Use of ICT in Teaching Oral and Culture in EFL Classes

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Dedications

I dedicate this work to all my Family,

Classmates,

Friends

And everyone who helped

in the achievement of this work

Nabil

Dedications

This work is dedicated in memory of my dearest person, my first teacher, whose presence brought life to everything, and whose absence brought hurting pain. The person whose words of encouragement are still in my memory…who had always been proud of my continuous success…and who would have been the happiest to see this work accomplished: My Father

I dedicate this work also to my beloved mother, the symbol of persistence, and to my brothers and sisters for their whole-hearted support. To all my extended family

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ISMAIL

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Abstract

This work aims at highlighting the influence of ICT on the learners' listening and speaking skills as well as their cultural skill. The main hypothesis of the research is that by using computer aids and the ICTs, we will attract the learners' attention to an atmosphere full of information from the target community, and then, develop more easily their oral competences and their cultural knowledge about the target community (British and/or American community). To confirm this hypothesis, data was collected by administering a questionnaire for third year EFL students at university of Tlemcen, and a questionnaire for teachers from the same department of the same university. The result obtained from the gathered data shows that the use of computer aids and ICTs are very motivating for students; they allow them to focus more and help them to achieve better efficiency in speaking. Therefore, using technology promotes plainly their knowledge about the British and the American cultures; and teachers are aware of the merits of using technology to enhance lectures. However, teachers are still sceptical about adopting officially technology as a method in teaching, they want technology to remain just as a facilitator not a method of teaching.

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List of Acronyms

CALL: Computer Assisted Language Learning

CLT: Communicative Language Teaching

CMC: Computer-Mediated Communication

DVD: Digital Video Disc

EFL: English as a Foreign Language

FL: Foreign Language

ICT: Information and Communication Technology

KWIC: Key Word in Context

MALL: Mobile-Assisted Language Learning

TEFL: Teaching English as a Foreign Language

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General Introduction

Nowadays, it is very important to talk about the implementation of Information and Communication Technology (ICT) in the educational environment especially in the teaching and learning of foreign languages. In the 1980s, Computer Assisted Language Learning (CALL) provided language teachers and learners with authentic input through the use of CD-ROMs to enhance their level. However, the advent of the internet and web-based tools has given birth to ICT which is considered as the "Garden of Eden" if it is integrated successfully in the language classrooms.

When debating about learning foreign languages, it can be said that the ultimate aim of many learners is to be competent speakers of the target languages. As well as behave as natives in the target community. Speaking is always given the priority and this is not a baseless claim for the one who attends EFL classes and see how students pay more interest to their oral performance. We often hear statements like "S/he speaks good/bad English". However, we should keep in mind that learning to speak English as a second or foreign language is not as easy as speaking a mother tongue; the majority of learners fail to speak the target language fluently and accurately. Thus, many scholars believe that the appropriate use and the successful integration of ICTs in the classroom can reduce the impediments that prevent EFL learners from the mastery of the speaking skill.

Through this research, it is attempted to shed light on the important role of information and communication technologies in the teaching of oral to EFL students and provide them with a sound cultural background of the target community i.e., British and/or American community ;and the aim is drawing interest from both teachers and learners to use ICT as an attempt to raise awareness about its great effects in improving students' oral performance and

cultural knowledge. Then, the aim is to explore insights into the world of ICTs to understand how it can contribute to the teaching of oral and culture.

It has been noticed that many EFL students have difficulties in speaking and understanding the target language; they relate their deficiencies to a lack in their vocabulary repertoire ; problems in pronouncing some words which they know, but never hear before; and what words to use in which context, due to a lack of cultural knowledge of the target group, Therefore, information and communication technologies were suggested as a solution for students to go through these issues and develop their oral skills and cultural knowledge of the target community. Through this study we seek to answer the following question:

1. How can ICTs develop students' oral proficiency and their cultural knowledge?
2. To what extent using technology is good for teachers as well as students?

It was hypothesized that the integration information and communication technologies inside the classroom will, first, provide a crucial and priceless information about speech from different dimensions, which will help improve students' oral skills and culture knowledge, hence, allow them to speak and behave more like natives. And secondly; the use of ICTs in classrooms will create a relaxing and supportive atmosphere to both students and teachers.

Concerning data collection, a number of teachers were selected to answer a questionnaire specially made for them; and a sample of third-year EFL students was selected to answer a questionnaire specially made for them, Both students and teachers selected are from the English department of the University of Tlemcen. The questionnaire elaborated for collecting data from Teachers aims at taping into their experiences and opinions about the implementation of information and communication technologies as a pedagogical strategy to

enhance learners' oral skills and cultural knowledge skill. As for students' questionnaire, it aims at finding out whether students make use of ICTs and in which context. Students' questionnaire consists of sixteen questions, and the teachers' one of six questions. Students are asked either to tick the appropriate answer or to give their own views about a certain question whenever needed. Briefly, questionnaires administrated are intended to figure out whether teachers or learners give importance and value the use of ICTs as a strategy to improve listening and speaking skills and develop a sound cultural knowledge of the target community (British and American communities).

The present research is divided into two chapters. The first one is devoted to introduce the whole research, and shed light on previous literature reviews on the subject of using ICTs and technology in teaching foreign languages, also, we highlighted the most important technological concepts that are used in teaching foreign languages and presented a detailed description of different materials and resources that were used and still used in the teaching of EFL. This chapter provides teachers and students with a historical view of the use of technology in teaching languages with analyses of different scholars; this contributes to widen the knowledge of both teachers and learners in the domain. Also, This chapter determines the role of both teachers and students in an ICT environment. Finally, barriers of using ICTs in teaching are stated.

The last chapter is concerned with the analysis of the data obtained from the teachers and learners questionnaires. This chapter provides an investigation about the extent to which teachers and students are aware of the benefits and merits of ICTs and whether they use them or not, and finally, suggestions are proposed related to how to use and adapt technology to the benefit of learners as well as teachers.

Chapter One

Literature Review

1.1. Introduction:

Towards the end of the 20th century English became a truly global language and since then, it has kept its privileged position among other world languages. The term 'global English' reflects various functions English serves on all continents. In the Inner Circle countries, to use Kachru's terminology (Kachru & Nelson 2001), it is the first and majority group language. In the Outer Circle countries, for example India, Pakistan, Singapore and Nigeria, English is used as a second language together with other languages as a means of intranational communication and in the Expanding Circle, which covers an unspecified number of countries such as Algeria, English is largely taught as a foreign language in schools.

Beyond the shadow of a doubt has English become the major *lingua franca* and has achieved a high level of international significance. None of the previously established lingua francas, influenced international communication on such a large scale as English has done in the past few decades. In general, two opposing perspectives can be traced in the discourse on the global use of English. Crystal (1997) and Wardhaugh (1987), for example, perceive the dominant role of English in world communication as a natural outcome of the collaboration of several historical and cultural factors which have helped the language to achieve its special position. And what is remarkable about English and what makes it unique is the extent to which it has spread throughout the world. No other language has ever had the influence in world affairs that English has today. Wardhaugh (1987).

The 21st century confronts its citizenship with new choices, opportunities and challenges due to the all-pervading technology into all spheres of life. In this era, the educational institutions cannot remain mere venues for the transmission

of a prescribed set of information from teacher to student over a fixed period of time rather the educational institutions must promote "learning to learn" i.e. the acquisition of knowledge and skills that make possible continuous learning over the lifetime. So it becomes the responsibility of the teachers to shape up accordingly to meet the demands of the day. The need of the day is to equip people with proficiency in the English language and this is possible only with the adaptation of ICT and E-learning modalities in teaching. Traditional teaching of oral skill has noticed a great the impact of the integration of e-learning tools into educational practices. E-learning with its divert range of technological tools and systems allowed teachers to be more creative and enhance teaching and learning situations and make learning more interesting, motivating, stimulating and meaningful to the students. These tools have been touted as potentially powerful enabling tools for educational change and reform as they are making marked inroads into the combination of digital technologies and oral teaching and learning.

1.2. The spread of English language teaching:

The post- war era heralded an age of enormous and unprecedented expansion in technological, economic and commercial activities on a worldwide scale. These technological advancement, economic development and commercial expansion created a world unified and dominated by two forces -technology and commerce -which in their relentless progress soon generated a demand for an international language. For various reasons, most notably the economic power of the United States in the post-war world, this role fell to English; As a result, knowing English is a must as shown by the following quote: ***In comparison with their languages of wider communication, knowing English is like possessing the fabled Aladin's lamp, which permits one to open, as it***

were, the linguistic gates to international business, technology, science and travel. In short, English provides linguistic power. (Kachru 1986:1)*.*

At this level, there is no altercation to prove post-war modern life development could not be reached without a good working knowledge the English language. Over the last decades there have been various approaches in teaching English, most of which based upon certain theoretical principles. This web and flow in language teaching methodologies theories led to switches and changes in related teaching methods and approaches in order to reach the highest efficiency in providing learners with optimal knowledge of the target language, in our case the English language. And at the present time, in a world invaded with technology, education sector as most if not all of life sectors could not be freed from the impact of technology whether implicitly or explicitly, technology changed, modified, and restructured different angles of the pedagogy of teaching methodologies, the phrase "E learning" or "technology" has become the buzz word in every educational environment. Infusing technology into education is really important as it caters the needs of the contemporary learners. The classroom environment today is completely different from the traditional classrooms. The traditional methods which are mainly based on lecturing and rote learning reduce English language learning into mechanical memorization and miserably fail in developing English language as a skill among the learners. However, nowadays, with new technologies such as Internet, Skype, Youtube, Smart phones, and many more have added not only a stimulus but also learners' engagements and true interactivity in the learning process.

1.3. Use of ICTs in ELT

The acronym **ICT** stands for **Information and Communication Technology**/**Technologies** and refers to all the technologies that permit to

access, gather, manipulate and present or communicate information, these technologies could include hardwares such as computers and other devices and software applications and connectivity e.g. access to the internet, local networking infrastructure, video conferencing. (Toomey 2001, p.3)

The integration of ICT in teaching and learning is not a method; rather it is a medium in which a variety of methods, approaches and pedagogical philosophies may be implemented (Garret, 1991). This statement shows that the effectiveness of ICT depends on how and why it is applied and integrated. According to Taylor (1980), ICT usage is classified to tutor, tool and tutee. Tutorial guidance leads learners step-by-step through a program such as drill and practice. Using technology as a tool can help deal more effectively with other types of problems, for example, technology as a tool is frequently seen in tutorial or explanatory programs (Means et al., 1993). ICT acts as a tutee where students program the computers in order to gain more understanding.

A number of different ICT tools and applications may be integrated in teaching and learning (Melor Md Yunus, Lubis and Lin, 2009). Some of these tools and applications may be designed specifically for educational purposes and some others for more general use. The choices of resources, and the way they are used, can be linked to different learning theories which may be invoked to explain or predict learning benefits from the use of ICT (Wilshart and Blease, 1999).

