. It is a practical approach to education that focuses on life skills and assesses the mastery of those skills according to actual student performance.

4. Mrowicki (1986) sees that competencies consist of a description of the fundamental knowledge, skills, thoughts and behaviors essential for successful performance of a real world activity. These activities may relate to any sphere of life.

1.2.5.2. Components of the Competency Based Approach:

Weddel (2006) summarizes the mechanism of the CBA and declares that the approach consists of the following:

1. An evaluation of the students needs

2. The mixture of the competencies

3. The objective instruction

4. An assessment of the competency accomplishment

1.3. Technology in Education:

Both the learners and teachers are learners when technology is directly used to an educational surrounding, like a school. As a consequence, we are able to function under the hypothesis that any enhancement in teacher knowledge and utilization has the impact of improved learning in learners. Eventually, technology must serve to amplify learners' accomplishment in schools.

Technology can assist in educational accomplishment via two main techniques: the elimination of corporal barriers to learning as well as the transition of focus from the preservation of data to its exploitation. Every method should be scrutinized in the circumstances of their relation to the learner and the teacher in order to observe their value and effect in educational settings.

The elimination of corporal barriers has permitted teachers better openness in regards to order to follow superior education. This tendency towards online courses in addition to educational opportunities has become so prevalent that there are universities which consist of merely online courses, permitting a lecturer to complete complete lessons of study through remote learning (Dempsey & Van Eck, 2007). Subsequently, the utilization of remote learning is not bound only to the university surroundings, but also established in school site and state levels of professional progress for lecturers, with the appearance of web-based discussions and conferences.

In addition, internet found tools permits for lecturers to shape their own learning communities that are not restricted to the school. For instance, teachers use a wiki or content deliverance system to network and share data with lecturers at other schools inside and outside their local school. A more exciting thing is the basis that lecturers cannot simply collect information from a central authority, like district or state personnel, but lecturers expand content and share their data with their peers. This leads

to reciprocal teaching that are ingredient of a superior informal learning group of people. In terms of propose, online learning permits for a huge number of thoughts and socialization that stick to a constructivist learning standard, in which learners efficiently learn information when practicing and defining facts through societal contexts (Dempsey & Van Eck, 2007).

Learners also take advantage from the elimination of corporal barriers through remote learning technology with their teachers, who are focused on professional improvement associated to their profession performance, learners are often gaining fresh content and that content is often detached from their daily lives. This division between the content being dispersed and the learner's daily communications and previous knowledge is even extra prevalent in inferior score levels. For instance, learners learn the mathematics essentially to balance a financial plan, sooner than they even get their own checking account. Though, technology aids learners in the visualization of earlier unusual content in a manner which helps in learning. For instance, multimedia presentations, which make use of numerous formats of media, such as texts, pictures, and narration, can be used to aid learners in concept visualization. Further formats, like simulations can add an additional intensity of interactivity linking the learner and the content, which turns the instructive development from a passive to an active development. Proponents of multimedia stick to a cognitive education viewpoint and see the chief benefit to multimedia learning as the practice of numerous learning channels, underneath the supposition that any one sensory channel can simply process a restricted quantity of information at one time (Driscoll, 2007).

The use of educational technology is even more profitable, in particular multimedia and simulations, to eliminate corporal barriers as the setting and financial restrictions. For instance, learners observe images, which consist of videos, of remote landmarks and geographical locations, instead of physically traveling to the site. Though it may be impossible to organize a field journey for some learners, all learners with access to the internet use three dimensional and geographic programs to metaphorically stroll throughout a far region. The charge of this aforesaid geographical technology is one of its immense advantages, because this technology can be accessed for freely via technology supplied by the corporation Google and their web based map tools.

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1.4. Learning Platforms:

A Learning Platform is an incorporated set of interactive online services that supply lecturers, students and parents with resources, data, and tools to sustain and improve educational deliverance and organization.

A Learning Platform is a widespread system facilitating safe, web-based education and e-learning resolution that employs an easy and spontaneous user interface.

