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**The Use of ICT's in Language Education and its Effectiveness in  
Enhancing the Listening Skill  
Case of Second Year EFL Students at the University of Ghardaia**

*This Dissertation is submitted to the Department of English as a partial  
fulfillment of the Master's degree in DAELE*

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# Dedication

To my parents,

To my beloved brothers and sisters,

To my friends and classmates,

&

To all who interested to be a part of my graduation Journey

# Acknowledgments

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# **Abstract**

The present work aims at exploring and studying the impact of the use of ICT's on language education and its effectiveness on enhancing students' language listening skill. The researcher chooses the second year EFL learners at the University of Ghardaia to be the case study. To make the research reliable, the researcher uses two research tools: the questionnaire which is directed to the students, and the semi-structured interview which addresses some of their teachers. The objectives of this research is exploring the situation of using ICT's by the students and teachers at the Department of English, and revealing their awareness and perspectives towards its impact on education, in addition to discovering its effectiveness and usefulness in enhancing the language listening skill. The data obtained through the research tools are analyzed by both quantitative and qualitative methods. After analyzing the data collected from the research, the main findings show that ICT's are partially used at EFL Department at the University of Ghardaia for achieving educational purposes. Also, the students and teachers have a consensus that ICT's have double edged impact on education, and they may support language listening skill.

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# **List of Abbreviations & Acronyms**

**A.F** :Absolute Frequency

**CALL** : Computer Assisted Language Learning

**CD** : Compact Disc

**DVD**: Digital Versatile Disc

**EFL**: English as a Foreign Language

**ELL**: English Language Learning

**IJLT**: International Journal of Learning and Teaching

**IWB**: Interactive White Board

**N.D**: No Date

**R.F**: Relative Frequency

**SL**: Second Language

**TV**: Television

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## **GENERAL INTRODUCTION**

## ***General Introduction***

Language educational methodology has witnessed several changes throughout the history of language teaching and learning due to the need for the enhancement of students' different language skills.

On the other hand, technology is massively integrating, and becoming of an essence in various aspects of our life, including language education. The development of technology leads many EFL teachers and educators to implement different ICT's in their teaching programs and syllabi, seeking for better results and outcomes.

Many researchers believe that the use of ICT's may enhance learners' different skills, and perceive that the implementation of new equipment on different language activities may play a vital role in improving the teaching/learning strategies.

Users of ICT's in Algeria are increasing in this recent decade, notably university students, as many of them afford any kind of ICT's for any sort of purposes, with the fact that EFL students look forward the enhancement of their language listening skill, the researcher got motivated to raise a problematic statement that concerns the use of ICT's by language learners. For the purpose of exploring deeper knowledge about this statement, the researcher conducted a practical study, in which he chose the second year EFL students at the university of Ghardaia to be the case study, hoping that this study would provide us with answers to these questions:

1. To which extent learners and teachers at the University of Ghardaia do implement ICT's on their learning/teaching process?
2. Are the students of the University of Ghardaia aware of the impact of implementing ICT's on education?
3. Is the use of ICT's useful in enhancing students' listening skill?

## ***General Introduction***

The questions put forward prompted the following hypotheses, which are ordered in accordance with the questions stated above:

1. ICT's may partially be used by learners and teachers, and probably are used as aids in some teaching/learning activities.
2. The students of the University of Ghardaia may be aware of the impact of implementing ICT's on education, for they are adults and likely to be aware of the objects they use in their daily life practices.
3. The use of ICT's may be useful in enhancing students' listening skill, as ICT's offer authentic materials that are designed by software programs designers in collaboration with language syllabus designers.

Towards the realization of our objectives, the researcher designed the research into two chapter:

Chapter one will review the different definitions related to ICT, and will take a glimpse at the different impact of using ICT tools in educational field. Then, it will move to discuss different points related to Listening, such as introduction, definition, issues and importance of teaching listening. In addition to the connection between ICT's and Listening Skill. Finally, the chapter will end with a brief conclusion on the theoretical part of the work.

The second chapter is basically practical. It deals with the use of ICT's by students and teachers in English Department at the university of Ghardaia, its impact on education and its effectiveness on enhancing listening skill, using a questionnaire addressed to second year EFL learners, and an interview intended to some of their teachers. The chapter also deals with the research design, data analysis of the research and the presentation of the main results. In addition to some suggestions and recommendations for EFL practitioners for better use of ICT's in education, and better enhancement of listening skill using ICT's.

**Chapter One**

*The Use of ICT in Education and its Effectiveness on Enhancing Listening Skill*

**CHAPTER ONE: THE USE OF ICT IN EDUCATION**  
**AND ITS EFFECTIVENESS IN ENHANCING**  
**LISTENING SKILL**

## ***Chapter One***

### *The Use of ICT's in Education and its Effectiveness in Enhancing Listening Skill*

#### **1.1 Introduction**

ICT's help humans change various aspects in their daily life practices. They facilitate many of their difficult tasks, and ease many of their hard duties. In general education, ICT's are used by many educators and educational institutions belonging to different branches including language learning. Several advanced language learning schools around the world implement different ICT's in their teaching syllabi. In this respect, the researcher conducted this part of work for the purpose of revealing different matters that relate ICT's to language education in general, and to listening skill in particular, depending on some previous studies and various experiments administered by different language teachers and researchers.

This chapter started with the presentation of an overview on the relationship between ICT's and language education. It first, introduces the definition and different types of ICT's. Then, it points out the use of ICT's for Educational purposes. Afterwards, the focus is made on an introduction and some definitions of the listening skill, in addition to the issues of listening and the importance of teaching listening in EFL classroom. Later, the chapter presents the connection between ICT's and listening skill in language learning, ending with a general conclusion extracted from the theoretical part of the research.

#### **1.2 Definition of ICT's**

The term ICT's is the acronym for Information and Communication Technologies. It is an umbrella term that covers the different sorts of technology that are used to gather, transmit, share and exchange information. A useful definition of ICT's is:

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Those Technologies that are used for accessing, gathering, manipulating and presenting or communicating information. The Technologies could include hardware (e.g. computers and other tools); software applications, and connectivity (e.g. access to the internet, local networking infrastructure, and video conferencing) the most significant about ICT is the increasing convergence of computer –based multimedia and communications Technologies and the rapid rate of change that characterizes both the Technologies and their use. (Toomey, 2001, para. 3)

ICT's consist of a wide range of tools. Each tool is characterized differently to the others. This diversity provides a wide range of use, and helps in realizing different aims and objectives. The major ICT's are: computer, smartphone, tablet, data-show, television...Etc. These tools and the parts composing them are called Hardware, whereas the programs and applications that control them are called Software.

### **1.3 The Positive and Negative Impact of Using ICT in Education**

The massive growth of the use of ICT's in learners' daily life has a great impact on education in general, and on EFL environment in particular. A research states that “Integrating technology into education has been an important agenda for educational reform all over the world, and English language teaching has been heavily influenced by this move” (Munoz-Luna, 2017, p. 7). It influences education in the way that it “has empowered all the actors of the learning process” (Kloos et al., 2018, p. 1884). This empowerment presents the positive side of the effects of ICT's on learning and teaching. ICT's can also act as tools helping students during

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the lecture time. It is stated in IOP Conference Series that “Laptops, personal digital assistants, and mobile tools are becoming learning instruments posting great help inside the classes”(Padirayon, Pagudpud, & Cruz, 2019, p.1).