1.3.1. Computer-assisted language learning (CALL):

Computer-assisted language learning (CALL) is succinctly defined in a seminal work by Levy (1997: p. 1) as "the search for and study of applications of the computer in language teaching and learning". CALL embraces a wide range of information and communications technology applications and approaches to teaching and learning foreign languages, from the "traditional" drill-and-practice programs that characterised CALL in the 1960s and 1970s to

more recent manifestations of CALL, e.g. as used in a virtual learning environment and Web-based distance learning. It also extends to the use of corpora and concordancers (In linguistics, a **corpus** (plural *corpora*) or **text corpus** is a large and structured set of texts (nowadays usually electronically stored and processed). They are used to do statistical analysis and hypothesis testing, checking occurrences or validating linguistic rules within a specific language territory.) , interactive whiteboards, Computer-mediated communication (CMC), language learning in virtual worlds, and mobile-assisted language learning (MALL).

The current philosophy of CALL puts a strong emphasis on student-centred materials that allow learners to work on their own. Such materials may be structured or unstructured, but they normally embody two important features: interactive learning and individualised learning. CALL is essentially a tool that helps teachers to facilitate the language learning process. It can be used to reinforce what has already been learned in the classroom or as a remedial tool to help learners who require additional support.

The design of CALL materials generally takes into consideration principles of language pedagogy and methodology, which may be derived from different learning theories (e.g. behaviourist, cognitive, constructivist) and second-language learning theories such as Stephen Krashen's monitor hypothesis.

A combination of face-to-face teaching and CALL is usually referred to as blended learning. Blended learning is designed to increase learning potential and is more commonly found than pure CALL (Pegrum 2009: p. 27).

CALL seems to offer many potential benefits in the EL context. While such mainstream CALL benefits as learner autonomy and privacy may not be so important in the EL setting, other benefits such as language documentation (general, online and multimedia) and cultural expression may be more important in the longer term. Thus, the template aims to make the language

information available in different formats (print, online and audio) so as to facilitate multiple ways of expression. It also aims to make it easy for non-technical people to add information to the template so that they will be encouraged to contribute to the courseware.

1.3.2. E-learning:

What is e-learning? Quite simply, e-learning (also called elearning or eLearning) is electronic learning, or ***"learning via the Internet."*** Shultz and Fogarty (2002, p. 2); and typically this means using a computer to deliver part, or all of a course whether it is in a school, part of your mandatory business training or a full distance learning course. There are many other definitions of the concept, Derek Stockley (2003) defines e-learning as: ***"The delivery of a learning, training or education program by electronic means. E-learning involves the use of a computer or electronic device (e.g. a mobile phone) in some way to provide training, educational or learning materials."*** Another definition, Horton (2006, p. 1) described e-Learning as the ***"use of information and computer technologies to create learning experiences."*** This definition is at a certain degree very open-ended allowing complete freedom as to how this experience could be formulated, organized and created. In general words, e-learning is commonly referring to the intentional use of ICT in teaching and learning. Other terms are also used to refer to this new mode of teaching and learning including online learning, virtual learning, network learning, web-based learning, and distributed learning, all of them refereeing to an informatized learning activities that are carried out by individuals or groups working online or offline, and synchronously (real-time) or asynchronously (flexi-time) via networked or standalone computers and other electronic devices.

1.3.3. E-learning modalities:

The table below presents the different modalities and types of e-learning activities (see also Romiszowski, 2004).

Individualized self-paced e-learning offline	Individualized self-paced e-learning online
Group-based e-learning synchronously	Group-based e-learning asynchronously

Table.1. E-Learning Modalities

1.3.3.1. Individualized self-paced e-learning online: Individualized self-paced e-learning online refers to situations where an individual learner is accessing learning resources such as a database or course content online via an Intranet or the Internet. A typical example of this is a learner studying alone or conducting some research on the Internet or a local network.

1.3.3.2. Individualized self-paced e-learning offline: Individualized self-paced e-learning offline refers to situations where an individual learner is using learning resources such as a database or a computer-assisted learning package offline (i.e., while not connected to an Intranet or the Internet). An example of this is a learner working alone off a hard drive, a CD or DVD.

1.3.3.3. Group-based e-learning synchronously: Group-based e-learning synchronously refers to situations where groups of learners are working together in real time via an Intranet or the Internet. It may include text-based

conferencing, and one or two-way audio and videoconferencing. Examples of this include learners engaged in a real-time chat or an audio-videoconference.

1.3.3.4. Group-based e-learning asynchronously: Group-based e-learning asynchronously refers to situations where groups of learners are working over an Intranet or the Internet where exchanges among participants occur with a time delay (i.e., not in real time). Typical examples of this kind of activity include online discussions and text-based conferencing within learning managements systems.

In the case of English language learners, the activities are specially concentrated in developing the four skills i.e.; listening, speaking, reading and writing. The use of technology to perform different activities is in fact enhancing the competence of learners to acquire higher capacities by providing them with data, lectures, courses, and blended audio and video tapes that fit there needs to fulfill their learning goals and the curriculum objectives. It should be mentioned that a threshold level is highly recommended for learners to perform comfortably all the required tasks on the data bases materials.

1.4. Use of ICT in the Development of Listening and Speaking Skills:

The integration of ICT in the educational environment is becoming increasingly important. Blair (1991) commented that technology has revolutionized the way we work as it is now set to transform education. Children cannot be effective in tomorrow's world if they are trained in yesterday's skill. Therefore, education in Algeria has to renew itself with the present in order to be in line with the globalized world. As for the field of EFL, it is essential to adopt ICTs in the teaching of the speaking skill since it is the most important skill to be mastered. Many scholars believe that when teachers integrate ICTs, they bring the real world into classrooms. Thus, a careful planning and judicious use of ICTs can encourage students develop their speaking skill. ICTs can improve the quality of teaching and learning. It offers

teachers and learners a variety of materials and authentic resources of the target language. ICT bridges the target language culture with the teaching and learning process. Thus the integration of ICTs is not only important but it is essential for achieving a successful education.

1.4.1. The listen to produce aspect:

The "listen to produce" is an expression to refer to the listening and speaking skills together, these two skills are much attached and can be seen as two sides of the same coin. Listening plays a significant role in daily communication and in the educational process. Most students want to be able to understand what other people are saying to them in English, either face to face, on TV or on the radio, on tapes or other recorded media (Harmer: 2007). On the other hand, Widowson (1978) assumes that speaking implies a reciprocal exchange in which both reception and production play a part; and thus the ability of speaking entails both receptive and productive participation .in the same line of thoughts, Harmer (2007) suggests that listening is good for the pronunciation of the learners, i.e. the more they hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sounds of individual words and those that are blend together in connected speech .

Krashen (1985) argues that people acquire language by understanding the linguistic information they hear. Thus language acquisition is achieved mainly through receiving understandable input and listening ability is the critical component in achieving understandable language input. Given the importance of listening in the language teaching/learning process, it is essential for language teachers to help students become effective listeners. In the communicative approach to language teaching, this means modeling listening strategies and providing listening practice inauthentic situations: precisely those that learners are likely to encounter when they use the language outside

the classroom. According to Bulletin (1952), listening is the fundamental language skill. It is the medium through which people gain a large portion of their education, their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. In today's world of mass communication, much of it oral, it is of vital importance that students are taught to listen effectively and critically, and on the other face of the same piece, Chaney et al. (1998: 13) indicated that speaking is: ***"The process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts."***

This point led many scholars such as Richards et al. (2002) and Florez (1999) to consider the speaking skill also as interactive and productive that involves producing, receiving and processing information to master the target language. Technology nowadays is of a fundamental importance to teach listening because each type of technology provides opportunities for students to explore their ranges of listening strategies, and allows for more emphasis on certain aspects, such as cross-cultural, interactional, critical, and contextual dimensions of listening, to be developed. Technology also makes learning process of listening more entertaining (Flowerdew, p:182).

1.4.2. Useful Tools for Improving Oral skills with the Help of ICTs:

There are various kinds of media that can be used to teach listening; listening to the radio for example, is one of the most accessible ways a learner has of developing the listening skill. Listening to the radio can be done nowadays via internet or application on smart phones, providing an easy way for students to listen to a variety of speakers on a variety of topics in a variety of genres – dialogs, interviews, lectures, stories, songs, and poems. By listening to the radio especially news broadcast, the students could enrich their vocabulary. For example they could get: a. Common vocabulary in news broadcasts: there are certain words that are

frequently used. They could also get acquainted with many proper names and acronyms (Xioaqiong, 1997).

Videos also are very credited in enhancing the development of the listening and speaking skills for English language learners. Video usage has received much attention since it began to appear regularly in language classes in the mid 1970s. Playing prerecorded tapes provides the audiovisual information that helps students observe, understand, and imitate oral communication, from language expressions and sentence structure to lip shape, facial expressions, gestures and distance between speakers, not to mention other cultural, behavioral, and sociological aspects of language.

Other very practical technologies in learning listening and speaking which are CD-ROMs and sound files on web pages. The very practical part of them is the possibility of repeating sounds, words and sentences. With a click of a button, the student can hear the target language again and again and the "speaker" never gets tired of saying the same thing in the same way. Teacher may create of sound files, embedded them into PowerPoint presentations and web pages, and students can play them and practice with them on computers in the learning center or at home with Internet access.

1.4.3. Advantages of using technology in teaching oral:

By using technology learners can develop a number of features in listening and pronouncing, some of these features are:

a. Hearing the sounds:

By using technology, for example radio, a language learner would have an access to know how native speakers pronounced their words. Therefore, it

would help them to be able to distinguish between two similar words, like, think and thing, and then pronounce in a correct and understandable way.

b. Understanding intonation and stress:

The English system of stress, intonation and rhythm, though perhaps less obvious difficult than problems of the actual sounds, can interfere with the foreign learners proper understanding of spoken English.

c. Predicting:

If the listener can make a guess sort of things that are going to be said next, it will be much more likely to perceive it and understand it better, and by further practice learners may develop the ability to understand words even if not well heard just by predicting them.

d. Understanding colloquial vocabulary:

Much of the vocabulary used in colloquial speech may already be known to the foreign learner; but this does not mean that he is familiar with it. Therefore, technology helps learners to be more familiar with vocabulary in colloquial speech, for example by using videos and then producing the same expressions if a situation allows it.

e. Understanding different accents:

We can differentiate various accents spoken by native speakers, for example by watching movies. A movie provides different people for different accents.

1.4.4. Prerequisites for a Successful Integration of ICT:

It is worthy to say that the integration of ICT in the classroom is not an easy task. Fitzpatrick wrote that "the vast potential of ICT should not blind us to the fact that quality, not quantity is required here". Many teachers think that it is enough for them to integrate different technologies in the classroom. Consequently, they fail to achieve good results in the teaching process and they find that learners are not motivated to use such technologies. Hence, teachers of oral expression should know that a successful integration of ICT depends on the following points:

1. Teachers should be competent in using technological devices, i.e. digital literacy.

2. Teachers should determine the objective behind ICT integration, i.e. Goal-directed.

3. They should train, guide and support students to use ICT in their learning , i.e. students involvement.

4. They should be able to overcome issues raised when using ICT, i.e. digital skills.

5. Teachers should emphasize communication among students as well as the use of language in meaningful ways, i.e. authentic use of language.