1.4.1. Components of Learning Platforms:

- Content organization:

   The tools that the Learning Platform utilize the deliverance of electronic scholarship content, it facilitates to the lecturers, professors to generate,

- Amass and repurpose resources and assignments which can be accessed online.

- Syllabus planning:

   supply tools and storage space to offer evaluation for learning , lesson planning etc.

- Interactions**:**

   The diverse tools incorporated into the Learning System makes possible contact by email, messaging, chat forums, and blogs.

- Administration:

   This comprises systems that sustain the supervision of the teaching and learning procedure by following the development of the learners, users, trainees with evaluation tests. In addition, management of the whole online classroom setup, that is permitting access to students information, timetabling, attendance, and data management, all this is efficiently controlled through a Learning Platform.

The Learning Platform can be utilized as a part of instructive establishments' predominantly schools, universities and colleges. Additionally, corporate associations, banks can likewise utilize this framework for training purpose and effortless employee

evaluation. The classified information and authority archives of the association can be effectively overseen and composed with the assistance of learning platforms.

Let's take into consideration the advantages of Learning Platform if harmonized into instructive establishments' schools and colleges a powerful learning method that is inserted in the working practices of the instructive foundations can offer an extensive variety of advantages to educators, students, parents and in the meantime assist management and administration.

1.4.2. The Practical Benefits of Learning Platforms to Teachers:

An effective learning platform will empower educators to:

- Create and offer materials which can be gotten on the web, printed out or utilized with an intuitive whiteboard

- Put their assets online page by page, lesson plan by lesson plan, so their partners can get to them in school and from home

- Access a wide assortment of learning materials that they can modify for the correct needs of their students

- Access exercise designs from associates to help supply cover

- Assess, check and track individual progress

- Receive entries of work from students in a single area simple to manage

- Manage their timetables, journal, email and dialogs inside individual work area space

- augment their ICT robustness and confidence.

1.4.3. The Practical Benefits of Learning Platforms to Students:

An effective learning platform will empower Students to:

Access learning materials made by their educators and others, outside exercise time and from areas, for example, the library and home

•   Store work and explanation online for use in assignments, homework and update, outside ordinary school hours.

•   Work at their own pace and with a more extensive decision of learning styles, through more customized educational programs.

•   generate an online portfolio, including advanced photographs and recordings

•   Improve their ICT abilities and online administration of materials

•   Submit research and assignments for evaluation

•   Communicate by email and take an interest in live exchanges and gatherings with different understudies and instructors.

Learning Platforms can possibly make adapting simple and successful by making utilization of ICT frameworks. Cooperation and correspondence between the learners locally and universally, to customized learning spaces, addressing the requirements of individual learners; the importance of learning platforms is huge. E-learning subsequently is the best type online education.

1.5. E-learning:

E-learning is a way of teaching that includes self-motivation, communication, competence and technology. Since there is narrow social contact, students need to stay motivated. The separation basic to e- learning obliges students to connect with each other and the teacher frequently to finish their given tasks. E-learning is effective as it excludes distances and successive travels. The remoteness is reduced as the e-learning

content is designed with media that can be unlocked from correctly equipped computer terminals, and other tools of Internet. E-learning is an expression used to describe a way of teaching using technology.

1.5.1. Foundations of E-learning Styles:

The different sorts of e-learning are based on the devices of communication, Schedule, session organization and the technology used.

1.5.1.1. The Devices of Communication:

There are many dissimilar means for students to communicate with each other and their teacher. E-learning can be managed only through on-line applications. In other cases, if distance is not an issue, some face-to-face communication can be involved to produce blended e-learning. Blended e-learning contains elements of web interaction and in-person interaction. Technology increases the meaning of face-to-face as there can be the used of two way video, and two way audio. Showing these fundamentals of participation makes a mixed e-learning background.

