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The Role of Internet in Today's EFL Teaching/Learning

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Dedication

To every oppressed...

To the peace of humankind

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Abstract

In our technology-driven world, Internet is considered as a requirement predominantly in EFL (English as a Foreign Language) teaching and learning like never before. Such a huge resource of information provides an unlimited number of tools, which facilitate the previous processes despite of the fact that discussions about its role in language education remain controversial. The major concern of the present work is determining the nature of that role and showing a broader picture of the global network's use in English teaching and learning at Djillali Liabès University. It also aims at evaluating the incorporation of certain online tools in language instruction comprising e-mails, chat programs, blogs, wikis, podcasts and the like. State of the art is the theoretical background that highlights the most important aspects of Internet role in learning and teaching from general to specific. The second chapter discusses the methodology, the research design and the instrumentation, which incorporates qualitative and quantitative research tools employed to collect data including students' questionnaires, portfolios and e-portfolios as well as teachers' interviews. Research outcomes are displayed in the third part of this work. The last chapter, however, goes over the main findings and future pedagogical implications. Results revealed that the net is a useful means for teaching and learning in an interactive way thanks to the variety of tools it makes available and easily accessible for teachers and learners. The latter, as a result, become more autonomous, active and productive. Other issues about technology training and digital literacy are not deemed substantial hindrances, however Web content analysis, copyright issues, etc. are of a paramount importance for better Internet use. In actual fact, thus, the researcher confirms that the problems associated with the virtual world are not due to a false impression of conservative teachers about it, neither are they consequences of learners' misuse of online devices. The fact rather indicates that the building block of a strong foundation for e-learning and online learning depends chiefly on the collaboration of governments, curriculum designers, quality assurance agencies, administrations, and ultimately teachers and learners if the e-learning program is formal and directed by the university. For that reason, in certain settings, Internet use would be another burden instead of an incentive for teaching or learning EFL, and as a consequence, informal remote learning or teaching can be more successful. Future recommendations include the use of e-portfolios for students' self-assessment together with other online tools, action options for effective web content evaluation and Internet course design, ways to develop teacher and learner technology training and so forth.

List of Acronyms and Abbreviations

3D: Three Dimensional

3G: 3rd Generation

ADSL: Asymmetrical Digital Subscriber Line

ALC: Algerian Learning Centres

ALUUG: Algerian UNIX Users Group

ANDS: National Health Development Agency

Apps: Applications (for smart phones)

AVUNET: Algerian Virtual University

BA: Bachelor Degree

CAI: Computer Assisted Instruction

CALL: Computer Assisted Language Learning

CD-ROM: Compact Disc Read-Only Memory

CERIST: Research Centre for Scientific and Technical Information

CMC: Computer-Mediated Communication

CMI: Computer Managed Instruction

CMS: Course Management Systems

CNEG: National Centre for Public Learning

CNEPD: National Centre of Distance Vocational Education

CNUCE: Centro Nazionale Universitario di Calcolo Electronico (National University Centre for Electronic Computing)

COBUILD: Collins Birmingham University International Language Database

COMPUTER: Common Operated Machine Particularly Used for Technical Education and Research

CV: Curriculum Vitae

CVL@b: Collaborative Virtual Laboratory

DGBL: Digital Game-Based Learning

DVD: Digital Versatile Disc

EAP: English Assessment Portfolio

ELP: English Language Portfolio/ European Language Portfolio

ELT: English Language Teaching

ESP: English for Specific Purposes

EU: European Union

FL: Foreign Language

FLL: Foreign Language Learning

Gmail: Google mail

GPS: Global Positioning System

HTML: Hypertext Markup Language

ICTs: Information and Communication Technologies

IELTS: International English Language Testing System

IM: Instant Messaging

IRC: Internet Relay Chat

ISP: (Internet Service Provider)

IWB: Interactive Whiteboard

JANet: Joint Academic Networks

LAN: Local Area Network

Language Lab: Language Laboratory

LMD: Licence, Master, Doctorat

LMS: Learning Management System

MALL: Mobile Assisted Language Learning

MBTI Model: Myers-Briggs Type Indicator

MOOCs: Massive Open Online Courses

MOOs: Multi-User Dimension Object Oriented

MPTIC: (Ministry of Post and Information and Communication Technologies)

MSA: Modern Standard Arabic

MSN: Microsoft Messenger

MUDs: Multi-User Dimension/ Dungeon/Dialogue

MUVEs: Multi-User Virtual Environments

OCLC: Online Computer Library Centre

ONEFD: National Office of Education and Distance Learning

PC: Personal Computer

PDAs: Personal Digital Assistants

PDF: Portable Document Format

PP: Power Point

SDGs: Sustainable Development Goals

SDL: Self-directed Learning

SDLL: Self-directed Language Learning

SL: Second Language

SMS: Short Message Service/ Short Messaging System; Interpreted as meaning Short Text Messaging

SNDL : Le Système Nationale de Documentation en Ligne

STC: System of Transfer of Credits

TELL: Technology Enhanced Language Learning

TL: Target Language

TOEFL: Test of English as a Foreign Language

TraMOOCs: Translation for Massive Open Online Courses

UFC: University of Continuing Education

UK: United Kingdom

UN: United Nations

UNESCO: United Nations Educational, Scientific and Cultural Organization

URL: Uniform Record Locator

USA: United States of America

VL: Virtual Learning

VLEs: Virtual Learning Environments

WAN: Wide Area Network

WWW: World Wide Web

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General Introduction

General Introduction

With the emergence of technology in our era and the adoption of new educational reforms, the introduction of Internet _as a technological tool_ in the field of EFL gave birth to new digital learning methods and strategies. That overwhelming change is no more constant as the race of innovation is ardent. Such a fact makes both teachers and learners shift their interests towards online education and engage themselves in lifelong learning in self-access centres, without any constraints of time or place.

In spite of it facing some critiques, the Internet has become the salient attribute of the world today and has drastically changed the way we teach and learn EFL. Hence, there must be little doubt that it is essential for the development of today's language pedagogy owing to the easy retrieval of information it provides in addition to it being an additional room for learning after class time. In point of fact, while the virtual world serves to connect teachers and learners and enhance the quality of teaching and learning in some universities worldwide, so has it been neglected in other contexts; the Algerian one included. Reasons behind that seem to last for many years to come for they are reasonable but also insubstantial involving, for instance, the lack of technological equipments in the Algerian university, the very low speed of Internet flow in the country, the mindset and attitudes of teachers and learners towards integrating the net into foreign language instruction, etc.

In the present investigation the researcher seeks to draw attention to the role of such an indispensable means in EFL instruction and appraise its use among Algerian English teachers and learners who are, to a certain extent, obliged to get to grips with manipulating it. Moreover, the researcher casts light on the use of Internet in an Algerian context at a time that most university students are said to be digital natives. Significance lies, therefore, in the contribution of the present study to the existing set of concepts; predominantly those which might be utilised to develop learners' skills, but equally boost teachers' passion for teaching the foreign language digitally or virtually and ensure a better quality Internet use.

The background of the study is an overview consisting of previous research works about the correlation between Internet and autonomy, productivity, lifelong learning, etc. It is also a review that entails the use of several online tools in teaching and learning EFL in addition to a discussion relative to some raising and challenging issues like digital literacy and online copyright infringement. Gaps in previous research are identified and addressed in different ways comprising Web-content analysis, technological training, and technophobia. Indeed, the study provides a thorough understanding of the theme and tries, likewise, to identify the very barriers that render Internet usage disadvantageous.

In regard to the motivation that arose to conduct such an inquiry, the digital revolution and the upgrading of modern educational systems grow more interest in the researcher. Thus, the researcher aims at:

- Understanding the role of Internet in teaching and learning EFL;
- Evaluating the use of Internet tools and provide explanations to certain difficulties;
- Putting emphasis on the fact that technological tools and Internet can add value to teaching and learning EFL;
- Running through some instances on how to teach or learn via Internet.

In order to reach the intended objectives, the researcher starts off with three research questions:

- 1- How can Internet contribute to teaching and learning EFL?
- 2- What are the Internet tools used by learners so that they could meet their needs in learning EFL?
- 3- What are the hindrances that can affect online teaching and learning negatively?

Possible answers to these questions are suggested as hypotheses as follows:

- 1- Internet usually provides rich sources of updated information which may boost teaching and learning the TL (Target Language);
- 2- Learners may use online reference tools or chat programs for learning;
- 3- There might be some hindrances, which could negatively impact Internet use for teaching and learning such as the lack of digital literacy or the insecurity of the net in terms of accuracy and reliability.

The general research outline comprises two theoretical parts and two practical ones. We first talk about some Internet related notions to streamline the topic and some operational definitions together with a methodological overview. The practical side regards the demonstration of the data gathered together with a digest of the major research findings and a rundown of future pedagogical implications for teachers and learners alike.

In further details, the structure covers four chapters; the first one is concerned with the literature review in which the role and the usage of Internet are discussed in correlation with learner autonomy, constructivism, teacher's position in self-directed learning and so forth. In this vein, the leading references that bear relation with the themes have been consulted and then cited to help future researchers tackle related topics. For the most part, the chapter throws a glance at technology and TEFL (Teaching English as a Foreign Language), Internet and EFL, technological and Internet-based tools used for teaching and learning English in addition to some

challenges that may face net users among teachers and learners. Then again, technological and Internet-based tools are granted a considerable attention counting computers (Common Operated Machine Particularly Used for Technical Education and Research), smart phones, e-mails, online reference tools and even other offline tools that could be downloaded and used in a later time. As to the obstacles which may affect the use of Internet, the researcher calls attention to the technological know-how often called digital literacy, technical support and technology training.

The second chapter is all about describing the methodology used, which is a triangulation including qualitative and quantitative research tools: the former covers teachers' structured to semi-structured interviews along with students' portfolios and electronic portfolios, whilst the latter consists of students' questionnaires. Indeed, that allows the accumulation of different types of data with reference to the varied views of the respondents; accordingly this basic interpretive method is employed in an attempt to find answers to the research questions and test the hypotheses' reliability. Meanwhile, we shall mention the learning situation and the case study selected to back up the investigation with more information about the setting, the English learners' profiles and the correlation between them and the use of the WWW (World Wide Web) for teaching and learning the TL. To begin with, the study site chosen is Djillali Liabès University, precisely, the department of the English language. The participants among students enrolling in the first-year of English language studies have been informed that they would take part of our research project. Extra details about the respondents concern personal traits including their gender, which comprises male and female learners having both intermediate and advanced levels in the four English language skills. With regard to the other participants, we interview some university teachers about their experience with Internet or technological tools' incorporation into their instruction. Besides that, we ask them about the methods they use in assessing students' achievements if ICTs (Information and Communication Technologies) would be accessible. Undeniably, there is little doubt that Algerian students' self-assessment is rare if it does not exist at all _even though they are said to be digital natives_ , yet with the use of portfolios or e-portfolios; measuring learners' improvements could be possible as reveals the study's findings.

The data management and analysis chapter deals with the analysis and interpretation of the qualitative and quantitative data that have been collected throughout the investigation. The main results obtained are elucidated in tables and graphs as numbers, counts and frequencies or emerged ideas and themes in conformity with the type of approach used. In light of that, the researcher tries to ascertain some meanings and understandings in order to provide a basic portrayal about Internet use in EFL teaching and learning in our country. Additionally, the chapter correlates the

results with the three research questions and lays a foundation for the major findings and some future recommendations.

It is also worth mentioning, in a few words, that the fourth chapter surveys utilitarian remedial teaching and learning implementations in addition to some solutions to the problems encountered with online education. It gives both learners and teachers significant insights about the best ways to use Internet that is increasingly impacting education; given that specialists' are more and more broadening their views about Internet-based language instruction beyond the expectations. As a matter of fact, what is of a paramount importance is the ability to getting used to web-content evaluation, to copyright and resources' reliability issues, and the like. Concerning technological facilities, it is specifically required from practitioners to provide digital training courses for university teachers. Administrations are also supposed to manage to pay for technological aids even if the immediacy of feedback on Internet and the availability of diverse kinds of online educational tools are no more considered as impediments. The point we put emphasis on here is that the researcher tries to make an appeal for keeping technology go along with the new educational reforms and making the latter, in turn, restructured and updated as technology advances. In this sense, net users among English learners can easily contact their teacher and their peers who are members of a given social media group or other experts joining the same mailing list in a specific field. Instructors, as well, can be able to announce formative assessment tests by making use of online assessment tools to save time for giving face-to-face lectures.

Alternatively, not only do learners and tutors find assistance or various language materials online, but they do also have a great opportunity to access wireless Internet on their own smart phones or other devices outside educational settings. The reason behind, there is a little if any investment in the incorporation of the new technologies in Algerian tertiary institutions and universities. Consequently, that empowers learners and teachers, in the long run, to use Internet in or outside the classroom. Of course they have to avoid distractions for the reason that Internet may turn into a maze in a blink of an eye if the user does not know how to limit his search scope or how not to get sidetracked by online ads or suggested hyperlinks. In other words, the net is not a one-way safe street even though the user is considered as a so-called tech-savvy.

As the technological infrastructure is considered flimsy in the Algerian university in general and Djillali Liabès University, in particular, the researcher has struggled to test the respondents of the present inquiry in the same location and coordinate their meeting at a specific scheduled time for she was not teaching them. Therefore, trying to reach everyone by making phone calls or messaging via Facebook is a difficult task. In fact, a very tiny minority amongst them has been truly interested to collaborate and commit with the intention of providing useful answers in the

surveys and the language portfolios which led to bias and, thus, a lack of adequate data. Moreover, prior arrangement of interviews with teachers is also another stumbling block together with their discomfort the researcher has noticed during the real-time conversation. Other limitations comprise the unavailability of paper-based or digital references about ICTs and online language education in most of the Algerian universities and the country's municipal libraries which made the researcher put in great efforts to collect the related literature. The lack of financial resources is also deemed a difficulty because it has obliged the researcher not only to undertake research, but also to waste time and energy on pursuing several part-time jobs.

Altogether, it is important to keep in mind that this research work brings to light the crucial role of Internet in nowadays' English teaching and learning. Over and above, it discusses the main growing challenges facing EFL university students and instructors in such a digital world where there is no shortage of information, yet an imperative need for filtering it. Furthermore, it attempts to show the underpinning skills one should develop in order to get advantage of the global network usage that is inescapable.

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1.1. Introduction

The rapid advancement of technology imposed its integration into teaching and learning languages, particularly English. As such, numerous studies investigated the impact of different technological tools – amongst them the Internet – on those processes.

In spite of Internet being a controversial topic, the majority of authors do upraise its value and effectiveness. Here, we mainly cast light upon the very terms related to the digitalisation of education and we attempt to show the bright side of Internet and report on its relationship with learner autonomy, motivation, life-long learning, etc. We equally report on several previous research studies done by specialist teachers and researchers who, by large, advocate the net and recommend its incorporation into foreign language teaching practice. Clearly, the role of Internet is essential in making learners more independent and responsible in terms of seeking extra information about a given lecture or even cultural or communicative issues, and hence they can avoid the over-reliance on their instructors.

As Internet incorporation comprises the usage of a variety of tools according to the different preferences of teachers and learners, we try, in the present chapter, to give some instances including e-mails, online reference tools, blogs, wikis, e-portfolios and so forth as discussed by many other authors. Furthermore, the last section of the chapter deals with some challenging Internet-related topics that may affect the use of the global network in a positive or a negative way; we count digital literacy, technology training and technophobia.

1.2. Technology and EFL

Experts in language education and pedagogues add frequently new terms and concepts to the repertoire of teaching and learning. CALL (Computer Assisted Language Learning), e-learning, blended learning, online learning and other terminology are instances.

1.2.1. Foreign Language Teaching via Technological Means

Traditionally, teaching is seen as the way we use to convey knowledge to others. For (Slavin, 2003 in Brown, 2007: 138) teaching means helping someone else to learn to do something; it also involves instruction, guidance, knowledge and understanding. Again, (Brown, 2007) relates teaching to learning and explains that teaching facilitates the learning process. For him, it can also develop the teacher's

educational philosophy, style, approach, methods and techniques through understanding how his learners learn.

When teaching is combined with technology, it becomes different from simple didactic teaching. In other words, technology adds extra responsibility and pressure on teachers and it is not, as everyone believes, a tool which makes easy the conveyance and the reception of information. (Boulter, 2007: 19) calls that '*the heavy work load*' that teachers feel whilst adapting technology to their teaching, and thus they need to fully understand the method by which they put teaching with technology into practice. (Flowers et al. 2004 in Boulter, 2007: 75) say that it does not essentially matter if students are face-to-face but good technological teaching depends on how well the course is designed, delivered and conducted. Nevertheless, this does not eliminate or reduce the important role of the technical support provided either by the institution or by the teacher. In consequence, as (Boulter, 2007) points out, the role of the teacher has become a designer and a director of instruction instead of an information giver since resources for language learning are available in several forms and can be accessed at any time.

Of course, globalisation led to the widespread technologies in many life areas mainly the educational one. In education, the transition from classical teaching to electronic teaching becomes necessary for meeting the demands of learners in this dynamic world. Indeed, the challenge to make such an endeavour is not an easy task because most educational institutions are still struggling to put an end to the so-called traditional university; with its closed classrooms, human teachers, limited study fields, restricted administration, small budget, non-interactive methods, etc. This is what (Bouhnia, 2010. pp. 93-96) argues. He adds that, on the other side, the renewed educational institution or the interactive university is unparalleled by its performance and interactivity; involving learners who communicate and exchange information easily using technological means like interactive whiteboards, data shows and so forth but, most importantly, the Internet. This latter helps getting access to any kind of information by a simple search on a search engine; for example Google, Yahoo, Opera, etc. As well as, it provides the opportunity to consult online reference tools as encyclopedias and digital libraries with huge database, statistics, maps and documents in addition to the variety of services that e-mails can make available and other valuable webinars or online conferences. These tools enhance the learners' proficiency of their TL not just with a permanent Internet access, but there are some documents that could be copy-pasted on other removable devices, taking for instance flash disks which store data and use it in a later time.

The alteration that is happening around us every day and that drove the university to adopt a different policy not only on the infrastructure level, yet it goes beyond that from form to content. One of the interesting issues about the change in the

content is that creating modern electronic spaces, which afford both learners and teachers with the possibility to exchange opinions and knowledge with others thanks to the electronic chat and the combination of studying and doing other professional or pedagogical tasks.

(Bouhnia, 2010. pp.100-102) lists several electronic teaching generations. First, the '*correspondence model*', which relies primarily on printed documents and the use of snail mails to send course books to learners. Therefore, the only way of interaction between the transmitter and the receiver is correspondence. The second era is called '*the multimedia model*'; this one consists of printed documents along with audio and video tapes plus the computer and CD-ROMs' use in addition to TV broadcasting and telephones. This model was applied at the early eighties of the nineteenth century, which gave birth to CALL. Such a system functions through the interaction between the teacher and the learner, and in other cases we find the expression '*Computer Managed Instruction*' as an equivalent for teaching by the use of the computer as an instructive subject: computing. Overtime, computers become technological tools instead of a simple area of knowledge studied at the educational institutions. CALL compounds the use of hardware and software; such as desktop computers and laptops or tablets for hardware and programs like Microsoft Word, databases, Excel, and other applications. The model developed during the third generation is the '*telelearning model*'. It includes chiefly video conferencing that is also a mode to learn EFL and keep up-to-date with the latest developments of language learning and teaching. Lastly, the fourth generation represents '*the flexible learning model*' or '*the e-learning model*'. It is known by the integration of multiple interactive multimedia, which makes use of the Internet as a principle tool in learning besides other computer software specialized in providing audio or video contents for teaching or learning. Hence '*the e-learning model*' tends to replace the '*Analog System*' by the '*Digital System*' so as to save the educational content through those programs. Among the exciting and utilitarian programs developed for this period, we find some new global networks as WAN (Wide Area Network) and LAN (Local Area Network) and the Internet. Furthermore, The model comprises e-mails, mailing lists, newsgroups, Internet Relay Chatting, Portals, Audio Conferencing Systems, Video Conferencing Systems and the like.

In a word, the application of the new technologies in teaching is inevitable and in order for the implementation to be successful and efficient, there is a need for applying new teaching methods that suit technology-based courses.

1.2.2. E-learning in EFL

The introduction of technology in language teaching and learning dates back to decades ago; it is not a new or strange term anymore and it will become much more banal in the future. Modern language learning and teaching, then, are not restricted only to some computer-based materials or the so-called CALL. Yet, they go beyond that to Internet and web-based tools referred to as TELL (Technology Enhanced Language Learning) (Dudney and Hockly, 2007. pp 7-8).

There are so many reasons behind the increased rate of using the new technologies in EFL teaching and learning as listed by the same authors starting with the availability of Internet access everywhere and without any constraints of time. As such, it goes without saying that the new generation of learners is very familiar with the use of the technological devices including computers, tablets, smart phones, etc. What is more, as we all know, the English language is more than ever used in technological contexts and most ELT (English Language Teaching) materials could be easily accessed through the Internet, which provides endless opportunities for communication and collaboration among learners and teachers. Consequently, the global network makes learners practice their language skills at anytime and anywhere be it in the class, at home or in an Internet café.

Now, before giving further details about e-learning, we are going, first, to catch a glimpse on the term 'learning'. (Slavin, 2003 in Brown, 2007: 138) defines learning as '*acquisition*' or in other terms, the knowledge of a certain skill or subject by study, experience or instruction. At this point, (Brown, 2007) reinforces more this view by relating learning to several variables as to the retention of information: a retention, which has a tight connection with cognitive factors as storage systems and memory. He also explains that learning is permanent, but it could be subject of forgetting since it requires a conscious and active focus. At last, he puts in tandem learning and practice, which, thus, lead to the change of behaviour.

As to the forms of learning, we cast light mainly on e-learning that has been recently the most controversial topic in the field of language education since by means of the technological development that creates many changes in different life domains. Following the reform in ELT, there is as well a renewed interest in using technology in this field because the needs of the digital students are increasingly changing with our fast-changing societies. In this regard, the heavy burden held by teachers is not their own responsibility. It is also up to the students to develop some skills and strategies to use technology more effectively in what (Norton and Wiburg, 2003) call '*learner-centred educational environments*' in which they need to be selective in front of the huge exposure to diverse kinds of data. However, this does not mean that learners will get uncomfortable by this fact for the reason that when it comes to online search or

computer use, as (Huneycutt, 2013 in Teemuangsai et al. 2017: 11) point out, they get much more involved and focused than with traditional resources as books with the purpose of saving more time for other tasks.

Distant language education is also a way to develop the learner's four language skills: (listening, speaking, reading and writing). It may enhance other abilities including communication skills for cross-cultural interaction among learners from distinct countries; that is why most of them do prefer self-study environments (Molchanova, 2014). One particular reason that has in fact made learners more confident with distant learning is the hardware support, which is available nearly for everyone, taking for instance computers, tablets, smart phones and smart-TVs. And equally, there exist software support like Google apps, online and offline reference tools, quiz applications, etc. However, the weak Internet connection and the lack of *digital literacy* (a term coined by Gilster, 1997) remain among the limitations of e-learning (Boulter, 2007: 4).

The term e-learning, not as it is all too evidenced, is not limited only to Internet learning, yet there are other associated sub-terms. According to (Duddney and Hockly, 2007) '*e-learning*' refers to electronic learning i.e. learning using technological tools together with the Internet, CD-ROMs and some portable devices as MP3 players and mobile phones. There are other confusing terms, first '*distance learning*', which means the learner and the guide are far from each other. It can also involve Internet use and e-mails to send _what they called_ '*traditional paper-based distance courses*'. These two terms have many features in common and may be used as synonyms because they stand as umbrella terms for other ones. Moreover, we find the concept of '*open learning*' that is mainly related to the learner's independence and autonomy. That is, he is free to choose the suitable course content besides the appropriate manner and time to approach it.

As for '*blended learning*', learners may learn both online and face-to-face courses. They can combine a digital element be it online or even offline as CD-ROMs with what their tutor taught them for further understanding. *Blended learning* is usually perceived as a combination of different sources and settings to learn the TL. (Motteram, 2013: 110) asserts that it "***has the advantage of human contact and interaction***" and that the tools used in blended learning "***create an optimal learning environment for language learning***".

The fifth term is '*online learning*', which is the core matter of this research work. It could be also called *e-learning* since it involves the use of a technological tool in learning to be exact, the Internet. Therefore, online learning has at all times a relationship with the Internet, yet it is not always the case with *e-learning*, which may include learning with other electronic devices as mentioned above. Online learning

also goes hand in hand with ‘*virtual learning*’, which will be discussed in details in the coming sections.

(Felix, 2003 in Boulter, 2007: 11) mentioned that there are two forms of online learning; the first one refers to stand-alone courses in a virtual setting where technology incarnates the teacher along with the tool. Secondly, there are add-on multimedia activities; here technology is considered as both a tool and a communication device. Simply put, in networked learning, technology plays the principle role by providing knowledge and at the same time being the tutor who gives instruction or tasks.

Overall, educational technology attracts the generation of youth who are accustomed to the use of a variety of technological tools; they play video games, use mobile phones, especially smart ones, they surf the net and so on. Furthermore, those learners prefer to be free in terms of place and time. This fact does not necessarily mean that e-learning is the best form of learning and that all the traditional methods should be rejected. By contrast, it is just a way the so-called old methods escort development and the changing needs of learners. Another issue to keep in mind is that the very types of technological learning we mentioned above are interrelated to each other, but not similar. In other words, it all depends on the technological materials available and the learners’ strategies in order for e-learning to be efficient and useful.

1.3. Internet and EFL

As the title implies, the other side of e-learning involves online learning, which merely means using Internet for learning. The following section addresses the topic in conjunction with other theories and concepts and emphasises on the role learners and teachers should play in a virtual world.

1.3.1. Internet Utility in Teaching and Learning EFL

Whilst looking at how language pedagogy is shifting from old to newer approaches and methods, we realise how much technology is affecting that change. One of the central reasons why several technological tools are used in education is that they facilitate the teacher’s job and have a great impact on the way he conveys information and stronger effect on the students’ strategies and learning outcomes.

The change that is happening in education, however, lies in that there is much pressure on governments and higher education institutions because of the knowledge-based economics. This dynamism leads to better life-long learning (Boulter, 2007:33).

(Lupplicini, 2005 In Boulter, 2007: 107) defines educational technology as a “*goal oriented problem-solving systems approach*”. According to him, this approach involves the use of different tools, techniques and methods, which are gathered from a variety of knowledge domains in order to, first, design human and mechanical resources in an effective way and then develop and evaluate them for the reason of making easy the learning aspects. Second, it is for adapting the transformation of the educational systems, and thus affecting change in society.

As to the technological devices used in teaching, there is an unlimited number of multimedia, educational applications, online programs and other kinds of both hardware and software tools. Importantly, we focus on the Internet, which is also making that paradigm shift since it could be accessible anywhere and at any time simply because it has become a tool for teaching and learning EFL. Indeed, the widespread of the Internet use in language teaching is not just a rumour. Yet, one thing that is certain, most university researchers, language teachers and learners and other professionals come together under the motto that Internet is certainly a tool which has many strengths that reinforce the educational process either in class or in distant-learning settings. In this context, (Bouhnia, 2010. pp.130, 132) asserts that the Internet makes learners go beyond the limits of a given country to reach another huge world where they can be able to retrieve information and have access to a variety of sources and references. In addition, it is an easy task for any learner to find the information immediately by doing a simple search by his own on a search engine and, thus, saving much time and money when compared to using other resources of information.