6. Create activities similar to those in the real world, i.e. real-like situations.

A need for sustained training to manipulate effectively and correctly is of crucial importance. Many scholars and researchers believe that the successful use of ICT depends on whether and how it is effectively used and integrated not on technology itself. Thao stated, ***"the success or failure of language***

learning/teaching using multimedia tools can hardly be decidedly by the media themselves, but by other determinants like teachers' creativity and adaptability, students' language ability, the curriculums and the teaching goals as well".

Therefore, a good selection of ICT tools is not sufficient, because other issues should be taken into consideration. There must be a proper guidance and training teachers to use these technologies is crucial too.

1.5. E-learning and the Development of Intercultural Competences:

The term "culture" was first used by Taylor in his book "Primitive Culture" (1871) who defines it as *"That complex whole which includes knowledge, belief, art, moral, law, custom, and any other capacities and habits acquired by man as a member of a society".* According to Hinkel (1999), the term "culture" has many definitions that usually deal with forms of interpretations and speech acts, rhetorical structure of discourse, society rules and conventions and knowledge constructs. We can identify culture with notions of personal space, appropriate gestures, and so on. Furthermore, Vallette (1986) highlights the two major components of culture in the following broad sense. The first one is anthropological, or it is related to the target society, that is to say, the values, customs, and way of life of a given speech community and their frame of reference in the real world. These, in fact, cannot be fully understood or appreciated without the knowledge of the target language. Therefore, the knowledge of a language helps understand and appreciate the society in which it is spoken. The second component of culture is "the history of civilization". It refers to history, arts, geography, achievements in the sciences and the social sciences. In other words, deep culture or culture with a small 'c' and formal culture or culture with a capital 'C' respectively.

By the 1990s scholars starts focusing on culture and its relationship with languages. In her book **Language and Culture Global Flow and Local**

Complexity, Risager (2006) considers culture as a component and a part that cannot be separated from the language. She adds that linguistic production and practice is a way of cultural practice since language is always embedded in culture. In the same line of thoughts, Kramsch (1998) relates language to identity and culture. She believes that there is a 6 natural connections between speakers' language and their identity, in other words, by their accent and vocabulary, speakers are identified to a given speech community. Speakers draw a social importance, pride, historical, and cultural unity by using the same language as the group they belong to.

Since then, many scholars, educators as well as teachers have stressed the importance of introducing cultural aspects in language teaching. The most prominent ones are Seelye (1984), Valdes (1986), Kramsch (1998). For them, knowing the conventions, customs, and system of meaning of the target country plays a crucial role in foreign language learning and teaching. Valdes (ibid) insisted that it is impossible to ignore or avoid teaching culture when teaching language since they are inseparable (Harrison, 1990). The lists of sayings and quotes of the importance of teaching culture is very long, thus methods to teach it and deliver it in the best way are of considerable importance. In the information age, foreign language teachers have turned to information technology for help in delivering cultural lessons. In many ways, Computer-Assisted Language Learning (CALL) and culture are inherently connected. Some researchers assert that it is impossible to separate cultural issues from devising a CALL program, for CALL is about language and language is a cultural issue *par excellence*(Cameron,1998).

Over the years, efforts have been made by CALL experts to explore the capability of computer technology in supporting the teaching of culture. CALL for culture teaching then began to integrate the use of computer networks. Computer networks are seen as a channel for interactivity and authenticity and for developing language learners' intercultural competence (Abrams, 2002;

Hager, 2005; Kramsch, 1993; Straub, 1999). Online interactive courseware has been developed to promote the cultural understanding of ESL/EFL learners. For example, Shawback and Terhune (2002) outlined a course that was developed using online interactive exercises and films to study language and culture. They claimed that the automated feedback functions allowed students to actively explore the cultural aspect of the films and enhance students' confidence and motivation to study the language and culture.

A more recent development in applying computer technology to the teaching of language and culture has been its integration with **corpus linguistics** (**Corpus linguistics** is the study of language as expressed in *corpora* (samples) of "real world" text usually, the analysis is performed with the help of the computer.**)**. Researchers believe that the uses of corpora are theoretically warranted and potentially are practically profitable to improve learners' language competence and increase their knowledge of the culture (Aston, 2001). With the accessibility to text archives provided by computers and the Internet, it is now technically and economically feasible for many language teachers and learners to exploit the benefits that corpora and corpora-based activities can provide. Although corpus linguistics studies have been applied to language teaching, it is only recently that corpora have been used for exploring the cultural aspect of language learning.

A frequently cited study in this area is the one conducted by Leech and Fallon (1992). They used KWIC (Key Word in Context) concordances of two corpora to investigate the senses in which words were being used in England and the United States. They then grouped the differences which were statistically significant into fifteen broad categories. The frequencies of concepts in these categories revealed differences between the two countries which were primarily cultural, not linguistic Knowledge of the culturally connotative meaning of words is important for effective intercultural communication, and non-native learners need to acquire this sort of knowledge

to avoid potential misunderstanding and social awkwardness. Target language corpora can be particularly valuable for understanding and conveying cultural connotations because corpora usually contain multiple examples that can facilitate inferences of cultural connotations.

The term "parallel corpora" or "equivalent corpora" (Partington, 2001) is generally used to designate a collection of texts in one language and of their translations into another. Corpora of this kind are generally aligned on a sentence-by-sentence or phrase-by-phrase basis and, for any textual string in the corpus, both the source sentence and its translation can be retrieved and displayed. Zanettin (2001) used a translation activity as an example to illustrate a variety of potential learning benefits which may accrue from the use of comparable corpora. He contends that using comparable corpora and concordancing software as aids in translation activities can help learners gain insights into the languages and cultures involved and develop their reading and writing skills. As learners exchange and debate their ideas and discoveries, they can exercise their search strategies.

A review of the application of computer technology to teaching culture reveals that with its adaptability and advancement, computer software, computer networks, corpora and corpora-based tools (e.g., concordancing software), via different ways, can all play a role in assisting the development of learners' intercultural competence. Although combining computers and corpora linguistics to foster students' intercultural competence is an evolving approach, it has demonstrated exciting results and certainly deserves further exploration.

1.6. Barriers that Hinder Teachers from Using ICT in their Teaching:

Numerous empirical studies show that both internal and external factors in the part of the teacher can hinder integrating technology in teaching and learning. The internal factors include teachers' attitude, which means teachers

themselves may refrain from using technology in the classroom. Recent evidence suggests most teachers do not like to use computers because of their old ages; they expect younger people to learn and use it, while they believe that older practitioners do not have to use it anymore. Additionally they believe that they can use traditional methods to teach interactive lesson without using technology. Moreover, for those teachers who have years of working experience, they prefer using manual ways instead of use projectors.

The external factors are due to the teacher's Lack of time; Lack of training; Lack of access to ICT.

1.7. Conclusion:

As English has turned into a universal language, its presence and value in the world has expanded enormously in the last few decades. In the past, no productive, creative and constructive activity was given to the learners in learning the language. However, with the changing needs of the present time, technology is developing day-by-day, and the educational field is taking advantage from this development; ICT as an aid tool to reach higher efficiencies in teaching foreign languages and especially in the oral skill, has showed a considerable positive results in the learners' level of listening and speaking due to its wide range of tools, each tool having its own advantages to both the learner and the teacher. And hence, ICT has shaken the traditional methods of teaching and resulting in that ICT is given more importance in the pedagogical domain.

2.1. Introduction:

It is noticeable that technology is dominating the whole world; we find computer and internet almost in all houses, companies and universities; The most influenced population are the youngsters, which for them, technology is an etiquette that holds modern ideas and thinking; In such a case, to teach these trendy generations, courses should be adapted to their environment of technology, hence, adapting technology for teaching purposes. In the case of EFL teaching, oral production is of such an importance to be first targeted by teachers to implement technology in the way it is taught, and especially, because many studies have shown that classes which are using different types of computing and networking materials perform better, and students interact more during the lectures. EFL programs are long and charged, too much information are packed and given to students, in such a case, most of EFL learners feel bored and tired; In order to enhance their interest and make the class more enjoyable and increase the quality of learning, we should change the materials and tools that are used in the presentation of the lectures with others that catch learners interest and motivate them to develop their skills and more precisely their oral skills, which, as technology is an etiquette that holds moderns ideas and thinking, oral, will be an etiquette of a proficient competences in the English language. From this idea, our study attempted to shed the light on the importance of integrating ICT as a strong motivator in improving students' speaking ability. The research aims to encourage and strongly recommend the use of information and communication technologies inside EFL classrooms and tries to list the benefits, merits as well as the advantages of such materials and their influence on the learners of a foreign

language; it studies how teachers use these tools appropriately. In other words, how they improve teaching and learning EFL process in particular and education in general. The methodology underlying this extended essay is descriptive and the methods used to analyze the data are both quantitative and qualitative. The data will be collected by using different types of questionnaires and interviews in order to notice learner's attitude towards using ICTs inside an EFL classroom and to test how much they express their motivation towards these materials. The sample is a group of 3nd year EFL students. The results will show us to what extent ICTs make the classroom interesting and if it enhances or hinders the oral skills of the EFL students during the lesson, as well as, their competence in acquiring cultural aspects, and thus, its impact on their learning process of the target language.

2.5. Analysis of students' questionnaire:

The questionnaire consists of 18 questions, 13 are close-ended questions, and 5 are open-ended questions. The students sample consists of 36 students from 3 different groups, and all are second-year EFL students from the University of Tlemcen. We have given clear information about the questionnaire and for what reason it is designed, and finally asked them to answer all questions and answers will be used for research purposes only.

Q1: What do you think about the module of ICT?

Most of students state that ICT is an interesting module, i.e. 18 students answered by 'interesting', 8 by 'not interesting', and 10 by 'I do not know'; In general most student consider ICT as a fundamental module

Opinion	Number	Percentage

Interesting	18	50%
Not interesting	8	22.2%
I do not know	10	27.8%

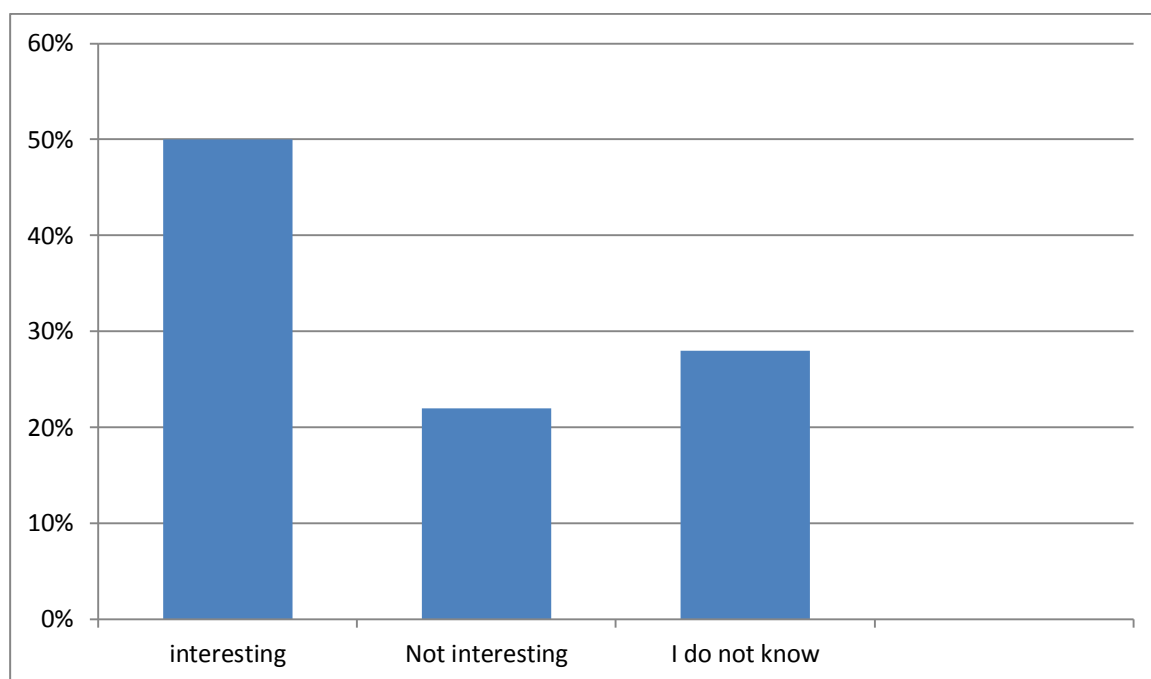**Table 2.2. The importance of the ICT module**

Figure 2.1. The importance of the ICT module

Q2: How do you rate your knowledge in manipulating ICT devices?