1.5.1.2. Schedule:

E-learning can either be Synchronous or Asynchronous. Synchronous indicates that constant correspondence is affected, for example; videoconferencing, teleconferencing, and on-line chat programs. Asynchronous signifies that other tools of correspondence are utilized that do not necessitate constant reactions. Cases of offbeat e-learning include; email, list serves, strung dialogs, online journals, and on- line gatherings

1.5.1.3. E-Learning session organization:

E-learning class structure handles how the instruction is directed. E-learning can be self-guided, teacher- led, or self-study with an expert. Self-guided education is managed by giving the student the material needed to finish the instruction. Teacher-led training affords the learner an instructor to perform the instruction. Self-study with an expert is a mixture of self-paced and teacher-led. As in self-paced, the learner is

responsible for remaining on task and on schedule, however as in teacher-led, there is contact with a pro that surveys the learner's improvement.

1.5.1.4. Technology Used:

Technology used to practice instruction is unlimited to online materials. E-learning can be accomplished by using any type of technology that manages information yielding media. Video/Audio tape, besides being an outdated technology is a suitable means to perform instruction. More developed technology helps the learning practice because there are more means to transfer the information. Technology is the most variable component in e- learning. The further developed the technology becomes; the more choices there are to encourage e-learning. The design of the Internet shaped e-learning, since dial-up connections were replaced by modems, pace and communication capability extended; correlatively the rate of on-line education enhanced as computers were able to support the media, as speed improves and materials become smaller and more mobile; practicing will become more flexible and further boost the development and popularity of the e-learning.

The subjects stated previously are not mutually exclusive; they can be used in any combination to create the best practice possible.

1.5.2. The E-Learning Evolution:

Up until about ten years back, teaching was not done in front of a PC, but rather in the classroom with a qualified mentor. As technology enhanced, companies coordinated preparing with the PC and the field of e-learning started to develop.

In the mid 1990s, numerous companies were utilizing videotape-based preparing for their representatives. At this point, the industry "...represented a little market and did not have the adaptability that is so critical in today's applications." (Cooke, 2004)

Elements in the domain of e-learning started to understand that you just cannot put data on Internet without a learning technique for the trainers. "...In order for technology to reinforce education, it must get into learners' lives…not the other way around. As a result, e-learning was created." (Clark, 2002) 3/11

One of the main novelties in actual e-learning was the LMS or Learning Management System. "The principal Learning Management Systems (LMS) offered off-the-shelf platforms for front-end registration and course recording, and they followed skills management and reporting on the back-end." (Clark, 2002) This allowed schools and establishments to put courses on the web and have ability to follow learners' advance, communicate with students effectively and give place to live talks. The e-Classroom developed soon after, which are "...web-based synchronous events within incorporated CBT and simulations." (Clark, 2002)

E-learning has come far since its beginnings of being text-based via the Web or CD-ROM. So what does the future hold? There really is no saying where the field is going. As long as training is continually geared towards the students and systems are used in the teaching, there is no end in sight for e-learning.

1.6. Conclusion:

This chapter was dedicated to the detailing of all the terms and features connected to the learning and teaching process , but more regarding technology and its relation to education as the research attempted to investigate on the influence of e-learning platforms on increasing learners language competence , it was indispensable to talk about and make clear all terms linked to teaching and its traditional approaches and methods , such as the grammar translation method, the direct method, communicative based approach, and the factors that are necessary for any learning/teaching process and as the work investigate the positive effects of using technology in this domain , technology and its relation with education was discussed at the last part of the review , and everything was approached in a relation with language teaching and predominantly to the e-learning platforms and their types which was another vital aspect in this chapter, as it symbolizes the center of this study.

Chapter Two

Chapter Two: Research Design and Procedures:

2.1. Introduction:

This study is aiming at inspecting the positive effect of using learning platforms in teaching and learning the English language and on the improvement of students' competence. The present chapter attempts to present the data collected from one research instruments: a questionnaire for both students and teachers' followed by a detailed analysis and interpretation of the results.

More precisely, this study attempts to find out the connection that exists between the two researches variables: learning platforms use and political sciences university students' motivation towards learning English

2.2. Research Design:

The choice of the method has determined by the nature of the study. This work adopts the case study method to investigate and try to answer the raised research question, and used both qualitative and quantitative approaches to gather and interpret information, the case study is a form of research that utilizes sampling for generalization and giving significance to problems their origins and reasons, the use of case study to investigate an area of interest is mostly suitable as explained by Patton (1987:18) "Case studies become particularly useful where one needs to understand some particular problem or situation in great-depth, and where one can identify cases rich in information".