However, it is proved that the use of ICT's isn't necessarily useful for learning, and that the availability of ICT materials “does not guarantee meaningful use for learning”(Townsend, 2007, p. 627). This evidence opens a large list of negative impact of implementing ICT's on education.

In this respect, and depending on some experiences in the field, some researchers shed light on many negative impact of integrating technology into education. Teachers, when following technology-based instruction methods, may face some inevitable issues that may burden the teaching process. The use of technology requires high financial demands which make some learners unable to afford some technological tools for their study. According to a research “The main challenge is the fact that not all learners possess a Smart-phone or the required application” (Maki, 2018, p. 56). Not only the learners are confronting with this issue, but the expenses of technology may be upon schools and language centers too. Moreover, when communicating with learners, teachers may receive a massive flow of messages from different groups of learners in a limited time, which makes them unable to read the whole messages and communicate effectively with their learners. Furthermore, some students may discuss subjects that stray from the study field, or share their personal life issues, as the former researcher maintain that “teachers are exposed to the personal lives of their learners and find themselves witnessing conversations that are not compatible with the educational path” (Maki, p. 56). In addition to sharing messages that are informally written.

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#### **1.4 Some ICT's and their Use for Educational Purposes**

In the list below, we mention different ICT's, their use and impact on education depending on several researches conducted in various universities and language centers in the world:

##### a. Computer:

It was implemented on education as an aid in several schools and educational institutions, whereas it was used as a principal tool in many others. This implementation of computer in language education environment presents the noticeable importance of its use. Computer allows students to conduct various learning activities, such as writing and producing expressions, listening to audios and songs, reading texts, conducting exams, playing educational games and searching on the web. With emergence of computers, some new teaching methods based on computer started to appear, such as CALL, which refers to “side of e-learning where computer technology is used in the context of language learning”(Mitsikopoulou, n.d., p. 3).

##### b. Smartphone:

The use of smartphone in the classroom maybe in a lower position compared to the other tools in the past, however, the software programs designers in collaboration with the language course designers develop several applications, dictionaries and learning games to make this device more utilized in educational settings. A research published on IJLT demonstrates that “In terms of language learning, smartphones have a considerable effect on learning process both positively and negatively” (Çelik & Yavuz, 2018, p. 127).

##### c. Tablet:

It is a device which is somehow similar to the smartphone, but different in some of its characteristics and functions. It is invented specifically to support any kind of



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audio-visual applications, games, text documents. A research conducted in Seville University in Spain, reached to a result that students are recommended to bring their tablets and smartphone, it determines that the findings “enable the design of strategies to encourage students to attend class with their own mobile tools” (Castillo-Manzano, Castro-Nuño, López-Valpuesta, Sanz-Díaz & Yñiguez, 2017, p. 326). This can prove the usefulness of tablet in language education .

#### *d. Projector (Data-show):*

This technological object allows the audience to see the presented material in a clearer vision. It allows a higher number of people to view and interact with what's being exposed to them. In the classroom, the projector maybe more helpful for the students who sit in the back of the classroom or those who suffer from blurry vision troubles or vision disabilities. “there is evidence from the case study schools that a data projector with a computer is considered sufficient” (Somekh et al., 2007, p.6) have problems in hearing the sound or the voice being exposed to them.

#### *e. Television:*

An experience in Thailand addressed for tertiary level students using TV, the teacher states that as she “played the CD on the DVD player, with the sound coming out of the television speakers, the students were staring **attentively** at the television screen” (Graham, 2015, p. 509).\_This experience illustrates how students can be more attentive to such tools and materials.

#### *f. IWB:*

It is a white large interactive touchscreen, which is used in different environments such as classrooms and amphitheatres. It comes as a standalone computer or a functioning touchpad for computers. For text inputs, the user can invoke an on-screen keyboard or write with his hands if the screen provides ‘handwriting recognition’. Depending on results of a study published on Manchester

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Metropolitan University “Pupils are universally **enthusiastic** about the IWBs, because of their clear visibility” (Somekh et al., 2007, p. 6). This evidence is supported by another research conducted in Oman on the advantages and challenges of using IWBs in the classroom. The results of this research, which were collected from different teachers’ perspectives, improve that “Participants had positive feelings about the use of IWB in their classrooms. They felt excited when using it” (Al-Rabaani, 2018, p. 756)

### **1.5 Introduction to Listening Skill**

Brownell (2002) defines listening as being the process that the spoken messages have to go through in order to make the listener receives and construct meaning. Teaching listening in the past was disregarded by the researchers as an important task. There is a fact that “Unlike the other three competences of speaking, writing, and reading, listening was not given a prominent place in the L2 curriculum” (Renandya & Hu, 2018, p. 1). In this respect, considers listening as the Cinderella skill, which is often seen as a secondary skill i.e., in a less importance than speaking, which is viewed as the primary one:

Listening is the Cinderella skill in second language learning. All too often, it has been overlooked by its elder sister – speaking. For most people, being able to claim knowledge of a second language means being able to speak and write in that language. Listening and reading are therefore secondary skills. (Nunan, 2002, p. 238)

However, recently, more importance is given to teaching listening comprehension. Richards (2008) quotes that “the teaching of listening has attracted a greater level of interest in recent years than it did in the past” (p. 1). This evidence can be considered as an introduction to a new and different perspective towards teaching listening. This new perspective helped listening skill to restore its valuable

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position back, and be among the other noteworthy skills, and resulted in conducting more researches in teaching listening strategies and methods.

#### **1.6 Listening as an Active Input**

Input refers to the language which learners hear or read. If input is well understood, competence in SL will be better constructed. It is proved that “the child is building up competence in the second language via listening, by understanding the language around him” (Krashen, 1982, p. 27). Thus, as much as input is fairly received and enough understood, output will emerge consequently, and this evidence is determined as “In accordance with the input hypothesis, speaking ability emerges on its own after enough competence has been developed by listening and understanding”( Krashen, 1982, p. 27). A comprehensible input is the first step and the important premise for second language acquisition. It is the “spoken language that can be understood by the listener even though some structures and vocabulary may not be known” (Richards & Schmidt, 2002 as cited in Liu, 2013, p. 61). Krashen (1982) believes that it is impossible for learners to learn without a comprehensive input, thus, the more effective language is received, the more accurate and fluent language is produced out. In 1986, Richards and Rodgers state some characteristics that language input has to be characterized with. According to them, “input must be comprehensible, slightly above the learner's present level of competence, interesting or relevant, not grammatically sequenced, in sufficient quantity, and experienced in low-anxiety contexts” (Richards & Rodgers, 1986, p. 18).