What about the special characteristic that distinguishes the Internet from other tools is keeping both learners and teachers up-to-date i.e. having access to the most recent and pertinent data. Furthermore, the Internet is an open source for everyone from any society, creed, political or philosophical trend, etc. That is why the number of its users overcomes three hundred million. So far mentioned, all information available on Internet could be accessed all day long and everywhere. Collaboration among teachers and their colleagues and students or even with other teachers from other corners of the world is what the global network can provide, as well. It also offers an opportunity for those who are interested among teachers and learners in order to interact and exchange their opinions and their research interests; this is what enriches and develops the scientific research. Finally yet importantly, he adds, the freedom to get access to the information from any place is for the reason that no one has the right to monopolize the flow of information to ensure that all Internet users are equal.

In fact, those Internet use advantages in language education are not just exaggerations. Most researchers in the field do share the same view that Internet use will surpass the ordinary ways of teaching seeing that it stimulates motivation and

encourages autonomous learning. Moreover, its utility lies upon offering a variety of options, which match the different learning strategies and preferences of the new generation of EFL students who find the recall of language much easier via digital devices, which, in turn, diminish what (White, 2003 In Boulter, 2007: 82) call the students' '*sense of isolation*'. Towards meeting those benefits, there should be an alteration in the educational system and an educational paradigm transformation, because Internet integration requires entirely a new implementation system (Boulter, 2007: 78). This latter should go beyond the pre-existing methods but, unfortunately, most teachers and educational institutions are not aware enough to design suitable electronic courses that differ from face-to-face ones; that is why they criticise the Internet use in the educational settings without knowing that it is a powerful tool for EFL didactics. The '*sound pedagogical practice*' is the most required, adds (Boulter, 2007:77).

Unlike the other teaching instruments, the Internet can offer a huge amount of services and tools that are facilitating more and more the processes of teaching and learning as educational websites, blogs, video conferencing tools, webquests, wikis, podcasts and the like. Chiefly, there is the e-mail service, which saves the researcher's time when sending or receiving electronic letters. It is very useful with other social networking sites when it comes to making opinion polls about a given inquiry and posting surveys to be filled in by the target respondents and therefore making of the data collection procedure an easy task. Being in contact with other researchers and exchanging ideas and interests with them is, as well, among the advantages of e-mails. (Bouhnia, *ibid.* pp.127-130) adds another beneficial thing about e-mails which is supervising research projects of students from other universities _students who are not be able to find a specialised supervisor in the topic they want to tackle. Finally, allowing the researchers from all over the world to write and conduct co-research with other associates.

Second, he further addresses the leading Internet service, which is the one related to electronic publications, that means researchers can be in touch with the most recent works done in a given area of study. These works could be articles, books and the like; written in different languages and addressed to various audiences and most of them could be downloaded and saved to be used in a later time. Other electronic publications comprise newspapers, magazines, reference tools as dictionaries and so forth. Additionally, book e-marketing accomplishes the previous patchwork. It is a sort of boost to the researchers who encounter problems in buying books that are not available everywhere. Specialised websites like Amazon Bookstore allow any learner to find the book he wants to buy, just by entering the name of the author or the title of the book.

(Bouhnia, *ibid.*) suggests that there are also some academic networks, which permit the access to many bibliographies of some famous institutions and universities. For example, the JANet (Joint Academic Networks) in the UK (United Kingdom), the Dutch Surfnet and the American OCLC (Online Computer Library Center). These networks help also connecting to other computers, to benefit from online educational programs and conferences, etc. (Examples about similar Algerian institutions and online environments are given in the next chapter).

Moreover, newsgroups represent the most interactive online service, which include the use of emails. They are helpful for scientific researchers especially EFL learners who will be able to communicate and practice their language. Newsgroups comprehend a variety of research areas taking for instance: language learning, as mentioned above, economics, politics, etc. (Baron, 2002: 16) describes them as **“public forums for asynchronous one-to-many dialogue”** used to post content that can be checked at any time by the user if he is logged out at the mean time. Similar to listservs _explained in the next sections_ newsgroups are of different types according to the various interests of the followers; they may be categorised, for instance as *news* (news topics), *humanities* (humanities subjects), *misc* (miscellaneous), *talk* (controversial topics), etc. Yet, there is a slight difference between them and listservs which is that the latter are based on sending messages rather than posting content. (Trask, 2005) considers newsgroups as *informal mailing lists*. He also mentions that the name of any newsgroup consists of two parts; the first one followed by a full stop devoted to the general category and the second reserved for the particular topic.

Obviously, the Open University or the VLEs (Virtual Learning Environments) are also undeniable by their utilitarian impact on EFL learners. This will be discussed in more details in the following sections.

Overall, Internet services and tools are not limited only to the ones we have cited. Hence, it is considered as a huge source for getting information to learn and teach EFL, and thereby most of ICTs are also useful if integrated to language teaching and learning. This point is echoed by (Motteram, 2013: 98) when he says; **“one way in which ICT has changed how languages are learned is that it allows learners to immerse themselves in the TL community easily”**. Here, he talks about learners who combine language competence with language performance and who know very well **“what works for them and how they want to learn”**. However, it is no wonder that there are plenty of factors, which affect the use of the Internet in teaching and learning. First, one thing that is certain technological equipments including both hardware and software in most of the universities and institutions of the third world are not available. In addition, the lack of technical support for both teachers and learners is another problem, which is usually related to technology training which is in turn a ‘*new educational culture*’ that the use of new technologies necessitate (Bindé, 1998 In

Boulter, 2007: 17). In this regard, the teacher's preferences either to incorporate technology or not may also hinder its use.

In an attempt to explain these influences (Felix, 2003 In Boulter, 2007. pp.18-19) talks about, what she calls, '*stereotypical opinions*' of online learning. She expresses the view that the factors, which affect Internet use do exist as administrations, which are not very interested in the quality of learning and tend to save costs. She adds that some teachers are afraid that online learning will replace classroom teaching and so on. Nonetheless, she disproves those claims by arguing that technology adds value to face-to-face instruction and it can help the teacher develop authentic learning tasks, materials and online language programs by the '*creative context*' it offers, and which suits the students' differences.

In summary, the Internet, as many other technological devices, is of use in learning and teaching EFL and all the rumours we hear about it are said by those who prefer to use other old methods or those who have already failed in incorporating that tool to their instruction. Thus, it is better teachers and learners of that kind rethink about the usefulness of the Internet and the services it offers.

1.3.2. Internet as a Promoter of Learner Autonomy

"The learners' ability to take charge of their own learning" (Holec, 1981), this is the very close definition to learner autonomy which is usually required in a learner-centred approach in today's world with the growth of Internet use. The Internet, then, can promote learner autonomy and help him achieve certain educational goals since by means of providing authentic examples of the TL and facilitating learning (Reinders and White, 2011).

(Godwin-Jones, 2011: 4) highlights the correlation between virtual learning environments and autonomy: ***"The dramatic increase in online resources, network services and educational software, together provide new opportunities for self-directed learning"*** i.e. students can participate in online chat with native speakers or online educational forums for enhancing interaction. As well as, they may use self-assessment tools to report on the improvement of their language skills as the e-portfolios or by consulting their teachers via email or webquest devices, etc. In effect, learners develop a sense of motivation and flexibility that, in turn, affect their language skills, their way of acting and interacting, their meta-cognitive strategies including planning, monitoring and evaluating their own learning. Therefore, they could be ready enough to take decisions, change their attitudes and beliefs about learning in specific and life, in general. (Bandura, 2007 In Gardner, 2011: 65) defines this sort of individual strength and self-confidence as '*puissance personnelle d'agir*' or '*personal*

power to act'. Following this, the connectivity to the Internet allows most learners to benefit from collaborative work and interact with others. Moreover, it also enhances the way they select appropriate activities and evaluate themselves which helps them work independently with relaxation. (Brown, 2007: 147) as well believes that many so-called successful learners have reached their goals of mastery through their own self-motivated efforts to extend learning well away from the confines of a classroom. He adds, ***“Teachers can help learners to achieve this further step toward autonomy by helping learners to look beyond the classroom and the language course they are in”***. Both quotations insist upon the fact that success depends on autonomy and motivation as starting points for distance learning after class time and the role of technology as general, and the Internet as a specific tool, is providing materials to guide and back up the learners to become more autonomous.

Learners' interests and needs make them flexible with the technological changes, for this reason many motivating opportunities are provided to them according to their own time, pace and desires. Therefore, learning is not limited to formal contexts; those learners come to the classroom with prior experience and the role of the teacher is just as a facilitator (Erben, T, Ban, R. and Castañeda, M, 2009: 63). In light of this, most teachers assign home works for their students allowing them to search for resources on the Internet or they may simply set up home pages for their courses to encourage them. Other tutors let their learners send emails to check any news after class time especially during the weekend. Yet, learner development relies not only on autonomy but also on other things that teachers provide as the input, syllabus, support and materials' quality.

All told, Internet is a good medium that fosters autonomy with its different tools, yet the over reliance on it may make learners dependent on the materials it provides. Thus, extensive reading, writing longer texts or memorising new vocabulary may be replaced by short Internet articles for reading, short writing samples or online dictionaries with easy access (Reinders and White, 2011).

1.3.3. Constructivism and Autonomous Learning via Internet

As mentioned above, the Internet can be a source of autonomy and motivation depending on the studying goals of the foreign language learners. Nevertheless, there exist a tiny minority of students being: *“satisfied simply with the limited exposure that they get from the class and some of these students choose not to focus during the lessons”* (Mohammad, 2011: 1081).

Here we cast light on the benefits of learning via the Internet together with the constructivist theory of learning. To begin with, the students who explore the virtual world gain self-confidence to learn by their own in a time when the teacher is considered just as a facilitator or a guide. They can learn within a *‘flexible schedule’* (Gaona, M. R.D. and Monteverde, M. R, 2011: 252) enjoying their time and making decisions for themselves with the exposure to multiple choices from different locations. Of course, independent learning is not limited to learning alone, yet a learner may also be in need of guidance from his teacher or through his interaction with others. In a similar vein, the Internet and independent learning go hand in hand with the notion of constructivism, which combines the construction of knowledge by the learner himself, and more developing his own learning skills and strategies through social interaction and collaborative work. This latter is the major purpose of the online social networks that develop critical thinking skills such as analysing and evaluating the content of Web pages (Lee, 2008).

Constructivism strengthens cooperation between students and their peers as well as students and their teachers particularly when it comes to group discussions on some Internet devices as social media or any learner-centred environment, where constructivist learning takes place and where interaction and cooperation are the most dominant. In addition, the constructivist theory emphasises on social interaction together with the discovery or the construction of meaning where linguistics, psychology and sociology are interrelated. It has two trends: the cognitive and the social one. First, it is concerned with the way learners know how to perceive the *‘reality’* independently. Second, it deals with cooperative learning to construct the *‘cognitive’* and *‘emotional’* images of reality or a new knowledge because of social interaction (Slavin, 2003 In Brown, 2007: 12).

For (Spivey 1997 In Brown, 2007:24), constructivism is considered as *“individuals engaged in social practices, (...) or a collaborative group, [or] on a global community”*. Nowadays, this approach is linked to the new technologies and language pedagogy consequently those tools may contribute to learning EFL as (Hyslop-Margison, 2004) points out that computers are seen from a constructivist standpoint as *‘an instrument of student empowerment’* i.e. the language usage of a learner could be enhanced by the use of a certain technological device. In addition,

when it comes to the Internet and social interaction, it usually extends after class time making the learner correlate what he knew to what he is actually experiencing. Overall (Davis and Sumara, 2003) define social constructivism not only as learners interacting with others while learning but they went beyond that to the interaction with the subject matter, which could be, according to them, sufficient.

Constructing one's own knowledge and skills individually or socially through Internet use is a widespread phenomenon among the generation of EFL learners who tend to rely mainly on online independent language learning, and when possible they interact with other users to make use of the skills they acquire or share the information they gather.

1.3.4. Characteristics of a good Independent Internet Learner

The digital environment of Internet provides endless options for learners who, in turn, use different learning strategies including those cited by (Oxford, 1990): metacognitive, cognitive, memory, compensation, affective and social. In addition, each one of them owns a unique method and preference to learn EFL.

Several Internet learners are autonomous and motivated according to what we have cited above by some reasons, which lead them to appreciating any sort of language input that ameliorates their skills. Other characteristics may vary from one EFL learner to another as for the language aptitude, which includes some other features. (Robinson, 2005; Dörnyei & Skehan 2003; Brown 1991; Rubin & Tompson, 1982 In Brown, 2007: 105) define successful learners as being risk-takers and intelligent as well as having an ambiguity tolerance and an efficient memory.

Importantly, intelligence outdoes the other characteristics since there exist various types of intelligences be they linguistic, bodily-kinaesthetic, naturalist, interpersonal or intrapersonal, etc. As for the most essential, the interpersonal intelligence is the ability to understand others, their preferences, their source of motivation and so forth. While the intrapersonal intelligence focuses more on a learner who tries to find out the appropriate method to learn the language and take suitable action to develop his learning strategies and become more aware of his positive and negative points (Sternberg, 2003 In Brown, 2007: 109).

When we talk about EFL Internet users, we can feel that they are unique and different from others, that they have special characteristics just as comparing smart phones to old ones. Hence, learners who are not intelligent enough cannot define their needs or take action to learn; they are simply passive learners who rely only on their teachers or their course books. Even with Internet use, they may render it negative.

Learner characteristics are usually influenced by linguistic factors, learning processes, age and acquisition, instructional variables, context and purpose as (Brown, 2007) points out. As to the context, virtual learning environments are a great impulse, which boosts learners' learning desires and leads them to learn after class time. The new generation of EFL learners are very active and intelligent in terms of digital literacy, social networking, creating blogs or websites, collaborating on group projects, using e-mails, etc. Such learners use an explicit kind of learning whereby awareness and intention help them get knowledge by contrast to implicit learning, which means no intention or awareness are given (Hulstijn, 2005).

Most Internet users are very fluent in using the English language since by means of the authentic communication that the so-called international community provides them. They can use their language after doing a given homework to communicate with other interlocutors from the other corners of the globe. Moreover, they can talk to native speakers of the TL about any topic they may be interested in because they have some intrinsic motives that push them to be up-to-date and able to communicate fluently in English. Or whatever other motive like getting an academic degree, improving their chances to get future jobs which requires the mastery of certain languages, understanding spoken English when watching movies or listening to music, etc.

Virtual learning contexts do not require learners only to have an autonomous personality or to be motivated by internal or external factors. Yet, some other aspects are very essential as to the thinking skills, critical thinking skills to evaluate Web content, social and emotional competencies, content knowledge, life and communication skills, cross-cultural productivity with accountability and leadership with responsibility (Teemuangsai and Meesook, 2017). They add that students are in what they call '*the global society*' expected to be '*the four Cs*' which means proficient communicators, creators, critical thinkers and collaborators. Indeed, such skills will create opportunity upon opportunity to the EFL learners who develop their language continuously and attain their goals.

One of the most related notions to good independent learning is what (Bouhnia, 2010) calls the model of the learner in a '*quality culture*'. He discusses the different learner models of (Burner, 1986 In Bouhnia, 2010: pp. 47-49). The first model is the '*Tabula Rasa*' in which the learner has a passive role and does not have any critical thinking; he simply accepts any external input and reflects the existing system relying only on experience to develop his knowledge. On the other hand, he talks about the '*Constructivist Model*', which puts more emphasis on the interaction of the learner as a theorist with his experiences. The last model deals with the '*Novice-to-Expert*': a learner who analyses what he has been taught to move from novice to expert in a certain field of knowledge. Burner's learner models can be applied in an e-learning

environment because, presently, the learner is much more expected to be flexible and dynamic in front of the rich variety of choices he is offered in order to meet the requirements of learning. (Bouhnia, *ibid.*) lists some learner characteristics elaborated from the previous models, and amongst them the learner should be creative to construct his own reality, not only discover it since the modern learning systems insist upon critical thinking and strategic visions. He should be a supporter of the theory of knowledge or what is called epistemology, as well. What is more, good independent learners approach the new knowledge and relate it to what they have perceived before or what is said to be '*old knowledge*' according to the content and the context. The writer goes on saying that the learner's responsibility could be developed with time as the learner is growing up.

All those characteristics emphasise on Student-Centred Classroom instead of a Teacher-Centred Classroom for the reason that, nowadays, the e-learning environments insist on the fact that learners are more independent and can easily study on their own schedule.

1.3.5. Tutor's Role in Self-directed Learning

Despite the autonomy and the independence of learners in self-accessed centres, teachers still have many things to do as facilitators and guides who have, as a goal, helping learners to learn. Most teachers think that giving learners more freedom may weaken or lessen the role of the teacher. By contrast, the teacher can penetrate, provide feedback and help his students discover their strengths and weaknesses.

Evidently, each EFL student has unique strategies to learn whether in class or outside of it. However, most learners can stay beyond their teacher's support. According to (Bouhnia, 2010), the instructor's support and help for his students may develop their '*critical thinking skills*' and this, in turn, leads to the cultivation of '*inductive and deductive thinking*' plus the ability to solve problems. He mentions also the idea that the teacher's interference helps them increase their '*collaborative and integrated skills*'. Increasing such skills is much more helpful for learning in VLEs where students collaborate with their peers or their teachers. This includes educational chat groups, Internet clubs, and other spaces for virtual discussions.

(Dam, 2011 in Gardner, 2011: 43) compares the roles of teachers in traditional and self-study centre,

“In the traditional teacher-directed teaching environments, teachers ask themselves: How do I best teach this or that? In learner-centred

learning environment teachers ask themselves: How do I best support my learners in learning this or that? ”

As Dam focuses on the ‘*how to support*’ learners to learn, this reveals the fact that language instructors do have roles even in SDL (Self-directed Learning) or VL (Virtual Learning) and the reality that learners are more autonomous and motivated than ever does not eliminate the teacher’s role.

(Van Deussen-Scholl et al in Boulter, 2007: pp 86-87) also look at teachers as mentors who model the dynamic acquisition of authentic information and who have attitudes that can affect the student’s responses. They introduce the notion of CMC by which instructors can interact with their learners using ‘*online discussion forums*’. This latter helps learners converse with teachers and be more dynamic and motivated by receiving immediate answers.

Beyond successful tutor’s interference in self-directed learning, there always exist some barriers to his use of technology. As explained by (Honey and Moeller, 1990 in Boulter, 2007: pp 60-61), there are two types of teachers when we get to talk about education and technology: ‘*high tech*’ and ‘*low tech*’ teachers. The first ones do interact with their students and collaborate with other colleagues as well i.e. they give importance to most pedagogical issues. On the other hand, ‘*low tech*’ tutors are always afraid of using technology, and are equally attached to their traditional teaching methods. Some of them complain about the lack of time or technological materials in order not to include technology in their teaching or to supervise their students’ use of technology in relation with EFL learning. Such technophobia weakens the task of the instructor in SDL where students become obliged to rely on themselves when it comes to technical support. That is, teachers’ positive attitudes towards technology use, in general, or Internet use, in particular are a chief factor, which strengthens their roles and it is not that technology removes the tutor’s role. Nevertheless, technology helps reinforcing teaching and creating newer methods and techniques for better EFL learning and encouraging life-long learning, not only by integrating technology to teaching, but also by covering the gaps that the old methods had left.

(Boulter, 2007: 66) includes other factors, which may influence the teacher’s role in SDL. She lists, along with the positive attitudes and experiences towards technology, modelling by colleagues or by the mentor teacher, access to technological tools and last but not least administrative support. (Bouhnia, 2010: 66) also adds that digital literacy could be also another obstacle that weakens the teacher’s role.

As a whole, for the role of teachers to be effective in SDL, (Macknaik, 2002: 17) argues that they should be ‘*co-learners*’. That is, exchanging their technological experiences with their students to, as she adds, empower them, raise their self-esteem,

and thereby become '*more approachable*' especially when they recommend useful Websites for learning the TL and make learners more comfortable with the use of the Internet. Furthermore, tutors can use new tricks with the problem of large classes and the limited number of computers or other technological mediums to ensure that their responsibility is complementary to the one of their learners. (Collis and Moonen, 2007 in Motteram, 2013: 110) say, in this context, that a teacher should adopt a flexible approach, which affects the programme, the study material, the location, the forms of communication and the types of interaction. They focus on the existence of the teacher's role in SDL and insist upon his know how to direct learning in a flexible and easy way.

1.4. Technology and Internet-based Tools Used for Foreign Language Teaching and Learning

The usefulness of technology and Internet is incarnated in the variety of tools they provide users with. Experts in the field of English didactics do essentially consider such tools as helpful for language teaching and learning.

1.4.1. Innovative Tools for E-Learning

Regardless of computers, learners use a wide range of newly developed digital aids in the acquisition of EFL. One of the most notable examples takes account of portable devices as laptops, tablet computers, MP3 Players and importantly, mobile phones or smart phones, which are hand-held tools with touch sensitive screens mostly used by young learners. Others comprising PDAs (Personal Digital Assistants) and devices using Windows Mobile Computing platforms as the iPAQ are added to the list by (Dudeney and Hockly, 2007: 156).

Currently in the Algerian university, a tiny minority of students if at all do not have smart phones, while the majority keeps upgrading its technology. These learners carry their phones wherever they go since they find them very practical and useful in any setting; be it inside or outside the classroom. (Motteram, 2013) lists the major characteristics of some portable devices and predominantly, smart phones. He says that they feature long-lasting batteries, which are useful when power supplies are unavailable. In addition, they are easy to manipulate thanks to their touch screens contrary to keyboards and mice. Motteram adds the cameras, which allow learners to use video conferencing tools with the Internet connection as well as the GPS (Global Positioning System) that enables them to search for maps. Additionally, there are other services as audio recording, video recording, downloading, uploading, Internet access

and texting via Internet chat programs or the outdated SMS (Short Message Service), which has lost its popularity after the appearance of the new Internet generations.

As to the software apps (applications), (Motteram, *ibid.*) suggests some of those which can be used for language learning. First, In-built text is a good app for oral language, he says, “*particularly in the absence of native speakers*”. Next, dictionary and translation apps used for translating and memorising new vocabulary. He further talks about the various types of apps to learn grammar and colloquial language. Most of these apps are used only with an Internet connection that is why this latter, as pointed above, is very advantageous in English language learning.

Undeniably, the use of mobile phones for learning is not limited to a random manipulation by learners. Yet, researchers recently developed a new concept for this: MALL (Mobile Assisted Language Learning), or in short m-learning. In this context, (Kelly and Minges, 2012 in Motteram, 2000:59) point out that mobile phones are useful in many ways; they could be a multimedia communications tool, a good audio and video downloader, a device that connects us with a variety of social networks according to our interests. Moreover, those little digital aids can replace other daily-used tools as the alarm clock, TV, calculator, camera and so forth.

Along these lines, we show some few characteristics and advantages of mobile phones. Likewise, throwing a glance upon MALL that is a very huge and new concept in FLL (Foreign Language Learning) and especially with the integration of Internet. M-learning is another kind of e-learning that boosts the progress of learners by making use of small tools as smart phones in a flexible way rather than sitting in front of a desktop computer.

1.4.2. Computers’ Potential for Facilitating EFL Learning

One thing that is certain, computers are the most used technological tools for EFL learning. With their ability to be connected to the WWW, they can also serve well to optimize learners’ autonomy and interaction by the use of several multimedia (Del Rocío and Romeo, 2011 in Gardner, 2011: 253). The latter combines video, audio, text and graphics. Indeed, multimedia integration in language learning and teaching enables the instructor to meet the needs of his students, and likewise students can be comfortable with the use of such technologies, which suit diverse learning styles.

With the development of technology, CALL seems more sophisticated than ever before. It gathers computing and language learning besides the access to various other disciplines as instructional technology, computational linguistics, psychology,

CMC (Computer-Mediated Communication), etc. (Tucker, 1999 in Boulter, 2007: 116).

(Dougiamas, 1998: 408) explains in details the potential of computers for adding benefits to EFL instruction. For him,

“Computers carry an entire philosophy of knowledge construction, symbol manipulation, design and exploration which, if used in schools, can subversively promote changes in curricula, assessment, and other changes in teaching and learning”

Dougiamas emphasises on the fact that not only do computers represent an innovative side to language teaching and learning, they can also help designing language courses, assessing learners and giving feedback, especially in terms of language quizzes and pronunciation tasks, which are done online. In short, computers are synonymous to an audio-visual support to learn the TL. In many ways, a computer can empower and stimulate language learning and matches the interests and personality types of learners who are, nowadays, more attracted by the use of technological aids than textbooks. CAI (Computer Assisted Instruction) enables teachers to make of their classroom a flexible environment though most of them reject incorporating technology into their instruction because they think that it will lessen their importance. Closely tied to this, (Scheidlinger, 1999 in Boulter, 2007: 120) states;

“One cannot avoid the question why, the most important invention of all times-the computer- that brought revolutionary changes into almost all avenues of human activity, has failed completely in the field of education, where its potential is clearly the greatest?”

Scheidlinger, here, questions why such a serviceable tool as the computer is not fully exploited to take advantage of it when teaching or learning a foreign language as English. The overwhelming reports about computers: being useful only in other fields except in language education, increases the number of their opponents. In this sense, (Finkel, 1991) agrees with the idea that computers are not of any use in teaching, they do not facilitate learning or support teachers. He maintains that ***“computers will not automate or streamline the teaching job. If anything, they will make it harder”***.

Then again, (Harmer, 2008: 255) explains more the utility of computers beings useful for ‘*presentation*’, ‘*information getting*’ and for ‘*composing*’. Firstly he mentions their utility in displaying data when connected to data projectors or IWBs (Interactive Whiteboards). This helps explaining the language lesson in a ‘*still*’ or an ‘*animated*’ way by using pictures or videos or facilitating the teacher’s task by

allowing him/her to write or draw on the IWB and even more he/she can save what has been written. Learners, if having ‘*wireless keyboards*’ and are connecting to the Internet can, in turn, show their works on the teacher’s IWB. More details about IWBs will be presented in the coming sections.

Second is the usefulness of computers to access an unlimited range of information especially with Internet connection. In this context, Harmer talks about data found online referred to as ‘*Internet-based*’ and data that could be downloaded like offline electronic materials often available on CD ROMs and DVDs or kept in the computer’s hard disk as we mentioned previously.

Lastly, the computer is a device for typing by using word processors installed as software. Typing text on such a machine is not restricted to ‘*constructing a piece of writing*’, yet learners and teachers can use it for writing electronic emails or for online chatting, of course, with teacher’s supervision to avoid any distractions. Harmer’s three areas of computer use add a great benefit to incorporating ICTs to an EFL classroom as will be presented in the last chapter.

To make up the whole, CALL has come a long way in recent years and all its utility has been highlighted by many language researchers who assure that it will be a success. However, several factors do restrict its advantages and other teachers still refuse using such an easy-to-use tool as the computer only because they have a negative attitude about it, or they have not been truly informed about its usefulness.

1.4.3. Using E-mails to Boost Foreign Language Learning

Among the Internet tools used in EFL teaching and learning, e-mails are the most interesting and utilitarian ones. E-mails are electronic mails useful for sending and receiving messages via the Internet to an intended electronic address. (Baron, 2002: 12) classifies e-mails with the asynchronous tools in CMC and differentiates between e-mails in terms of e-mails sent from a ‘*single sender*’ to a ‘*single recipient*’ and those, which may be sent to ‘*multiple recipients*’. (Dudeney and Hockly, 2007: 62), on the contrary, see that e-mails slightly differ according to the purpose; some of them are used for personal reasons while others are used in the professional life.

E-mails are also a very fast and cheap way for exchanging messages electronically instead of wasting one’s time using old snail mails. They may be HTML (Hypertext Markup Language) based, Yahoo mail or Gmail (Google Mail). There are two types of e-mail messages; the ones which are of a very formal style mostly used for professional reasons in business, diplomatic or political contacts. Others are

informally written without regarding their conventions, the same as SMS on mobile phones or contracted text messages used in Internet chat groups.