Through this question, we want to know how students rate their competences in manipulating technology devices and the result is that 25% rate their competences as 'weak'. 38. 8% (14 students) rate their competences as 'acceptable'. And 36% rate their competences from good to excellent. This result means that students are divided into two groups, a group who knows to manipulate ICT devices, i.e. they do not have problem with leaning via these devices. However, an important number of students

still need to develop their abilities in dealing with technology devices, i.e. they may face a number of issues while learning via these technologies.

Variation	Number	Percentage
Weak	9	25%
Acceptable	14	38. 8%
Good	17	19. 44%
Excellent	6	16. 66%

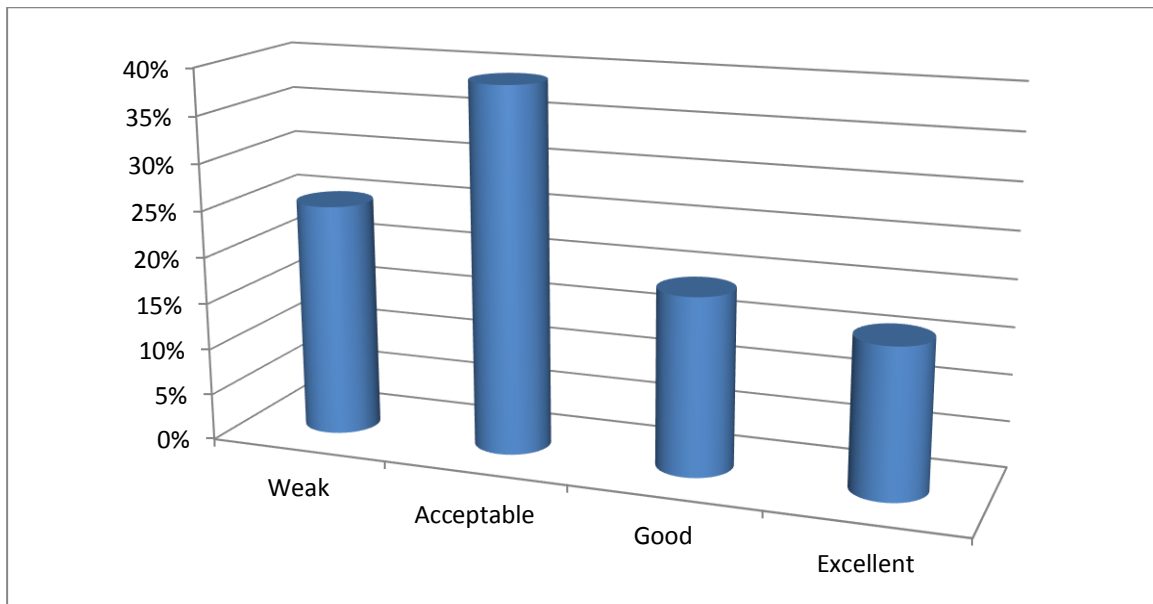**Table 2.3. Rating of the level of students in manipulating computer devices**

Figure 2.2. Rating of the level of students in manipulating computer devices

Q3: To what extent modern technology devices are present in your daily life?

This question shows to us that technology is very present in most of students' life. We can notice that 27.8% respond that technology is not very present in their lives. Yet, 72.2% state that technology is very present in their lives which means that they can accept it in their learning environment easily.

Opinion	Number	Percentage
Not very much	10	27.8%
Quite present	19	52%
Very present	7	20.2%

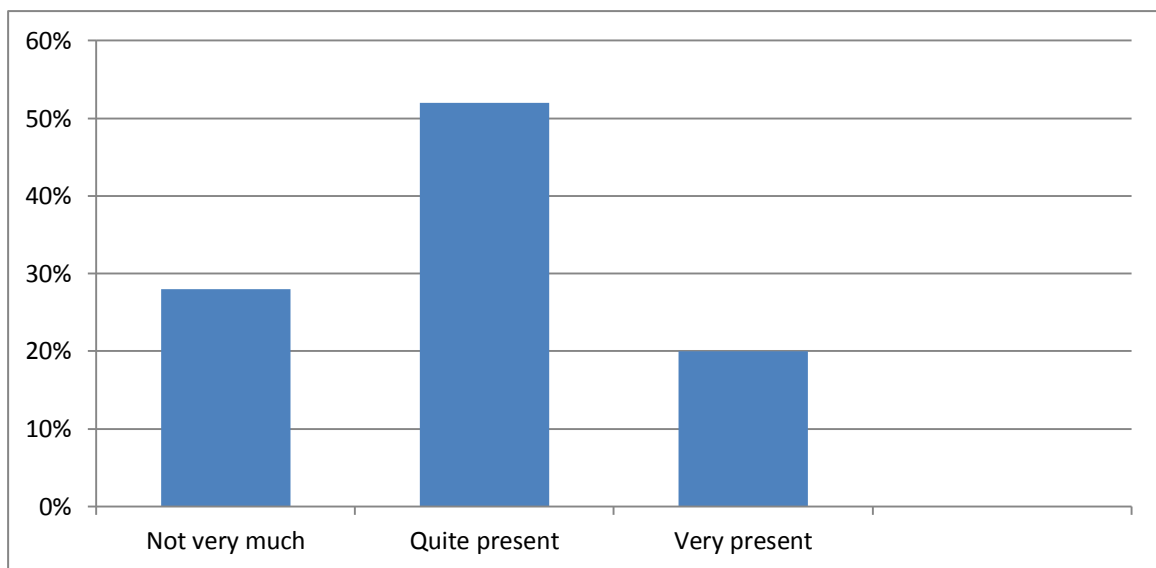**Table 2.4. The omnipresence of technology devices in students' life**

Figure 2.3. The omnipresence of technology devices in students' life

Q4: What are the main study cases where you use technology?

Many students reply to this question by telling us that they use computer and internet in almost all their researches and home assignments, and they also state that using internet helps them save time and energy.

Q5: Classify the skills which technology devices help you most to develop (use1-4)

Skills	Number (1)	Percentage
Listening		
Reading		
Speaking		
Writing		

Table 2.5. Classification of skills which technology devices help students most to develop

A large number of students state that they develop mostly the listening skill by using technology, and automatically they develop the speaking skill with it, and after, comes reading skills, and finally, writing skill.

.**Q6: Do you like lectures in which teachers use technology to achieve the course objectives?**

Appreciation	Number	Percentage
Yes	10	27.7%
Little bit	12	33.3%
Not really	8	22.2%
No	6	16.6%

Table 2.6. Rate of popularity of lectures enhanced with technology aids
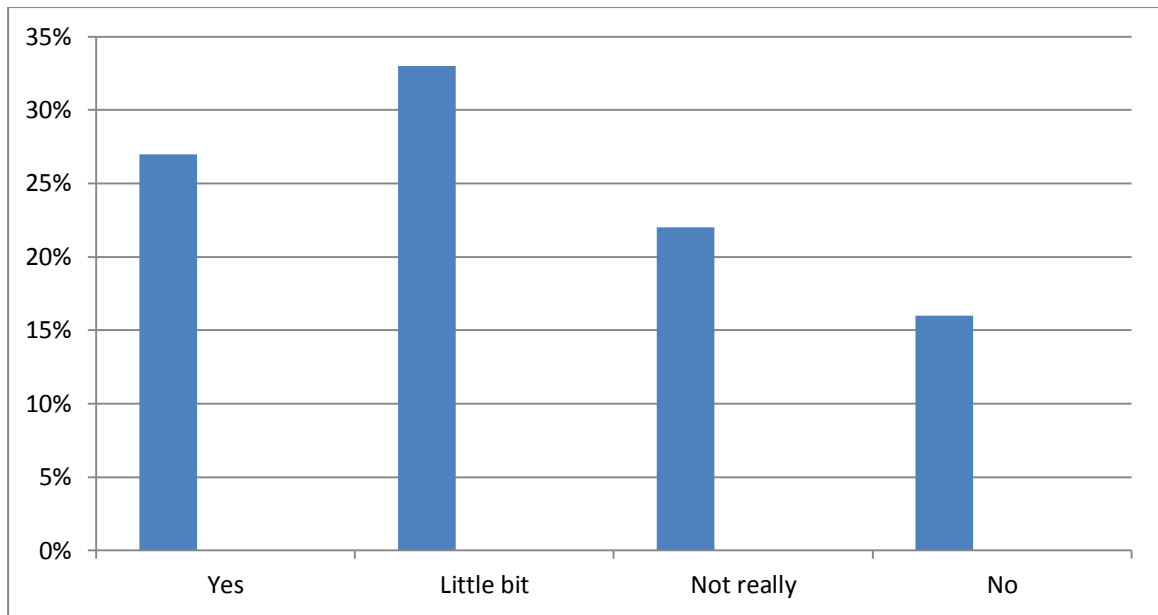
Figure 2.4. Rate of popularity of lectures enhanced with technology aids

By asking this question, we gather a data which show us that 27.7% of student like lectures in which teacher use computer aids, and 33.3% of students, which is the largest majority, note that they like but not too much these kind of courses. 22.2 % of students do not really appreciate those kinds of courses, and 16.6% do not like at all.

These results illustrate that not all students like computer aids in their studies, so teacher should be enough carful and wise to use these aids and make it the more satisfying and the richer with information possible, so learner even those who do not like these computer aids will be satisfied with the result.

Q7: Which course do you prefer? classic courses or courses enhanced with computer devices?