However, second language syllabi, in most cases, don't provide ‘silent period’ which offers enough understanding of input for learners before they start producing language. In this respect, it is perceived that “Adults, and children in formal language classes, are usually not allowed a silent period”(Krashen, 1982, p. 27). Learners, however, are usually required to perform language output in the beginning

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levels of their language acquisition. According to Krashen (1982), learners are “often asked to produce very early in a second language, before they have acquired enough syntactic competence to express their ideas”(p. 27). The problem of overstepping the language input stage and moving straight to the production of output may mislead learners to produce utterances in the second language with the interference of the first language, as it is proved that learners “use syntactic rules of their first language while speaking the second language”(p. 27).

### **1.7 Issues of Listening in EFL**

ESL/EFL teachers and researchers addressed some issues of listening in language learning. Some are related to accent, topic and culture, while others depend on the speech, material and the physical conditions.

The subtitles below present some detailed ideas on the previously stated items:

#### **1.7.1 Unfamiliarity with Some Language Features**

Due to the fact that languages are different in many of their features, EFL learners experience some unfamiliarity with the language they learn as a foreign language, which is English in our case. It is proved that “some aspects of an ELL’s response may only show unfamiliarity with English” (*Guidelines for the Assessment*, 2009, p. 19). This unfamiliarity lies on some different language listening and speaking matters, presented as follows:

##### *Unfamiliarity with the Speaker’s Accent*

Evidently, the speaker’s accent is of an important place in language listening issues. While native speakers could easily understand the language uttered by a speaker from their region, non-natives could barely recognize the speech, even though they would probably recognize it if it is written. By evidence “most of the students are unfamiliar with many accents” (Yildiz, 2017, p. 107). Students learn the

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standard language, either the British or the American one, but not the accent spoken by the speakers belonging to these countries, and this reason drags the foreign listener to confront with unfamiliar situation while listening to a native speaker.

#### *Unfamiliarity with the Culture*

Being unfamiliar with cultural knowledge strongly affects understanding the context. The marriage between language and culture is indivisible (Brown, 1994. as cited in Bingol, 2014, p. 3). Any material which is produced in English language may contain completely different cultural matters from the language of the foreign learner. Evidently “nonverbal cues, such as facial expression, nods, gestures or tone of voice, can also be easily misinterpreted by listeners from different culture” (Osada, 2004, p. 62). In this case, students may have difficulties in recognizing what has been told and catching what has been uttered. Here, the instructors should precede the lecture with general information about the topic, so that this knowledge would play as a psychological drive in leading the foreign listener towards the correct understanding of the utterance.

#### *Unfamiliarity with the Topic*

The listener who is unfamiliar with the topic being presented finds a notable difficulty in understanding the topic, in contrast, if the listener has a considerable background on the exposed topic, he would find himself pushed by this knowledge towards a better understanding of the topic. An experiment conducted by Othman and Vanathas in 2004 addressed intermediate level students of Business Studies at a private tertiary institution concluded in that listening comprehension is heavily influenced by the familiarity with the topic, as it is stated that “The findings of this study indicated that topic familiarity has an influence on listening comprehension” (Hayati, 2009, p. 146).

#### *Unfamiliarity with Vocabulary*

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Listening to passages with known words are easier for learners to understand, even if the theme is unknown to them. Having a knowledge on the meaning of the words might improve students learning interest and lead to a positive effect in listening ability. Another issue is that many words have more than one meaning which leads to confusion if they are used in their less common usage.

#### **1.7.2 Speed of Speech**

The speed of the speech uttered by the speaker is also an issue that concerns listening. A listener to an English speech may behave differently if the speech is presented in different speed. Therefore, if the speech is uttered slowly, the learner would gain more understanding of the topic, however, if the speaker is producing the speech in a fast manner, the letters and words will not be clear, which makes the learner faces a sort of confusion. Liu (2013) states that “As the speed is too fast for learners to understand, their self-confidence is at risk, which may lead to a lower learning efficiency” (p. 345). This evidence is approved by Osada (2004) that “many English language learners believe that the greatest difficulty with listening comprehension[...] is that the listener cannot control how quickly a speaker speaks”(p. 66). In addition, some other language researchers have different issues related to listening, and these are some other issues stated by Bingol (2014):

#### **1.7.3 Quality of Recorded Material**

Despite the fact that the 21st century is known by being the age of technology and communication, we still have some classrooms that do not have well-functioning computers, smart boards, language laboratories, multimedia systems and so on, besides the quality of sound system that affects listening.

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#### **1.7.4 Length and Speed of listening**

Students have different levels in receiving the information through listening. It is hard for lower listeners to listen to long period materials and understand them efficiently. Short listening texts facilitate listening comprehension, diminish boredom, and keep learners concentration alive. For the texts that are full and compacted with information, it is difficult for learners to absorb the whole meaning of the passages presented. As Carroll (1977) perceives that If the text contains a lot of information, it is not easy to store everything in mind, exceptional listening ability and strategy required to understand. Speed of listening is also another issue that makes listening difficult for some learners. The lower lever listener may have difficulties in grasping the meaning of a passage presented by a quick speaker.

#### **1.7.5 Physical Conditions**

The reception of information from those who sit in the back of the classroom is different from those who sit in its front, so their listening to the recorded material is different. Also, students sitting next to the window may be affected by hearing noise and disturbing sounds coming from the outside. Also, the difficulty may be encountered by the size of the classroom, which is another issue that makes the teacher be unable to perfectly manage the classroom. Listening comprehension maybe affected by the temperature of the classroom too. Too cold and too hot classrooms that are not equipped with the necessary equipment (heater or air conditioner) may prevent students from the efficient reception of the material being presented. So, the teacher has to take all these conditions into account while doing a listening activity.

#### **1.7.6 Lack of Concentration**

When the topic of the listening text is not interesting, students may find it difficult to comprehend and grasp. Also, if students are not motivated enough, they

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would have a problem in concentration. Some researchers consider that “ in listening comprehension, even the shortest break in attention can seriously impair comprehension”( Osada, 2004, p. 62).

#### **1.8 The Importance of Listening in Language Learning**

Listening is of a high importance in language learning, since it is a means of communication that people use in their daily life. Listening maybe considered as “the medium through which people gain a large proportion of their education, their information, their understanding of the world and human affairs, their ideals, sense of values” (Guo & Wills, 2006 as cited in Yildirim & Yildirim, 2016, p. 2097). Peterson (as cited in Yildirim & Yildirim, 2016) that “through listening, learners can build an awareness of the interworking of language systems at various levels and thus establish a base for more fluent productive competences” (p. 2097). Most people emphasize only on speaking and writing skills, and ignore listening and writing. However, they may face uncomfortable situation when exposed to a listening material or a speech. Nunan (1998) believes that students have to spend 50% of the time in listening while functioning in a foreign language. In this vein, Rost (1994) determines the importance of listening in language learning as:  
Listening is vital in language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin.

1. Spoken language provides a means of interaction for the learner. Because learners must interact to achieve understanding, access to speakers of the language is essential.
2. Authentic spoken language presents a challenge for the learner to understand language as native speakers actually use it.