Reasons for choosing e-mails as a medium of communication vary. In some cases people prefer contacting each other via their computers instead of telephone or face-to-face conversations (Crystal, 2004: 26). On the other hand, there are those who use e-mails, as cited earlier, for professional reasons since they are considered as the most serious tool for online contacts. Still the majority, importantly, use e-mails for academic and educational reasons; amongst them teachers and students who use the service as a medium of communication outside the classroom. (Dudeney and Hockley, 2007:62) again argue that communication with learners via e-mails permits **“setting, receiving, marking and returning homework and other written assignments”** and they, moreover, add that the use of e-mails **“gives a learner more exposure to the target language”** and herein lies one of the very advantages of e-mails. Other benefits according to them include the simple use of e-mail that does not require a very advanced level of digital literacy.

Again, the e-mail style of writing differs from situation to situation or from purpose to another. In his book (Trask, 2005: 2-14) distinguishes between formal and informal e-mail styles. He says that formal e-mails should follow, what he called, ‘*Netiquette*’ what means the rules and conventions set to write standard e-mails and that should be respected to write business e-mails since they differ from other kinds of writing. Trask emphasises on spending much time and effort to write a good formal e-mail likewise avoiding the use of slang expressions, jokes, sarcasm, etc. The reason behind that is related to recipients’ backgrounds that take in different cultures and various spoken languages and dialects, and such an informal style may be abusive. He, thus, advises e-mail writers to check, double-check and even triple-check their e-mails before they are sent only to make sure that they are worth reading by someone else. In light of this he says;

“The people you are mailing are busy. They have jobs and lives to look after, and they don’t have much time for dealing with emails from strangers. They are courteous, and they will try to be helpful, but only if your behaviour demonstrates that you deserve a helpful response. Nobody is going to devote more time and trouble to reply than you have devoted to writing your email in the first place.”

For him, serious e-mail writing leads to formal style of writing and any other style, which is careless, childish or chatty is informal and cannot be given any time or consideration by the recipient as they were not given by the sender. He, further, concludes that it is a terrible mistake considering e-mails just as an electronic version, which is not as important as a hand-written mail on a sheet of paper.

Apart from the informal style of writing e-mails, other shortcomings are also considered as hindrances in front of good e-mail writing. According to (Baron, 2002: 12) the language of e-mails may be '*ungrammatical*' because of the lack in standard punctuation or spelling. He adds that they are not intended for public view, and thus being more private and subject to anonymity as it is described by (Crystal, 2004: 127) when he says that it is not possible, sometimes, to know who will see or edit the e-mails we send. He maintains that once an e-mail is sent it cannot be modified again i.e. the e-mails which we write quickly without paying attention to certain conventions are usually unimportant. (Hale and Scanlon, 1999 In Crystal, 2004: 128) carry on saying that "***No-one reads email with red pen in hand***". Here Crystal comments that in some other cases: educational, business or other workplace settings, that red pen is kept in mind to distinguish between serious and competent senders from reckless ones. E-bulling, libellous language use, rudeness, time-zones are things we should pay attention to when writing an e-mail in a businesslike manner, adds Crystal, and he concludes that e-mail "***is an opportunity, not a threat, for language education***".

Lastly, the fourth chapter will show more details about conventional '*Netiquette*' and some implementation issues about e-mails, chiefly in EFL instruction.

1.4.4. Wider Application of Internet Chat Programs in Learning EFL

Prior to giving detailed information about the topic, we should state that Internet-based graphical chat programs diverge into many categories; amongst them synchronous or '*real-time*' and asynchronous communications or '*postponed time*' programs. Respectively, the former is all about engaging in two or more conversations simultaneously via text messages, for example. By contrast, the latter deals with communications that we store and reach at any time. A relevant example to such programs comprises '*chatgroups*', '*newsgroups*', '*usergroups*', '*chatrooms*', '*mailing lists*', '*discussion lists*', '*e-conferences*', and '*bulletin boards*'. (Crystal, 2004: 11-129).

Digging deep, asynchronous chat systems help saving messages in '***archives, notebooks, logs or conferences***'. Also, the type of messages used by each asynchronous chat group tends to share the same linguistic features whether of formal or highly informal and slang expressions. (Crystal, *ibid.*) uses the term '*modes of electronic communication*' to describe the asynchronous tools and considers them as a linguistic variety.

Concerning the synchronous chat programs, they are generally identified by the users' interests, social groups or age. IRC (Internet Relay Chat) is an instance for a famous synchronous tool, and like other ones it includes shorter messages than the

ones used in asynchronous programs since they are much more interchangeable and instant. Therefore; a wide range of contracted word forms and abbreviations is used for chat plus the use of special nicknames for users.

The utility of the graphical chat programs embodies encouraging educational interchanges and discussions among students, supporting collaboration with the learning groups created in the same network but from different countries, etc. Chat programs could be as a link between students from other societies and cultures since the Internet connects diverse people from the four corners of the globe. As such, learners using chat programs could explore a variety of cultures and identities of other populations without a need for travelling abroad. More specifically, those programs engage students in '*distance education*', which extends the classroom hours to outside conversations with friends and teachers i.e. students, may create online groups that gather their classmates in a virtual problem-solving environment. Over and above, learners could also consult experts in various fields via those programs (Ingram et al., 2000: 25-26).

With regard to teachers, (Efaw, 2005: 30) addresses his view about another online chat program incarnated in '*sharing forums*' which, according to him, could enhance teachers' use of technology via collaboration and information interchange and develop their '*instructional practices*'. In a similar vein, he appraises the value of '*weekly discussions*' and '*shared e-files*' between tutors who can be engaged in online discussions about teaching English or have access to a shared electronic file available on the Web. The administrator or the members of a given specialised online forum can update and modify the e-file, and thus its serviceable content. The latter, if educational, can generally include related website links or any utilitarian electronic materials used for teaching or learning the TL as audio and video clips, classroom activities, learning games and the like.

As to the language skills, language chat programs help developing them because they put learners in speaking and writing situations as well as reading and listening ones; for instance a learner writes an email for a native speaker of English or another one listens to a recorded webinar sent to him by a teacher or an expert. In such virtual situations, language practice is at its best for the reason that '*student-student communications*' are the purpose of learning since most of university students communicate with one another about the language courses or classroom activities and project works. Likewise, '*student-teacher interactions*' do facilitate collaboration between the two and increase their productivity equally to developing their brainstorming, conversation, role playing and problem solving skills (Ingram et al., *ibid.*).

Chat in foreign language learning is a great incentive for acquiring the TL in a fast

and cheap way being a text, a video, a webcam chat or an audio chat, etc. Major chat types were listed by (Dudeny and Hockley, 2007: 72-73). Text chat, for instance, stems from sending typed text messages to others via Internet. Second, audio or voice chat is described as being similar to a phone conversation, and for that learners need headphones and a microphone to voice chat; the well-known audio chat programs are Skype and NetMeeting. Public chat programs, on the other hand, allow all kinds of users to join the chat; Yahoo! Chat is an example. By contrast, private chat or instant messaging is a space for those who belong to the same company or social group; an example to this is iChat, Yahoo! Messenger, etc. Other chat types specialised in language learning comprise free topic chats, collaborative and task-oriented chats _done out of class time to accomplish project works_, informative or academic chats and practice chats to practice a certain learning skill.

(Dudeny and Hockley, *ibid*) conclude that chat programs for language learning can offer learners opportunities to negotiate meaning and improve their oral language fluency. In addition, they open possibilities of contacting and communicating with classes.

1.4.5. Internet-based Technologies Used for EFL Teaching and Learning

A broad range of Internet-based technologies is used nowadays in many aspects of life and it is worth mentioning that their importance in language instruction is increasing as most educational programs shift towards new prospects. Therefore, learners can find suitable resources to enhance their skills in the TL including videos, articles, e-books, etc. Teachers, as well, can be exposed to an unlimited amount of information and supportive materials which help them teach the TL in a variety of ways.

Previously, we have talked about e-mails as the most favourable and the best used Internet-based technology in language teaching and learning. In fact, there are a lot more tools we are going to discuss in this part. Amongst those tools, there are many online reference tools like dictionaries and thesauri, concordancers, corpuses and translators for language analysis, and encyclopaedias for research and project work as listed by (Dudeny and Hockly, 2007: 103-112). Above all, electronic dictionaries and thesauri provide some features like audio recordings of how words are pronounced, others can also show learners the phonetic transcriptions of words. Certain dictionaries' apps could be downloaded and used for a later time when the learner's device is offline, yet others are only used with Internet connection. Concerning thesauri, they are most of the time used by independent and proficient users of language since they deal with synonyms and equivalent words rather than definitions

that we can find in dictionaries for beginners. Once more (Dudeny and Hockley, *ibid*: 104) consider electronic thesauruses as a helpful tool for developing creative writing and making learners analyse their output in a critical way.

As for the concordancers and corpora, they define the former as ‘*search engines*’ or programs, which analyse the patterns and occurrences of words and phrases in texts; particularly “*used by writers of grammar references and weighty linguistic tones*” examples for some concordancing programs are Monoconc, WordSmith Tools, etc. On the other hand, corpuses are of a varied range of sources, taking for instance newspapers or journals and even spoken extracts from radio or television. Corpora describe the words’ location, their positions and frequency. COBUILD (Collins Birmingham University International Language Database) is the most-known corpus. What about the difference between concordancers and corpora; the first ones search about the ‘*word*’ and ‘*how it is used*’ while the others show the location of that word in a sentence and its frequency in a text. Both of these programs could be used in language teaching especially for advanced learners. They help, for instance, comparing texts in two or more languages _also called multilingual corpora_ or see the occurrence and frequency of a given word.

Translators for language analysis are also another reference tool which is defined as translation software. Surely, they can never be compared to human translators because of their accuracy especially when translating whole expressions since they can only give the meaning of single ‘*words*’ or very ‘*simple phrases*’. The Alta Vista and Babel Fish provide famous web-based translations. (Dudeny and Hockly, *ibid*)

The last reference tool concerns the online encyclopaedias used for research and project work. Generally speaking, paper-based encyclopaedias contain a huge amount of information about different areas of knowledge, yet they are of a heavy volume. By contrast, electronic encyclopaedias are more practical and cheaper than traditional ones. As the electronic dictionaries, there are also online and offline encyclopaedias, the former are more updated than the latter but just for premium subscribers. Microsoft Encarta, Encyclopaedia Britannica, Wikipedia and Colombia Encyclopaedia are mostly used in the domain of language learning (Dudeny and Hockly, *ibid*: 111-112).

In addition to reference tools, websites are also useful for language learning for the reason that they post several contents on the WWW. According to (Baron, 2002: 18) a Web site may include a single Web page or more. These Web pages, be they individual, institutional or commercial are known by their special URL (Uniform Record Locator) which distinguishes each Web page from the other ones. The second type of websites is Web logs usually called Web blogs or, in short, blogs. They are social software which include personal journals and diaries, they can also help learners

post their creative writings, personal pictures or videos about their daily life and ask for the audience's comments. Simply put by (Dudeny and Hockly, *ibid*: 86), blogs are tools ***“which allow people to connect, to communicate and to collaborate online”***. They may also involve other links to other blogs presented in a form of a *‘blogroll’* that helps connect different users who have the same interest.

In language teaching, Dudeny and Hockly once more give extra details about the different types of blogs especially those used for language teaching. They note that the term *‘edublogs’* means educational blogs that are merely used by teachers and learners to discuss certain topics, besides that they help teachers, in particular, to ***“provide their learners with news and comments on issues, extra reading practice or homework, online links, a summary of a class for learners who were not able to attend, study tips, and so on.”*** (p.87). *‘Edublogs’* could be easily accessed by any user. Dudeny and Hockly add that such online tools, themselves, are divided into two categories *‘tutor blogs’* which are set by teachers or *‘student blogs’* set by learners. They continue explaining that blogs are a good tool for monitoring teacher training and development mainly for trainee teachers. The last type of blogs is called a *‘class blog’* which is one blog that gathers the entire group of learners and their teacher, used, as well, to learn languages, post comments about class work, etc. Last, they ensure that educational blogs are very advantageous for EFL teaching and learning because they represent what they call a *‘real-world’* for learners to practice their language in addition to being a tool to contact them from different places. Moreover, the content of blogs can be accessed by anyone who is connected to the Internet, but only those who are members can modify or comment on what has been posted, and when it comes to evaluating students blogs are an effective appliance for correcting, giving feedback and assessing students.

Contrary to Weblogs, wikis are websites that allow any visitor to modify, delete or add something to the existing content, that is they are more *‘dynamic’* and have *‘multiple authors’*. Unlike blogs that show the postings in a linear way _putting the recent ones at the page top_ the pages of a wiki can give the opportunity to see the previous as well as the next pages. A relevant example to that is Wikipedia which is also considered as a reference tool, as was has been mentioned above. It is an easy-to-use web tool for language learning since learners can add new pages or edit the preceding ones. These changes and those who make them can be checked, too. However, the reliability and the accuracy of information on wikis remain questionable.

Another Internet-based technology used in language teaching is podcasts: a kind of recorded audio or video on a given topic. Video podcasts are also called vodcasts or Pod Clips. Podcasts may be similar to radio or television shows, yet they are accessed at anytime contrary to the latter. For learning EFL, they are utilitarian since they let students either record their own podcasts or listen to other ones made by other students

or teachers who, generally, record lectures that can be downloaded by their students. Such records may be in form of downloadable MP3 soundtracks allowing learners to listen to them at any time after class. Educational podcasts, in this regard, are one size that fits all since they are a way to learn new vocabulary, a tool to discuss any topic and learn the TL from audio songs or audio books. Englishcaster is the very used podcast for English learning along with the BBC News podcasts.

As far as chat programs are concerned, there are other synchronous and asynchronous implements used for language learning that we have not mentioned before. First, IM (Instant Messaging) is a synchronous tool as Yahoo (Yahoo! Messenger) and Microsoft (MSN Messenger); such tools usually ***'place premium on quick thinking and fast typing over careful thought'*** (Ingram et al., 2000). We use chat programs for sending shorter messages than e-mails and they allow us to create individual profiles including brief biographies. Furthermore, they enable their users to send away messages to let others know they are gone away, along with showing buddies lists that include the names of those who are online.

Then again, there are certain listservs; a kind of asynchronous text-based communication which are mailing lists sent from one user to several e-mail addresses. Basically, listservs are used for professional reasons and academic ones. They let a group of people who hold the same interest in touch with what is happening in their field. In language education, they could be very utilitarian since the language used is very formal and grammatical suitable for a teacher-student contact. (Baron, 2002: 15-16). In order for any member to receive posts of a given listserv, he must be subscribed to it following an instruction about its terms of use and conditions named by (Trask, 2005: 161) as a *'protocol'* that bans any violation of copyright, offensive and racist content, etc. He also introduces another expression called the *'digest service'* meaning a *'summary of the week's postings'* usually preferred by those whose jobs require reading other professional emails and cannot devote a daily amount of time for reading too many e-mails at once, and therefore a digest sent on weekends is quite better.

E-portfolios also represent an effective electronic tool for EFL learning and assessment. They are simply an electronic version of paper-based portfolios synonymous to a sort of folders that gather students' works and reflections during a semester or a whole academic year. They facilitate the teacher's formative and summative assessments. On the other side, *Digital portfolios* can include not only paper documents but also audio, video, blogs or Websites. An instance for *ePortfolios* is included in the analysis part of this inquiry. (Dudeney and Hockly, 2007: 120) consider using an e-portfolio for language learning as an *'ongoing process'*, hence; they accumulate the learners' projects in addition to their works in progress. What about creating an e-portfolio on the Internet, the task is easy and there exist some free software to do that as Elgg which is a private website permitting only its users to

access their e-portfolios, and it equally allows teachers to do that, of course, with the permission of the learner in the first place.

The last tool to talk about is the IWB, which is a whiteboard *“linked to a computer which uses special IWB software”* (Dudeny and Hockly, 2007: 122). It seems that IWBs are a technological tool rather than an online tool and here we are dealing with Internet-based technologies, and hence it is no wonder that IWBs can also display an online content from a web page if connected to the Internet. To use an IWB we need a computer, the IWB itself and the IWB software that should be installed on the computer and a data projector _also called a beamer. While all those components are ready, the teacher can use another peripheral pen or simply his finger in order to control the IWB instead of sitting in front of a computer screen and using a mouse. Dudeny and Hockly mention, as well, that we can use IWBs with other devices other than computers as wireless tablet PC (Personal Computer) or a laptop computer. Another benefit is that of making the *‘heads up’* and attracting the attention of learners which helps *‘the modelling of language’*. Dudeny and Hockly, by contrast, believe that IWBs can also be a negative device that destructs learner-centred learning and leads to more teacher-centred instruction when learners are just receiving and not producing, and thereby *‘becoming a passive audience’*.

In closing, the use of Internet-based technologies adds to EFL teaching and learning a lot of creativity because there is a wide range of those tools suitable for several learning strategies and preferences. And since the new generation of the digital born learners is more than ever addicted to the use of such implements, there is no way to ignore their integration to language instruction.

1.4.6. Virtual Learning Environments

A few years back, technology integration was considered as something new in teaching and learning EFL. By contrast, nowadays it is no more the latest fashion since technology is evolving every day. This is what gave birth to VL.

As mentioned above, VL is one kind of learning online i.e. using Internet. This point is echoed by (Dudeny and Hockly, 2007:137) when they say that VLEs can also be called LMS (Learner Management Systems), CMS (Course Management Systems) or virtual classrooms which are of a web-based platform. As to the course content, VLEs include audio and video lectures, audio chat, tutorials, language skills activities, documents and other new tools as blogs and wikis. They have, as a purpose, developing the communicative skills of learners since by means of discussion-based learning activities especially via asynchronous tools where there is enough time to reflect and formulate responses (Boulter, 2007: 83). There exist also online tutors for

such online learning spaces and who are able to check the students' activities done, or what they have accessed and when they log in or log out. They can, therefore, assess and grade them. Learners can in addition consult their grades which could be recorded automatically in certain programs and can be accessed at any time in a private way. (Motteram, 2013: 165) says that learners are, moreover, allowed to *“review and/ or preview class material online”* and to *“peer review in the online text discussion boards and this helps develop friendships as well”*. Boulter again describes the well-designed computer-assisted programs including the online ones as the pedagogical bridge between teacher-centred teaching and learner-centred learning. (Motteram, *ibid.*) considers LMS as a *‘complimentary self-access resource’* for face-to-face teaching that do not require advanced digital skills or programming languages.

(Dudeney and Hockly, 2007: 155) also mention that VLEs are called MOOs (Multi-User Dimension Object Oriented) or MUDs (Multi-User Dimension/Dungeon/Dialogue); the idea of creating such learning environments came out from digital games. Such synchronous environments help learners interact with other people and objects to create imaginary settings using pseudonyms (Baron, 2002: 17). In other references, they are referred to as MUVES (Multi-User Virtual Environments) which are mainly text-based and essentially used for chatting by texting. (Dudeney and Hockly, *ibid.*) also point out in their book that there are some useful VLEs that could be used by EFL learners. They list, among them, Moodle, Web CT, Blackboard, First Class, but importantly Second Life which is 3D (Three Dimensional) virtual world reaching today more than three million users. Second Life allows people to create their own world in a digital version simply by having an account after entering a username and a password. It is in addition a space for other learning tools and events as Power Point presentations, audio and video media, seminars and conferences, quizzes and the like.

(Bouhnia, 2010: pp. 102-103) gave some examples of virtual universities, which use international networks and satellites to provide better services. Amongst those universities there is the Hellenic Open University in Greece, Net University in Sweden, the Unitem Universities in Malaysia and the virtual university of Nairobi. What about the goals of these universities is that they seek for offering courses for students from all over the globe, facilitating the administration of the educational programs, helping learners who encounter difficulties to join the university and , of course, providing better quality education.

Other online courses officially adopted by many universities around the world are called MOOCs (Massive Open Online Courses) lately becoming more popular in 200 universities, reaching 10 million users in 2018 as estimated the TraMOOCs (Translation for Massive Open Online Courses) project coordinated by Humboldt University of Berlin that declared the availability of more than 1200 MOOCs taught

by over than 1300 instructors. Good news for English native speakers, English learners and other learners who have high English proficiency levels, most of these online courses are in English despite the fact that many people complain about that. Hence, the TraMOOCs project was meant to develop a machine translation for such online lectures (Kordoni, 2018).

VLEs, indeed, make the digitally and electronically designed curricula easily accessed by learners and help reach the things that have been learned. They equally make students in touch with the latest technologies and contribute to giving more opportunities for those who cannot afford enough time or money.

Despite the favourable side of VLEs, one of the biggest problems with them, adds (Bouhnia, 2010: pp. 103-104), is the hacking of software used or the communication databases besides copyright violation or what is called plagiarism in what concerns the scientific and the intellectual works of researchers. However, when looking at how utilitarian the VLEs are with their innovative educational systems, we can be sure that they will drive change in language education against all odds, and hence they are developed each single day. The same thing regarding Algeria which started to take part in the digitalisation of higher education by launching various technological projects discussed in the next chapter.

1.5. Challenges Facing Internet Use in Teaching and Learning EFL

Although the discovery of Internet made a revolution a few years back, and its integration in many language teaching and learning programmes becomes a worldwide fact, some of its users still complain about certain constraints which impede them to take advantage of it. The first and foremost obstacle is, obviously, the lack of digital literacy which is originally due to the lack of technology training for learners, but most importantly for teachers. Besides that, there is the lack of importance given to the Internet as a helpful device for learning EFL for the vast majority of users still consider all the tools it provides as distractive not instructive. And unfortunately, the ease of information retrieval comes at many costs as time wasting, mental and physical health degradation, social remoteness and so forth. More particulars about some hindrances are discussed in this section.

1.5.1. Shortfalls Affecting Internet Use in Teaching and Learning EFL

In addition to digital literacy and technology training, the inaccuracy of the information available on the net is, as well, another shortfall that makes EFL learners

doubt about the validity of data since anyone is allowed to create a website and put whatever kind of information he desires. That is why it seems a very hard task for individuals or research centres to control any piece of information in that WWW. The reason behind this is that most websites seek advertising sponsorships, and therefore the advertiser gets more influence than the researcher who has no idea that he becomes a target once he types the key words on his search engine. Along with the exactness of information, the issue of the Internet being a reliable source is still debatable because most of universities in the world do not recognize it as an authentic resource in scientific research. The challenge, thus, lies in that quite a lot of students find it a difficult task to find paper sources as books that could be at one's disposal only in remote countries. Consequently, some of them plagiarize and infringe the copyright of references.

The expensive cost of getting access to the Internet may also be a hindrance in front of students; over and above comes the cost of hardware that includes a computer and a telephone line, let alone other peripheral devices which are upgraded each day, and accordingly becoming more expensive. Then again, no one can completely avoid some technical problems which comprehend Internet Line Break or power cuts. Sometimes these troubles necessitate starting to surf the Web over again in addition to taking the risk of losing what has been typed in absence of a power bank. Lastly, computer malfunction remains also another drawback (Bouhnia, 2010: 175-178).

Just like the materialistic and technical problems do restrict the use of the Internet in teaching and learning EFL, human beings can also create other constraints. (Dudeny and Hockly, 2010:9) say;

“A teacher may want to use more technology in their teaching, but the school may not have the facilities, or, on the other hand, a teacher may be interested to start using technology for which they feel unprepared or untrained”

Dudeny and Hockly assert that the reason is directed to the teacher's negative attitudes and beliefs he has towards technology. They add that some teachers complain about the computer room that is always occupied or they believe that the course books are enough to teach EFL. Or else, their learners are more familiar with the new technologies than they do, and thereby they could use their computers or the Internet at home. While others think that preparing materials using Internet is a waste of time. Quite simply, the lack of the administrative facilities together with the lack of ICT training and the acceptance of teachers to integrate technological aids to their instruction are, with no doubt, the most controlling shortfalls which could not be fixed unless both teachers and administrators change their beliefs, or as (Dudeny and

Hockly, *ibid.*) add, ***“until the normalisation of technology in language training, where the use of technology in teaching becomes as natural as the use of books or pens and paper”***

In addition to the above, EFL students, likewise, should have a technological know-how of some important tools as the Internet. They should know how to use an online reference tool for a better translation since some idioms cannot be translated word by word. Equally, it is essential for them to watch, for instance, a video material with subtitles in order to understand what native speakers say and at the same time benefit from their way of pronunciation and correct themselves.

Applying Internet in language instruction is no an easy task though the main reason is facilitating the learning process. Nevertheless, it all depends on the way we perceive its unquestionable usefulness despite all the downsides it may bring because no material is claimed to be the best and carries no shortfalls.

1.5.2. Digital Literacy: Being a Helpful Factor or a Negative Deficiency

Understanding the importance of digital literacy when the new technologies are combined with ELT is a key factor that leads to satisfactory results at the stage of implementation.

Both teachers and learners should be concerned with digital literacy which means the technological skills acquired by a person, an experience in using digital instruments, technology know-how, or, merely, getting familiarity with the use of some technological devices. Some researchers look at literacy as a *‘sociocultural phenomenon’* (Motteram, 2013) which is developed by the use of technology. Others like (Glistler, 1997:1) define it as an ***“ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers”***. Still for others, it is a skill, which amasses many terms including media interpretation, digital manipulation and the evaluation of new acquired knowledge (Jones-Kavalier and Flannigan, 2006 in Motteram: 59).

In EFL pedagogy, there is an overlap between electronic literacy and technology training since the huge technological progress in all aspects of life requires teachers and learners to be technologically educated, but not still resisting change. Technology training may facilitate, at a certain extent, their technological proficiency, and as a result it can be a helpful factor to learning and teaching the TL.

The digital transformation that is affecting most of language learning systems around the world places demands on individuals to be more technically literate. Concerns with this stem from adapting oneself to that change and keeping up-to-date

with the latest innovations, and certainly not a very advanced technical knowledge is required for learning or teaching a foreign language. A relevant example is that EFL teachers and learners are not obliged to be good at certain software as Photoshop or Maya, yet all they need is knowing how to use e-mails, word processing programs or audio programs, for instance. In this respect, (Dudeny and Hockly, 2007: 13) emphasise on the fact that digital language learning is limited to the *savoir-faire* of some easy-to-use tools. They argue, ***“you don’t need to have any specialist technical knowledge or skills, much as you don’t need to be a mechanic to know how to drive a car!”*** Getting started with Internet use in FLL is, therefore, an effortless task to do though many instructors and students reject change, just because at the first glance, digital literacy seems unreachable for they do not even give it a try to break the ice block that is preventing them to getting used to it.

In short, always having up-to-the-minute knowledge about any change that is happening around us is such an important thing, particularly when it is for educational reasons. This will cause considerable impact on the way languages are taught and, therefore facilitating learning.

1.5.3. The Extent to which Technophobia Influences Technology Incorporation in Language Instruction

As we have pointed out before, technology incorporation as a serviceable supplement to EFL teaching faces the challenge of digital literacy together with the fear of using technology. The latter is called technophobia which is referred to as a technology refusal for several so-called reasons. It usually causes anxiety, reluctance and rejection of making use of technology. Technophilia, however, is having a good attitude towards technology.

(Dudeny and Hockley, 2007: 8-9) express the view that most technophobes are older than technogeeks _those who are good at manipulating technological tools_ they call the first category ***“digital immigrants who have come late to the world of technology, if at all”***; the second group refers to the new generation of youngsters who are digitally born and very enthusiastic and confident when utilizing technology. They are identified as *‘digital natives’*. (Boulter, 2007:77), in turn, gives another equivalent term which is *‘screenagers’* described as being more flexible with interactive digital environments.