Types of Courses	Number	Percentage
Classical lectures	13	36%
Enhanced lectures	23	64%

Table 2.7. Students' course type preferences
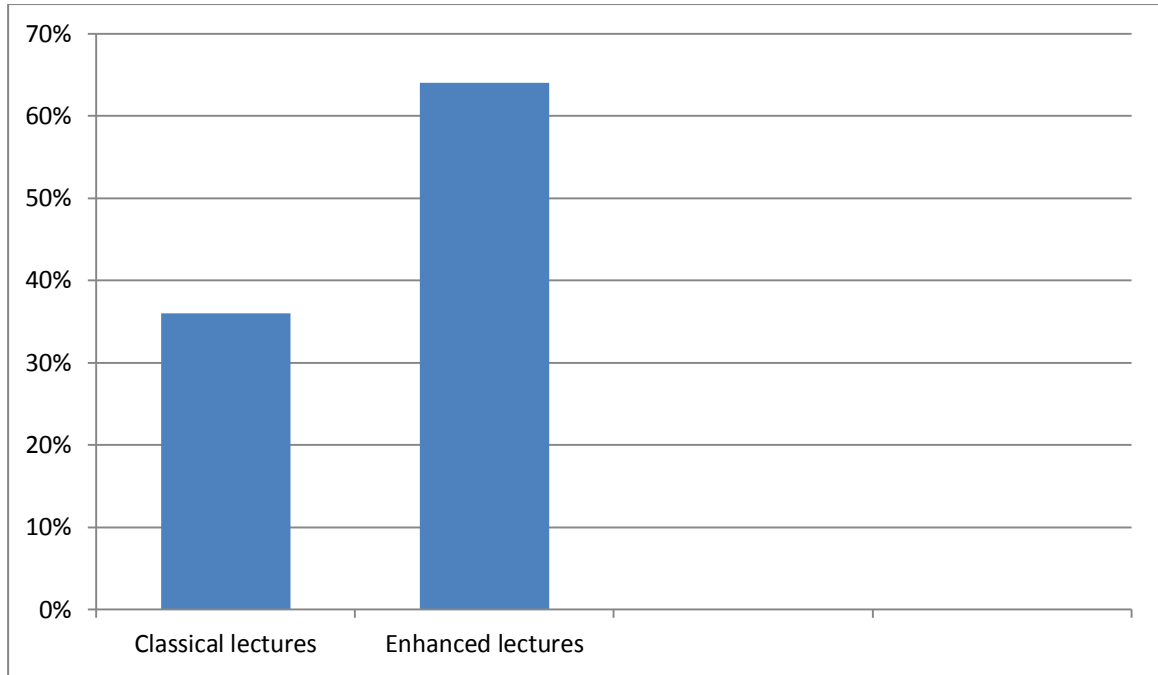
Figure 2.5. Students' course preferences

Through this question, we concluded that lectures enhanced with computer aids are more popular than the classical lectures, the result was that 64% of asked students replied that they like more enhanced lectures, while, only 36 % of students like classical lectures.

Q8: How do you rate your teachers' proficiency in manipulating computer devices ?

Variation	Number	Percentage
Good	18	50%
Acceptable	10	27.8%
Weak	8	22.2%

Table 2.8. Rating of teachers' proficiency in manipulating computer devices

Figure 2.6. Rating of teachers' proficiency in manipulating computer devices
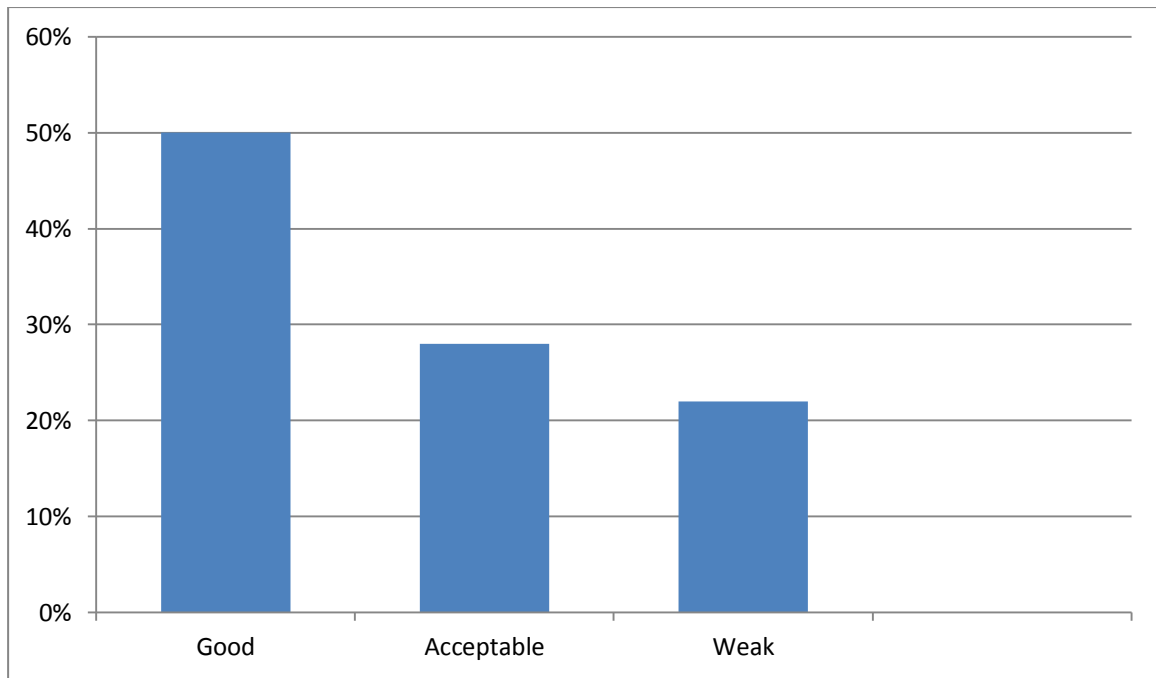
Through this question we want to know how students evaluate their teachers' proficiency in manipulating computer devices, and the result is that 50% of students attest that their teachers are good in manipulating computer devices; 27.8% attest that their teachers have an acceptable proficiency, and 22.2% attest that their teachers lack proficiency in manipulating computer devices. We can note that a good competence in manipulating computers is of crucial importance if we want a course enhanced with computer aids to be successfully done, if not, it would be considered as a failed lecture; in such a case, teachers are obliged to develop their competences in dealing with technology.

Q10: Cite 3 advantages for using computer aids in classroom

Students give us a large number of answers, but the most repeated answers are that computer aids in classrooms help to attract their attention, help them to focus more, and allow them to memorize information more easily.

Q11: Cite 3 disadvantages for using computer aids in classroom

The most repeated disadvantages of using computer aids in classrooms are the daily problems with computer devices such as data displayers. They state that some teachers rely too much on computers and forget their role of monitors and guides in classroom, and sometimes too much information is given through computer, which makes learners lose their focus.

Q12: Out of the classroom, how often do you use technology to enhance your speaking skills?

Frequency	Number	Percentage
Never	4	11.1%
Rarely	12	33.3%
Often	11	30.5%
Always	9	25%

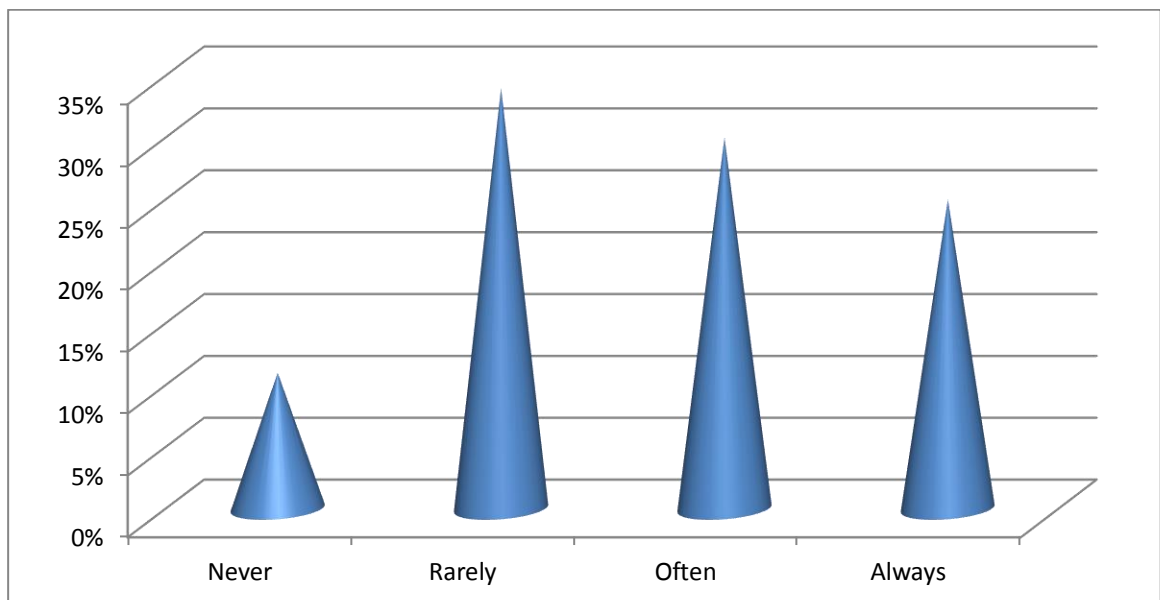**Table 2.9. Frequency of using technology to enhance speaking skills**

Figure 2.7. Frequency of using technology to enhance speaking skills

Most of the students assert that they use technology devices to develop their listening and speaking skills. Just 11.1% of them declare that they have never used technology to develop their listening and speaking skills, and the rest, i.e. 88.9% of the students declare having used technology to develop their skills; 25% always; 30.5% often; and 33.3% rarely but using technology as a tool to develop their listening and speaking skills. This result itself talks about how much technology is important in helping students to ameliorate their skills in the language.

Q13: Is your teachers' pronunciation enough to develop good listening and speaking skills or does it need a native pronunciation enhancement?

Opinion	Number	Percentage
Enough	7	19.4%
Not enough	8	22.2%
It depends	21	58.3%

Table 2.10. The rate of teachers' pronunciation
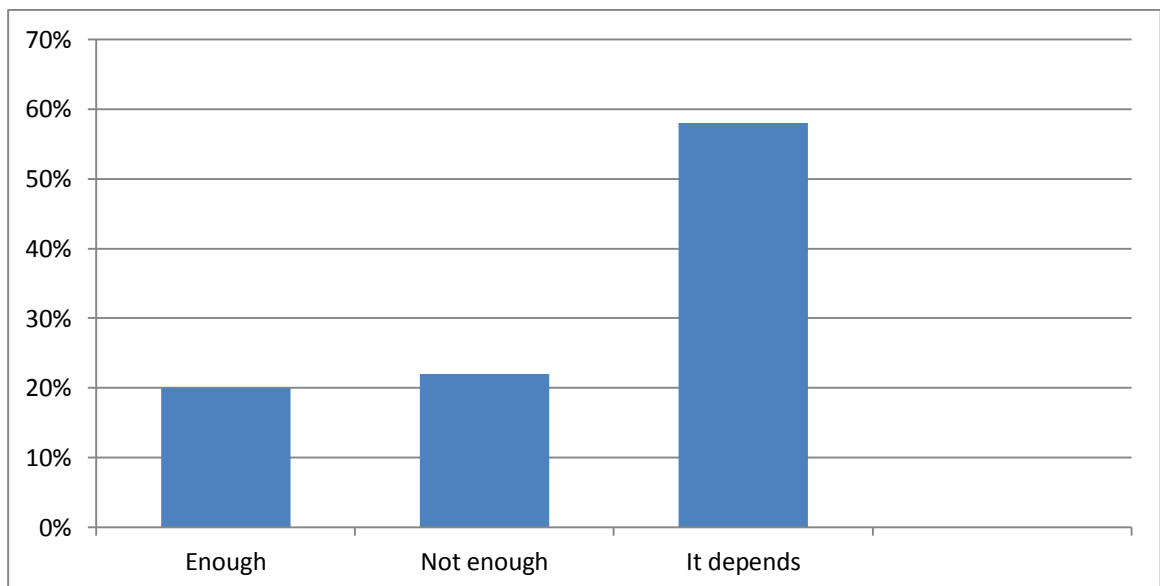
Figure 2.8. Rate of teachers' pronunciation

The answers to this question allow us to understand that pronunciation differs from one teacher to another, so, evaluating teachers' pronunciation and then taking into consideration the result is not a reliable measure, in such a case, enhancing listening lectures with audiotape or videos of natives is, seemingly, the best thing to do.