Anderson (1993: 152) explains that a case study is "concerned with how and why things happen, allowing the investigation of contextual realities and the differences between what was planned and what actually occurred". It is proposed to center on an exact matter, aspect or item of investigation. This way allows understanding the difficult real-life behavior in which numerous resources of evidence are utilized.

This study used a case study to find out the correlation that exists between the two researches variables: learning platforms use and political sciences university students' motivation towards learning English.

2.3. Research Approach:

In this investigation a mixed method was used to gather the quantitative and qualitative data on, first, a questionnaire and then an interview, the questionnaire was presented to political sciences students of the University of Tlemcen and the interview presented to their teachers to get an accurate and unambiguous thought on the actual use of platforms in the political sciences classroom and the used learning procedures.

2.4. Sample Population:

Population is defined by Polit, Beck & Hungler as "the entire aggregation of cases that meet a specified set of criteria."

To guarantee the accomplishment of the study, the investigator formulated two questionnaires one to students to get their judgment concerning the use of learning platforms and their experience about the entire procedure, and another one given to English EFL teachers in the political sciences department, to get opinions and visions from both sides.

The examination is built upon Master' students as they are advanced in their studies and as a result more aware of their requirements and the significance of the English education as quoted in (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".

2.4.1 Students' Profile:

The student who participated in this research were all second year masters with the age range between 23 and upward , the case study students groups are specialized in diplomacy and international exchange , this detailed sampling of the student is conducted to supply long term data and outcomes, as the masters student are usually the final product in a university setting , which means that in this grouping we examine the accomplishments or fails of the set goals, syllabus, curriculum or the used schemes.

The students concerned in the examination are Baccalaureate holders from Scientific and Literary streams, they have been in English classes for four years in the middle school, as well as three years in the secondary school.

2.4.2. Teachers' Profile :

The teachers are also concerned with this investigation in order to provide their visions as academicians on students' English language development. There is ten English teachers in the department of Law and political relations, few of them are experienced and trained for the legal terminology, after the selection of informants' just two teachers will correspond to the whole population, due to the indispensability of teachers and time constraint.

2.5. Research Settings:

This research took place at the University of Abou Bakr Belkaid Tlemcen, in the Faculty of Law and Political Sciences more precisely at the department of political sciences which offers three specialties: general relations and communication, general politics, and diplomacy and international exchange, the researcher took the second year master students as a case study, the educational system used is the LMD system which was adopted since 2004.

2.6 Data Collection Instrument:

Two research instruments were used in this research, that facilitated in the collecting of data from both teachers and students in a meticulous, unambiguous and simple way, to amass the fundamental ideas and understandings from the participants, as discussed previously in this chapter, a questionnaire for students and an interview for teachers were used as follow:

2.6.1. The Questionnaire:

For this investigation a questionnaire was used tackling the research question from different point of view , the questionnaire was presented to the participant in order to construct a general idea about the attitude towards learning English , and the

role of learning platforms in the process , the questionnaire consists of close-ended questions.

2.6.1.1. Definition:

The questionnaire is an objective and reliable tool of data collection as it is described by **(Bell, 1999:136) "If administered properly, questionnaires can prove to be an excellent method to obtain quantitative data about people's attitudes, values, experiences, and past behavior"** Another definition by Gillham (2007:2) **"Questionnaire are just one of a range of ways of getting information from people usually by posing direct or indirect questions."**

The questionnaires have so many advantages:

-They are realistic
-They permit gathering great quantity of data from a large number of participants in a short time
-They can be possessed by the investigator or by others.
-The outcomes of the questionnaires can typically be rapidly and effortlessly analyzed methodically and objectively than other types of research.