As to the reasons why some people, mainly teachers, get afraid of integrating technology into their teaching, they differ from tutor to another, but still all leading to technophobia (a term coined by Wikipedia). The first and foremost cause is that most of them resist change and find themselves very comfortable with their teaching

routine. Instead of getting lost in the unexpected intrusion of technology as most of them consider it, they keep using outdated methods and materials. This opposition is still existing despite the level of success technology has come to. In addition, some other instructors think that technology will someday replace them and there would be no need for someone giving instruction in a classroom. Yet, they do not realize that even in SDLL (Self-directed Language Learning), the teacher's role remains important. (Dillon and Morris, 1996 in Boulter:58), in this respect, correlate the teacher's acceptance of technology to some variables as the teacher's psychology, the design process of information technology as well as the quality of the technology in user terms. That is, the successful outcomes behind utilizing technology can affect the teacher's mindset of acceptance.

There are also other reasons for not using technology in language instruction and these can create a negative attitude that makes EFL tutors more conservative about technology integration. First, they consider this latter as time-consuming and cost-consuming. Some of them think that computers or other technological aids are not useful only because they had a negative experience using them. This mental block creates a barrier in front of them or what was mentioned above as technophobia. Still others complain about their insufficient skills and poor technology training or render the reason to their limited expertise to design courses only to refuse the use of technology and they maintain that it is such a sophisticated task to do. While the exception includes those who claim that computers can cause damage and destruction to the environment and tend to be naturalists, or those who hate some computer companies to make a political statement against capitalism (www.insidedigitalmedia.com).

Even so, technophobia can be something easy to overcome, first by accepting change. What comes second is breaking that superego in teachers who do not accept any technical support and assistance from the young generation. Furthermore, technology training to build a good digital literacy is of a paramount importance to be able to get the benefit of technology in language teaching. The administrative technical support could be, as well, an incentive for teachers without forgetting that practice or the know-how is better and more valuable than knowledge itself.

1.6. Operational Definitions

▪ Questionnaire

A questionnaire is a research instrument usually considered as quantitative in nature since it provides the researcher with numerical data in the main with its closed format questions, which offer multiple-choice answers allowing the respondents to tick the relevant one for them. On the other side, a questionnaire may also include some open format questions, which are somehow qualitative and regarded as being boring and tiring for most of participants. In general, such a tool is said to be a way to preserve both time and money.

▪ Interview

Interviews are among the well-known qualitative research tools, which reveal many non-written facts though it may have also a written version after being transcribed. Additionally, an interview is a conversation done in real time and in a face-to-face setting that is manifested by two or more partners: an interviewer and an interviewee. As to the purpose, we generally conduct interviews to provide a piece of experience of the interviewee to consolidate a research inquiry based on his input.

Interviewees, by the large, can ask for clarification of ambiguous questions or can give more details about a certain topic. By contrast, a respondent of a questionnaire more often than not does not have these opportunities. Interviews are said to be more personal than questionnaires as well as more time consuming and attention requiring. They can allow the interviewer to understand many facts from the respondent's tone of voice or his body gestures and movements, or when he asks follow-up questions.

▪ Portfolio

The portfolio is a tool that provides information about the learning efforts of a learner and his success in a certain domain. For (Gómez, 1999: 3-4, 31), it is a kind of: *“continuous picture of student progress, rather than a snapshot of student achievement that single-occasion tests provide.”* She also describes the portfolio as a *slide show* referring to that *continuous picture* which, as she claims, is *an ongoing portrait of student work*. These equivalent expressions of a portfolio lead us to say that they do not include only students' works but also their assessment by what she calls *'stakeholders'*; these latter may be teachers, administrators or parents. Learners themselves can self-reflect their own personal growth process in language learning what makes them more autonomous, self-confident, in control of their learning progress and more involved in decision-making. Moreover, learners may importantly

become problem solving when it comes to taking responsibility of their own learning in a learner-centred approach.

On the other hand, Gómez adds that even teachers can take advantage from using the language portfolio in order *to evaluate their own instructional practices* and detect what is preventing learners to learn a certain language skill or what should be done to overcome any language deficiency after analysing the portfolio descriptors. Given that fact, (O'Toole, 2001 in Little, 2001: 35), as a teacher-researcher shares her opinion about portfolios saying; ***“The ELP (European Language Portfolio) is a practical means by which I hope to continue this process of involving my learners in their own learning.”*** A portfolio is a tool for measuring the learner's progress and it differs from the ordinary type of tests and examinations, which focus mainly on getting the average. It can also comprise information about the skills' performance and the success of someone in a certain domain during his whole life or only at any specific stage that he chooses according to study or career requirements. For instance, such a kind of portfolios is required when applying for a scholarship program or when seeking for employment in a given company.

In the present study, we use the European format of the portfolio that is made up of three components: a *language passport*, a *language biography* and a *language dossier*;

- a) **The Language Passport:** According to (Schneider and Lenz, 2000: 16), the language passport presents the learner's proficiency in the languages he is able to speak or write linking that to some personal information. The latter involve his current level needs _following the proficiency levels of the Common European Framework of Reference: basic user [A1-A2], independent user [B1-B2] or proficient user [C1-C2]_, learning purposes and contexts, age and background together with his language learning abilities and records of intellectual experiences and formal qualifications and certifications.
- b) **The Language Biography:** This helps the participants make a self-assessment and define their level out of their language learning experiences i.e. reflecting on their abilities in different languages as well as EFL. In fact, this type of self-assessment that ELPs provide may develop the learners' critical-thinking skills and encourage them to become life-long learners.
- c) **The Language Dossier:** Within this, a learner puts his artefacts i.e. any written or recorded piece of his work to show some samples of personal language tasks done (Cummins and Davesne, 2009 in Motteram, 2013: 158). Clearly enough, this part of the portfolio as (Schneider and Lenz, 2000: 38-39) say, has as an aim attaining *visibility* to support the information written in the two previous parts. Furthermore, it is considered to be an evaluation of learners' experiences and improvement in the

language skills throughout the academic year. Last, it involves a *can do's* and *can't do's* list known as descriptors that make learners express freely what they think themselves able to do in a certain language skill, but also what they still suppose being difficult for them to learn at a given stage of the evaluation.

What is more, it must be stressed here that the ELP, in general, has two broad functions; each including specific aims as introduced by (Schneider and Lenz, *ibid*: 3-5) who reinforce the claim that the ELP is an effective tool for assessment. The first being *pedagogical* taking account of motivation, autonomy, planning, communication, assessment, etc. as objectives to be achieved. As to the second function, which they named *documentation and reporting function*, the ELP is considered to be “***a record of the linguistic and cultural skills they (learners) have acquired***” i.e. a folder, which includes some sample documents be they written texts, audio or video recordings and the like. The aim of the documentation function is not only giving evidence to the learner's ability in learning a given language to let him/her move to the next level, but also allowing him to use the ELP when seeking for employment hence it could also comprise some attestations or certificates which show one's ability in a certain domain. In conclusion, one of the issues to bear in mind about those functions of the ELP is that of formative and summative assessments since the pedagogical role incarnates the process of language learning during a certain period of time whereas the documentation function is the result that the formative assessment ends up with to score and evaluate the whole program.

▪ **E-portfolio**

Digital portfolios or ePortfolios are equivalent terms to E-Portfolios, as stated by (Duddney and Hockly, 2007). Others like (Kilbane and Milman, 2007 in Kocoglu. Et al. 2008) name them as multimedia portfolios, electronic portfolios, e-folios or webfolios. E-portfolios could be created using a variety of programs as Dreamweaver, MySpace, etc. or simply Google Sites. Taken together, all those terms are synonyms to one device that is, further again, defined by (Duddney and Hockly, 2007: 119) as a work “***presented in an electronic format, and can thus include various electronic media such as video, audio, blogs or websites, as well as documents***”. Simply put, the e-portfolio is, alternatively, an electronic version of the paper-based portfolio or a compilation of digital artefacts.

What is about its content, (Duddney and Hockly, *ibid*.) point out that it varies according to learners' types giving, for instance, the case of a secondary school learner of English and an adult learner of business English working for a multinational company. When (Lankes, 1995 in Grant, 2010: 20) compare the traditional paper-based portfolio and the electronic one, she comes out with a final distinction that the first ones are usually ‘*stored as a hard copy*’ while the others could be stored in a web-

based format or in a digital storage device as CD-ROMs and the like. Moreover, the same researcher makes another distinction between portfolios or in other terms e-portfolios that focus on the process of learning naming them '*working portfolios*' and the '*showcase portfolios*' used for the purpose of demonstrating proficiency by focusing on the product as we mentioned previously.

Technically speaking, for (The Council of Europe, 2011: 6-8), such electronic tools used for language learning do include several components like an '*online personal workplace*', which is the synonym of a digital space where learners are able to publish anything electronic having a relationship with learning a certain material. In addition, they provide '*social networking facilities*' to permit students to communicate with others, share knowledge, etc. What is more, those tools can facilitate '*publishing the content*' via different means and provide some '*features to categorise and classify the content*' in a quick and easy manner compared to paper-based portfolios. Finally yet importantly, webfolios include '*search*' and '*filtering tools*' that help educators sort out what is pertinent and suitable for them among the information plus "***the management and rights access facilities***" which allow the user to limit the access to his own e-portfolio to specific stakeholders. (The Council of Europe, *ibid.*) add that they are a way to improve understanding of the self and curriculum, a source of motivation for non-formal education where learners are much more dependent on themselves rather than on teachers and they represent a suitable device for the digital generation.

E-folios are very useful, primarily, for motivating the new generation of '*digital natives*'. In addition, the stakeholder can have access to them at any time and from any place without any possibility to lose the content. In this context (Barrett, 2006) tells a story about one of his students who lost her paper portfolio but was able retrieve it from her home computer since it was digitally stored.

1.7. Conclusion

So far, we have mentioned and discussed a number of theories and concepts according to different views of authors who carried out their researches about ICTs and Internet, in particular. The vast majority tend to escort the change that is happening every single day and that has been affecting teaching and learning EFL as any other life aspect. Clearly enough, specialists show that the net is becoming a requirement given that it has revolutionised the educational systems. Related literature also reveals the fact that technological developments brought with them several advantages to language education including the easy retrieval of information without time or place constraints, their potential to render learners more autonomous, self-reliant and motivated, the variety of digital tools that suit diverse learning preferences and styles they provide, and so forth.

The other part of the chapter examines the negative effect of technophobia, the lack of technology training, digital literacy or web-content evaluation, etc. on better Internet use for they are challenging issues that can determine the types of Internet users: interactive or passive, and the quality of their online search techniques: proficient or incompetent. The chapter that follows will show more details about the methodology, the rationale and the sample of respondents chosen to participate in our investigation.

Chapter Two:

Situation Analysis and Methodology

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2.1. Introduction

This chapter describes the methodology used in finding answers to the research questions. It introduces the practical side of this thesis and how it is designed so as to consolidate the understanding of the coming chapters, especially the analytical one.

As a prelude, it gives an overall view about the status of English over the globe and in Algeria. In addition, it goes deeper into describing the introduction of the LMD system in Algeria, and the different educational reforms and ICT projects the Algerian university has adopted.

Moreover, throughout this chapter the researcher reports on the significance of the study, the research aims, the research questions and hypotheses together with the research area and variables. The second part discusses, in depth, the stages the researcher has followed to investigate about the topic, the research design and the methodology she has chosen. The next part describes the sample considered and the setting. Furthermore, it presents the very quantitative and qualitative research instruments selected and the procedures of gathering data. Limitations that interrupted the pace of the inquiry are summarised in the end.

2.2. Highlights about the Status of English in the World and Algeria

Ranked as a universal language and a lingua franca, English has reached a high status in the world over the years. In some countries including those which are politically and economically powerful, it is considered as the mother tongue whereas in the rest of the world regions, it is categorised either as a second language or a foreign language i.e. there is no way to neglect it in an era of globalisation and market-driven economy. In this concern, (Crystal, 1997: 6) argues that “_ *it is inevitable that a global language will eventually come to be used by more people than any other language. English has already reached this stage*”.

Seemingly, it is not a surprising fact that one may find speakers of different languages operate in English as is the case of Europeans. Such a ‘*vital linguistic tool*’ as described by (Harmer, 2002: 2) can be used by quite a lot of people whose interests vary counting “*business people, academics, tourists and citizens of the world*”. Clearly enough, acquiring English is strongly desired among non-native speakers who wish to have dealings with foreign partners, or pursue their studies abroad, or travel to other corners of the globe, or simply use it as a medium of communication with others. The latter could be done in real-life or virtually via chat programs and online social networking websites for, at least, the knowledge of basic English abilities is highly recommended to do so.

In fact, there can be little doubt that the predominance of English in the world today is the product of a bunch of reasons. Again, (Harmer, 2002) renders that to historical and economic factors, travel factors, information exchange together with the influence of the popular culture of the USA (United States of America). In the same vein, (Crystal, 1997: pp. 9-10) explains English being a global language in depth and addresses some false convictions people often believe they contribute to making a language of a global status. He lists intrinsic structural properties of the language, size of its vocabulary, its great literature, culture and religion; however, none of these reasons are deemed of paramount importance compared to ***‘the power of its people_ especially their political and military power’*** (p.9). Further, Crystal mentions another undeniable factor related to what he calls *‘explosion of international activity’* and he associates that with power, yet another kind of power. Simply put, those who are mostly in control of world economy, industry and media are likely to have their language prevalent. The development of science and technology is also another power added to the list.

On the power of economy, (Crystal, 1997: 10) says,

“During the twentieth century, this world presence was maintained and promoted almost single-handedly through the economic supremacy of the new American superpower. Economics replaced politics as the chief driving force. And the language behind the US dollar was English”.

Of course there exist several nations and individuals who tend to value their own languages for historical, political or personal reasons. For instance, there are those who see English teaching as a form of *‘cultural imperialism’*; an expression used by (Harmer, 2002: 5) who carries on quoting, ***“Some [people] of whom see learning English as an unpleasant but sadly necessary occupation”*** (Pennycook, 1998 in Harmer, 2002: 5). This means that he stresses upon the inevitability of English learning in our modern world no matter how bad is the person’s opinion about it. In the same sense, learning English is worth the time and money since its benefits are numerous, on top of them, is the attainment of mutual understanding among citizens of the world; especially with the spread of telecommunication and digitalisation in our time. (Richard, R. 2011: 2, 7) classifies such an understanding as a *‘soft power’* more for foreigners than for native speakers because, for him, it is superior in comparison with *‘hard power’*. He says,

“The conduct of foreign policy is normally about the exchange of words; (...). The communication of soft power requires technology, a common language, and understanding. The Internet makes global communication fast and free. EFL (English as a Foreign Language) makes it possible for political discussions to take place in a common

language that is not the home language of one or both speakers”. (...) For the great majority of the countries in the world today, the choice is between cultivating soft power or having no power.

With regard to Algeria where the linguistic situation is very complex, English is still struggling to gain a high status among official, national and foreign languages: Arabic, Tamazight and French, let alone the very regional dialects comprising Shawi, Mozabite, Tamahaq, Tamasheq, in addition to another sub-dialect influenced by the Moroccan Shalha (All of them spring from the *Berber language* meaning *Tamazight*).

Because of many events happened throughout the Algerian history, each of these languages and dialects was given a specific status greater than the other by adopting different language policies; the reason being the high number of speakers of a given language, some ethnic and political issues or *the power of its people*, as noted previously. Thereby, today both MSA (Modern Standard Arabic) and Tamazight are considered as national and official languages though the percentage of influence of the former seems to outnumber the latter. On one hand, MSA is used for teaching (See more details in the next section) and in administrations because it is said to be the language of the state. On the other hand, Tamazight which is mostly spoken by Berbers (Native inhabitants of Algeria) was, first, introduced in the teaching programs especially at primary schools in a handful of *Kabyle* (Berber) regions in 1995, yet up till now it is not generalised in all teaching programs. In 2002, it ranked as a second national language and at last it was classified as an official language in 2016. French, however, is the first foreign language in Algeria spoken by the majority of Algerians as a formal language or mixed up with other local dialects to form what has come to be known as Algerian dialectal Arabic. It is taught since the primary level. As for English, it is the second foreign language in the country which is not used in daily conversations. In education, without including it as a university specialty, it is taught to children since middle school and only in some universities or private schools as an additional module.

In the next section, we will give an overview about the educational reforms that included a shift from one language to another besides that we will deal with language teaching in Algeria in general and ELT in particular.

2.3. ELT in Algeria: Reforms and intricacies

Prior to addressing the topic of English teaching in Algeria, we shall, in a nutshell, talk about the educational systems that the country has been adopting years ago until the present. In view of that, right after the independence, Algeria adopted a bilingual system of education. The task was, indeed, challenging in the very beginning for there was a lack in Algerian qualified teachers to teach in Arabic, and thus the vast majority of teachers comprised French teachers teaching in French and Middle-Eastern co-operators. This lasted until 1970; however, the year after was marked by the shift towards monolingual education by raising the status of the Arabic language in what was called the *'Arabization policy'* to diminish the influence of the French language on the educational system. Such a policy struggled against many factors: ***“the knowledge explosion, the changing interaction between the public and private spheres and the rapid development of Information and Communication Technologies”*** (Abdellatif Mami, 2013: 243).

It was until 1993 that stakeholders considered the integration of foreign languages in teaching, yet the endeavour did not last long. Later in 2000, a new reform including the implementation of the fundamental system of education was introduced and was ultimately followed by another reform in 2004 applied in primary, middle and high schools together with universities (The next section will provide more details about it). Everything considered, since the independence, both the Algerian ministries of Education and Higher Education and Scientific Research have been adopting different reforms and approaches to teaching languages in general and teaching English, in particular, yet never meeting the needs of learners.

When talking about languages in Algeria, as was mentioned above, many issues about language planning and language policy do raise. Hence, so far there still exist some controversial debates about the formalisation of Tamazight, the Arabization of official documents written in French, teaching English in primary schools, etc. Taking the instance of English, many educators do believe that it is a matter of the language policies and reforms adopted besides societal and cultural impacts not the language itself. This makes English somehow neglected in the Algerian educational systems.

Back to the educational reform of 2004, ELT in Algeria was granted more importance because the stakeholders decided to include the English subject in early middle school academic years; meaning that pupils can be able to learn basic English words and basic sentence structures since their first year. Simply put, English is to be taught for four years in middle school and then three years in high school. Compared to the previous reforms, such a reform helps learners be adapted to using the English language at a younger age than was possible before. In this context, (Iddou-Derraz, Undated: 12) in her study about unsuccessful English learning in Algeria confirms that

introducing a language to young learners would help them acquire it easily; she says, **“Old learners are faster and young learners are better”**. In other words, extending the English learning hours to young pupils is a helpful factor that would add advantages to the status of English in Algeria. Although, it seems much hard for English to surpass French: the first foreign language in the country which is taught since the primary level, and used for teaching in most scientific streams at a tertiary level, and of a very great importance in terms of communication and employment. Nevertheless, the English worth in scientific research around the world has urged many Algerian researchers to learn the language.

Regarding ELT for university students of English, quality assurance bodies and curriculum designers try to enhance the quality of teaching and learning by applying different approaches and methods. We take for instance, the very old ones of the Grammar Translation Method and the Direct Method which were followed by the Communicative Approach and later on by the Competency-based Approach. The latter was launched in 2002 in primary, middle and secondary schools and focuses on learners' interaction and self-centredness. Indeed, such attempts may help teachers select the most suitable way for teaching English as a foreign language despite the fact that the integration of ICTs is still causing a heated debate with all the efforts made by the government to digitalise higher education. Another problem concerns the time allotted to teaching all the modules in the LMD system explained in depth in the coming section.

2.4. Outset about the LMD System in Algeria

As for the LMD (Licence, Master and Doctorat) system, its introduction in Algeria started mainly in the academic year (2004-2005) by applying the principles of *European Bologna Process* of 1999, which adopted the LMD system. In fact, it was a novel educational reform that came out with new methods and approaches in education in comparison with the classical system. Taking the Algerian case, the LMD is no longer considered as a new system and according to (Abdellatif Mami, 2013: 913); it brought new insights to ELT. She, therefore, lists some LMD requirements that make its implication more successful and puts, on top, planning and evaluation of students' needs since the notion of needs analysis is the first step towards finding suitable materials to teach the TL. Second, she adds the use of multimedia in different subjects like oral expression and vocabulary. In addition to that, for her, cooperation between universities and students' mobility seem necessary for better implementing such a system. Last, she considers the preparation of English students for professional education as the desired outcome pedagogues and educators wish to attain.

Indeed, there has been a shortage of information about the implementation of the LMD system in Algeria; however, there are some issues to bear in mind about it. Above all, it entails three levels: Licence, Master and Doctorate. First, the *Licence* meaning undergraduate studies involves 3 years of study equivalent to 6 semesters, i.e. 2 semesters per year and 180 credits necessary to get the BA (Bachelor Degree) to pass to the next phase, which consists of 2 years of *Master* studies comprising 4 semesters and 120 credits. After that, follows the *Ph D*, which is mainly a period of 3 years of research or more i.e. a minimum of 6 semesters in addition to a thesis defence at the end of a specialised research. Talking about semesters, each one specifically includes 400 hours in a 16-week period or, simply put, 25 hours per week. (Guendouzi and Ameziane, 2012) emphasise that each week should consist of “***no less than 21 hours and up to 24 hours***”.

Regarding the pedagogical management of the LMD system and its constituents, (Ahouari-Idri, 2005: 3-4) lists some of them. The first element is the notion of semester-based formation or, what she calls *semestrialisation*; that is years are composed of semesters which facilitate the assessment and evaluation of students throughout the academic year. Evaluators focus on one term counting the different units and the modules it takes in before moving to the next semester. Second, she mentions the *teaching units*, which are basically three. The first one covers the rudimentary subjects; it is called the *fundamental unit*. On the other hand, there is the methodological unit, which enables students to develop their four skills together with other skills and strategies like note-taking, technological literacy for language learning, research methods and approaches and the like. Thirdly, whereas, new subjects are introduced so as to let students get more knowledge about other fields through the *discovery unit* as learning a new language, computing, etc. Ahouari-Idri also points out that shifting the discipline is an easy task to do in the LMD system when the student is exposed to a great amount of information and options. (Guendouzi and Ameziane, *ibid.*) add to the list another type of units, which is the *cross-curricular unit* and call attention to the fact that each unit should encompass a programme, a list of useful references, methods of assessment and the number of assignments required.

Another essential issue, added by Ahouari-Idri, is that of *credits' number*, which represents 30 for each semester resulting in 180 in the licence and 120 in the master degree. The number of credits differs from one teaching unit to another. There are many study *domains*, as well. This allows students to choose a specific field of interest offering them different options, which include diverse subjects.

Furthermore, the LMD system is very useful in terms of academic and professional preferences. This depends, first and foremost, on the students' competences and choice of a certain *course-type in a given* university or institution in the same country or even abroad. The same applies to teachers in terms of mobility

across local and international universities and institutions by means of exchange programmes. Ahouari-Idri, further, explains another concept of a paramount importance: *tutoring*, which seems an equivalent to the *Learner-Centred Approach* in which the teacher is considered as a guide and facilitator for learning. This *pedagogical activity* allows students to approach their teachers to seek for advice or orientation beyond the academic settings, and the use of ICTs may be more helpful to do that. (Guendouzi and Ameziane, 2012: 84) state that LMD implementation “[r]equires the teachers to fulfil additional tasks other than those of traditional classroom teaching or lecturing”. In this vein, tutoring for them is considered as a *teaching assistance* which, in turn, involves *expertise, experience* and *encouragement*. With Internet access, such assistance and organisation becomes an easier task _they claim_ especially when assignments, students’ achievements and specific dates are prearranged in an agenda.

In fact, the preferable *domain* or *course-type* is not always taken into account when it comes to the *progressive orientation*. This latter is an essential criterion for orienting students towards a specific discipline since it is all about their competences and obtained results. Moreover, it permits learners to change their field of study by what is called the STC (*System of Transfer of Credits*) which allows choosing an academic or a professional degree, as mentioned above. In other words, this is also relevant to pre-university and even pre-high school studies when, most of the time, the average obtained is the benchmark to orientation. Of course, pupils and students of good and excellent levels or a high number of credits do always have the priority to choose whatever branch they prefer and whatever type of course they believe suitable for them; here again, we mean academic or professional.

(Ahouari-Idri, *ibid.*) finishes off by affirming that the LMD system, in the very beginning, was adopted by the pioneer universities of Béjaia, Constantine, Sidi-Bel Abbès and Mostaghanem, where it was considered as a *piloting phase* during the academic year of 2004-2005. Now, as it has reached all the country’s corners, it has been claimed by many specialists that it is a utilitarian system in terms of flexibility, learner-centeredness and multi-disciplinary nature. They also assert that it has led to desirable outcomes, yet there are still other opponents who complain about its implementation.

2.5. Overview about ICT and Internet Projects in Algeria

Like many countries in the world trying to keep pace with technological advances, Algeria has been making countless efforts to digitalise important sectors. The endeavours included the steps it took towards e-government and e-learning particularly. However, researchers analysing the profits of digitalisation do find that the country is still far away from having a strong technological infrastructure in spite of all the initiatives and projects it launched.

The very beginning of Internet connection was marked by the use of email in Algeria in 1993. At that time, DZNET was the out of the country front whose duty was contacting other networks inside the country. On the other hand, there were two other local fronts; ALUUG (Algerian UNIX Users Group) and CERIST (Research Centre for Scientific and Technical Information). Before being joined to the Ministry of Higher Education and Scientific Research, the latter was concerned with scientific research and technical information exchanges inside the county and abroad. It collaborated with many research institutions and organisations around the world taking for instance the CNUCE (Centro Nazionale Universitario di Calcolo Electronico) _ (National University Centre for Electronic Computing) _ in Italy. 1998 was the year CERIST turned out to be the unique ISP (Internet Service Provider) in Algeria before the creation of the MPTIC (Ministry of Post and Information and Communication Technologies) in 2000, and right after the foundation of Algeria Post and Algeria Telecom. The ministry launched many providers including Djaweb, which was useful in terms of facilitating the work of researchers. The following years marked the creation of ADSL (Asymmetrical Digital Subscriber Line), Fawri and then the launch of 3G (3rd Generation) in collaboration with the local mobile network operators (Djoudi, 2018). Broadly speaking, many other ICT projects have been launched in Algeria in several sectors to escort the rapid advancement of technology; for example the initiative of a computer for every home in 2003, the health network developed and maintained by the ANDS (National Health Development Agency), the Technopole of Sidi Abdallah to promote different kinds of investment in ICTs, the Net Enterprise to encourage companies for sustainability, the Technobridge Incubator to support start-ups and so forth (Hamdy, 2007).

Talking about education, the Ministry of Education adopted many ICT policies that go along with the educational reforms introduced, and thus the funding of the educational sector was increased. Also, collaborations with world institutions and organisations like UNESCO (United Nations Educational, Scientific and Cultural Organization), EU (European Union) and UN (United Nations) agencies were coordinated. The policy of June 2002 represented an allocation of three billion dinar for education and the Minister declared that by year 2005, all schools would be

equipped with computers. Thereby, in order to boost digital literacy, computing started to be taught in secondary schools as a compulsory subject and in universities as an additional module embedded within the discovery unit. Regarding the Ministry of Higher Education and Scientific Research, it has been estimated that at the present ***“all universities have computer labs and Internet access for faculty, students, and administration in addition to the availability of digital libraries”*** (Hamdy, 2007: 4-5). Nonetheless, this does not apply to the reality the Algerian university is facing since ICTs in general, and virtual environments in particular are designed to facilitate the task of learning for people who need it the most including ***“housewives, workers, employees, residents of remote areas and those who could not pursue their education, due to social, political or economic reasons”*** (Guemide. et al., 2012).