Q14: In your opinion, how do you see assessing students' pronunciation by recording them?

Opinion	Number	Percentage
Good idea	14	38.8%
Bad idea	10	27.7%
I do not know	12	33.2%

Table 2.11. Assessment via recording

Figure 2.9. Assessment via recording

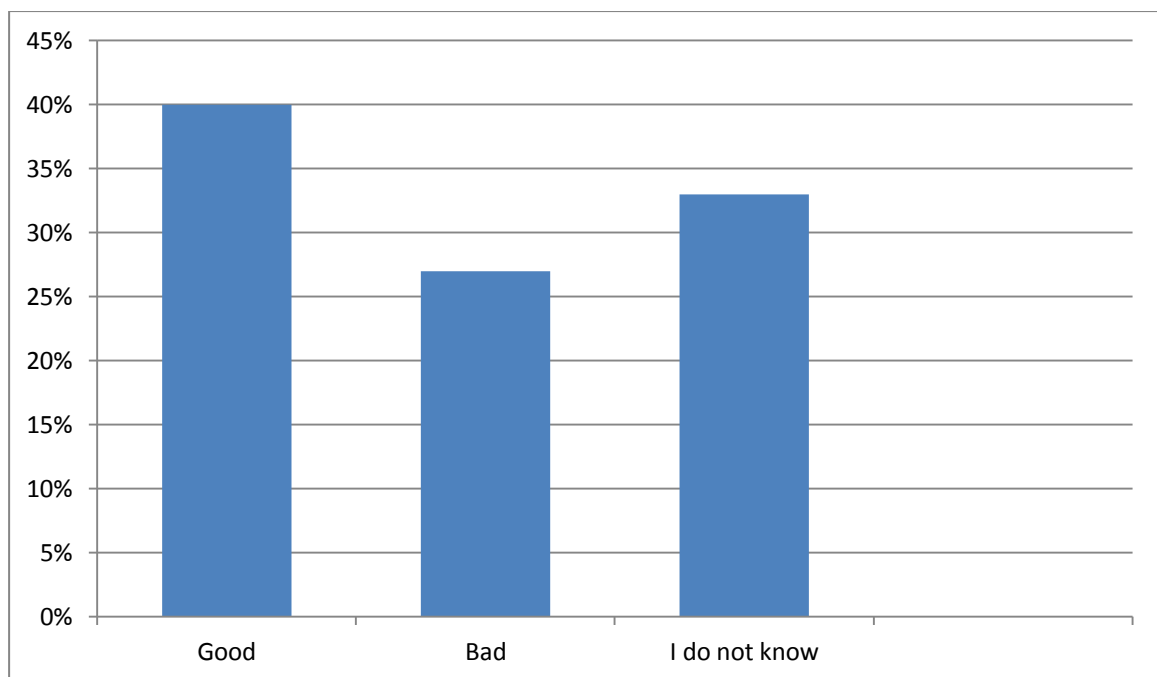38.8% of students say that assessing them by recording them is a good idea, yet, 27.7 % say that it is not a good idea, and the rest, which, is 33.2% declare having no idea about this new type of assessing students. We can say that it is a new method that worth trying in the future.

Q15: By watching divert videos of native people, do you see beyond what is said to gather knowledge about their own culture?

Yes/No Answers	Number	Percentage
Yes	24	66.6%
No	12	33.4%

Table 2.12. Contribution of videos in providing cultural aspects

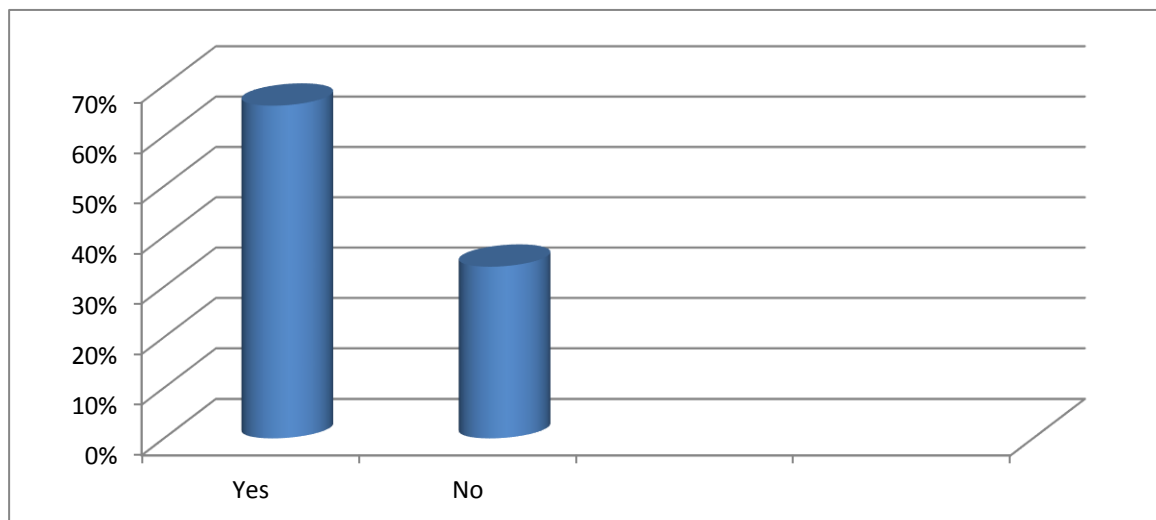**Figure 2.10. Contribution of videos in providing cultural aspects**

Two thirds of the students answer that they grasp cultural aspect while watching videos of natives, which means, that videos are very enriching in the domain of culture teaching, and culture teacher should think seriously about using videos in their lectures to provide learners with extra information that they may not communicate themselves.

Q16: How do you rate the use of ICTs in developing cultural skills?

Importance	number	Percentage
Important	33	91%
Not important	3	9%

Table 2.13. Contribution of ICT in developing cultural skills
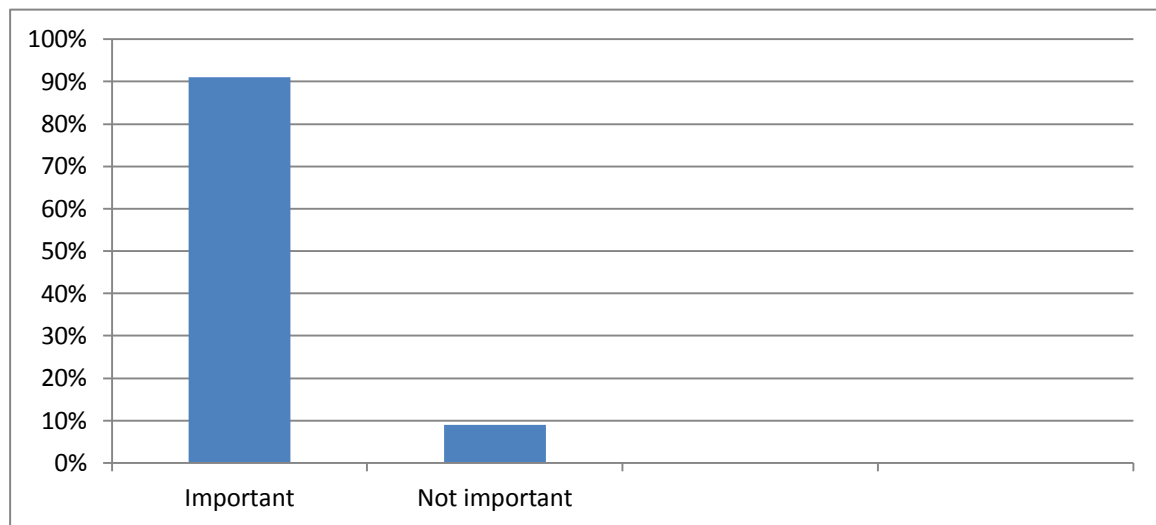
Figure 2.11. Contribution of ICT in developing cultural skills

The above question shows that virtually all students consider ICTs as an important tool in developing their cultural skills; 91% assert that ICTs are a key to them to develop their knowledge about the target situation and it is not something surprising if we consider how much information communication with native speakers may provide.

Q17: In your opinion, should teachers use digital media to provide divert cultural aspects of the target population (British and American population)?

Yes/No Answers	Number	Percentage
Yes	33	91%
No	3	9%

Table 2.14. Students' opinion about the use of digital media to provide cultural aspects

Figure 2.12. Students' opinion about the use of digital media to provide cultural aspects

This question which is basically the same as the previous one, gives us the same result as the previous one, but sounded our opi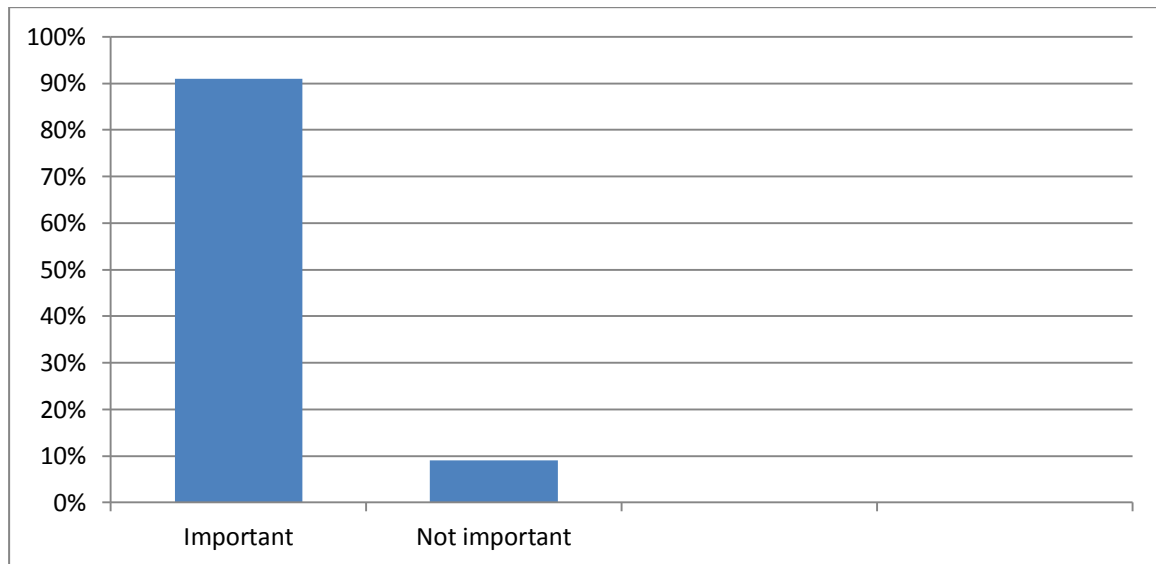nion that digital media are very enriching in the domain of cultural teaching, and most student 91% are for using digital media in culture lectures.