2.6.1.2. The questionnaire Design:

The questionnaire is intended to inspect the students understanding and usage of learning platforms, are they conscious about the potentials of a good usage of learning platforms and the impact it has on their English proficiency, and if they are motivated when using technology in classroom. And this questionnaire was divided into two sections that each gives specific information:

-First Section: To evaluate students' access to technology and their ability to use it.
Q1-What is your age?
Q2-Do you have a permanent computer access?
Q3-Does the university supply you with technological equipment to use in your learning?
Q4-Do you feel comfortable when using leaning platforms as a tool of instruction?

-Second Section: To evaluate the impact of learning platforms on students' efficiency.

Q1-Is utilizing Facebook learning platforms motivating you to be more concerned in the learning process?

Q2- Do you believe that the political sciences facebook page support the increase of your English vocabulary?

Q3- Do you think that leaning platforms are needed for students' language improvement?

2.6.2. The Semi-structured Interview:

Interview was merely used for teachers, by choosing a number of teachers from focusing on the experienced teachers, in order to detect their ability to use technology, and to have personal experience of different teachers, that would not be possible to know from questionnaires, in conclusion, interviews provided me with personal experiences and observations of different teachers from different levels and field of research.

2.6.2.1. Definition :

The interview can be considered as more trustworthy instrument, particularly when dealing with a small number of teachers.

According to McDonough et.al (1997:182): the interviews (...) are just another way of asking questions ,this time is face to face interaction...they may be employed for the purpose of being as the primary research instrument or rather occupying additional role, functioning as cross checking tool.

Due to the interactive temperament presents between the interviewer and the interviewees, this tool facilitates the investigators to take out real data about the real life, awareness and viewpoint. The significance of the interviews is explained by Cohen *et al.,* (2000:267): Interviews enable participants—be they interviewers or interviewees—to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view. In these senses the interview is not simply concerned with collecting data about life: it is part of life it-self, its human embeddedness is inescapable.

The semi-structured interview is a supple technique where there is a limited pre-planning of the inquiries, in which the participants are able to enlarge their replies with giving more facts and not being controlled to standardized questions, Denscombe (2007:175) states that:

With semi-structured interviews, the interviewer still has a clear list of issues to be addressed and questions to be answered. However, with the semi-structured interview the interviewer is prepared to be flexible in terms of the order in which the topics are considered, and, perhaps more significantly, to let the interviewee develop ideas and speak more widely on the issues raised by the researcher. The answers are open-ended, and there is more emphasis on the interviewee elaborating points of interest.

2.6.2.2. Interview Design:

The interview focused on two main points, so they where organized into two sections The first section was about the identification of teachers background and their experience with learning platforms , the first section consists of three questions :

-First Section: To define the teaching background**.**

Q1-How many teaching years do you have?

Q2 -How long have you been teaching English in the political sciences department?

Q3-How much would you say you have experience with learning platforms in teaching?

Then, the second section tries to investigate the use of technology and learning platforms in classrooms:

-Second Section: To identify teachers' usage of learning platforms.

Q1-Do you have a sufficient training to use technology in your classroom?

Q2-What type of technology do you use in your classroom?

Q3-Why do you use learning platforms in teaching?

Q4-What is your personal reflection on using the political sciences Facebook page in your teaching?

2.7. Conclusion:

This chapter is devoted to offer a descriptive structure for the usage of case study as a research design, it also presents thorough and complete description of each step in this investigation as the data collection instruments, then it exemplify and demonstrates how and why these specific instruments were used, the researcher explained the appropriate research method. The sample population, instruments and measures used to collect the data.

Chapter Three

Chapter three: Data Analyses, Discussion and Future Directions:

3.1. Introduction:

In this chapter the researcher attempts to provide an analysis regarding the subject by gathering data from students' questionnaires and teachers' interview. It includes the analysis of the collected data and discusses the most important results obtained. As a final point it offers some suggestions recommendations and solutions relaying on the data collected, in order to provide more resolutions, and continuous research on the matter.

3.2. Data Analysis:

This Part is devoted for the investigation of the information obtained from students' questionnaire, teachers' interview, the collected data consists of different points of view regarding the use technology and learning platforms for teaching and learning English at the department of political sciences of the University of Tlemcen, in order to obtain a thorough interpretation of the outcomes for further discussion.