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3. Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language. (pp. 141-142)

#### **1.9 Teaching Listening**

The listening skill is the main source of anxiety for many language teachers, and this leads to discouraging learners instead of supporting them with appropriate and comprehensible input. The solution for making listening skill digestible for learners is determined by Yavuz, Degirmenci, Akyuz, Yılmaz, and Celik (2015)\_at two levels, at word level and sentence level:

At word level: in the early stages, the students have to be exposed to isolated words uttered by native speakers with no distortions or blurs which generally happen within the context of natural speech. The exercises at this type are mainly repetition of the speech, asking whether the spoken words are English or not, and deciding whether the utterances they hear are the same or different.

At sentence level: recognizing colloquial and spontaneous speech becomes easier for learners. Learners at this type of exercises have to repeat sentences or phrases they have heard, to identify stressed and unstressed words in a sentence, and to dictate the utterances to their colleagues.

Ur (1996) emphasizes on listening to real life situations that are applied inside the classroom. Evidently, it is “worth noting that listening activities based on simulated real-life situations are likely to be motivating and interesting to do” (Ur, 1996, p. 107). Real life situations can be realized in the classroom environment while authentic materials are properly selected.

#### **1.10 ICT's and Listening Skill**

ICT's play a vital role in improving language learning skills,. Listening, among the different language skills, can be improved with the use of ICT's. it is proved that

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“In a foreign language classroom, use of ICT gives students a great opportunity to develop listening skill competency as there is a variety of these tools available to be used in and out of the classroom” (Amir & Kang, 2018, p. 52). There is a wide range of ICT's that are used for the purpose of developing language skills. Also, Researchers over the past years have found many ICT tools, which have been successfully used for developing listening skill” (Amir & Kang, p. 53). ICT's can provide a “great amount of resources to help students and teachers to get access to authentic materials for teaching and learning listening and speaking skills” (Jati, n.d., p. 16). Also, “technology has also been reported to have improved[...]listening comprehension...” (Muñoz-Luna, 2017, p11). This evidence presents the usefulness of ICT's in improvement the listening skill.

#### **1.11 Conclusion**

There are numerous perspectives based on various experiments on the impact of using ICT's on education and its effectiveness on enhancing different language skills, such as Listening. This work is a mash up of many theories stated by scholars in EFL education, and a collection of different experiments realized in some universities and language centers around the world, which by all counts, consider that ICT's can raise up the learning outcomes and push the learners and teachers upward to reach their learning/teaching objectives.

**CHAPTER TWO: DATA COLLECTION, ANALYSIS**  
**AND INTERPRETATION**

## **2.1 Introduction**

This part of the research is basically practical. It is conducted for the purpose of presenting the path which have been traced towards collecting data that concern the use of ICT's in language education, and its effectiveness in enhancing the listening skill. Therefore, this chapter presents the research methodology, and introduces the sample population, including a detailed description of the instruments used for data collection, which are: a questionnaire to EFL students and an interview with EFL teacher. The chapter, then, presents the analysis and interpretation of the data collected by the researcher, and states the discussion of the main results. Finally, this chapter ends with a set of suggestions and recommendations.

## **2.2 Research Design**

The study attempts at exploring the use and the impact of using technological tools in language learning sphere, and its effectiveness in enhancing listening skill, regarding students of the 2<sup>nd</sup> Year License level at the English Department of the University of Ghardaia as the case study. Students were given questionnaire to answer, while teachers were asked to sit for an interview. This research is both qualitative and quantitative. In this present study, the use of qualitative data analysis is used to analyze the interview findings. Besides some questions in the questionnaire are analyzed through using this type of method .Thus, this method relies on coding i.e.; summarizing the informants answers. While, the quantitative analysis is used to analyze the students' questionnaire. Moreover, the numerical data can be represented in the form of figures or tables.

## **2.3 The Sample Population**

The researcher required the second year EFL learners and some teachers at the University of Ghardaia to contribute and be informants in the research. 31 students

among 67 have given back their responses, and 2 teachers sat for the interview. The informants were asked different questions concerning the use of ICT's and its impact on language education in general, and on enhancing Listening skill in particular.

### **2.3.1 Students' Profile**

The majority of students were aged between 19 and 21 years old, and they were 27 students representing 87% , whereas only 4 students aged more than 21, representing 13% of the total sample.

Concerning the gender, there were 22 females in a ratio of 70.97%, while there were only 9 males, representing 29.03% of the total.

### **2.3.2 Teachers' Profile**

The interview was conducted with two teachers teaching at the EFL Department of the University of Ghardaia. They are around thirties in their age. One of them has an experience of 8 years teaching, while the other is still a novice teacher.

## **2.4 Research instruments**

The researcher uses some research instruments that maybe helpful in gathering information from the case study which has been presented beforehand. Instrumentation is the utilization of the different instruments in collecting reliable data:

Collecting reliable data is a hard task, and it is worth remembering that one method is not inherently better than another. This is why whatever data collection method to be used would depend upon the research goals, advantages, as to the disadvantages of each method. (O'leary, 2004, p. 150)

In order to get reliable information about the subject, the investigator used two research instruments; the questionnaire, which is addressed to the students, and the interview, which is directed to the teachers. The following sequence will discuss each of the two instruments apart:

### **2.4.1 Students' Questionnaire**

The questionnaire is a pre-planned set of questions designed for gathering information on a given topic from the specific sample. Brown (2001) defines the questionnaire of being “Any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers” (p.6). In this respect, the questionnaire of the current research is addressed to the Second Year EFL students at the University of Ghardaia. 31 students have responded to the questionnaire which consists of 9 questions; some are close-ended, and others are open-ended, preceded by a brief introduction about the purpose and the content of the questionnaire.

The questionnaire is divided into two parts, the first part requires information on the implementation of ICT's in language education system, while the second one focuses on the assumptions of the learners towards the use of ICT's and its impact on education, and on enhancing students' listening skill particularly. More details concerning the content and objectives of each part of the questionnaire is presented as follows:

*Part One:* The use of ICT's in education. This part consists of four questions related to the implementation of ICT's on teaching and learning in the University of Ghardaia:

*Question one* asked students whether their teachers use any technological tool while teaching.

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*Question two* tried to explore the tools that are not provided to the learners despite their importance according to their perspectives.

*Question three* aimed at exploring the students' perspective towards the positive impact of the implementation of ICT's on education.

*Question four* was an attempt to discover the students' knowledge about the negative impact of using ICT's in education.

*Part Two: ICT's and Listening skill.* In this part, the researcher attempted to gather some information concerning the relationship between listening skill and ICT's depending on the experience of the informants and their preferences. This part consists of five questions ordered from 5 to 9 in the questionnaire:

*Question five* tried to have a general background on the level of students in listening skill.

*Question six* asked students if they believe that using ICT's would enhance their language listening skill.

*Question seven* allowed the researcher discovers the different ICT tools used *inside* the classroom for the modules related to listening (Oral, Phonetics....) by both teachers and learners.

*Question eight* helped in exploring the tools that may students use by their own i.e. *outside* the classroom.

*Question nine* required knowledge on students' preferences concerning the best ICT tools in enhancing the language listening skill depending on their experience.