Q18: Do you want to participate to GVC program? Why?

Yes/No Answers	Number	Percentage
Yes	25	69.4%
No	11	30.6%

Table 2.15. Students' wish to participate to GVC program
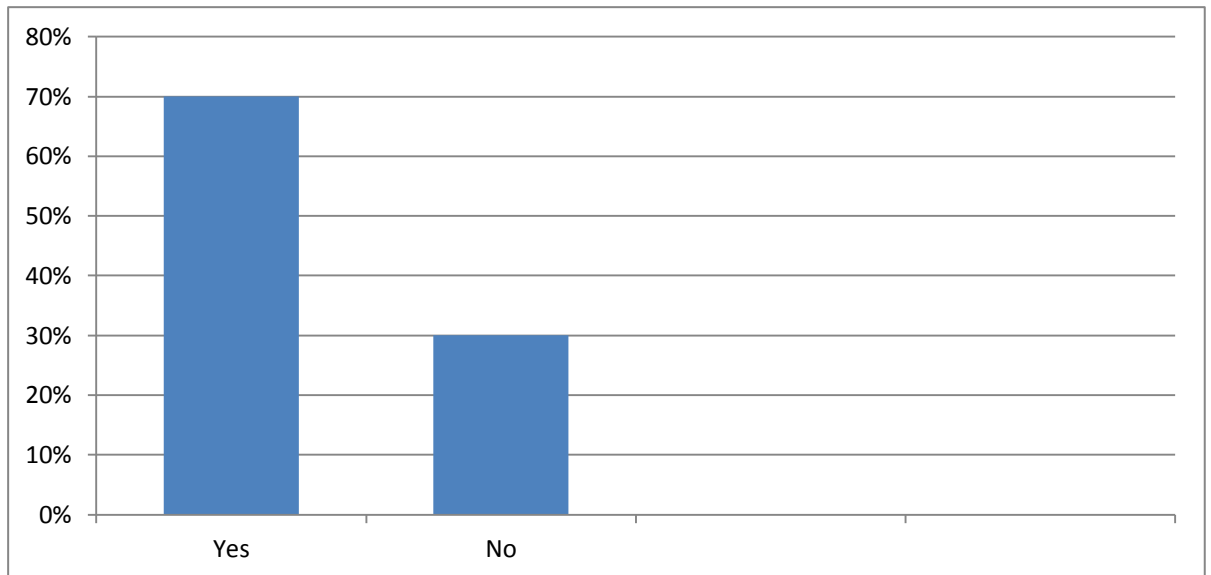
Figure 2.13. Students' wish to participate to GVC program

We ask this question to see how many students are motivated to attend GVC programs and we find that almost 70% of students would like to be part of this program, they say it is a very enriching experiment, and unique since it provides them with a direct link with different people from different parts of the world and especially native speakers. 30% do not want to attend because

most of them consider their speaking skill still weak to have such an experience.

2.6. Analysis of teachers' questionnaire:

The questionnaire consists of 7 questions, 6 are open-ended questions, and 1 is close-ended question. We intentionally chose many open-ended questions to gather the greatest number of information from teachers. The teachers sample consists of 11 teachers all from the University of Tlemcen.

Q1: How long have you been teaching English?

Teachers we asked have experience in teaching from 3 years up to 26 years, so their knowledge in the education field is very reliable.

Q2: Do you consider ICT as a fundamental module?

Ten teachers on eleven consider ICT as a fundamental module. This result shows that most teachers are aware about the importance that technology is taking in the education field.
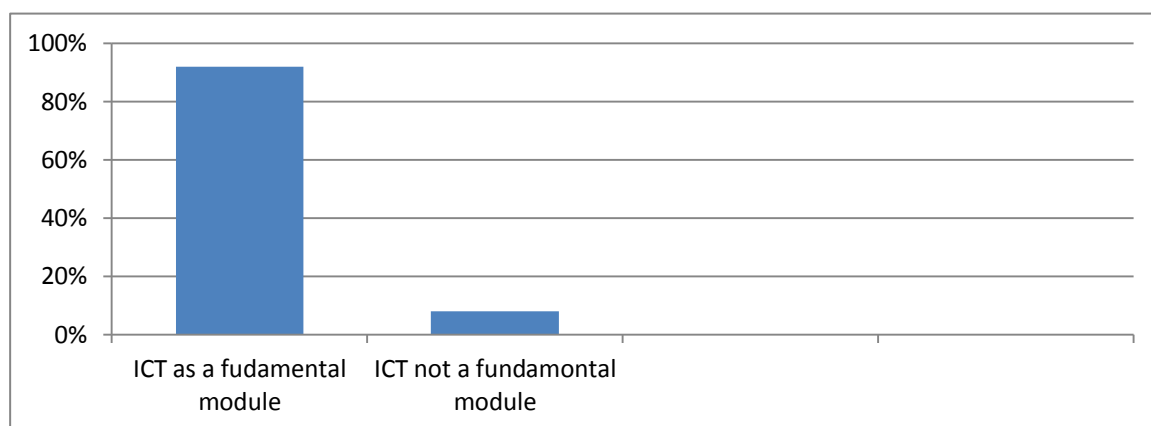
Figure 2.14. Teachers' opinion about ICT module

Q3: Do you use computer aids in your course?

Very often

Sometimes

Rarely

Never

The result we got is 3 teachers on 11 declare using computer aids in their courses very often; 3 declare using them sometimes; 3 rarely; and 2 declare never use it. The results allow us to comprehend that teachers' way of teaching differ, yet, the majority tend to use technology as an aid, and for the ones who do not use computer aids, they mostly prefer a direct contact with learners rather than via technology.
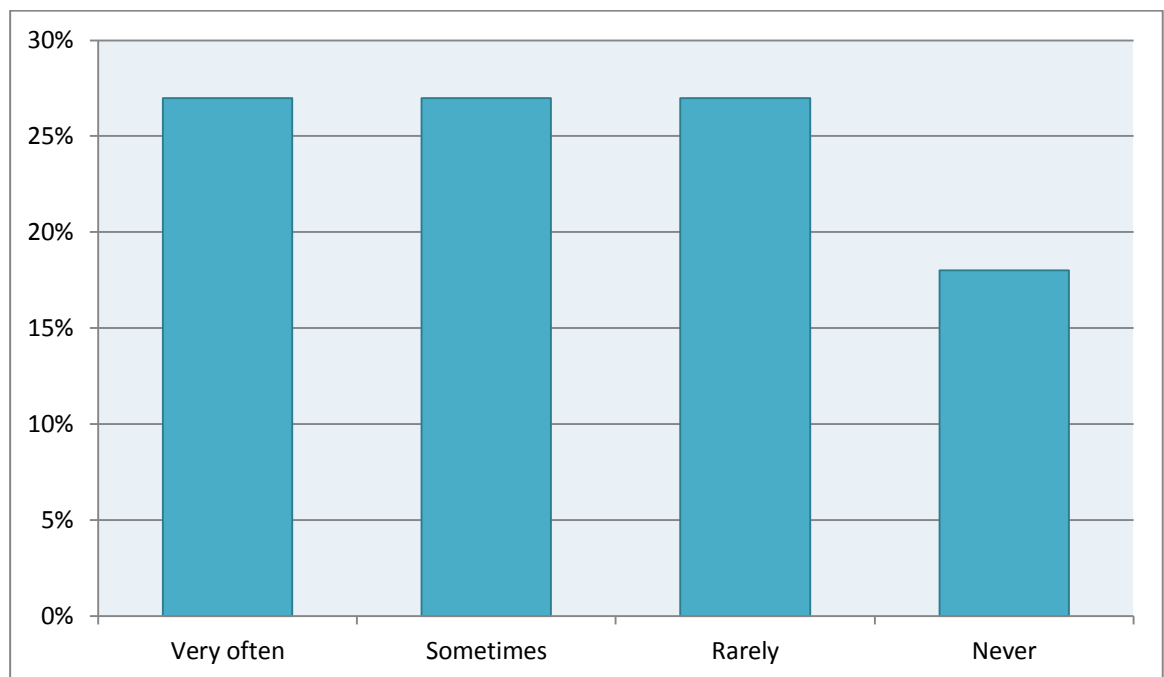
Figure 2.15. Teachers' frequency of using computer aids

Q4: In your opinion, are students motivated to learn via technology? Why?

All teachers responded by yes, they responded this way because they considered the tight relationship between today's students and technology, they see technology as learning motivator, atmosphere relaxer, and as a friend to learners.
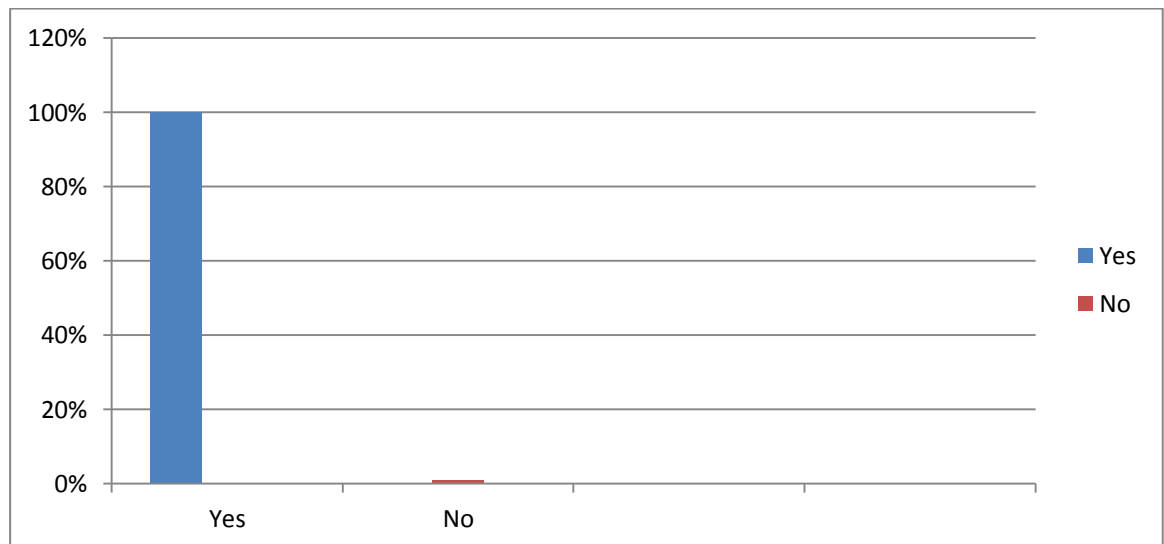
Figure 2.16. Teachers' view about students' motivation toward learning via technology

Q5: What do you think about a course fully done by computer aids?