3.2.1. Results of the Students' Questionnaire:

-First Section: To evaluate students' access to technology and their ability to use it.

Q1-What is your age?

Q2-Do you have a permanent computer access?

Q3-Does the university supply you with technological equipment to use in your learning?

Q4-Do you feel comfortable when using leaning platforms as a tool of instruction?

This section is devoted to assess the access of students to technology, computers as well as a good internet connection, almost all participants responded that they use technology in their everyday learning, however they neglect equipments that the university provided them with , the answers also resulted in a good attitude of students of political sciences towards the use of technology in their English improvement , the

range of students was between 20 and 25 years old , the results are limited to 20 students that participated in this questionnaire.

-Second Section: To evaluate the impact of learning platforms on students' efficiency.

Q1-Is utilizing Facebook learning platforms motivating you to be more concerned in the learning process?

Q2- Do you believe that the political sciences facebook page support the increase of your English vocabulary?

Q3- Do you think that leaning platforms are needed for students' language improvement?

This section is devoted to assess the use of learning platforms and their impact on the students' progress; the first two questions were about the political sciences Facebook page and its role, the numbers collected from the questionnaire show that the political sciences Facebook page is used every day by 60 percent of the students , however; the remained students claim the they use learning platforms in general and not Facebook pages in particular , furthermore the students reacted in a positive way to the third question which was about the use learning platforms in general , as 80 percent of them are of the same opinion that learning platforms are needed for the students' English languages improvement.

3.2.2. Results of the Teachers' Interview:

-First section: To define the teaching background**.**

Question one-How many teaching years do you have?

As mentioned previously and due to the lack of availability of teachers, the interview was limited only to two teachers of English language in the department of political sciences; the answers resulted in an experience range of 10 to15 years teaching experience.

Question two -How long have you been teaching English in the political sciences department?

The answer resulted in a teaching experience range of 5 to 10 years teaching experience in other departments, and from 2 to 5 years teaching experiences in the department of political sciences, and this only apply for the two teachers that participated in this interview.

Question three-How much would you say you have experience with learning platforms in teaching?

All participants declared that they do not have a considerable experience using learning platforms as they do not use it in every course, but just in the most important ones, moreover they do not use learning platforms directly in their classrooms but it helps them to get rid of the papers, so they can just upload courses on the Facebook page and the students can have access to them easily.

-**Second Section:** To identify teachers' usage of learning platforms.

The second section tries to investigate the use of technology and learning platforms in classrooms:

Question one-Do you have a sufficient training to use technology in your classroom?

The most common technology is mastered by teachers, the participants confirmed that they are able to use basic technology in their teachings, such as a laptop, a data show, uploading files in the political sciences Facebook page, but they have admitted that they don't even attempt to embrace the latest digital technology, complaining that it is too complex or that the university does not suggest suitable trainings.

Question two-What type of technology do you use in your classroom?

All the interviewees affirmed that they used them to realize their teaching and learning goals. One of them talked about an online language program named ''Rosetta stone'' he recommends students to use. Furthermore, the participants declared that they used their laptop to warm up the new lesson and the use of diverse downloaded pictures and videos which allowed their students to grasp fresh vocabulary and pronunciation furthermore, ICT were used to explain grammar courses via PowerPoint presentations.

All the participants believed that ICT offer numerous advantages which assist the English language teaching and learning.

Question three-Why do you use learning platforms in teaching?

Learning platforms give teachers the opportunity to substitute or supplement the copybook with a wide variety of teaching and learning resources, both online and in the classroom, teachers also confirm that it decreases the teacher workload as students will have common resources, not only within the university but outside too.

3.3. Discussion and Interpretation of the Main Results:

The teachers' interview and students' questionnaire supplied us with a large amount of data and reactions, every reaction symbolizes individual experiences and thoughts, that the researcher will utilize to develop the general variable and idea that govern over the importance of technology in ESP class in general, and learning platforms in particular, the data is interpreted in way to link between the two variables, English efficiency and learning platforms.

3.3.1. Discussion of the Collected Data:

After data collection from the students' questionnaire and the teachers' interview we could extract conclusions about the wonderings that led us to conduct this questionnaire.