In fact, historically speaking, lots of e-learning organisations in Algeria strived to identify such gaps and give equal educational opportunities for every citizen starting by the CNEG (National Centre for Public Learning), which dates back to the French colonial period _later on, it was named the ONEFD (National Office of Education and Distance Learning) . The centre was concerned with broadcasting classes on radio and television and even publishing courses and tutorials on newspapers and correspondence textbooks for adult learners and workers. The CNEPD (National Centre of Distance Vocational Education) is also another centre specialised mainly in vocational trainings in various domains comprising computing, tourism, administration, etc. Finally is the UFC (University of Continuing Education) which teamed up with the Avicenna Virtual Campus in 2002 via a project coordinated by UNESCO. The project aimed at equipping centres and networking them by Internet, training staff and teachers how to incorporate ICTs in teaching in addition to how they can design e-learning courses, and how better they can evaluate learners. Creating an open Virtual Library of e-Learning courses in several languages was also another goal (Djoudi, 2018).

Advanced general e-learning initiatives and virtual projects have started to see the light in Algeria a few years ago. (Djoudi, *ibid.*) lists a range of such projects and sorts them by type including e-learning platforms and virtual environments, and *programs, degrees, associations, certifications, and accreditations*. To begin with, a web-based multilingual e-learning environment called AVUNET (Algerian Virtual University) was developed to be used for remote learning and blended learning_ the difference is described in the previous chapter_. The platform comprises three modules: *‘an authoring system’* as a start for course design and learner self-assessment, *a ‘management and collaboration server’* that is made up of different tools either tutorial files for instruction and testing or collaboration tools for information exchange among the community of practice. Last comes the *‘learner*

interface' that enables the learner to seek for online assistance, save preferred expressions and get notified about the presence of other users.

Secondly, another agent-based platform called the Agent based Learning Platform was tested in Setif University in Algeria with samples of students and teachers. Such a platform helps learners build social networks online and makes them not only more flexible, but also aware about time and space constraints. Moreover, it provides them with asynchronous assistance, self-assessment tools, and thus, facilitates the teacher's task. Mobile phones and tablets are also as useful as computers, in that certain platforms which are web-based applications with server-side processing of intensive requests do allow a lot of mobile devices. The usage of the latter on the e-learning platform involves uploading sound text files and the listening and speaking tasks required from learners who will be, sooner or later, good listeners and fluent speakers owing to ***“the multiple exposure to the target language”***. The platform enables, as well, simple mobile phone technologies like SMSs to be incorporated and used ***“as an alternative mobile platform for learner responses”***.

Furthermore, there is a possibility for adapting learning resources based on MBTI Model (Myers-Briggs Type Indicator) to conduct reasoning and categorise diverse learning resources, which may include written, audible, visual or audiovisual extracts, according to learners' inclinations. Similar projects implemented in the Algerian university focus on defining semantic connections between abstract concepts and the learning resources (Behaz & Djoudi, 2012 In Djoudi, 2018: 11).

With regard to *e-learning education programs, degrees, associations, certifications, and accreditations*, the Algerian university has recently developed e-learning programs, platforms and portals for students and teachers. The open source of Moodle Platform has become well-known in higher education arenas; nevertheless, it is not used very often in Algeria due to its novelty in the country. Even so, Moodle has many advantages as it enables its users among teachers and learners to upload documents, provide feedback and distance tutoring, assign tasks, access courses at anytime, self-evaluate, post online surveys, etc. Additionally, several initiatives of online programs were launched, but still a tiny minority of pupils and adult university learners made good use of them. Dirassatti meaning *'my studies'* in Arabic is an example of a web-based learning system created in 2014. It accumulates different learning resources for school subjects of different levels comprising *'video courses, exercises, quizzes and evaluation sheets'*. There is also an intention for developing the system and make it cover university modules in specific fields of study, as well. Similarly, iMadrassa.com is a learning management system designed only for primary and secondary school pupils, and it involves a huge range of electronic materials that meet the terms of the official curriculum set by the by the Ministry of National Education. In terms of grades, absences, schedules and the like, Dirassatic is also an

online management tool that was created to facilitate accessing class related information by parents of pupils in primary, secondary and high schools. This kind of online system can be also applicable for universities (Djouidi, *ibid.*).

Some other online platforms and LMSs are devoted to online tutoring with training modules and assessment in modern areas of interest like project management, languages, computer office automation, graphics, management secretariat. These domains are especially required in the labour market nowadays; hence several companies, institutions and organisations hire individuals who have proficiency in one of the domains we have cited. Other companies in Algeria use similar platforms to train their workers and improve their business performance; DZCampus.com is an instance that involves a video conferencing system, as well (Djouidi, 2018).

Finally, we ought to list other initiatives in brief because they are numerous and detailed information should be given in devoted articles. The projects are the Tarbiatic Project: a digital and virtual school, eduDz: an e-learning platform for Algerian students, the "eLearning" service prepaid card launched by Djaweb (Algeria Telecom), "Computer Skills Certification" or "International Computer Driving License" given by the CNEPD to learners who accomplish online courses in computer skills, the online English-language courses of the ALC (Algerian Learning Centres), the CVL@b (Collaborative Virtual Laboratory) and Web-Based Groupware application specialised mainly in teaching information literacy and in the realization of experimental work.

2.6. Hindrances of ICT Adoption and Technology Training in Academia

Unfortunately, so far, the Ministry of Higher Education together with the Ministry of Education have not established a strong foundation for e-learning inside university grounds and schools, let alone learners with special needs like those (Guemide. et al., 2012) refer to. If truth be told, it seems that such learners have not wholly benefited from the very ICT projects as far mentioned.

First and foremost, in order for educational universities and institutions to shift towards digitalisation, they ought to take notice of many factors that influence and obstruct the process. (Crystal, 1997: 5) describes the *well-supported environments* as being backed up with suitable resources and materials that serve the development of education. He acknowledges that the lack of government support and the shortage of foreign aid are among the factors that hinder '*the achievement of language-teaching goals*'. In Algeria, for instance, there is still a lack of financial support in certain remote regions as most of the digital initiatives and projects did benefit, for the most part, bigger cities in the country. This means that some universities still lack simple audio-visual laboratories and Internet access, yet, in some others, there do exist

multimedia labs but have never been operated. The reasons differ; however, they lead to the same stream which is the unwillingness of the overriding administrative personnel and teachers to use them. Few causes concern the reluctance of learners, or their large numbers per group, or else the time allotted to teaching each module which impedes the incorporation of ICTs or the Internet. In this respect, (Guemide. et al., 2012: 62) state;

“Educational technology is not, and never will be, transformative on its own_ it requires teachers who can integrate technology into the curriculum and use it to improve student learning. In other words, computers cannot replace teachers _teachers are the key to whether technology is used appropriately and effectively”.

Here, we stress the role of the stakeholders among administrative staff and teachers in promoting learners’ self-directed learning by the use of technologies and rendering it advantageous.

Furthermore, it has become commonly believed that ICTs and the Internet increase the quality of professional development of teachers. Paradoxically, we suppose that teachers’ training and professional development lead to better technology usage if they are technology-based. In this sense, (Hamdy, 2007: 6) lists the main components of a teacher tech-training course according to basic, intermediate or advanced users. For the first category, only some basic operations are included (See more details in the fourth chapter). Second is the insertion of ***“classroom applications, Internet for teaching, and e-mail as a medium for communication and collaboration”***. The advanced level regards ***“the creation of educational software, online classes, telecommunication, e-mailing, development of interactive Web sites, production of multimedia presentations and producing [production of] creative work”***.

Given that English language teachers and learners are not supposed to master advanced skills in computing and online networking, we have devoted a section in the fourth chapter which describes in depth technology training for teachers. It gives more emphasis to fundamental operations that one can get used to easily, and that would help attaining the desired outcomes out of the incorporation of instructional technologies.

2.7. Significance of the study

We report on a research undertaken to determine the role of Internet in learning EFL. The present study, thus, contributes to the body of knowledge about the use of new technologies for learning; amongst them the Internet. It also has significance in the sense that it is conducted to give information about the examined sample of population _first-year English students_ in order to discover its reaction towards using the Internet as a tool to learn the TL. Additionally, we try throughout this work to list the very Internet tools students and teachers can use to learn or teach English. Subsequently, we provide an understanding of the barriers and the problems they encounter with the WWW as a potential language learning resource.

Finally, the study is utilitarian in the sense that it gives the related references to this theme, and therefore it will fuel other future research works. The salient parts of our work entail a review about different online tools and their implementation in taking or giving instruction. In fact, previous consulted research works are not voluminous enough and they lack the indication of the various existing online tools, their utility and their usage in education. By contrast, we show an overview about those tools to let every teacher or learner choose what is suitable for him/her by suggesting some possible usages. We intend, accordingly, to address the central aim ,amongst those described in the next section, which is enhancing the quality of language learning and teaching with new technologies; so that any interested researcher would make use of them.

2.8. Research Aims

The motivation of conducting such an investigation arises from the growth of technologies chiefly the Internet, and their relationship with learning EFL. Therefore, it is essentially hoped from this descriptive to explanatory study to:

1. Better understand the role of Internet in teaching and learning EFL.
2. Evaluate the use of the online tools used by learners and help them find solutions to Internet related problems as the lack of technology training and web content evaluation, etc.
3. Generalise the idea that, nowadays, learning with the help of technological devices; especially the Internet, is no more an ‘option but it is a requirement’(Efaw, 2005: 32)
4. Show both learners and teachers simple and easy techniques of learning and teaching via the Internet in a more effective way.

2.9. Problem Statement and Hypotheses

The problem originates from the need for applying modern technologies in learning EFL in view of the fact that they are developing fast. Depending on this concern, the inquiry sheds light upon three research questions:

- 1- How can Internet contribute to teaching and learning EFL?
- 2- What are the Internet tools used by learners so that they could meet their needs in learning EFL?
- 3- What are the hindrances that can affect online teaching and learning negatively?

We have, thus, attempted to formulate the hypotheses underneath:

- 1- Internet usually provides rich sources of updated information which may boost teaching and learning the TL;
- 2- Learners may use online reference tools or chat programs for learning;
- 3- There might be some hindrances, which could negatively impact Internet use for teaching and learning such as the lack of digital literacy or the insecurity of the net in terms of accuracy and reliability.

2.10. Research Variables

Whether categorical or numerical, the changeable factors of the study are tested by different research tools, then analysed and interpreted by the suitable method of analysis. Generally speaking, they can be independent, dependent or extraneous; divided into four categories: demographic, educational or academic, cognitive and affective. However, our investigation is mainly concerned with educational variables comprising, in turn, the independent variable: Internet role and the dependent variables: teaching and learning. The demographic variable, in contrast, is deemed extraneous and it has revealed no serious impact on the results obtained.

In brief, the demographic variables deal with the age of the sampling population, their gender and some personal information about their acceptance of the Internet as a tool for learning EFL. The academic variables, on the other hand, show the academic side of learning English via the Internet. It includes the times of attending class during the academic year, spoken languages, English learning experiences and preferences, and the importance given to the TL. Moreover, the cognitive variables have many things to do with learners' perceptions, their different levels in learning EFL besides their academic year grades, general information about their aims for learning EFL and the concrete and abstract problems they encounter with Internet use. Finally, the affective variables are all about psycholinguistic factors.

Indeed, action research deals with testing the reliability of the hypotheses the researcher suggests at the beginning of his inquiry. That is, they could be accepted if the independent variable/s affect/s the dependent variable/s. If not, they would be rejected because they would have no statistically significant relationship.

2.11. Research Area

EFL Didactics is the major domain of our research; the learner and the teacher as two corners of the pedagogical triangle are the main concern of the current work. Evidently, the researcher takes notice of EFL teaching and learning done, particularly, via Internet.

The learning process comprises of knowledge, skills and behaviours which are practiced by the learner to ameliorate his TL learning needs. Teaching, on the other hand, is a multifaceted process for which many other skills are needed.

More precisely, the researcher investigates about the learning and teaching situations in correlation with the use of online tools in the Algerian university. She also tries to determine the level of influence with which this global network would affect the two processes. Students' and teachers' attitudes and achievements are, as well, taken into account. The coming analysis and implementation chapters reveal the fact that the new technologies are essential in our modern world, especially for teaching and learning a foreign language as English. Nevertheless, there are some hindrances that may negatively affect their integration.

2.12. Research Stages, Design and Methodology

With the integration of ICTs in learning and teaching languages, motivations arise to search about related issues. As such, this research tries to present the role of Internet in today's EFL teaching and learning.

After identifying the theme of our investigation, formulating the research questions and hypotheses, mentioned earlier. We have set the desired aims from conducting this work and started to consult related literature i.e. former researches done on the topic. The second phase defines the methodology used to test the reliability of the research questions; it, for the most part, introduces the problematic, data collection procedures, research methods, the setting and the respondents with whom the tools are used.

With regard to the data collection part _the most important one to test the reliability of hypotheses by giving a statistical representation of data_, we have used a descriptive analysis with quantitative tools: students' surveys. Such a type of study reports on the relationship between the variables mentioned above and tries to examine whether they affected each other or not. Also, we have tried to use the interpretive paradigm with the qualitative tools comprising teachers' interviews, students' portfolios and e-portfolios in order to develop new themes and concepts. To be clear, the analysis is rather concerned with descriptive and qualitative content analysis, and as it involves two dependent variables, it does not mean that it is bivariate. The following phase deals with demonstrating the main findings and some useful recommendations for incorporating the net into teaching and learning EFL.

Accordingly and with the intention of turning the research into a testing project, we have designed a methodology based on a case study to identify the extent to which Internet is effectively used in teaching and learning EFL. Different instruments are used to measure the hypotheses and attain more reliable and objective results that can be generalized later on. The methodology is, thus, a scientific triangulation which includes more than one source for collecting data defined as a mixed-methods approach. In other words, it recounts piloting data by various research tools and determining how they are administered: quantitatively or qualitatively. The aim is to investigate about the experiences of teachers and learners in using the net and generating the accepted or the rejected hypotheses.

Obviously, the quantitative research focuses mainly on numerical statistics including percentages and numbers illustrated on tables and graphs. Data are analysed using simple calculation methods as addition, subtraction, division and multiplication. With reference to the qualitative tools, the method of analysis involves the use of inductive or deductive strategies which means bottom-down or bottom-up. It facilitates the justification of existing ideas and concepts or the extraction of newer ones. (See more details in chapter three)

2.13. Study Site and Population

Regarding the learning situation, the investigation is conducted at Djillali Liabès University and it reports on Algerian first-year EFL learners' and teachers' use of Internet. Learners and teachers are located in the researcher's academic setting. At the start, every one of them had been informed that he/she would participate in a research project.

In light of that, we describe in more details the respondents. They are students in the same university enrolling in the first year of English language studies willing to get their undergraduate degree (licence). Their levels represented a mixture between intermediate and upper intermediate levels in the four language skills given that they have been studying English since middle school.

The original total of the population in the present research study comprise over than two hundred students (200). However, in this project, the researcher selects a target population from the same university and the same level. The sample, therefore, includes fifty (50) students whose ages range between 18 and 29 years old. They have the same characteristics as the whole population. Demographically, they are of both genders yet, predominantly, females. During their first year of Bachelor Degree, they study twelve (12) modules; including Written Expression, Oral Expression, General Literature, Cultural Studies, Grammar, Phonetics, Linguistics, Social Sciences, Translation and *Téchniques de Travail Universitaire* (Methodology of Research). The coefficient of Written Expression is the highest: (4), while Oral Expression and Grammar have (2) of coefficient and all the rest take just (1) coefficient. Other additional modules are French and computing; the two together are of 02 coefficients.

Most of the population is originally from the town of *Sidi-Bel Abbès* and only a tiny minority comes from other regions such as *Tlemcen, Saïda and Oran*. Their mother tongue and lingua franca in Algeria is Algerian Arabic and French is considered as their SL (second language) or said to be the first foreign language. English, however, is the FL (Foreign Language) or the second foreign language after French (See more details in the previous sections). For the use of portfolios and e-portfolios we selected only 20 students among the sample.

The other sample consists of thirteen (13) university teachers teaching English at the same university. The researcher has conducted interviews with them and has tried to report on their experiences in using Internet in particular, and other technological devices in general.

2.14. Instrumentation and Data Collection Procedure

As discussed earlier, this research adopts a combination of qualitative quantitative approaches to investigate the experiences of English university learners and teachers with online education. Thereby, it is designed to present both a statistical and categorical representation of the much-related issues to the theme.

Overall, the action research model is a triangulation entailing different research instruments i.e. the researcher collects data in a variety of forms: students' questionnaires, teachers' interviews besides students' portfolios and e-portfolios. The purpose is to identify the respondents' learning and teaching experiences when using Internet. Also, it is hoped to determine the role and utility of the net in EFL teaching and learning. In this respect, questionnaires and interviews are divided into parts according to the sequential order of the research questions to render the analysis phase easy and comprehensible for the readers. Whereas, the portfolios and e-portfolios are presented according to the tests the researcher has launched and the formative self-assessment of the participants.

2.14.1. Students' questionnaire

In the present study, we use students' surveys in order to test the reliability of the suggested hypotheses and examine the relationship between variables be they independent, dependent or extraneous. They reflect the students' thoughts about their Internet usage which contributes to a certain extent to the generalisation of results and the enrichment of the discussion of findings with more information. Moreover, they statistically focus on measuring the way the inclusion of the net could affect language instruction. This decision is based on consultations with an LMD audience sample of interest consisting of 50 first-year undergraduates at Djillali Liabès University.

In depth, our questionnaire is divided into four sections and it comprises of a set of questions; mostly closed format of type and only few open format ones. In addition, we incorporate a mix of tick boxes and some gaps for additional comments. As to its four parts it is composed of, the first one deals with some general information about the participants: their age, gender, and the actual learning situation using the Internet. Then, the next part focuses mainly on Internet and language learning. The third section is devoted to Internet tools that could be used by EFL learners. The last section, however, is all about the obstacles that may hinder Internet integration into learning English. As a whole, the first three parts contain more multiple-choice questions yet the last one consists of some open format questions (See appendix A).

The interpretation of the data collected from the surveys is included within the next chapter following the same order of the research questions. As we have mentioned above, the type of data analysis for questionnaires is descriptive which

means determining the frequency of responses by using numerical data displayed on tables and graphs.

2.14.2. Teachers' Interview

With regard to our teachers' interview, it is conducted with thirteen (13) university teachers having different experiences in teaching. The conversation consists of open-ended questions instead of leading ones that suggest an answer. As to its type, we have used a standardised or structured interview; containing '*a predetermined set of questions*' i.e. the same questions are asked to all the participants. The purpose behind that is making the data analysis phase easier and being in control of it when comparing the results (Vanderstoep & Johnston, 2008: 88-89).

At some points, whereas, the structured discussion turns out to be a semi-structured one as the interviewer or the interviewees try to ask for more clarifications or give supportive feedback. Also, the research nature usually influences the type of interviews for it is suitable to use structured questions if the study is descriptive. Combining semi-structured and structured questions when the study is explanatory, while for exploratory research, it is preferable to include unstructured to semi-structured questions (Check appendix C and appendices D to O on the CD-ROM).

The data gathered out of conducting the teachers' interviews are recorded and transcribed, then analysed in the next chapter of the data interpretation and analysis. The paradigm of analysis is interpretive; it follows, when necessary, deductive or inductive approaches; each involving many stages. These approaches start with theories and come out with confirmations or vice versa. Vis-à-vis the process of our interview qualitative analysis, we have started off either with some theories and themes, and at last finished with constructing a narrative and confirming those existing theories. Conversely, in what concerns induction, the very beginning is coding the transcribed chunks of data or units of analysis including words, phrases, paragraphs, etc. Then, comes the categorisation of those units according to specific related themes and sub-themes, and what follows is discussing and defining the relationship between the emerging themes.

2.14.3. Students' Portfolio

As far as our research work is concerned, the portfolio we have used to assess the 20 participants (selected from the previous sample: first year English students in the university of Djillali Liabès), is a simple folder of A4 paper format. It is divided into three parts including a language passport, a language biography and a language dossier following the European model.

The reason behind using the ELP as a tool of research is, first, to supplement the data collected from the other research tools. Secondly, the researcher have set the objective of making a formative assessment over an eight-week period in order to deal with the four language skills: listening, speaking, reading and writing as other qualitative instruments could not cover many aspects of language. Merely, two weeks are spent to do each task about a given language skill and this enables learners _for instance in the writing task_ to have more time for the pre-writing stage (brainstorming and planning), drafting and editing, and thus being able to produce a good written product. In fact, this is not the only reason for spending eight weeks to accomplish the portfolio since the participants are full-time university students and have different home works to do which makes them busy most of the time.

Furthermore, the use of the ELP is intended to make learners more autonomous and responsible for their own learning seeing that they are asked to keep the portfolio sample while doing what they are asked for. Also, they have been asked to fill in the reflection sheets referred to as do's and can't do's lists_ those lists are not ready-made for ticking in order to let them feel free to express their opinions using words, symbols or even drawings_. In other words, they can make a sort of reflection on what they succeeded to do and what they did not through looking at the very first attached samples of their works and the last ones. Such a kind of self-assessment helps them find out that putting on a great amount of efforts leads to better results.

With regard to what is asked from the participants to do in each type of task, the next part about the e-portfolio will provide more details because it is the electronic version of the ELP. (See appendices P and Q)

2.14.4. Students' E-Portfolio

As an attempt to use a digital online tool in this research, we have also included the electronic version of the previous ELP as an Internet-based project to learn EFL. Nevertheless, this electronic version is a compilation of digital artefacts that students had been asked to prepare each in a two-week period. The e-portfolio used for this investigation is an English learning discussion group via Facebook i.e. we have set up a new Facebook group account, and then asked the 20 participants to join it. After that, we have started to post each two weeks a specific task related to one of the four language skills; the same ones that they are asked to attach to the written ELP. Of course, we provide clarifications and illustrations all-weeks long and allow learners to rely on the sources they think appropriate, either web-based or paper-based ones.

Indeed, the language chat group may be very useful to engaging students in knowledge sharing by discussing new ideas with one another without time or place constraints. This means that communication goes beyond class work and may include several subjects and tests in different language skills, as cited above. As to Facebook _a social media website_ it is '*an easy-to-use tool*' and no special training is required (Motteram, 2013:97). In addition, it has a low cost (Generally including Internet access subscriptions) and it is very popular among young learners. Those are the reasons why we have not chosen blogs or wikis or other Internet tools for this digital portfolio. That is, the majority of students are not accustomed to use complicated tools though their utility in organising one's digital documents. Thus, we have tried to make the Facebook account as an electronic record of the students' works accessed at any time by both the researcher and the participants. Then, we have extracted some of those works to include them in the written portfolio in order to match an online material with an offline one.

As for the interaction among the group's members, not only the researcher can upload a post. Yet, the respondents are also allowed to post readily available materials or personally produced ones comprising articles, visual materials as photos, audio-visual materials like videos, aural materials as sound clips, etc. Additionally, they are able to post links to educational websites and exchange their thoughts with the administrator (researcher) or with their peers to create a friendly environment. In contrast, group members are not able to control the updates and decide whether to keep or delete them but the administrator. All the shared updates either by the manager or by the participants can be easily accessed by any member of the group; simply by looking at the News Feed. The latter is a part of the Facebook group homepage on which recent updated list of stories _besides the language tests we have posted_ appear and any member can like, or share them, or leave a comment. Even before scrolling up or down to check the News Feed, the notifications' alarm, may inform the user if there would be any new posts, likes, comments or friend tags. Timelines, however, are

personal and they differ from News Feeds. (See appendix R (digital folder) on the CD-ROM)

As for the process of giving feedback and correcting the tasks, the researcher has asked the participants to send their works attached to a Facebook message or an email. The digital artefacts can be in a typed Word or PDF document (for written assignments) and audio recorded (for oral versions). On the other side, the researcher plays the role of a counsellor and tries to resend their works back again with some possible corrections, remarks and clarifications. Feedback has been very utilitarian which enables the learners to reproduce a better product at the end of each test. During that time, the administrator has taken notes about the evolution of the process and the reactions of students.

Reviews of discussion boards and posts are taken into consideration, as well. It is also worth mentioning that each respondent is provided with both a printed and a digital copy of the portfolio and is asked to fill in the language passport, the language biography (descriptors) by digital typing or simple handwriting. In both cases, he/she has to return the printed version of the ELP to be analysed. In fact, some of the participants did not use the printed ELP version we have given them because they have used only the electronic version and later on they have printed and submitted it with some selected samples of their works attached to it.

2.15. Problems and Limitations

In this study, we try to examine the role of Internet use in teaching and learning EFL and the way it has brought change to the field of language education. Given that fact, there is no escape from using this tool nowadays for it plays a pivotal role in developing the educational systems and approaches.

Our investigation about the Internet role and use in learning and teaching EFL has faced many barriers and it has been limited by many factors. First and foremost is the impossibility of focusing on studying the role of the net on only one process. ie. Teaching or learning. The reason concerns some administrative restrictions set about the delay of submitting the final theme of the thesis. Amongst other limitations, we count the unavailability of any related literature on our exploratory-seeming topic in Djillali Liabès University's library and other local libraries. Although there is a good number of studies on ICTs, the lack of adequate data there, was noticed. In addition, the difficulty of choosing the appropriate and collaborative case study that would respond well to the research tools is considered as a big challenge. The researcher, therefore, could not be in control of the participants' reluctant behaviours; especially when it comes to the e-portfolio tests or to answering the open-ended questions in the

questionnaires which has obliged her to change the group several times. The task has not been, as well, easy for arranging meetings with teacher interviewees; the prime reason is that the majority has showed disagreement for recording the interviews. Still others, have refused even to be interviewed in direct or indirect ways while the rest of them felt uncomfortable even though they have accepted to be recorded. Let alone time and place constraints.

Lack of technology infrastructure or the shortage in electronic devices like a language laboratory _ due, in the first place, to budget limitations_ in most Algerian universities are also deemed negative influential factors. Indeed, the tasks of carrying out online tests or corpus analysis could be easier if technological facilities were provided.

Despite of these limitations, we believe that this study can contribute to improving teaching and learning EFL using the Internet and encourage future researchers.

2.16. Conclusion

This chapter of methodology has presented the status of English over the world and in Algeria. It has also described the LMD system and the different ICT initiatives done by the government to digitalise higher education.

In addition, there is mention of several ways of investigating about the research questions. They entail conducting interviews with teachers, distributing questionnaires to target students, and collecting their portfolios and e-portfolios. Moreover, the chapter deals with the very stages of undertaking the present research and its nature, a description of the research instruments used and the procedures of data collection and interpretation.

The next chapter handles the analysis of the data to put into view the statistics obtained and provide more clarifications. Clearly, the purpose of this research is not reviewing the methods and research strategies used. That is, a more extensive analysis is conducted to contribute to the emergence of the main findings, which will be the core concern of the study.

Chapter Three:

Data Management and Analysis

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3.1. Introduction

This chapter is designed to analyse the data collected by the use of several quantitative and qualitative tools. It brings to light the extent to which the hypotheses we have suggested are valid. Therefore, we will dig deeper into inferring the desired results from this inspection.

First, the chapter introduces the profiles of the questionnaire participants and their overall learning situation according to their answers, which may help present more details about their use of the Internet in learning EFL. This latter is dedicated to the quantitative research instruments whereas the second part is all about the qualitative ones including teachers' interviews accompanied by the students' portfolios and the e-portfolios.

Both the quantitative and the qualitative research tools are analysed according to the sequential order of the three research questions about: 1. the contribution of the Internet to learning EFL; 2. the Internet tools used for teaching and learning EFL and, 3. the hindrances, which may affect Internet use in teaching and learning the TL in a negative way. This section is an attempt to find answers to these questions.

3.2. Interpretation of the Findings of Quantitative Research Tools (Students' Questionnaire)

This part is mainly devoted to the analysis of the quantitative research tools, which are far different from the qualitative ones in terms of data collection and analysis because they can provide numerical statistics and they are both conducted in dissimilar ways. As to the quantitative tool used in the present study, we have used a questionnaire that consists of four parts by which it is decided to answer the research questions. (See chapter 2 for more details), (See appendices A and B)

The target population to whom the questionnaire copies were distributed includes first-year university students whose profiles are presented next.