#### **2.4.2 Teachers' Interview:**

In addition to the questionnaire , the researcher used the interview as another supportive tool to attain specific information about the research. The interview is

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defined by Gillham (2000) as “it is a conversation where one person –The interviewer –is seeking the response for a particular purpose from the other person – the interviewee” (p. 01). Therefore, the researcher used the semi-structured interview, since it affords more freedom to ask for more clarification and explanation. The researcher selected two teachers from the same department, with whom he discussed the interview that consists of eight questions:

*Question one* asked the teachers whether they use ICT’s in the classroom or not, and how often they do.

*Question two* aimed to know if the ICT’s are used by teachers as principle tools or aids.

*Question three* helped the researcher to discover the perspectives of teachers towards the benefits of implementing ICT’s on education. The question, also, implies some suggestions on those benefits such as motivating students, facilitating the teaching task, interacting with students, and helping for more concentration, with an open-ended part for teachers to mention any other benefits.

*Question four* specified more on the use of ICT’s for improving learners’ listening skill. It asks whether ICT’s are helpful for enhancing listening skill, and in which manner.

*Question five* asked the teachers about their awareness of the negative impact of ICT’s on learning and teaching.

*Question six* emphasized on the main purpose of implementing ICT’s on education.

*Question seven* asked the teachers about the difficulties and problems that maybe encountered while using ICT’s in the classroom.



*Question eight* required the teachers to state if they recommend ICT's to be implemented for language teaching purposes.

## **2.5 Data Collection and Analysis**

This part is devoted for the investigation of information gathered from the students' questionnaire and teachers' interview. The collected data consists of different perspectives and points of view regarding the implementation of ICT's on education, and its effectiveness in enhancing language learning skills, specifically listening.

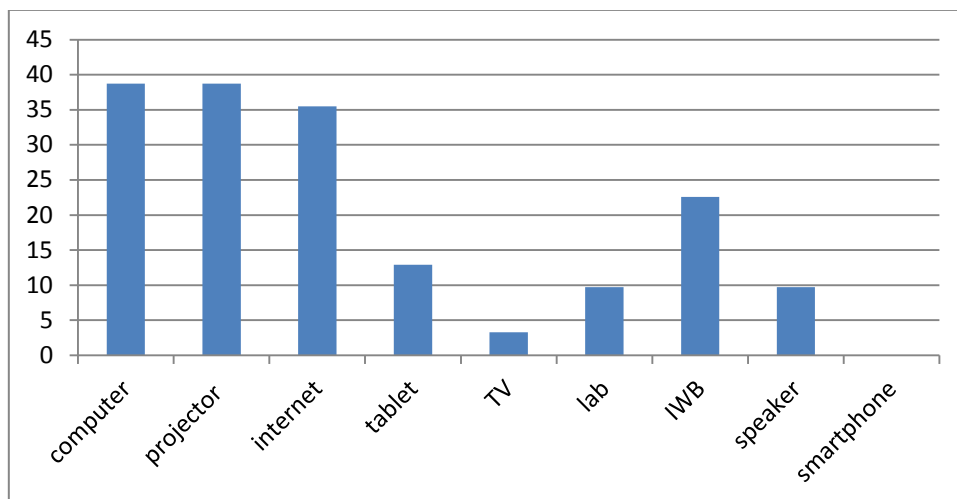
### **2.5.1 Students' Questionnaire**

The questionnaire is composed of two parts; Part One: The Use of ICT's in Language Education, and Part Two: ICT's and Listening Skill. Data were collected from the informants as follows:

As a response to question one, which asked students whether their teachers at the university use any ICT material, 60% of students claimed that their teachers *often* use ICT's in the classroom, while the rest 40% of students responded with *rarely*.

Concerning the question two, which was set to explore the tools that students wish to be provided for them in the classroom, the answers showed similar results between the **computer** and the **projector**, as both tools were claimed by 12 students (38.71%) to be very important. **Internet** came as the third choice, as it was recommended by 11 students (35.48%), and claimed to be needed in EFL classrooms. Remarkable rate of students, 22.58% exactly, preferred the **IWB** to be provided in the classroom. Around 13% of students recommended the use of tablet, while only 10% of students believe in the importance of implementing the **speaker**, **microphone** and **language laboratory**. However, **TV** came as the last preference, as most of students, except 3%, didn't recommend TV to be used neither inside nor

outside the classroom for improving various language skills. Since this question required mentioning the ICT's that are not provided despite their importance, **Smartphone** doesn't have any rate due to the fact that all students own smartphones in their pocket. The results are illustrated in the next graph:



**Figure 2.1 Important unutilized ICT's at EFL department**

The Figure 2.1 shows that many students are interested in implementing the projector, the computer, and the internet, whereas the other ICT's are less important to the students.

Students' response to question three, which aimed at exploring the students' awareness of the *positive impact* of using ICT's for educational purposes, presents the different perspectives of the students, some of them focused on "*facilitating the lessons*" as being the most positive one, while others mentioned that "*listening to native speakers*" is a significant impact in using ICT's for language learning purposes. Also, finding fruitful *sources* and getting *free books* from the internet is very important for some students, while being more *creative* and *motivated* are on the list too.

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Question four concerned the students' awareness of the *negative impact* of implementing ICT's on education. Many students emphasized on *neglecting writing skill* as the main negative impact. However, other students believe that using ICT's while learning may result in *laziness, loss of concentration* and *dependence on digital objects*. The huge mass of information provided by the internet is seen by some students as a source of *confusion* and *information discrepancy*. Whereas, according to some students, using ICT's extensively may lead to *addiction* and *focusing on some skills* at the expense of others.

Question five tried to elicit the students' levels in Listening Skill. The results are shown in the following table:

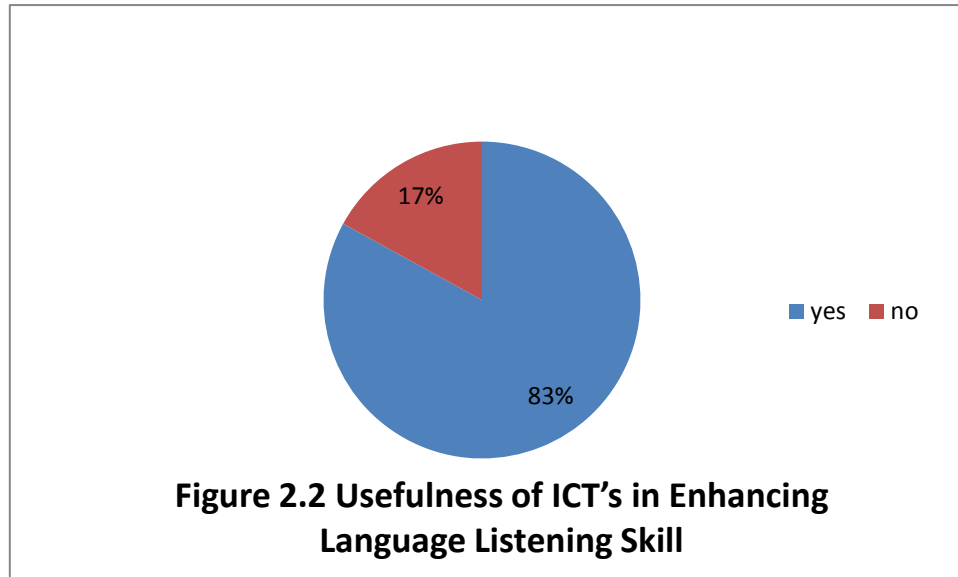
**Table 2.1 Students' level in listening skill**

	A.F	R.F
Weak	2	6.45%
Average	18	58.07%
Excellent	11	35.48%

Note. A.F= Absolute frequency, R.F= Relative Frequency.