In this research study, the researchers had projected three main hypotheses. The first hypothesis suggests that Learning platforms are of crucial importance in the ESP classroom, it can make education attractive and spontaneous, and it has important impacts on the teaching/learning process. After analyzing the data collected, this research work proves this hypothesis because both teachers and learners agrees that learning platforms are very important in the classroom and that they have many advantages and positive impacts on teaching as well as learning. , also it is shown that technology in general helps the students to be more involved.

As a second hypothesis, it is suggested that the use and the incorporation of technology in the classroom falls on teachers' thus technology can be advantageous if

used efficiently by teachers. The findings of this research work prove that teachers are in charge for the accurate implementation of technology in the classroom; this can take place by choosing the suitable technological tools and by taking into account the students' requirements and requests. It is the responsibility of teacher to generate the best ambiance for learning through technology that is why he must be on a permanent exploration for the best method to construct successful learning mood.

In the third hypothesis it is suggested that some instructors and students support the idea of using technology whereas others do not and that technology is perceived differently by teachers , after analyzing the data collected, this research work proves this hypothesis because as most of the teachers feel comfortable with using technology in the classroom and support the idea to be more trained and to progress in the domain , they view that positively , in the case of students , the majority of them are positive about the idea of using technology , but a small percentage still don't feel comfortable with it.

3.4. Suggestions:

Using learning platforms as a teaching and learning tool is an important factor in order to widen language skills, and to get access to files and lessons outside the university context.

As teachers are the fundamental element of any educational setting, they are obliged to direct the student to a better understanding of learning platforms as a learning tool, and they are responsible for the administration and the control of technology, students are not excluded from the process of making learning platforms a reliable educational tool, as a part of this investigation these are some suggestion for teachers and students.

3.4.1. Suggestions for Teachers:

Almost all the teachers are aware of the importance of technology in teaching and the development of teaching methods that progressed with the development of technology but there are aspects that they should consider:

Teachers should take regular trainings to be up to date to every new evolution in technologies or the creation of new systems.

Teachers should know how to use learning platforms and be aware of its advantages and disadvantages.

Teachers should know how to use technology in the classroom and for what purpose.

Teachers should always share lessons on the Facebook page so that absent students can check from their home new lessons and important files that could be lost at any times.

5- Teachers should also communicate online with their students, as students feel more comfortable when they are not facing a teacher, so they can detect their difficulties and try to help them Stewart (2009:117) states that instructors first keep their academic principles," even it means (student) must sometimes move outside their comfort zones and we must move outside ours"

The organization of discussions and debates online should be organized by teachers including native speakers of English.

Teachers should encourage students to search more ways that are efficient for the English language teaching and learning process, and give a reward to each student who comes up with a new unknown method.

3.4.2. Suggestions for Students:

The communicative base approached implemented in Algeria since 2004 focuses on the role of the students, students are no more passive learners but play the main role while teachers are just there to guide the students, so here are some suggestions for students in order to improve their learning style and to choose the suitable technology adapted to their levels:

Students should use Facebook for learning purposes in order to achieve the desired goals.

Students should share files with their mates and discuss them in comments and inviting their absent friends.

Students should open Facebook closed group as they are controlled, and not available to the public, so they can exchange personnel data on them.

Students should create podcasts about different topics, debating them in comments, and suggestion future topics for the same purpose.

Shy learners who could not want to approach their teacher after the end of the lecture or in the period of office hours may use Facebook to be in touch with them.

Not taking Facebook as the principal way to learning, but as a helpful tool.

3.5. Recommendations:

After completing this investigation and evaluating the research results the following recommendations are offered:

-Decision makers should put all their effort to improve the machinery implementation by investing in this area and providing a bigger budget.

-Technology integration should begin in the middle and secondary schools to make both students and teachers familiar with it.

-Guidance should be offered for educators on how to use technology correctly by creating institutes for that intention and organizing conferences, workshops, and seminars for teachers where they will be trained and up to date with the existing technology tendencies.