3.2.1. The Participants' Profiles and the Overall Learning Situation

- **Question One (Section A):** Age and gender

About the age of the respondents, it ranges between 18 and upwards to 29 years old. On the other side, the great majority consists of (66%) females and only (34%) of males. Such percentages may reveal the reason why women are more interested in

university studies in general and in language studies, in particular. The table below illustrates that.

Gender of the sample	Number of students	Percentage
Male	17	34%
Female	33	66%

Table 3.1. Participants' Age and Gender

- **Question Two (Section A):** EFL proficiency level

By large, (86%) of the participants say that they have an intermediate level of English whereas the rate of proficient users reaches (10%), yet only (4%) consider themselves as basic users. The figure underneath displays the percentages of learners' EFL levels:

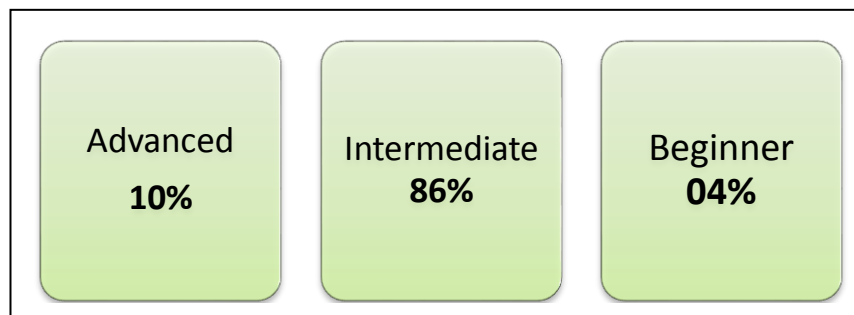


Figure 3.1. Students' EFL Proficiency Levels

- **Question Three (Section A):** Frequency of class attendance

The main results for this question indicate that most first-year students attend class every time representing the highest size (80%). On the other hand, (14%) includes those who *sometimes* go to the university and the remaining students (6%) claim that they rarely attend class. The first group argue that attending class is important for getting good grades and succeeding, the timetable is not full and there is no reason for being absent, it is their duty is to attend class and one of them said that she feels scared for not being present.

The second part of students who attend class *sometimes* justify their answer by having health problems or by their willingness to change the branch next year and two of them say that they do part-time jobs. The last ones who *rarely* come to the university admit that this is due to laziness or the lack of interest in studying at the university as one stated; “*I don’t like to attend because I know that I’ll not find a job when I finish my studies*”. The following figure shows the results we have found.

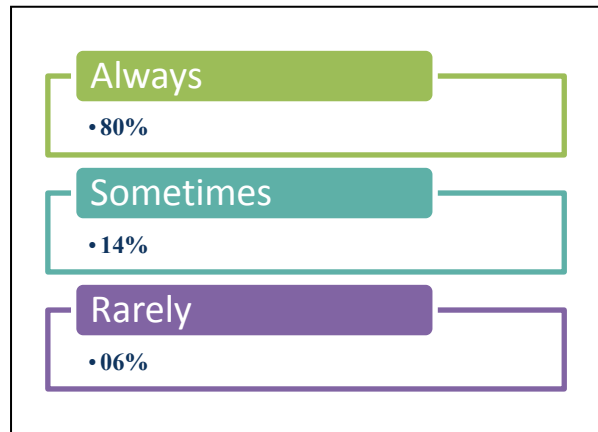


Figure 3.2. Frequency of Class Attendance

- **Question Four (Section A):** Evaluation of the academic year grade

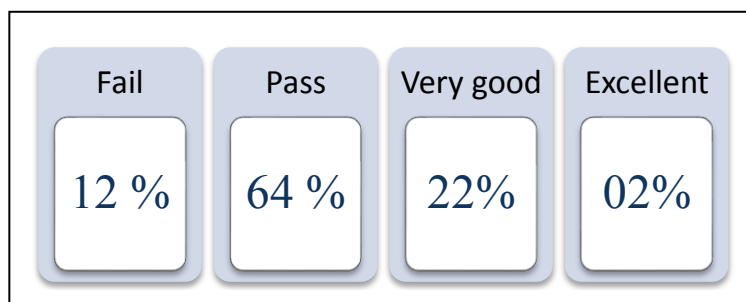


Figure 3.3. Evaluation of Academic Year Grade

The list of year grades above demonstrate that most of the informants evaluate their grade as average (64%) and (22%) as very good while (12%) represent those who confess that they would fail and only one of them chooses to be excellent presenting (2%) of the whole. A possible explanation for those choices is that almost everywhere in the Algerian universities, the majority of learners are satisfied with getting the

average and they do not make additional efforts to be very good or excellent, as suggest the low percentages of the latter. At the first glance, it seems that these statics match, at a certain extent, the frequencies of class attendance. Thus, it we have detected that very good and excellent learners do attend their courses everyday and those who sometimes attend claim to be intermediate and will pass their exams while those who are not interested and rarely attend ticked the ‘fail’ box.

- **Question Five (Section A):** Languages spoken apart from the native language and English

The sector-graph below shows that (92%) of the participants do speak another language apart from their mother tongue and apart from English, and when asked to mention the other languages most of them say that they speak French whereas others wrote, plus French, languages like Spanish and German. This proves that those who speak more than two language are generally good communicators and do not have problems with learning English. On the other side, the few remaining ones accumulate (8%). This does not mean that they are not good at learning English but it could be also a reason for their limited communicative opportunities with others.

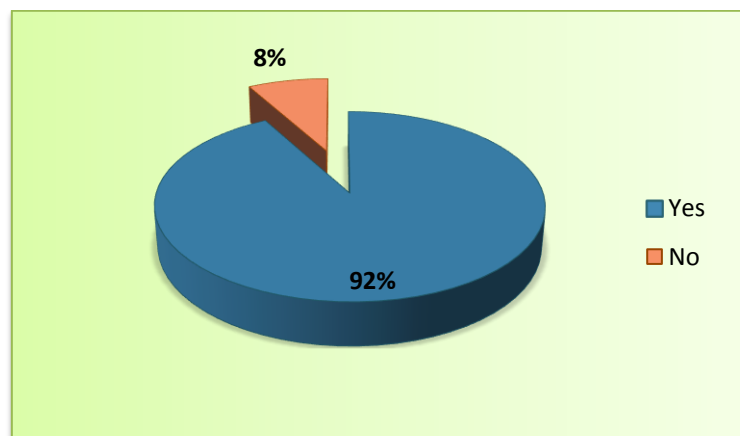


Figure 3.4. Participants Confirming they Speak other Languages and others Denying it

- **Question Six (Section A):** Reasons behind studying English

Statements	Strongly Agree	Agree	Neither Agree nor disagree	Disagree	Strongly Disagree
1- English is important for the university degree course.	94%	6%	0%	0%	0%
2- English is important to obtain a diploma.	14%	42%	04%	22%	18%
3- English is important for a future profession.	78%	12%	08%	02%	0%
4- English is important for other reasons.	20%	70%	0%	4%	6%

Table 3.2. Reasons behind Studying English

The responses to several statements about the reasons that led first-year students to learn English are all indicated in the table above, which displays the results of a Likert Scale rating system. The participants were asked to show the extent to which they agree or disagree to those statements and the results displayed on the table include (94%) of them who strongly agree that *knowledge of English is important for their university degree course*, only (6%) agree and none of them is neither neutral nor have disagreed. When asked about studying *to obtain the average and have a diploma*, (14%) strongly agree, (42%) agree, (4%) among them stay neutral, (22%) disagree to that and those who strongly disagree occupy a rate of (18%).

For the third statement about the *importance of English for a future profession*, the majority under the percentage of (78%) strongly agree whereas the lowest rates goes to (0%) and (2%) for those who strongly disagree and disagree, respectively. The others (8%) have chosen to be not taking sides and (12%) of them simply agree.

The last question was asked to know whether there exist other reasons for learning English. The answers reveal that (70%) of the respondents do agree upon the existence of other reasons and (20%) strongly agree. However, none took any side, no more than (4%) disagree, and (6%) strongly disagree.

Some best suggested causes are: English is important to read literary works, to communicate with others who speak English and who speak other languages because it is a universal language, it is important to get to know other people on social media, helpful for those who travel, studying English can broaden one's knowledge about other people and their cultures, etc.

- **Question Seven (Section A):** Frequencies of using technological devices for doing assignments

The aim of this question is to know how many times Algerian learners use technological tools to do their home works or to learn the TL. The largest part, as shown in the next figure (48%) includes those who have chosen '*sometimes*'. For (14%) of the informants, the answer is '*often*', while (38%) answer by always and none of them choose never or seldom. What about the devices they use, most of them prefer smart phones and other minorities use tablets or computers and laptops. From this question, we can say that the use of the new technologies is very common among young language learners.

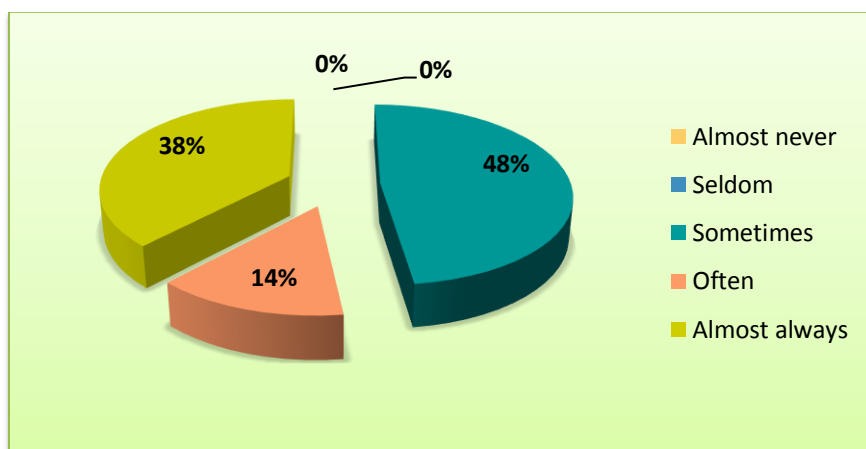


Figure 3.5. Frequencies of Using Technological Devices for Doing Assignments

- **Question Eight (Section A):** Preferable setting for learning

For this question, we have asked the informants whether they prefer staying away from the conventional classroom setting to study EFL or not. (34%) say 'yes' as portrayed in the dark blue part of the following pie-chart whereas (64%) depicted in light blue choose to tick 'no'. The first group suggest some other settings they wish to stay while studying such as home, online settings talking to native speakers, going to an English speaking country and practicing their English. In fact, three of them write other comments complaining about teachers and the environment though they are not asked to talk about the reason which led them dislike coming to the classroom.

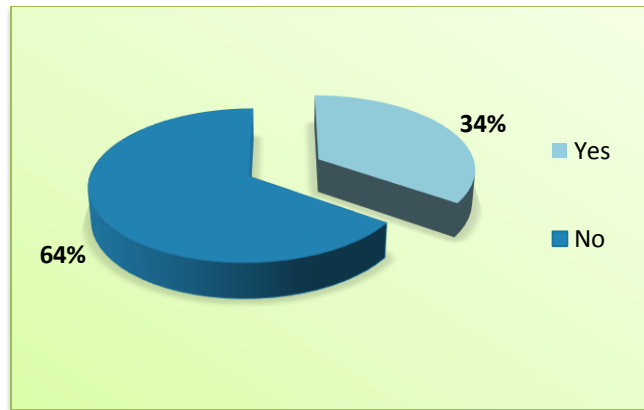


Figure 3.6. Learners Preferring to Learn English in the Classroom

- **Question Nine (Section A):** Learning EFL beyond class Time

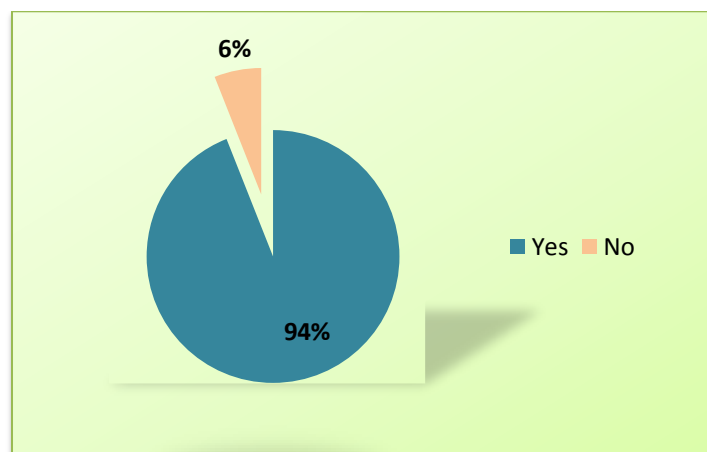


Figure 3.7. Learning EFL beyond Class Time

(94%) of the respondents confirm that they continue learning the TL after class time as enacted in the figure above. On the other side, for (6%) of them the answer is *no*. After that, they are asked to be precise about what helps them to learn the language outside class. Therefore, they have listed some suggestions as follows: watching videos, listening to music, reading books, listening to native speakers (without being precise about the medium), watching movies and T.V programs, playing video games (It seems that they are not certain whether this helps them learn English or it is only a pastime activity). Inquiring about learners' autonomy is the aim behind asking such a question in order to see if the digital generation is more independent rather than dependent.

- **Question Ten (Section A):** Possibility of self-assessment

This question is asked to report whether first-year English learners rely on themselves and make self-assessment to evaluate their progress in learning. The biggest slice of the next graph shows that (82%) do measure their improvement without relying only on the teacher. Yet, few of them accumulating (18%) confess they do not. As to the purpose of this question, we want to detect the existence of learners' self-reflection and self-evaluation.

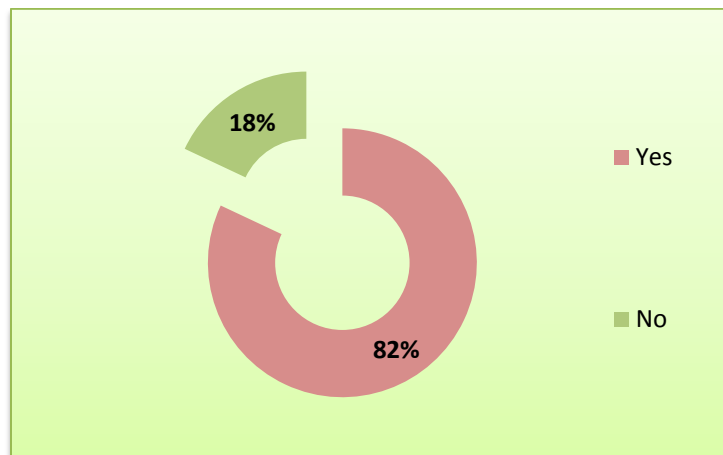


Figure 3.8. Possibility of Self-assessment

3.2.2. The First Research Question

In this section, we are going to analyse the questionnaire questions, which go along with the first research question we asked (See the previous chapter for more details, section 2.8.). The questions of this part are meant to test the use of Internet for learning EFL.

- **Question One (Section B):** Amount of time spent surfing the Internet for doing research projects

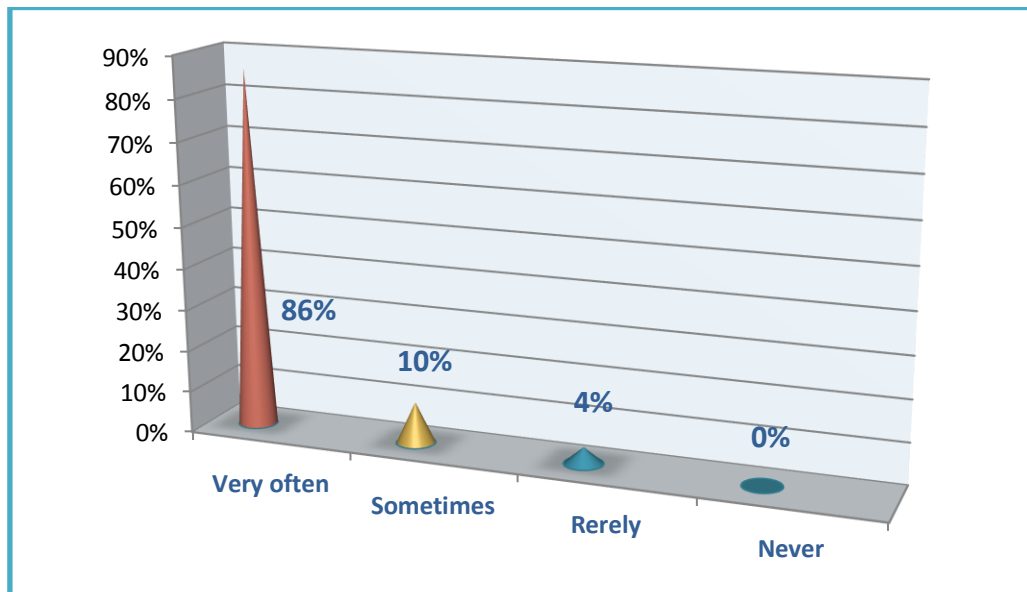


Figure 3.9. Amount of Time Spent Surfing the Internet for Doing Research Projects

The histogram above elicits that the vast majority (86%) of first-year English students do surf the Internet ‘*very often*’ to do their assignments and (10%) of them choose the adverb ‘*sometimes*’ while the rest (4%) admit they rarely use the Internet and none of them have ticked the ‘*never*’ option.

The aims behind asking such a question is meant to know how much time learners spend using the Internet. The results illustrated in the previous graph show that the new generation of learners are more digital than ever before and that they get pleasure from electronic and virtual learning environments.

- **Question Two (Section B):** Book style packaging Vs. online language learning

As to this question, (94%) of the respondents have stated that they prefer online language learning. In turn, the small bar of (6%), as shown in the bar graph that follows, indicates that they like traditional sources for learning as books; one of them comments that he prefers paper-based sources yet cannot deny the utility of the Internet for learning.

This question is asked to recognise which kind of information sources do young Algerian EFL learners prefer. Again, the percentages obtained prove that those learners still shift more towards electronic and online sources information than other sources and that the role of the Internet cannot be neglected though others use paper-based sources.

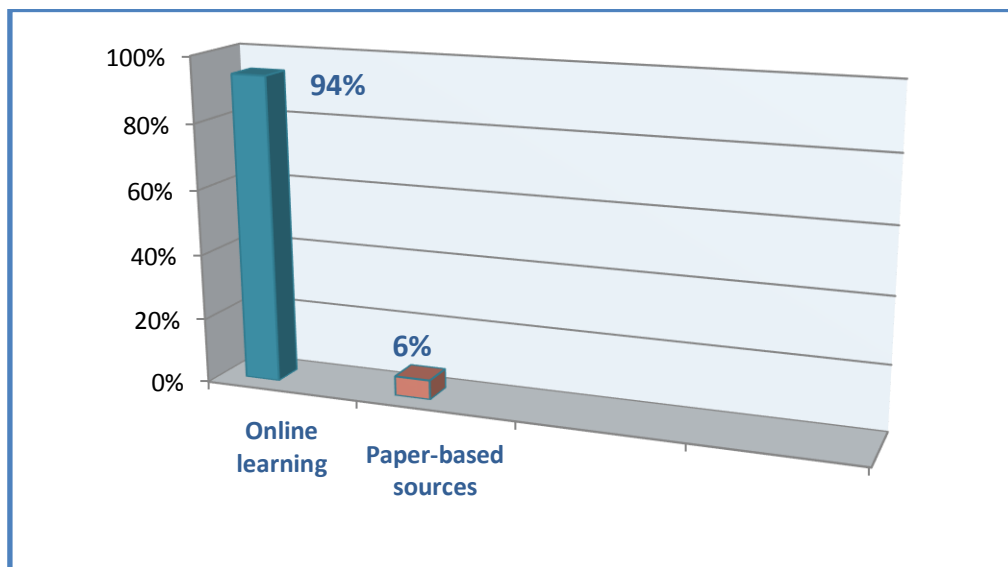


Figure 3.10. Book Style Packaging Vs. Online Language Learning

- **Question Three (Section B):** Confidence and autonomy when learning via Internet

For this question, students are asked to tick the suggestion they think it best describes their feelings when learning via Internet. Once more, most of the choices hold positive attitudes towards the WWW since a rate of (98%) includes the informants who feel comfortable and autonomous and (0%) among them do not feel so. Others under (2%) say there have different attitudes but most of them do not provide precise answers, and only one of them states; *“I feel comfortable but*

sometimes I can't control myself and I spend much time on the Internet and forget what I want to search”.

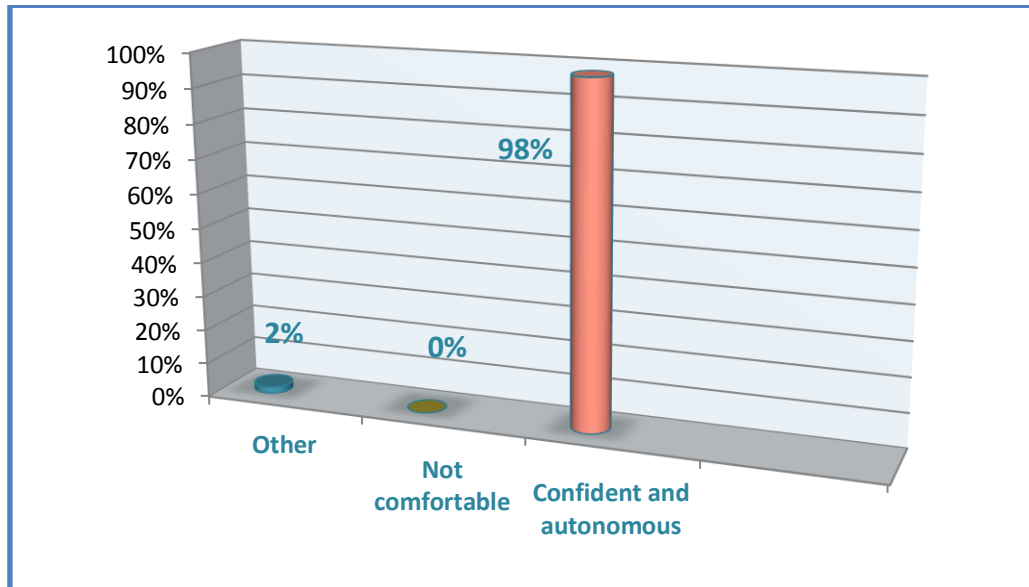


Figure 3.11. Students' Confidence and Autonomy when Learning via Internet

- **Question Four (Section B):** Students' positive and negative attitudes towards the Internet

The researcher has devoted this part to sum up first-year English students' opinions and attitudes towards the Internet. Accordingly, she has given some statements and have asked them put the degrees they think appropriate to describe their opinions about them.

Firstly, (78%) strongly agree and (18%) agree that the Internet is an essential tool for learning EFL. The rest gathering (4%) choose the impartial position while the 'disagree' and 'strongly disagree' boxes do not accumulate any percentage.

The second statement notifying that the Internet is a useful source of getting information amasses, as well, most of the positive opinions under the scores of (10%) of those who strongly agree and (82%) of the ones who agree. Still (8%) are deemed neutral but none is against it.

For the opposite statement: *Internet is not a useful source of information*, most of the reactions were negative including (66%) of the respondents who strongly disagree

and (28%) who disagree. In contrast, only (6%) choose not to take any side and the other two boxes of agreement do not receive any ratio.

Then, the results of the other statement about the helpfulness of internet-based learning accumulates also a huge number of students covering (74%) and (26%) who believe that the integration of Internet in learning EFL could be helpful while all the remaining choices take a rate of (0%).

The next proposition is suggested to report whether students have negative opinions concerning the contrary: the needlessness of Internet-based learning and since the same informants answer, the previous results were reversed. Thus, (22%) and (76%) of the whole strongly disagree and disagree whereas, the estimation of (2%) of them is undecided and (0%) agree.

To confirm students' autonomy and independence in relationship with Internet use for learning, we have proposed another statement, which does not reveal exact percentages because the majority of the respondents (42%) are neutral while, (18%) strongly agree and (24%) agree. Conversely, (16%) disagree, and yet none strongly disagree.

As to the last one, it has been asked to assess the influence of the Internet in motivating learners and increasing learner-centeredness. The results are as follows: (26%) strongly agree, (60%) agree, (4%) undecided, (10%) disagree and (0%) strongly disagree.

Conclusively, the percentages obtained show that most of EFL learners consider the Internet as an essential tool for learning and a useful source for seeking for information, Internet-based learning is helpful and Internet use may increase learners' autonomy and motivation. The next bar graph and table put on view all the numerical results.

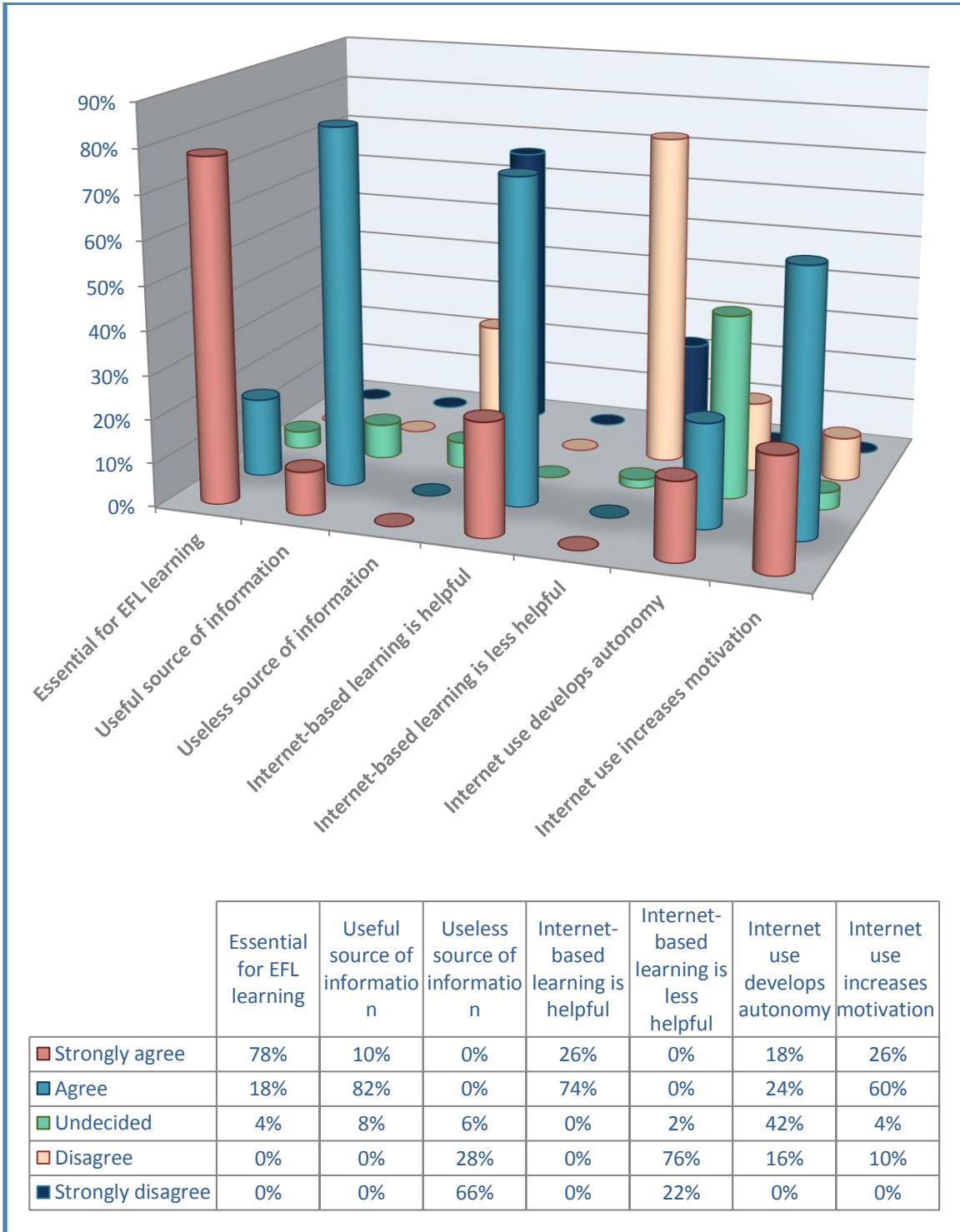


Figure 3.12. Students’ Positive and Negative Attitudes towards the Internet

3.2.3. The Second Research Question

As an attempt to answer the second research question, we have devoted this questionnaire section. It deals with the Internet tools used for learning EFL. (See the previous Chapter, section 2.8.)