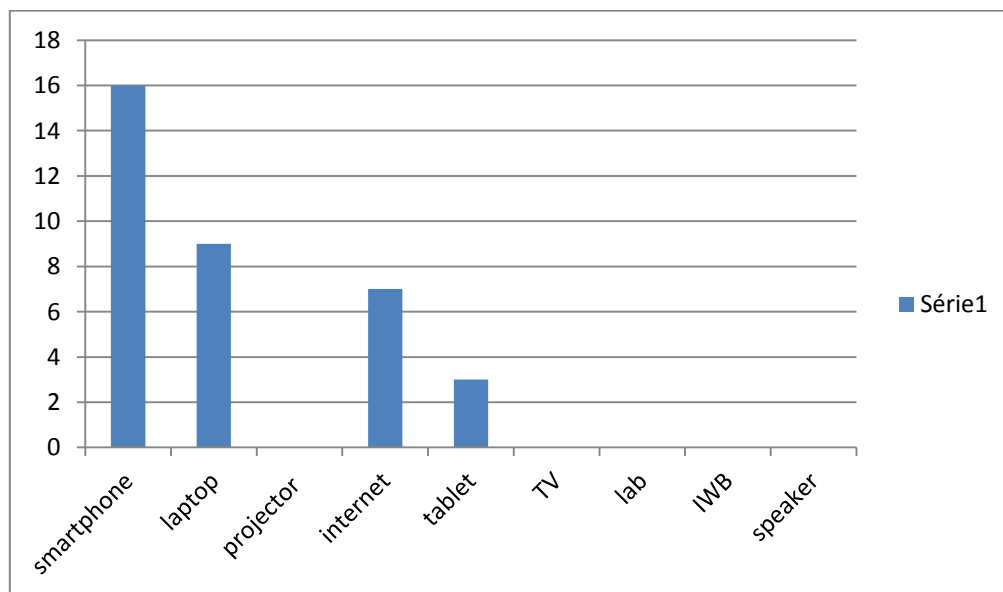
From the table above, we may observe the majority of students have an *average* level in listening skill, they are 18 students in a ratio of 58.07%, while about one third of students are *excellent* in listening skill, and only 2 students, which is 6.45%, claimed that they are *weak* in listening skill.

As a response to question six, which concerns the students' perspectives regarding the usefulness of ICT's in enhancing their language listening skill. The students have a general consensus on its usefulness, as beyond 83% of them responded positively to the question:



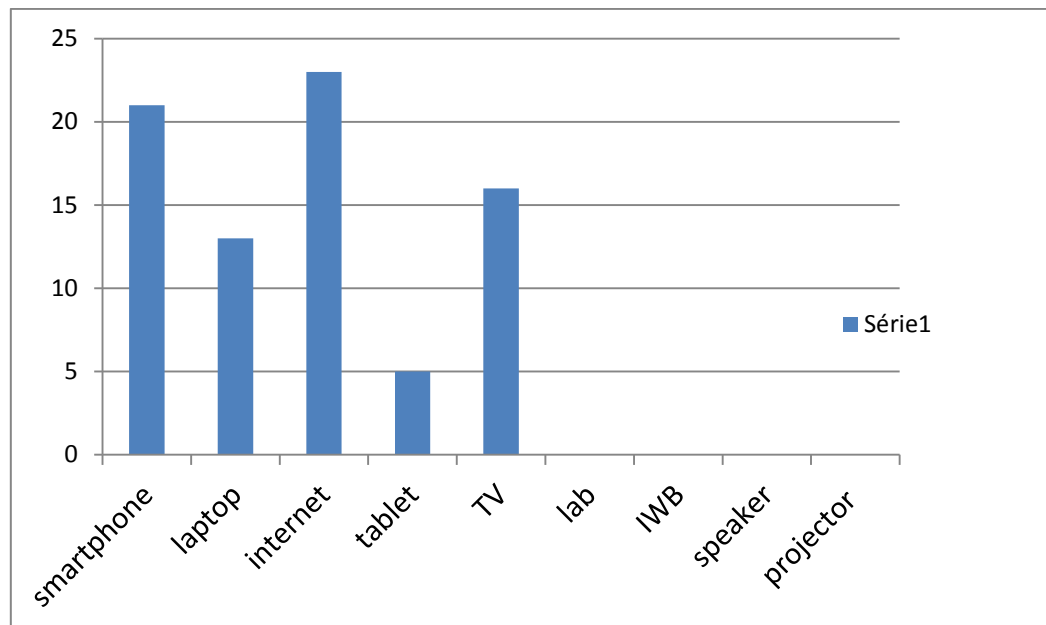
From the pie chart above, we may observe that the majority of students support the use of ICT for the purpose of enhancing their listening skill in language learning.

*Question seven* is left open to mention the use of ICT in the classroom by either the teachers or the students,. The graph 2.2 below illustrates the findings:



**Figure 2.3 Use of ICT's Inside the Classroom**

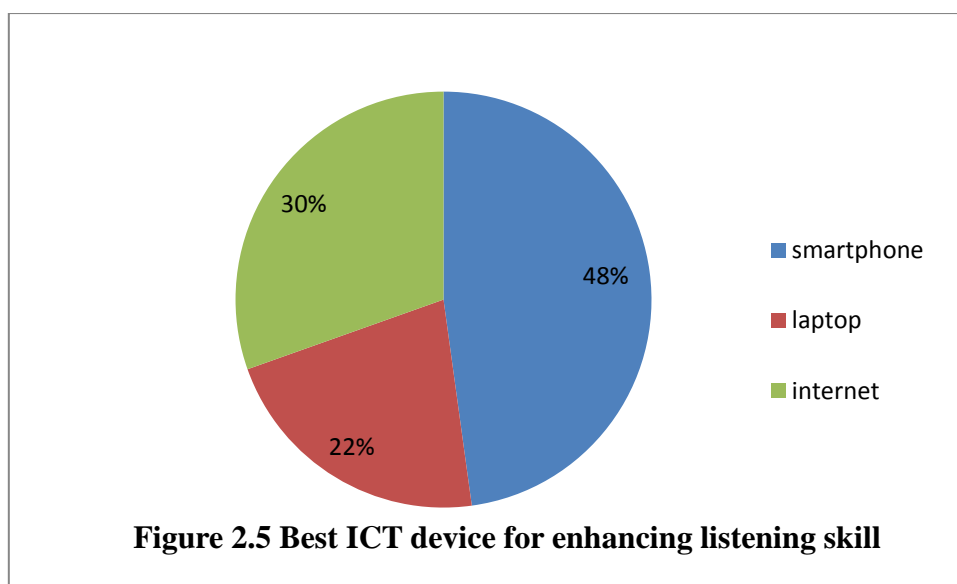
From the graph above we may deduce that more than half of the total number of the sample (51.61%) use their **smartphones** for enhancing their listening skill, and around 30% of them use **laptop** instead. Beyond 25% of students are provided with access to **internet** on their mobile tools (smartphones, laptops), while only a tenth (10%) of them use **tablet** as a tool for enhancing their listening skill. Contrariwise, the results show no use of **TV**, **language laboratory**, **IWB** nor the **speaker**. *Question Eight* tends to explore how far students are offered with ICT's outside the classroom, and to which extent they use them as supportive tools for improving their listening skill. The data collected from this question are presented in this figure:



**Figure 2.4 Use of ICT's outside the classroom**

From the Figure 2.4, we observe that most of students (74%) use **internet** for enhancing their listening skill, including 67% of the students using **smartphone** and 42% use **laptop**. Moreover, 51.6% of students use **Television**, while only around 16% of students use **tablet** for the same purpose. Also, from the graph below, we can deduce that no use of **IWB**, **Language Laboratories**, **Speaker** nor **Projector**.

*Question nine* required the preferences of students concerning the best ICT materials that can be used for enhancing their language listening skill. The results show that most of students prefer the use of **smartphone**, as it offers many applications that can help in improving listening skill, and it can be easily held by hands and carried on the pocket, whereas, the **laptop** comes in the second place, as 16% of the students prefer it instead. **Internet** is also present in our findings, as around 22.58% prefer to navigate on the web and find the most useful materials for enhancing their listening skill. The results are presented in the figure below:



### **2.5.2 Teachers' Interview**

The interview, which is intended for the teachers, is composed of eight questions that concern the use of ICT's in education and its relationship with listening skill.

*Question one* intended to know if the teacher uses any ICT tool in his/her classroom. As an answer to this question, a teacher had stated that he **rarely** uses ICT's in his classroom, while the other one denotes that **sometimes** he includes ICT's in some lessons activities. Consequently, ICT's are not included in all

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classroom activities, and implementing ICT's by the teachers in our case depends on their personal preferences.

*Question two* tended to explore if the teacher uses ICT's as *principal tools* or as *aids* in his teaching process. Both of the teachers claimed that they use ICT's as aids in their teaching practices, as they don't heavily depend on them while performing the teaching task.

*Question three* aimed at gathering knowledge from the teacher about the benefits of using ICT's in the classroom. As a response to this question, both teachers agree on the fact that using ICT's **facilitates the teaching task**, and helps for more **interaction with students**. Moreover, a teacher maintains that using ICT's may also arise students' **motivation**, and bring more **fun** to the classroom environment.

*Question four* required response from the teacher on whether the use of ICT's is helpful in enhancing students' language listening skill. Both teachers agreed that using ICT's is helpful in enhancing listening skill. One of the interviewed teachers emphasized on its necessity for some teaching modules related to listening such as Oral Expression, Phonetics,...while the other teacher responded that ICT's can help students get exposed to authentic material, and make them listen and interact with native speakers.

*Question five* was about whether there are any sorts of negative impact observed when using ICT's for educational purposes. The common response from both teachers is that ICT's, unfortunately, have some negative impact on students' learning progress. They supported their answer with some evidence that ICT's may cause **laziness** and some **unethical** aspects such as **plagiarism**, and sharing **personal matters** to the teachers. They also believed that ICT's may **disturb** students or **defocus** them from their study.

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*Question six* concerned the main purpose of using ICT's in the classroom. According to the teachers, the main purpose of using ICT's in the classroom is **sparing** the teaching time, **facilitating** the lesson and **motivating** the students through conducting **funny** activities.

*Question seven* was about the difficulties and problems that maybe encountered while using ICT's in language teaching. The responses mainly concern the *technical* problems and the financial *expanses* that maybe required while using ICT's, for the reason that ICT devices may be broken or may stop functioning at any time, which may prevent the teacher from continuing the teaching task properly. Also, some ICT tools may be *unavailable* in our area, or highly *expensive*.

*Question eight* required from the teachers to point out their perspective towards the implementation of ICT's in EFL classrooms. The use of ICT's for language learning purposes is recommended from both teachers. They believed in the fact that ICT's have double edged impact on students, and that the most appropriate the teachers and the learners use them, the best teaching/learning outcomes they will gain.

## **2.6 Discussion of the Main Results**

After collecting data from the questionnaire that addressed the students and the interview which has been realized with teachers, we may draw conclusions for the questions that the researcher raised in the commencement of the research.

In this research study, the researcher set up three main hypotheses. The first hypothesis suggests that ICT's are partially used by learners and teachers at the university, and maybe used as aids in some teaching/learning activities. The second hypothesis stipulates that the informants of the case study have a general background on the impact of ICT's on education, and the third one supposes that



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ICT's are useful in enhancing students' language listening skill. After analyzing the collected data, the findings are interpreted as follows:

Evidence that may support the first hypothesis can be extracted from two main results obtained from the research. Firstly, ICT's are *often* implemented as *aids* in some language classroom activities, and secondly, only *some ICT's* are used, while others are unutilized by the learners and teachers. Accordingly, it can be confirmed that ICT's are partially used by EFL practitioners at the university of Ghardaia.

The second hypothesis, which speculates that students are aware of some sorts of ICTs' impact of on education, can be confirmed by the fact that students have a background knowledge on the positive and negative impact of using ICT's in education, which are theoretically proved by the researchers in the field of ICT's and language learning.

The third hypothesis suggests that the use of ICT's are, perhaps, effective in enhancing language listening skill. This hypothesis is confirmed by the positive perspectives of the language researchers towards the use of ICT's in language learning, in addition to the teachers and students' affirmation of its usefulness in enhancing listening skill. It can be proved both theoretically and practically that ICT's help learners interact with native speakers, and listen to the variety of English accents uttered by English speakers around the world, which helps recognizing different accents of English.

Contrariwise, students and teachers assume that ICT's are double edged instruments. They maybe efficient when used properly, but they also have some negative impact, such as laziness that may render teachers and learners less active and less creative. Also, learners may use the technological tools for unethical purposes such as plagiarism, or sharing personal matters with their teachers. Moreover, information and communication tools let students focus on listening and speaking at the expense of reading and writing skills, and make students depend

tenaciously on digital objects as a result of addiction. Learners also may be confused while searching on the web, which offers a huge mass of information that can be contradictory or not identical.

## **2.7 Suggestions and Recommendations**

The upcoming suggestions and recommendations are based on information gathered from both theoretical and practical parts of the research. Some suggestions are stated for better educational outcomes in its broad term, while others are specific for the purpose of enhancing language listening skill. These recommendations and suggestions address each of teachers, learners and education administrators.

### **2.7.1 Suggestions for better use of ICT's in Education**

Depending on our research findings, the researcher recommends the use of ICT's in the classroom for their undenied benefits, also, teachers and learners are advised to use different ICT materials, for each material functions differently to the others, and this provides more chances for the creation of various classroom activities and tasks.