- Investigation on the application of technology and technical tools should be supported and initiated.

-Specialists in the domain of education should investigate in this domain and its relationship with education in order to discover new affordable applications that helps the students more than the classical ones known as basic.

-Reaching a good level of consciousness on the significance of technology in the world and our everyday life and in educational sector in particular.

3.6. Conclusion:

This chapter was devoted to provide the analysis of the collected data, the analysis of the students' questionnaires and teachers' interview confirmed the significance and support of technology for teaching and learning English as a foreign language. Yet, technology has good impact on the teachers and the students; though, each teacher and each student must be trained about the application of technology so that it will not turn to become negative for the teaching and learning process.

General Conclusion

General Conclusion:

As technology is becoming an important aspect in our lives governing our everyday lives, it will persist to apply a continuous weight on education. The incorporation of technology has altered the speed of progress in the educational system with a challenge to increase a power for change. At the present time, the use of technology for instruction becomes a fundamental component of triumphant learning and teaching languages in numerous parts of the world.

This investigation sets out to examine the efficient use of technology and the consequences of using in the ESP classroom, in particular Master 2, Political sciences students at Tlemcen University. The purpose of the study was primarily to discover the main impacts of using technology in the classroom on both teachers and students, and then on, how can teachers use learning platforms effectively in the classroom and finally the perception of learning platforms in the ESP domain.

Technology has had an immense impact on teaching that cannot be denied, and has progressed the value of education. In the present days, universities are being encouraged to implement technology and augment it quality in the classroom. Parents are also trying to push schools and universities so that their kids will have the cleverness required to struggle in the real world.

We can say that we are living the era of technology, however: many teachers are still uncomfortable with the thought of applying and incorporating technology in the classroom , and this problem is obviously due to many factors, as the lack of preparation and tolls used, negative insight regarding technology and a lack of ideas concerning the efficiency of classroom technologies, because of that instructors should have particular training to acquire adequate knowledge about the efficient use of technological tools. Furthermore, schools and universities should boost their technology financial plan and invest in new and up to date technologies which can not only be simple to use but available to all on every occasion they necessitate it.

Finally, it is understandable that for superior and efficient technology use in the educational structure, I can say that the procedure of technology incorporation is not easy and requires collaboration from each person that has an importance role in the

educational system in the government, schools and universities directors, the workforce, teachers , students and parents are in charge of this process and they all occupy a main role in realizing a triumphant technology implementation in the educational system.

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Appendices

Appendix A

Appendix A

STUDENTS' QUESTIONNAIRE

First section: To evaluate students' access to technology and their ability to use it.

Q1-What is your age?

20-25 years old ☐

25-30 years' old ☐

Q2-Do you have a permanent computer access?

☐ YES
☐ NO

Q3-Does the university supply you with technological equipment to use in your learning?

☐ YES
☐ NO

Q4-Do you feel comfortable when using leaning platforms as a tool of instruction?

☐ YES
☐ NO

Second section: To evaluate the impact of learning platforms on students' efficiency.

Q3-Is utilizing Facebook learning platforms motivating you to be more concerned in the learning process?

☐ True
☐ False

Q4- Do you believe that the political sciences Facebook page support the increase of your English vocabulary?

☐ YES ☐NO

Q6- Do you think that leaning platforms are needed for students' language improvement?

☐ YES
☐ NO

Appendix B

Appendix B

TEACHERES' INTERVIEW

First section: To define the teaching background**.**

Q1-How many teaching years do you have?

Answer ....
....
....

Q2 -How long have you been teaching English in the political sciences department?

Answer ....
....
....

Q3-How much would you say you have experience with learning platforms in teaching?

Answer ....
....
....

Second section: To identify teachers' usage of learning platforms.

Q1-Do you have a sufficient training to use technology in your classroom?

Answer ....
....
....

Q2-What type of technology do you use in your classroom?

Answer ....
....
....

Q3-Why do you use learning platforms in teaching?

Answer …… …… …………………………………………………………………

Q4-What is your personal reflection on using the political sciences Facebook page in your

teaching?

Answer …… …… ……………………………………………………………………………