The result we got through this question is that teachers are not for the full reliance of ICTs in teaching. Some say because of functionality problems, and some see that other tools may contribute the completion of the lecture such as blackboard, text materials...ect

Q6: What do you think about digital assessment?

7 teachers say it is interesting and may be helpful especially because of the difficulties faced to assess all students, but, 3 are not for it; one says that it

needs ground preparation from both teacher and student, and 2 prefer simply a direct contact with the learner.
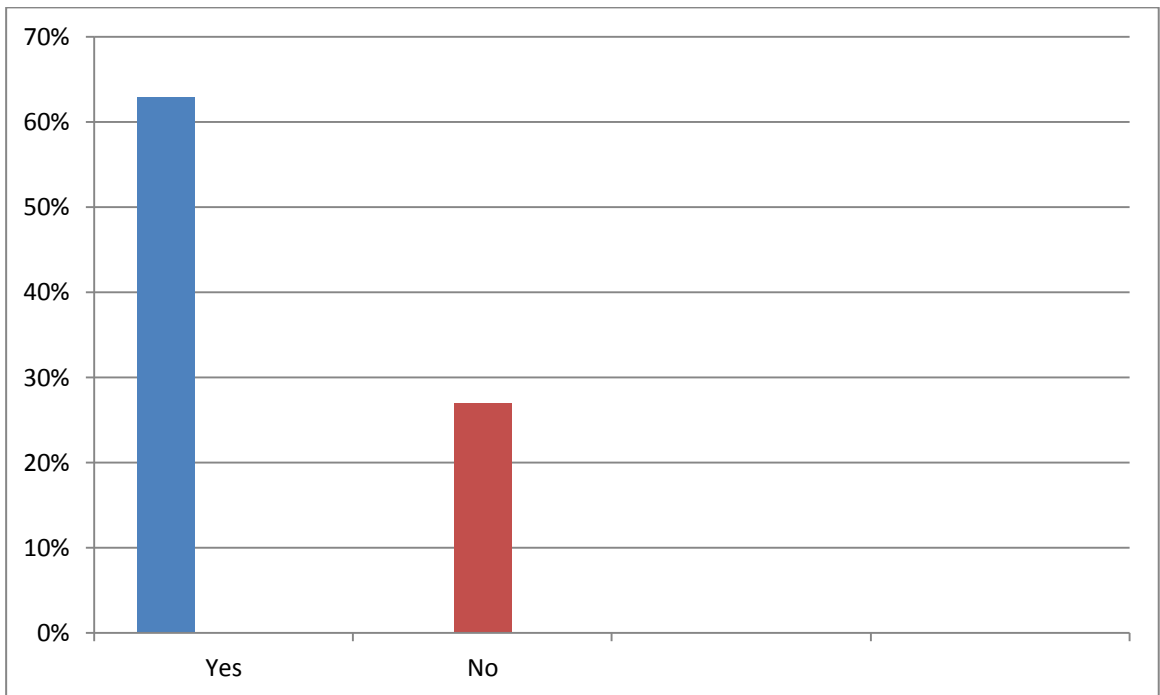
Figure 2.17: Teachers' opinion about digital assessment

Q7: In your opinion, how did the omnipresence of technology in daily life affected learning and learners level?

All teachers declared that if used adequately, technology is very helpful, it is motivating for students; provides many sources of information and data that are easily accessible; it makes the learning atmosphere more vital and relaxing; and both time and efforts are gained. In a word, Technology if used adequately it is a blessing.

2.7. Conclusion:

To conclude this chapter, we can say that according to the results obtained from the questionnaire, students are very motivated to learn and ameliorate their oral skills via technology. They are very accustomed to technology, but, still they need more preparation to use it adequately, i.e. they need extra ICT-based lectures to develop their competences in using computer aids. However, it is not their only issue, they also remarked that some teachers also need to develop their competences in using computer aids, But still, they are very open to learn via technology because they are aware about the advantages, benefits and merits behind the use of it and how effectively it could develop their oral skill and widen their cultural knowledge about the target community (British and American community). The results of teachers' questionnaire show us that teachers are very eager and open to use technology to teach. They are aware about how much it could be beneficial for students. However, they want to use it just as an aid, and not depend on it, because they see that technology is not always trustworthy. So to use, but with moderation, and only as an extra tool.

Recommendations:

One can see that it is much easier to remove barriers by resolving and reducing the reasons for the occurrence of these barriers. Educators, teachers need to collaborate to overcome any obstacles and break down the above mentioned barriers to the meaningful integration of ICT into teaching and learning.

There are some implications for teachers for successful integration of ICT into education arising from this. Schools or universities need to provide training courses for teachers to gain experience in dealing with the new devices, modern technologies, and new pedagogical approaches. Technical support needs to be provided in schools. Additionally, schools must provide teachers with the necessary ICT resources including hardware and software. It is important for schools to cooperate with teachers by providing sufficient time to implement new technologies in the classroom. For example, a school can reduce the teacher's number of lessons or increase the daily lesson length. Teachers also need to engage with this implementation. Teachers should take advantage of ICT resources offered at schools. They need to be prepared well before joining the teaching profession. Where training is absent, teachers can prepare themselves by enrolling in private sessions or by self-training. They should be open minded towards new approaches of teaching. Where support is lacking, they need to find ways to be able to solve problems involving their use of ICTs in schools. Finally, teachers should acquire skills of self- organization which will help them a great deal in conducting their classes when using ICT.

General Conclusion

The value of this study is to emphasize the tremendous role of ICTs in improving students' oral performance and cultural knowledge. Therefore, we believe that the integration of ICTs in the classroom is a necessity, and teachers of oral expression are supposed to be aware of the use of those materials to achieve successful teaching results and better learning outcomes. Through this study, we hope that we have given more ideas and suggestions for everyone interested in the subject matter.

Conducting this research work, we encountered three main difficulties. The first one is a difficulty to find related references because there is little number of studies related to the use of ICTs in teaching the speaking skill, and more especially about teaching culture. The second issue is time constraints because we are given short time to complete this work which urged us to put aside some significant aspects about the teaching of speaking skill through ICTs. The problem is about the very small number of participants (teachers and students) which did not give us a wider picture about the subject matter. The investigation is limited to an LMD class of third-year EFL students of English at the University of Tlemcen. The teachers' sample consists of twelve teachers, while the students' sample consists of forty students. The study has shown that there is not enough ICT tools in the teaching environment devoted for the teaching of oral for many reasons such as lack of language laboratories and unfamiliarity with ICTs by both teachers and students which make it difficult for teachers to integrate these technologies inside classrooms during an oral expression session. The findings support the hypothesis that the integration of information and communication technologies inside the classroom creates a relaxing atmosphere, and helps to improve students' oral skills and culture knowledge and allow them to speak and behave more like natives by providing

them with crucial information about speech and culture from the target community.

As a solution for the failure and difficulties that face EFL students when speaking English in different contexts, we strongly emphasize the use of ICT equipment as a key factor in developing students oral communicative abilities. Thus, both teachers of oral expression and culture, and students of English should collaborate to accomplish a successful integration of ICTs in class.

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APPENDICES

Questionnaire for students:

Dear students, this questionnaire is a formula to collect data about the importance of using computer devices and ICTs in teaching oral as well as teaching culture in English classes, it will be very helpful for us if you answer carefully these questions, and we will be very pleased and thankful of your participation and your time given to us to achieve our modest work.

- Q1: What do you think about the module ICT

  ☐ Not interesting

  ☐ Interesting

  ☐ Very interesting

- Q2: How do you rate your knowledge in manipulating modern technology devices

  ☐ Weak

  ☐ Acceptable

  ☐ Good

  ☐ Excellent

- Q3: At what extent modern technology devices are present in your daily?

  ☐ Not very much

  ☐ Quite present

  ☐ Very present

- Q4: What are the main study cases where you use technology

  ……………………………………………………………………………………

  …………………………………………………………………………………

- Q5: Classify the skills which technology devices help you most to develop (use 1-4)

  - ☐ Reading
  - ☐ Writing
  - ☐ Listening
  - ☐ Speaking

- Q6: Do you like lectures in which teachers use technology to achieve the course

  - ☐ Yes
  - ☐ Little bit
  - ☐ Not really
  - ☐ No

- Q7: Which course do you prefer, classic courses or courses enhanced with computer devices?

- Q8: How do you rate your teachers' proficiency in manipulating computer devices?

  - ☐ Good
  - ☐ Acceptable
  - ☐ Weak

- Q9: In your opinion, what makes native speakers speech hard to understand for no natives?

  …………………………………………………………………………
  ……………………………………………………………………….

- Q10: Cite 3 advantages for using computer devices in classroom

  1)…………………………………………………………………………
  …………………………………………………………………;

  2)…………………………………………………………………………
  …………………………………………………………………;

  3)…………………………………………………………………………
  …………………………………………………………………….

- Q11: Cite 3 disadvantages for using computer devices in classroom

  1)…………………………………………………………………………
  …………………………………………………………………;

  2)…………………………………………………………………………
  …………………………………………………………………;

  3)…………………………………………………………………………
  …………………………………………………………………….

- Q12: Out of the classroom, how often do you use technology to enhance you speaking skills?

  - ☐ Never
  - ☐ Rarely
  - ☐ Often
  - ☐ Very often
  - ☐ Always

- Q13: Is your teachers' pronunciation enough to develop a good listening and speaking skills or it needs a native pronunciation enhancement?

- Enough
- Not enough
- It depends

- Q14: In your opinion, how do you see assessing students pronunciation by recording them?

  - Good idea
  - Bad Idea
  - I do not know

- Q15: By watching divert videos of native people, do you see beyond what is said to gather knowledge about their own culture?

  - Yes
  - No
  - Not really

- Q16: How do you rate the use of ICT in developing cultural skills

  - Very important
  - Important
  - Not important

- Q17: In your opinion, should teachers use digital media to provide divert cultural aspects of the target population (British and American population)?

  - Yes
  - No

- Q18: Do you want to participate to GVC program? Why ?

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Thank you very much of your participation.

Questionnaire for teachers:

Dear teachers, this questionnaire is our formula to collect data about the importance of using computer devices and ICTs in teaching oral as well as teaching culture in English classes, it will be very helpful for us if you answer carefully these questions, and we will be very pleased and thankful for your participation and your time given to us to achieve our modest work.

- Q1: How long have you been teaching English?

  ………………………………………….

- Q2: Do you consider ICT as a fundamental module?

  …………………………………………………………………………
  …………………………………………………………………………
  …………………………………………………………………………
  .

- Q3: Do you use computer aids in your courses?

    ☐ Very often
    ☐ Sometimes
    ☐ Rarely
    ☐ Never

- Q4: In your opinion, are students motivated to learn via technology? Why?

- Q5: What do you think about a course fully done by computer aids?

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- Q6: What do you think about digital assessment?

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- Q7: In your opinion, how did the omnipresence of technology in daily life affect learning and learners level?

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Thank you very much of you participation.