- **Question One (Section C):** Learners' preferable Internet tools to learn EFL

This open-ended question is designed to know which Internet tools Algerian English learners prefer to use the most. The answers vary but in the following table, we largely expose the ones that are suggested by the informants.

Written by almost everyone	Written by the majority	Written by few of them
<ul style="list-style-type: none"> • <i>Watching videos (videos on Youtube, movies, educational videos, video clips for songs with lyrics)</i> • <i>Using online dictionaries</i> • <i>Social media websites like Facebook, Whatsapp and Viber)</i> 	<ul style="list-style-type: none"> • <i>Websites for learning EFL</i> • <i>Reading extracts from PDF books</i> 	<ul style="list-style-type: none"> • <i>Applications for Learning English</i> • <i>Reading online Manga books</i> • <i>Podcasts</i> • <i>Watching TED Talks on Youtube</i>

Table 3.3. Learners' Preferable Internet Tools to Learn EFL

- **Question Two (Section C):** Students' preferable ways to enhance their language skills using Internet tools

This question might be another way to have more ideas about the very traditional and online tools used by students to ameliorate their language skills and whether the first ones are used more than the others or not. To put it another way, we have listed a bunch of such tools and asked the participants to tick the appropriate ones.

In order to analyse the results of such a multiple-choice question, we have tried to give separate percentages for each option according to the whole rate (100%) since there are some students who choose more than one.

The first option about *educational Websites* receives (28%) while the one of *audio books* takes only (12%). For *chatting groups*, the rate is very high (97%) alongside with *watching movies* under the rate of (93%), *listening to English songs*, which accumulates (83%) and using *video sharing Websites* comes out with (66%). What is more, *online dictionaries* have got a low score (31%) besides *PDF books* which, in turn, take only (16%).

Unpredictably, On the other side, (0%) is the estimation rate for the two traditional ways of *taking notes during class and relying only on the teacher* to improve the language skills in addition to *reading only written materials like course books believing that the Internet is not a reliable source of information*.

In sum, those results show that too much importance is given to online tools than other ways of learning and this confirms our claim that the new generation of learners relies predominantly on digital and online learning tools and sources. The figure below demonstrates the outcomes

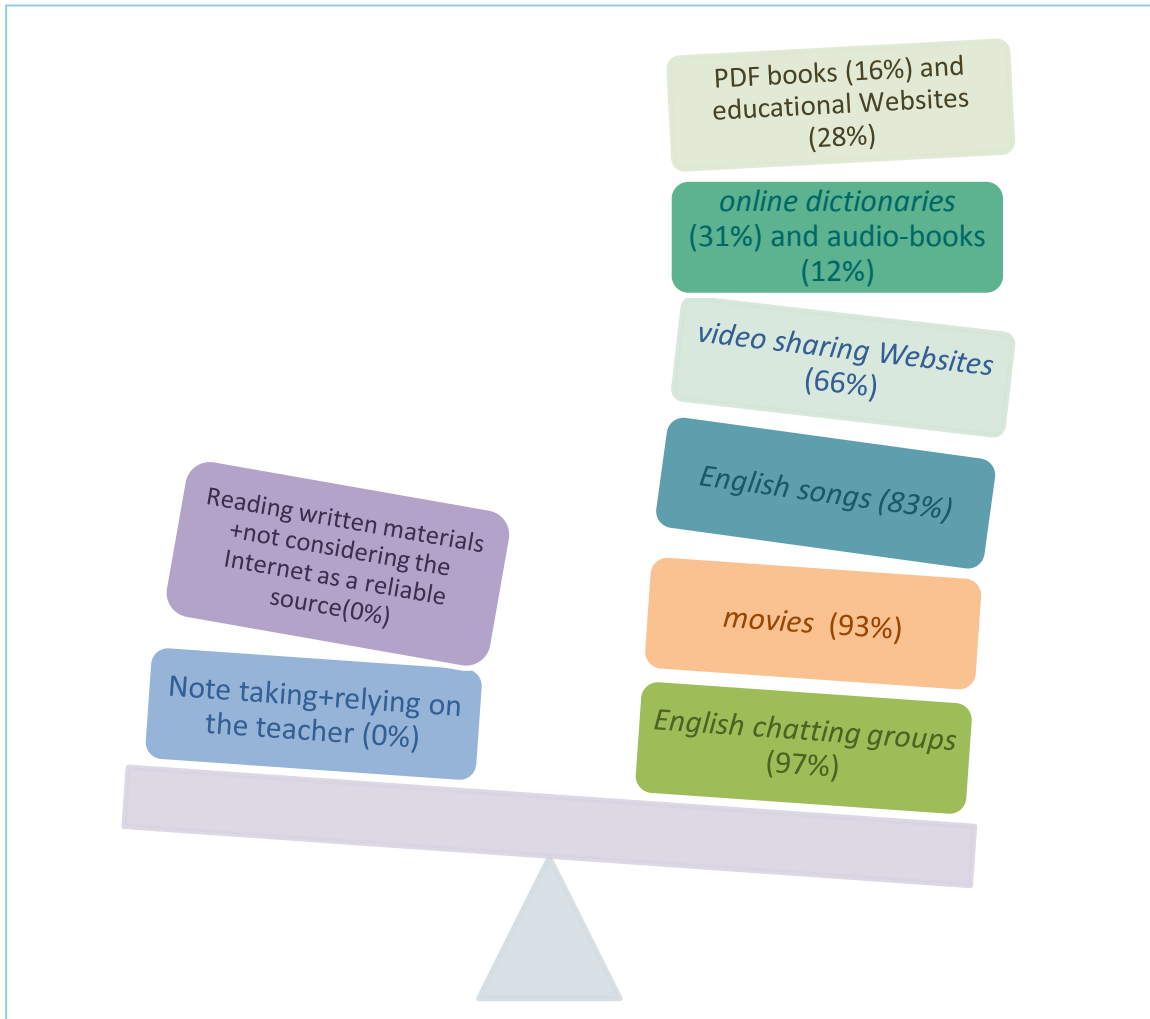


Figure 3.13. Students' Preferable Ways to Enhance their Language Skills

3.2.4. The Third Research Question

Given that the students' questionnaire covers one research question in each of its sections, the last one about the pitfalls affecting Internet learning negatively, will be dealt with in this part. (See more details in the previous chapter of methodology).

- **Question One (Section D):** Students' familiarity with Internet Use

When asked to describe their familiarity with Internet tools, the majority of the informants respond with an average of (94%) to *good* and (6%) think that it is *not so good* yet; no one assume it is *bad*. Underneath the histogram exhibits the percentages clearly.

As to the aim of this question, we try to know the degree of familiarity of first-year English students with the global network and the following questions will show further details about that.

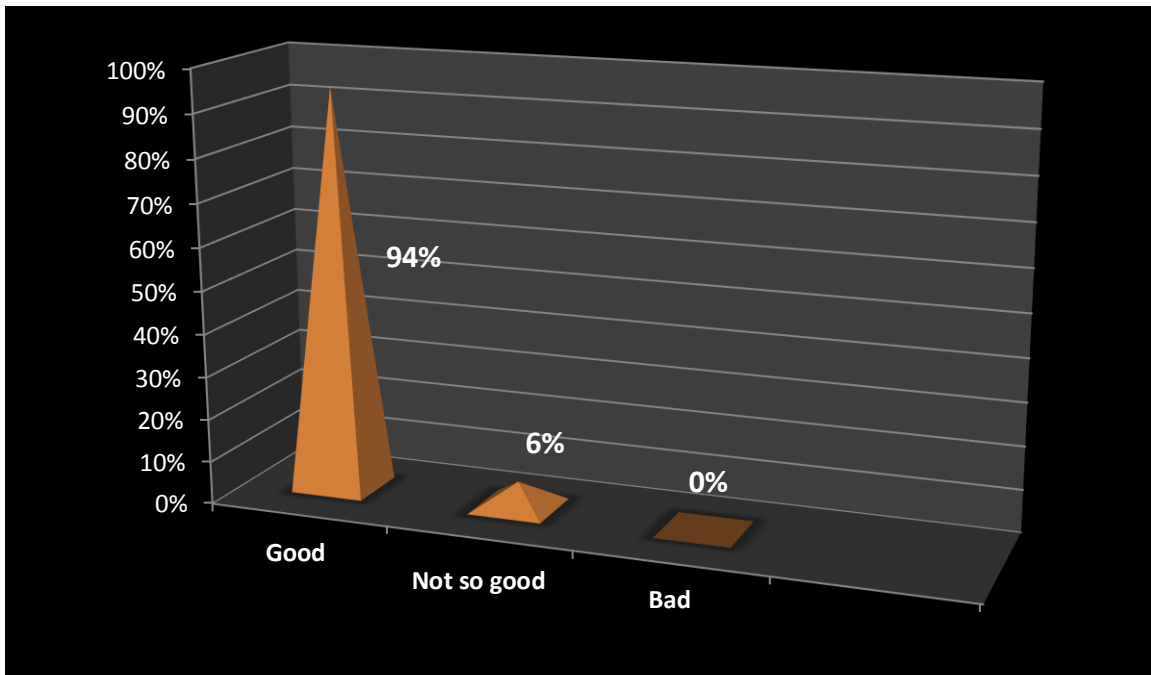


Figure 3.14. Students' Familiarity with Internet Use

- **Question Two (Section D):** Students' difficulties about Internet use

This question encompasses the problems English learners' encounter when using the Internet. It yields in a variety of answers among the most part of the respondents who believe that there are no difficulties using technological tools and the Internet, as well. Some of them add that everyone could use it regardless of their age or educational level.

On the other side, some of the learners list almost the same problems comprising the non-availability of free PDF books they often search for and the fact that some information are not reliable for academic research. As for one of them who states, "*Some websites are not free and most useful books*".

Responses to this question show that there are few problems with digital literacy if they may not exist at all since no one of the participants have cited them.

- **Question Three (Section D):** Availability of technical support

This question “*Is technological support available?*” draws two major responses consisting of (93%) who say *yes* and only (7%) of those who choose to say *no*. The first ones comment that they most of the time get it online from helpful applications, or as one put it “*I get it from online education sites*” meaning online tutorials. Another one mentions that she sometimes asks people she knows have experience in that field.

From the outcomes, we highlight one conclusion that technological support is available. In addition, Internet is not a very complicated device for learning EFL and maybe advanced knowledge about some programs is needed only in other specific fields of study. Results for this question are depicted on the following histogram;

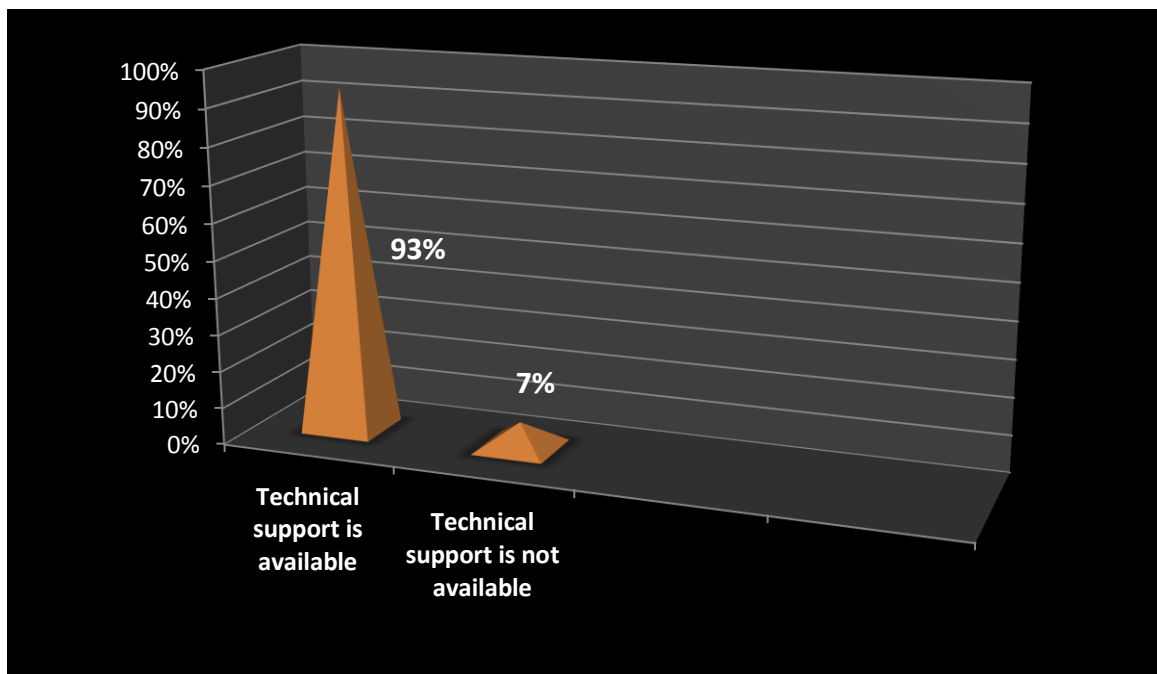


Figure 3.15. Availability of Technical Support

- **Question Four (Section D):** Specific activities and Websites for learning EFL

In response to this open-ended question “*what are the specific online activities or Websites you find useful for learning EFL*”, first-year students have suggested some, which are displayed on the following table,



Table 3.4. Specific Activities and Websites Used by Learners for Learning EFL

- **Question Five (Section D):** More information about learning through Internet

Lastly, we have asked the participants to add any information about Internet use for learning. Sample comments include “*Learning languages through the Internet is very easy*”, “*Sometimes the Internet is a waste of time when we don’t use it in a positive way*”, “*The Internet is very helpful but also other references like books*”.

Another student complains that he sometimes does not find which kind of information is suitable for him on the Internet and he adds that it is not convenient at 100%. For another one, it seems a confident space but not accessible all the time. Still for others, by contrast, it is considered as an endless source of information, not a waste of time but a helpful device for gaining time since by means of finding information very quickly. One more advises, “*Written materials should not be denied*”.

3.3. Interpretation of the Findings of Qualitative Research Tools (Students' Portfolio, Students' E-portfolio and Teacher Interviews)

In this narrative section, we are going to deal with the analysis of the qualitative research tools' results comprising the students' portfolios with e-portfolios and teachers interviews. It does not include only a narrative but also some statistical results in forms of percentages where needed.

3.3.1. Analysis of the Research Portfolio and E-portfolio

Twenty informants have been selected from the same sample of learners who have answered the questionnaire in order to assess their language skills using Internet. They have been told to keep portfolio samples that we have distributed, and then we have launched some two-week activities on a Facebook group, which is considered as the electronic version of the portfolio. (See more details in chapter 2 sections; 2.12.2.3. and 2.12.2.4.), (See appendix P and Q and appendices R on the CD-ROM).

3.3.1.1. Language Passport

This portfolio section is like an autobiography of the language learner including his personal information (*Name, place of residence, age, institute or university where he studies, languages he speaks, languages he grew up with and languages he learned at school*). In addition to that, in our portfolio, we have devoted a table that exhibits the learners' proficiency levels of the four skills: (*Listening, speaking, reading and writing*). The table below displays the percentages we have obtained about the latter having in mind that those proficiency levels are related to EFL, in particular.

From the table we can come out with a conclusion that the participants' listening level ranges from B1 to C1 while for reading it consists of B1 to C2. Moreover, for the productive skills, we have counted (45%) as the majority having a B2 level in speaking, (30%) designs those who select the B1 level, (15%) of the C1 rank and only (5%) among those who rank themselves in both A2 and C1 levels.

For the writing skill, (60%) includes the ones who choose the B1 box and (30%) who opt for the B2. (10%), on the other hand, encompasses the C1 holders. Concerning the A1 and A2 levels, nearly none ticks them and thus, we can say that the participants' general EFL proficiency levels range from intermediate to proficient or advanced.

	A1	A2	B1	B2	C1	C2
Understanding Listening	0%	0%	40%	35%	20%	05%
Reading	0%	0%	25%	30%	35%	10%
Speaking/Spoken Interaction	0%	05%	30%	45%	15%	05%
Writing	0%	0%	60%	30%	10%	0%

Table 3.5. Learners' EFL Proficiency Levels

3.3.1.2. Language Biography

This second part of the portfolio is also described in the previous chapter. As a whole, it deals with the learner's experience about the languages he knows, the ones he speaks when studying or travelling, the ones he speaks, reads or writes fluently, etc. Now that the content of the biography has been addressed, it is important to analyse the results we have obtained from it. Therefore, it seems that in spoken languages, the Algerian Arabic dialect clearly seems to outweigh the degree of other languages when the participants talk to their families and friends, or when travelling inside Algeria.

As for studying, the English language takes the front since they are all EFL learners without forgetting its utility for travelling, as stated by some of them. Other languages like Berber (Tamazight), French, German and Spanish are also mentioned and among them French comes first as used for speaking, reading and writing in a previous French colony as Algeria. To better understand what we have told so far, we also ask the respondents to fill in a table that contains a brief description of the languages they study in each educational level (*primary, middle, secondary and higher education*). The purpose is to know if the EFL is given too much importance and whether the hours spent at class is a marker for a good proficiency level or not.

The results we have found show that in primary schools none have studied English until in middle schools where only two hours per week are devoted for

teaching it. Until then, it seems that little attention has been paid for neglecting such a universal language. Furthermore, in the upcoming levels, as secondary schools and universities, the importance of EFL raises as the number of hours increase especially for literary streams and for university studies. Thus, it is crystal clear that EFL learners, as they have mentioned, study almost all the modules in English and they have much more opportunities to practice their English language skills than ever before since it is no more escapable.

The second part of the language biography emphasises mainly on the learners' EFL experiences. It comprises statements about the very things that motivate or demotivate learners to learn English and with what or who their English contact manifests. What is more, it takes in the learner's experiences of the language skills; what they do to learn and remember new words, to read in English, to understand spoken English, to speak it or to write it. First, the majority of students think that the way native speakers practice the English language is a source for motivating them to learn it in order to be able to understand them. Others believe that they have a sort of intrinsic motivation which helps them improve their English. Another student adds that her English teacher at the secondary school and brother are the ones who have inspired her. Second, following are some instances of students assumptions about the things that demotivate them to learn English; *"Limited work opportunities for English learners"*, *"My friends who are studying French"*, *"The fact that we do not use it in our country"* However, there are two of them who mention that nothing demotivates them. Last, the participants' English language contact, according to their answers, is mainly through chatting with their friends on social media Websites and through communicating with their friends and teachers at the university or with native speakers via Internet and by watching English videos or movies.

As to the different experiences of learners concerning the language skills, the most common answers about learning and remembering new words include using them in sentences, using them in spoken interaction, trying to find their translations with examples on the dictionary or simply by repeating them.

The summary of learners' opinions about their learning experiences with the reading skill consist of firm statements like *"I don't like reading."* and *"I don't read a lot for example when there's a good well-known book I always try to watch it as a movie."* By contrast, some others state that they either use a dictionary application in parallel with reading or it, after all, depends on the material they read whether it is complicated or easy to read. And thus, the first one usually takes much time to be read in contrary to the second type.

For understanding listening materials, one of them explains that there is always a possibility to listen again by making a pause to read subtitles or repeating

parts of the audio or video materials since he uses the Internet for that. Another example illustrates that in class learners generally ask their teachers or the one who is speaking in another setting apart from class to repeat what he said. Sometimes as one writes on his portfolio, *“I try to understand the whole meaning of the topic not every word”*.

Furthermore, the fourth statement about the speaking skill includes contradicted comments like, *“I hesitate most of the time and I’m still trying to avoid shyness”*, *“I speak English very well”*, *“I practice English on Facebook and Messenger with my friends to make it better”*, etc. This reveals a range of conclusions that speaking is a matter of practice and those who get used to that, they by large, do not encounter problems with it.

Finally, in response to the last sentence, answers also vary but, as a whole, students consistently comment that writing many drafts, revising and editing before submitting what they write is always useful for producing a good written version. For another student, writing during his free time is what helps him to write well in English as said his teacher. According to another, *“Firstly I write the ideas which come to my mind and then I organise them on the exam paper”*. Conversely, the following sample comment reveals that writing combines a long process with different mechanics, *“I have good vocabulary but I make grammatical mistakes and I don’t know how to put punctuation”*.

The next portfolio section deals with the language dossier, which speaks volumes about the language skills in practice by giving instances of students’ works.

3.3.1.3. Language Dossier

The researcher has assessed the language skills’ tests launched each of the two-week periods and then the final products were attached to the students’ portfolios as samples of their works. The page that follows consists of students’ reflections on their language learning progress during their use of the portfolio. It also comprises *can do’s* and *can’t do’s* lists, which provide a free space for them to write everything they succeeded to achieve and vice versa. Generally, the latter includes some ready-written descriptors and it is up to the student to tick only the appropriate one, yet in our EAP (English Assessment Portfolio) we have decided not to limit the participants’ opinions about the tests and the use of the e-portfolio. (See more details in appendix R on the CD-ROM).

The end-of-test surveys about the students’ works are addressed in this part to give an overall idea about the utility of such tools as portfolios and e-portfolios in

learning EFL. We, as administrator of the Facebook group have used as an e-portfolio and we have tried to provide insight and constructive feedback for learners among first-year students who have participated in this study, and herein we summarise the outcomes accompanied by the students' views. As a whole, all the students' test answers are graded with a B or a C grade which means that they have achieved the intermediate and the advanced levels in the four language skills.

The ELP, although used as a tentative tool for this research, it has accumulated a great amount of positive reactions among the participants. Their reflections on the language learning progress, as mentioned before, vary from *can do's* to *can't do's* and in order to address this, we have tried to cite some of the students' opinions they wrote on their portfolios. The first list's reflections outnumber the second ones as one respondent says, *"This is my first time using a portfolio in learning English and I find it very useful especially in writing and speaking"*. In addition, learning new things about how to make a short story review is another *can do* statement as added another. The following comment, as well, illustrates the usefulness of the e-portfolio in making students' self-evaluation, *"I can evaluate my progress because I have this portfolio which contains all my tests and I can take it with me everywhere, not like the papers of exams since they don't give them back to me to see my mistakes."*

As for others, the e-portfolio is helpful for improving their writing and listening skills. For instance, one of them explains that, after the tests, he becomes able to understand spoken English better than before. Moreover, most of the participants state that they learned new vocabulary.

On the other hand, *can't do's* list gather fewer comments concerning problems with grammatical rules that need more time to be taught and the difficulty of building a reading habit, as one informant states, *"It's ok with short stories now but, I am still afraid of reading long books."* One last student points out, *"Sometimes I can't find the exact words to express my ideas or to translate my ideas in English correctly."*

The final part of the language dossier is devoted to some free comments about the portfolio and the web-portfolio use. In fact, the ELP have helped students to make new friendships and collaborate with each other, the following examples illustrate this point; *"I feel close to the members of the group."*, *"I made new friendships with other classmates though I was not talking to them in class."*, *"The group (meaning the e-portfolio) let me know how my friends think about certain topics by reading their comments and responding to them."* Furthermore, another participant states that the group has allowed her to share her thoughts and receive the researcher's reactions together with her classmates' comments.

Other comments illustrate the administrator's supportive behaviour as one put it, *"The teacher helped us even when we ask questions about the other modules."* In addition,

some of them admit that her help has added a plus to their language learning experience. In general, most of this section's free comments are positive and show that the participants are satisfied and have enjoyed the experience of using the ELP for learning English. More comments include their belief that it has improved their language skills for instance one of them points out, *"This portfolio helped me a lot to improve my language skills especially writing because I learned how to revise my draft each time also I started to love reading"*

In fact, the interest of students' in the ELP use seems like no other language assessment tool; not only in developing their language skills, as they said, but also in terms of encouraging their self-directed learning and increasing their autonomy and confidence. In this respect, one of them comments, *"I became more confident about my language competencies and this is the first time I enjoy doing tests. Really, it was a good experience for me to participate in this research"*

Interestingly, this ELP have achieved positive results and received valuable and positive reactions among first-year students. The data obtained and interpreted will be used in the next chapter in order to summarise the main findings of our investigation. The next section, in sequence, will display the Interpretation of the teachers' interviews.

3.3.2. Analysis of the Teachers' Interviews

For many interviewee teachers, the topic of our investigation seemed exploratory for it particularly addresses the usage of Internet in the Algerian University. Yet, it is no more a neologism in other countries. That is, there was no need for asking unstructured questions about Internet in general because our research inquiry is almost a mixture between an explanatory and a descriptive study. And thus, we have tried to design a structured to semi-structured interview (See chapter two for more details) in order to address the issue in an understandable way for both the interviewees and the readers; using a standard form of questions that go hand in hand with the interview type.

In addition, as it is crystal clear, interviews are qualitative in nature and may include follow-up questions. Therefore, it is necessary, at some points, to ask teachers for more clarification to know about further practical experiences they have mentioned by asking, what is called, behavioural questions to let them recount their past reactions towards their use of Internet. By this point, the research paradigm stems from the nature of the topic we are tackling, as mentioned in the previous chapter. As such, the research objectives also do influence the choice of a convenient type of analysis,

which is, in turn, subject to different strategies and techniques applied according to the research tools we select.

Qualitative research tools as interviews require a specific type of analysis different from the ones we use to analyse data obtained from quantitative instruments. Nevertheless, at certain stages, the researcher finds herself overlapping those techniques with specific kind of questions which, for instance, may lead to some numerical statistics in qualitative tools and vice versa. Simply put, the purpose of using several tools and multiple types of questions serves, a big deal, in identifying the problem and in finding solutions or building up new theories.

For this inquiry, we have conducted thirteen (13) interviews among which twelve (12) are audio-recorded (See more details in appendix C and appendices D to O on the CD ROM). During the real-time conversations, we have tried to take notes besides paying attention to the applicants' facial expressions, gestures and voice pitch which serve to clarify their opinions and attitudes.

After transcribing the vocal clips, we have started the coding process aiming at identifying Internet related themes as online tools, distance learning, online teaching, digital literacy and the like. Next, we have categorised the obtained themes (speech chunks: words, phrases, paragraphs, etc.), combined and compared them in order to pinpoint some existing concepts or pick out newer ones; either through simple word coding or by reading between the lines. That is, this labelling process relies both on inductive and deductive strategies that help confirm an existing theory or emerge a new one. This combination of strategies discerns the type of interview we have conducted and which is explained in the methodology chapter. Mostly, we focus on deduction, i.e. counting frequencies is not the central concern though it is applied in other questions.

Following is the analysis of teachers' interviews divided into three sections according to the research questions.

3.3.2.1. Analysis of the Questions of the First Section (Contribution of Internet to Learning EFL)

- **Question One:** Teachers' reactions towards Internet use

As an opening, we have introduced a quotation about Internet apparition at the end of the 20th century and its prevalence during the 21st century that led to unexpected changes in many domains and especially in language pedagogy.

The interview scripts comprise a variety of answers explaining Algerian teachers' reactions towards the Internet use in teaching and learning. Six (6) among them agree on the fact that Internet has brought change to the world; they have described it as a '*wide space*' for learning, '*a great change*' which happened to the world, '*a useful means*' to complete teaching, etc.