#### **2.7.1.1 Suggestions for the Teachers**

It is recommended for teachers to include ICT's on their classroom environments. Practices and exercises that are realized in the classroom have to be extensively based on technological objects. Teachers are supposed to be updated and aware of the new inventions and their influence on learners and learning system. Since learners in the current generation are born in the Information Age period, teachers have to obtain inclusive knowledge about the requirements of this period, by attending courses that concern different issues related to ICT's, such as the learning strategies that need the use of technological materials, the technical problems that may occur in the classroom and their solutions. Moreover, teachers

better adopt the strategies that allow them control students and save them from the bad side effects of using technology.

### **2.7.1.2 Suggestions for Learners**

ICT's are double edged instruments, for this reason, learners are highly recommended to use ICT's in the most appropriate way. Learners are advised to select the most efficient tools that suit their preferences, and help for better learning outcomes, mainly smartphone that almost all young learners in the current generation possess. In addition, learners are recommended to use ICT's reasonably in the matter of time, and avoid addiction that may bear as a result of ICTs' attraction. Every learning stage has a limited time allowed for the daily use of ICT's. Therefore, learners have to be aware of the effect of ICT's on human's body and brain, especially if they exceed the limited time. Learners have to vary in the choice of language learning applications and programs i.e. a combination between learning games, learning programs and electronic textbooks have to take place while selecting the materials.

### **2.7.1.3 Suggestions for Administrators**

Implementation of ICT's on nowadays teaching/learning system becomes a must. Textbooks and language strategies that depend on technology have to be updated in accordance with the new generation mentality in order to cope with the new requirements, and meet the needs of the current life standards. It is highly recommended to provide the language departments with the technological materials needed, such as computers, projectors and language laboratories, etc. It is also suggested to provide courses in ICT's and their impact on learning for teachers, as most of them got educated in a different generation than nowadays.

### **2.7.2 Suggestions for better Language Listening Outcomes**

In order to make learners enhance their language listening skill, language teaching practitioners have to select the best audio and video materials that are appropriately designed for learners of the specific level or age. The materials, also, have to be as equivalent as possible in the matter of complexity and simplicity with the intended level. Moreover, audio and video materials, preferably, be clear and well recorded in order to avoid any ambiguity that may render students confused while listening to the material. The variation in the selection of the learning materials ought to be taken into consideration too while designing any material that needs the utilization of ICT's.

## **2.8 Conclusion**

In this chapter, the researcher attempted to present a general view of the data collection procedures and a brief demonstration of the research instruments used in this research work namely students' questionnaire and teachers' interview. Moreover, the chapter includes analysis and interpretation of the main findings obtained from the practical part of the research. The chapter, then, ended with a set of suggestions and recommendations to teachers, learners and administrators for further language teaching pedagogies and strategies.

**GENERAL CONCLUSION**

## *General Conclusion*

This presentation is an explorative research. It sought to investigate different issues of the use of ICT's in EFL department at the university of Ghardaia. It attempted to explore the extent of the use of ICT's by EFL students and teachers. It dealt, also, with the awareness of students of ICT's impact on education, and revealed the effectiveness of using those technologies in enhancing language listening skill.

In this research, the researcher tended to answer the following questions:

1. To which extent learners and teachers at the University of Ghardaia use ICT's in their learning/teaching process ?
2. Are students of the University of Ghardaia aware of the impact of implementing ICT's on education?
3. Is the use of ICT's useful in enhancing language listening skill?

The researcher attempted to answer the research questions through formulating the following hypotheses:

1. There is a probability that ICT's are partially used by learners and teachers, and maybe used as aids in some teaching/learning activities.
2. Learners, perhaps, are aware the impact of ICT's on education, for they are adults and have a general knowledge about the objects they use in their daily life practices.
3. It is possible that the use of ICT's is useful in enhancing students' listening skill, since they offer authentic materials that are designed by software specialists in collaboration with language syllabus designers.

## *General Conclusion*

Consequently, the present dissertation is composed of two chapters. The first one introduced an overview on the definition of ICT's, use and impact of ICT's on education, followed by an introduction to listening skill, issues of listening and importance of listening as a learning input. Finally, the chapter ended with the relationship between ICT's and listening skill. The second chapter dealt with the research design, instrumentation, data collection and analysis. Then, it shifted to discuss the main results that were obtained, and ended with a set of recommendations and suggestions.

The results obtained from the research affirmed the partial use of ICT's at the level of EFL department, and confirmed the students' awareness of ICT's use in language learning, and its effectiveness in enhancing listening skill. Therefore, the three hypotheses put forward by the researcher are confirmed.

This work faced some limitations in the matter of generalizability. The findings could have been more generalized if all the informants have returned the questions, and if the respondents answered all the questions. Despite these limitations, this study maybe a step for further researches towards effective implementation of ICT's in language learning.

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## **APPENDICES**

## Appedix A

### Student's Questionnaire

This questionnaire is a part of Master dissertation work in Didactics. It is made for the sake of gathering information about the use of ICT's (Information and Communication Technologies) in education, and its effectiveness in enhancing language listening skill.

#### Part One: The use of ICT's in education

1. Do your teachers use ICT's in the classroom:

Always                       often                       rarely                       never

2. What are the ICT's that you think are very **important**, but they are **not provided** to you (either by the university or you can't afford them)?

.....  
.....

3. What are the *positive impact* of using ICT's for educational purposes?

(for example: listening to native speakers, motivating the learners, facilitating the teachers' task, correcting mistakes, learning by distance... )

.....  
.....  
.....

4. What are the *negative impact* of using ICT's for educational purposes?

.....  
.....  
.....

**Part Two: ICT's and Listening skill.**

5. What is your level in listening:

Weak

Average

Excellent

6. Do you think using ICT's may enhance your listening skill:

yes

no

How:

.....  
.....  
.....

7. Which of these are used in your *classroom* (in modules that are related to listening):

Computer       Internet       Interactive whiteboard

Tablet       Projector       Television

Smartphone       Others.....

8. Which of these you use *outside the classroom* for enhancing your listening skill:

Computer       Internet       Interactive whiteboard

Tablet       Projector       Television

Smartphone       Others.....

9. Which ICT device do you think is the best for enhancing your listening skill? .....

## Appendix B

### Teacher's Interview Plan

This is a semi-structured interview plan made to be discussed with the teachers at English Department at the University of Ghardaia. It consists of questions about the use of ICT's in language education:

1. Do you use any ICT tool in your classroom?

Always  sometimes  rarely  never

2. Do you use ICT's as:

Principle tools  Aids

3. What are the benefits of using ICT's in the classroom?

Motivating students  facilitating the teaching task

Interaction with students  helps for more concentration

Others:

.....  
.....

4. Is using ICT helpful in enhancing language listening skill?

Yes  No

How?

.....  
.....  
.....

5. Do ICT's have any sorts of negative impact on education?

Yes

No

If yes what are they?

.....  
.....

6. What is the main purpose of using ICT's in the classroom?

.....

7. What are the difficulties/problems encountered when implementing ICT's for language teaching purposes:

.....  
.....

8. Do you recommend using ICT's in the field of education? .....

Why.....  
.....