On the other side, the remaining interviewees criticise Internet use in pedagogy by offering some arguments. One of them states that only young teachers do welcome this change in language teaching, whereas older and more experienced ones do not. Another one emphasises on the important role of the teacher rather than the role of the digital material, he comments, "*I think that the radical change comes from the teacher himself. The teacher is supposed to update his way of teaching and the more he reads about what has been written in the fields of teaching and learning, the better his teaching will automatically fit the learners' needs and interests (...) I insist much more on the teacher as an agent of change*"

For other teachers, Internet integration seems to be a difficult task in the Algerian EFL context compared to other countries where digital equipments are no more an obstacle. Still, the remaining one claims that the net causes positive but also negative changes on human beings and on pedagogy.

- **Question Two:** Internet use inevitability in teaching

When asked whether they find themselves obliged to use the online device, the applicants' answers have fallen into three (3) categories; those who strongly agree, others who express moderation and one who sets himself apart without giving an answer.

The first group, as represents the blue bar below, has strong and direct viewpoints, which all confirm their use of Internet in teaching. They argue that it is a helpful means to gather information and to prepare worksheets.

The second category of opinions about Internet use being a secondary option accumulates the majority of teachers reporting they consider it useful but, in fact, do not find themselves obliged to use it. Three among them say that they are working with what is available, for the time being, at the level of the English language department among the ICTs as data shows i.e. ICTs use in the classroom, and again they blame the administrative facilities and the lack of equipments. From their answers we have noticed also that they do use Internet outside of class because, as one states; "*...it helps the teacher to prepare lectures, to provide the teacher with different data sources*" or as another one adds; "*...it gives me many ideas that I can include in the process of teaching*". The

last interviewee stays neutral and does not give further information about his Internet use.

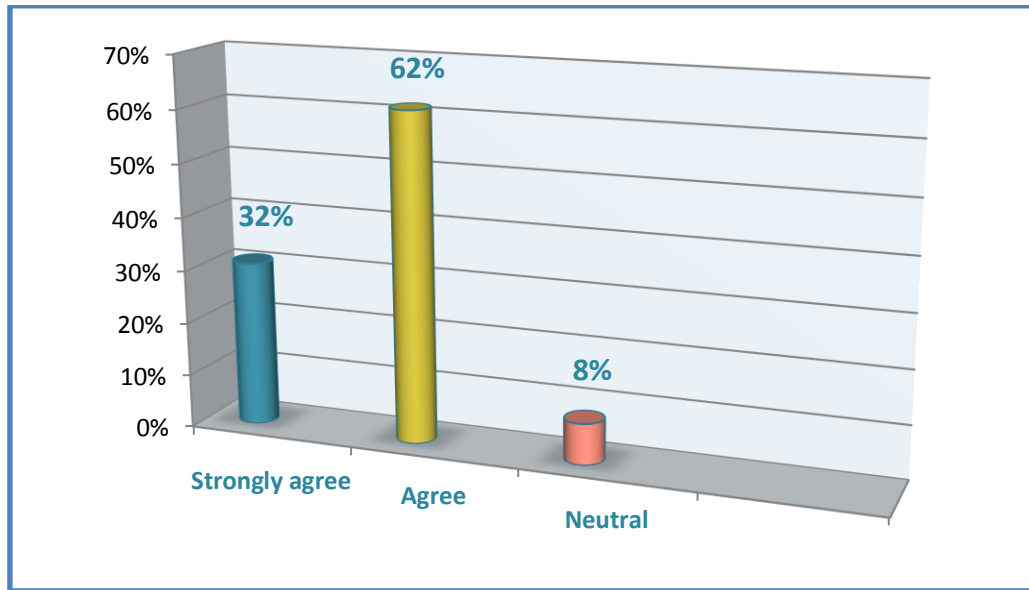


Figure 3.16. Internet Use Inevitability in Teaching

- **Question Three:** Internet benefits which can promote learners' skills and teachers' experiences

Categorising the speech chunks for this question, there appeared the most frequent ones being Internet benefits, which can enhance English language learning skills together with teaching experiences. Thus, according to the results, it can be concluded that those profits are as follows:

a. For Learning Skills

- Creating real-life situations to develop learners' abilities through spoken and written communications;
- Providing various tools to find information and improve different language skills;
- Providing tools to check the spelling or the pronunciation of words such as, online dictionaries or offline dictionary smart phone applications;
- Providing entertaining ways for speaking, listening and reading as music and song lyrics;
- Increasing learners' motivation to study skills like selecting information or developing research strategies;

- Broadening learners' perspectives that make them seek for extra information, instead of sticking to the teachers' handouts.

b. For Teaching Experiences

- Helping the elaboration and the preparation of lectures;
- Providing tools to assess learners;
- Providing different sources of information for teachers and teacher-researchers, such as articles in scientific journals and periodicals;
- Making communication between teachers and their learners possible and with their colleagues easier, and thus helping supervision or experiences exchange;
- Broadening teachers' knowledge in specific areas of interest.

- **Question Four:** Internet use and learners' autonomy

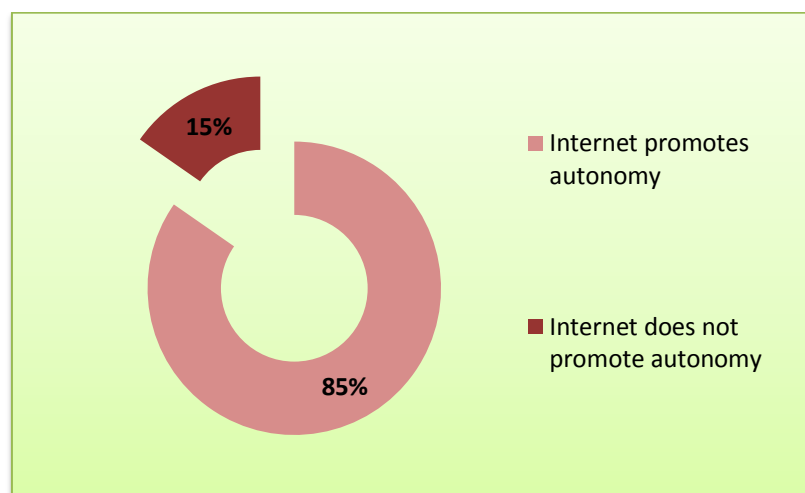


Figure 3.17. Internet Use and Learners' Autonomy

The figure above depicts the interpretation of qualitative information units to numerical data. From it, we have arrived at a simple deduction that Internet can be a promoter of EFL learners' autonomy in the sense that it offers opportunities, which make them rely on their own instead of being dependent on their instructors, as one teacher argues. Those opportunities vary in terms of quantity and quality, and in this respect another participant tries to streamline the idea in this comment sample: *"If he (the learner) goes by his own in front of the Internet and he starts making his own researches in order to complete what he has seen during the lecture, from that moment it's a type of autonomy*

because he will find himself in front of huge data. (...) it's very vast (Internet) and you have to know how to deal with what you need"

In other words, this annotation puts emphasis on students who are aware enough, self-directed, self-reliant, and who have a sort of critical thinking as autonomy stems directly from such qualities. Still with the same idea that the online network increases autonomy, other teachers relate the latter to technological expertise. One of them, for instance, states; *"Once they (learners) are skilful in using the net, this will obviously lead them to be autonomous"* i.e. knowing how to use the Internet leads to its good and positive manipulation.

Moreover, some other interviewees talk about the necessity of motivation and desire for learning in achieving autonomy. Alternatively, others mention that Internet stimulates autonomy among learners who suffer from anxiety or those who are not encouraged by their teachers who limit their freedom in class, thus they find that tool as a refuge. In this regard, one last teacher puts it clearly, saying that some teachers together with the limited class time do not give enough opportunities for learners to be autonomous, nor do the equipments available at the university. Therefore, it is up to the learner to seek autonomy outside of class by using the net which empowers him to make the learning process take place outside the classroom.

On the other side, the two remaining participants claim that Internet is not a device which promotes autonomy since, according to them, it could be achieved via different other ways and that students can never learn by their own for the reason that there is always a need for a teacher to direct learning.

- **Questions Five and Six:** Advantages and drawbacks of using Internet beyond class

Based on the participants' answers, we have elaborated the table underneath that displays the terms used as Internet advantages and disadvantages. The most frequent items are considered.

<i>participants</i>	<i>Advantages of using the net beyond class</i>	<i>disadvantages of using the net beyond class</i>
1	<ul style="list-style-type: none"> ▪ Promotes autonomy ▪ Helps being up-to-date 	<ul style="list-style-type: none"> ▪ Increases plagiarism ▪ Leads to less creativity ▪ Leads to the wrong selection of information
2	<ul style="list-style-type: none"> ▪ Promotes autonomy 	<ul style="list-style-type: none"> ▪ Causes health problems ▪ Increases plagiarism ▪ Leads to addiction ▪ Causes passiveness
3	<ul style="list-style-type: none"> ▪ Helps getting access to an unlimited amount of information ▪ Helps being up-to-date 	<ul style="list-style-type: none"> ▪ Wastes time ▪ Leads to cheating
4	<ul style="list-style-type: none"> ▪ Facilitates learning 	<ul style="list-style-type: none"> ▪ Distracts learners
5	<ul style="list-style-type: none"> ▪ Promotes autonomy 	<ul style="list-style-type: none"> ▪ Causes passiveness
6	<ul style="list-style-type: none"> ▪ Facilitates learning 	<ul style="list-style-type: none"> ▪ Leads to the wrong selection of information
7	<ul style="list-style-type: none"> ▪ Increases motivation ▪ Improves language skills 	<ul style="list-style-type: none"> ▪ Causes passiveness
8	<ul style="list-style-type: none"> ▪ Helps getting access to an unlimited amount of information ▪ Preserves time and money 	<ul style="list-style-type: none"> ▪ Causes passiveness
9	<ul style="list-style-type: none"> ▪ Helps being up-to-date 	<ul style="list-style-type: none"> ▪ Randomises information seeking ▪ Increases plagiarism
10	<ul style="list-style-type: none"> ▪ Promotes autonomy ▪ Helps getting access to an unlimited amount of information 	<ul style="list-style-type: none"> ▪ Leads to the wrong selection of information
11	/	<ul style="list-style-type: none"> ▪ Leads to the wrong selection of information
12	/	<ul style="list-style-type: none"> ▪ Distracts learners ▪ Leads to neglecting reading
13	<ul style="list-style-type: none"> ▪ Improves language skills ▪ Promotes autonomy 	<ul style="list-style-type: none"> ▪ Leads to the use of unreliable sources

Table 3.6. Advantages and Disadvantages of Internet Use beyond Class

- **Question Seven:** Reasons behind learners' preferences in using ICTs rather than traditional materials

As the theme of the title suggests, the researcher has tried to determine from the interview transcriptions some information units that show equivalence. After that, she has classified each of them within a specific category following the most frequent reasons given by the participants as displayed on the table below. Besides that, each one's point of view has been rated according to whether it expresses a strong, a moderate or a neutral suggestion. Then, the researcher has given the latter, respectively, each a particular coefficient (2, 1 or 0).

The overall rating of the results obtained reveal the fact that the influence of technology on the young generation of learners is of a tremendous degree as the total of frequencies reaches twenty three (23) i.e. upper than thirteen (13). In this context, one of the interviewees asserts; *"The young generation ... they are much more inclined in (to) the digital world so, they aren't classical the way we are now (...) they are accustomed to using the net, they find pleasure to use it"*

Participants	Accumulated Reasons					
	<i>Impact of technology advances on the new generation</i>	<i>Familiarity with technological tools</i>	<i>Technology is less time and effort consuming</i>	<i>The new generation likes innovative ways</i>	<i>Lack of reading</i>	<i>Learners have different learning styles and preferences</i>
A	2	2	0	1	1	0
B	2	2	2	2	2	0
C	2	2	2	1	0	1
D	1	0	2	2	1	1
E	2	1	2	1	0	2
F	2	2	2	2	1	0
G	2	1	2	2	1	0
H	2	2	2	2	2	1
I	1	2	1	1	0	2
K	1	2	1	2	2	0
L	2	1	0	2	2	0
M	2	1	0	1	1	0
Frequencies	2_10	2_7	2_7	2_7	2_5	2_2
	1_3	1_5	1_3	1_5	1_5	1_3
	0_0	0_1	0_3	0_1	0_3	0_8
Total	23	19	17	19	15	7
Ranking	N°1	N°2	N°3	N°2	N°4	N°5

Table 3.7. Reasons behind Learners' Preferences in Using ICTs rather than Traditional Materials

The second reason also gains a majority of strong proposals among teachers who do confirm their students' familiarity with digital devices. Moreover, as they add, technology tends to be a facilitator of learning since most Algerian EFL learners like it as a lifesaver within constraints of time, and as a less efforts consuming

tool to find information. Similarly, they see that technological innovations in learning languages and especially a lingua franca as English make the process of learning easier as they suit various needs while they consider the lack of reading as another factor, which makes their students shift towards multimedia and virtual environments. To illustrate this, one participant comments; *“people avoid reading, they prefer to watch. Instead of reading a book, they watch the movie about that book.”* In the same vein, another one talks about himself asking his students to read a novel and analyse it. Yet, instead of doing so, they have consulted the net and extracted ready-made book reviews. In contrast, a small number (7) represent the frequencies of those who look at the learning styles and preferences as a reason for using technological tools for leaning rather than traditional ones. Thus, the huge number of neutral recurrences stands for teachers who deny that.

Overall, the researcher considers the five suggestions of a total number, which outpaces thirteen (13), reasons behind learners’ preferences in using ICTs.

3.3.2.2. Analysis of the Questions of the Second Section (ICTs and Internet in teaching and learning EFL)

•**Questions Eight, Nine, Twelve, and Eighteen:** Internet tools and activities used for learning and teaching EFL

This part of our interview is devoted for ICTs and Internet tools in particular, which could be helpful for teaching or learning English.

For question eight (8), we have asked the respondents if the Internet does provide necessary tools for learning EFL; eleven (11) from thirteen (13) express their agreements upon this. Their arguments vary but all flow in the same context that everything needed for learning is available online and that those tools are helpful to develop many language skills and do cover different aspects of language.

“Nowadays, students have no reasons to fail, simply. If you look at the amount of opportunities that Internet offers”, says one among the teachers emphasising, once more, on the fact that the global network leads to success if used properly. However, the two remaining teachers who believe that Internet does not provide necessary language learning tools argue that those means might not be utilitarian enough as they mislead learners when searching for reliable references.

Concerning their responses to question nine (9), twelve (12) and eighteen (18), they suggest some online language learning activities and some commonly used Internet tools in addition to instances about the latter. Following is a table that depicts what we have obtained:

Online language learning activities

- Grammar and vocabulary tests
- Pronunciation and listening activities
- Multiple choice questions
- Reading and finding synonyms and opposites
- Watching a video and answering questions about it
- Listen and answer activities
- IELTS (International English Language Testing System) and TOEFL (Test of English as a Foreign Language) sample tests
- Quizzes
- Language games
- Self-improvement exercises in different language skills

Internet tools

- Several language applications to download or to use online
- Social media Websites
- Software for assessing students
- Video sharing Websites
- Online libraries
- E-books and articles
- Several language Websites
- Flash cards
- Audio books
- Tutorials
- Blogs
- Online conferences and lectures
- Documentaries
- PDF (Portable Document Format) books to download or to read online

Internet tools examples

- TEFL Pharm (*website*)
- Facebook/ Twitter/ Viber/ Gmail/ Skype (*Social media and chat Websites*)
- SlideShare/ Youtube (*video sharing Websites*)
- Google (*search engine*)
- Flickr (*image and video hosting service*)
- BBC Learning English (*website, Facebook page, Twitter page, Youtube channel and Instagram page*)
- Lectures of Oxford teachers
- Project Britain (*website*)
- Britannica (*website*)
- Wikipedia (*website*)
- Kiki (*smart phone application*)
- SparkNotes (*website*)
- All Websites ending in (.UK)

Table 3.8. Internet Tools and Activities Used for Learning EFL

It is not explicitly shown on the table above that the answers are not clear-cut and precise since most of the teachers do not use some technical terms. Despite of that, we have tried to classify their suggestions within the appropriate category of tools. As well as, during the real-time interviews, we have tried to help them find the exact terms because other teachers are not really in favour of Internet use as one of them when suggesting Websites gives for instance *Google*: the search engine that, in actual fact, leads to finding some Websites.

- **Question Ten:** Utility of ICTs in teaching EFL

Are ICTs worthwhile to be integrated in teaching? Responses to this question are considered as positive confirmations by almost all the participants except for two among them who, as mentioned before, emphasise on the importance of teachers as a strong cornerstone in language pedagogy. Again, they focus on the lack of facilities at the level of the Algerian University that seems a serious problem.

The majority, thus, say that the incorporation of ICTs to teaching might add value to it. One among them expresses her astonishment once we have asked such a question, which she considers unquestionable by saying; *“C’est la tendance! You see, it has become fashionable.”* For another one, the utility of ICTs lies in improving learners’ levels especially when dealing with methods and approaches like eclecticism and the mixed-methods approach since learners do prefer innovation and creativity in teaching, as has been addressed in the previous questions.

The interview scripts also comprise other quotes, which are similar in context. The comment that follows draws the strict attitude of another respondent towards taking one’s responsibility in using ICTs: *“ICTs at the level of the Algerian University stop only at data show (...) Students are connected to Internet thanks to the 3G, all of us are connected (...) I’m connected now, I can use Google, I can use PDF because I use my phone. I’m independent; I’m not going to wait for the university to provide Internet. I can rely on myself.”*

Indeed, the use of ICTs in general and Internet, in particular can be worthwhile if teachers take their responsibility to accept change and see those tools as an opportunity to develop new teaching ways and open new horizons in front of EFL teaching and learning in Algeria. The point here is that nothing could be possible without making efforts and polishing experiences.

- **Question Eleven:** EFL teachers and Internet integration

Out of thirteen (13) interviewees, six (6) of them answer they do not integrate Internet to their teaching while the rest confirm that they do incorporate offline or online tools, as well.

For the first group of Internet users, that is limited to using only offline implements like downloaded videos or slides in order to show them to their students. They sometimes rely on the net to prepare their courses as they download dictionary applications for a latter time use.

By contrast, the second group mentions the integration of online tools to teaching outside of class and even in class. The three teachers tell their experiences with using different means; one among them reveals the fact that Facebook as a social media device helps him a lot in posting handouts or PDF versions of novels and short stories for his learners, and thus saving money in printing hard copies. He also points out that he has created an online space incarnated in a Website for language learners including EFL ones. The other respondent has talked about her use of software to assess her learners. Nevertheless, she says that it was a start with only ten (10) among them. She, too, uses Facebook as an online instrument to keep in contact with them beyond class time. In addition, she mentions her use of the image and video hosting service: Flickr.

Third, the one who similarly uses the WWW to prepare lectures also confirms its usage in class. She lets her students use their smart phones during class time to search for some difficult word meanings or to contribute to the understanding of the lesson. In this case, she gives the example of a learner who presents a talk about a literary work whose writer is not famous; she either uses her digital mobile phone to find information about him while he is presenting his work or asks the students to do it. The figure below summarises the numbers of teachers and the kind of Internet tools they integrate and those who do not integrate it at all.

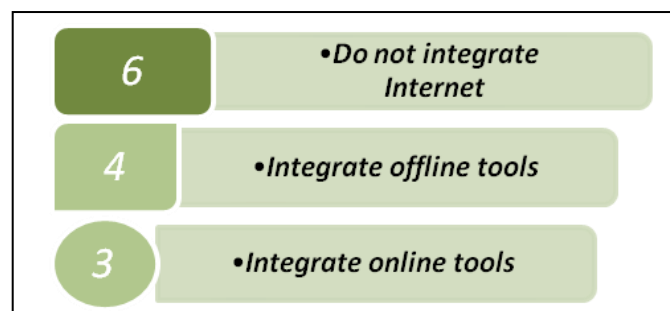


Figure 3.18. Algerian EFL Teachers and Internet Integration

3.3.2.3. Analysis of the Questions of the Third Section (obstacles in front of Internet Use)

- **Question thirteen:** Internet use and productivity

The applicants have given a range of distinct answers for this question. Five (5) of them supported the same idea that the productivity of learners who use Internet cannot be detected by teachers because of the difficulty of monitoring even a simple class without access to the net. In addition, through the easy online access nowadays, they admit that it is a tough task to control them, as well.

In this regard, one of the teachers shares her experience with us when she used to teach in a multimedia language laboratory. She talks about students who are neither interested in learning even with the provided means nor involved in the lecture and they only try to distract other classmates. Therefore, she refutes all the claims for the utility of technological reforms in education. She further puts it; *“We don’t have the mentality (...) so; it is preferable to have a whiteboard. We need to equip our brains; black boxes need to be equipped. We need, even as teachers, we need to be trained.”*

Other participants, by contrast, affirm that it is hard to control learners using the online world or test their productivity since other Websites and ads could attract most of them when doing their assignments. Nevertheless, one teacher suggests that guiding learners or helping them by creating useful e-learning spaces would be utilitarian to let them stick to what is related to EFL learning. Another one points out that in a language laboratory, the task would be easier. The remaining group of respondents, whereas, have spoken about assessing students’ works after using Internet or supervising those who are not wise enough when using their electronic and digital devices in class as one states; *“Some students will find it an opportunity for a recreation time.”*

In sum, correction, evaluation and assessment are ways to test the learners’ productivity after having used the WWW i.e. the results will reflect that.

- **Question Fourteen:** An overview about digital literacy in teaching and learning EFL via Internet

Concepts (Themes)	Quotes supporting the concepts
Necessity of digital literacy (Tech know-how)	<ul style="list-style-type: none"> • <i>“Of course it (digital literacy) is very important”</i> • <i>“...a certain prerequisite”</i> • <i>“Once there is the know-how, you can use it (Internet) properly”</i> • <i>“Somehow”</i> • <i>“We should have knowledge about how to use the Internet”</i>
Digital literacy and teachers	<ul style="list-style-type: none"> • <i>“We learn from our students”</i> • <i>“My children are better than me in using technological tools”</i> • <i>“I find myself illiterate in technology”</i>
Digital literacy and learners	<ul style="list-style-type: none"> • <i>“The new generation is better at ICTs and uses Internet better than the old generation. I learn from my students how to use some techniques”</i> • <i>“I believe that you, young people, you’re more expert”</i> • <i>“They are (learners) more literate than me, digitally”</i> • <i>“I think that nowadays’ generation knows very well how to use the Internet”</i>

Table 3.9. An Overview about Digital Literacy in Teaching and Learning EFL via Internet

• **Questions Fifteen and Sixteen:** Barriers in front of Internet use

Segments	Derived concepts
<ul style="list-style-type: none"> • <i>“Not all students know how to use Internet”</i> 	Digital literacy
<ul style="list-style-type: none"> • <i>“All help is available online and offline”</i> • <i>“Technical (problems) can be easily solved”</i> • <i>“...means from the net that can develop the savoir-faire”</i> • <i>“It should come from administrations and institutions”</i> • <i>“The access to that kind of supply... maybe some people pay to join institutions to learn”</i> • <i>“Sometimes... we get support from the net”</i> • <i>“There are tutorials”</i> • <i>“You can call your friends. S/he will show you how to deal with this issue”</i> 	Technical support
<ul style="list-style-type: none"> • <i>“We need (teachers and learners) to be trained”</i> • <i>“There’s no attention given to this point (technology training)”</i> • <i>“When using Internet, we have to square our students, it means to assist them”</i> • <i>“We should be formed”</i> • <i>“We face some obstacles or difficulties, even teachers can face this type of difficulties, maybe this is due to the lack of training (...) not just Internet, even in using computers”</i> 	Teacher and learner technology training
<ul style="list-style-type: none"> • <i>“I know some teachers who have no relation with computers. They don’t even know how to switch it on... they are using the old methods”</i> 	Technophobia

Table 3.10. Barriers in front of Internet Use

From the results displayed on the tables above, we deduce that the issue of digital literacy is of a paramount importance for both teachers and learners in order to get advantage from Internet use.

The level of teachers' digital literacy proficiency differs from that of learners. The latter seem to have high levels of digital literacy than the former. However, there are not enough quotes to support the existence of digital illiteracy or technophobia as one of the applicants states; *"I think that the know-how is growing"* and another one adds; *"The majority are well educated in the domain."* On light of this, we emphasise on the fact that something *is growing* .i.e. it is not perfect yet and the word *majority*, which means not everyone. Here, we address the third concept, which refers to teacher and learners' technology training.

Indeed, the speech extracts on the table show evidence that technology training is essential especially when the global network is used for educational reasons, and thus its absence may be a barrier in front of good Internet use. Then again, looking at the table, we notice that technical support is not a problem as it is available in many ways and it is up to the individual to seek for it or for universities and institutions to provide it for their teachers and learners.

- **Question Seventeen:** Advocate or opponent of Internet integration to teaching?

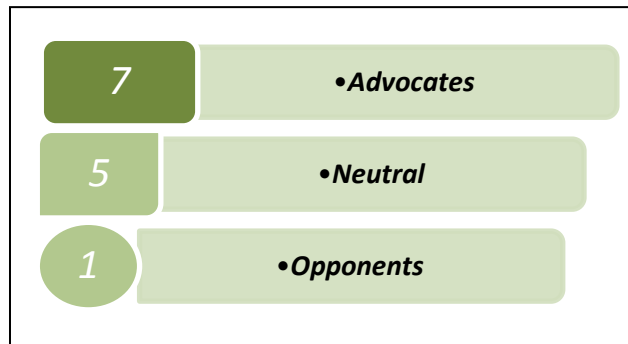


Figure 3.19. Internet Integration: Advocates and Opponents

In response to this question, the quantitative data elaborated on the list above make the results more explicit. We accumulate a number of seven (7) EFL teacher interviewees who immediately agree on the acceptance of Internet integration to their instruction explaining that the digital tools play an important role not only in education, but even in other life aspects. In addition, they consider it as a way to improve the quality of teaching and learning.

On the other side, there are some holding the same opinion, yet set some conditions and limits to that. Among them, five (5) are neither advocates nor opponents as they put in plain words as it is written in the following extract; *“It depends on peoples’ attitudes, on parents’ attitudes, on students’ attitudes, on your friends attitudes.”* Asking for more clarification about the participant’s attitude that she does not mention, we have obtained no clear-cut reply. The remaining interviewee announces simply that he is not obliged to incorporate the net into his teaching.

3.4. Conclusion

The essence of this chapter is reporting on the results obtained after interpreting and analysing the data of quantitative and qualitative research instruments the researcher has used in this pilot project about the role of Internet use in teaching and learning. It certainly contributes to sorting out the main findings of the present inquiry and elaborating the next chapter, thereafter suggesting some recommendations.

Within this chapter, the researcher also tries to answer the three research questions of the study by highlighting Algerian EFL learners’ and teachers’ opinions, attitudes and experiences about the global network in order to demonstrate a broader image of its use in the Algerian university.

Owing to data interpretation and analysis, we come up with different assumptions and generalisations. As such, we have discovered that Algerian EFL learners do use the net more than teachers do and the possible reasons are mainly due to age factors, Internet addiction, teaching approaches, acceptance of digital reforms in education and the like. Moreover, most of the participants do agree upon the importance and utility of Internet. Over and above, they mention that its use in learning outside of class constraints is possible, yet integrating it to teaching is hard to impossible in the sense that the Algerian university still lacks technological equipments and administrative facilities, let alone digital mentalities.

In the following chapter, we are going to break down data into major findings, likewise present the future implications that would help both teachers and learners in making use of Internet in teaching and learning.

Chapter Four:

Major Findings and Pedagogical Implications

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4.1. Introduction

Now that we have interpreted the data we obtained from the research instruments, we ought to focus on the outcomes and ascertain their validity according to the research questions of the present inquiry by relating the participants' attitudes and opinions to the independent variables.

Additionally, the second part of this chapter deals with teaching and learning implications in terms of Internet use. The suggestions comprise the utility of some online and technology-based tools in developing language skills and communication among EFL learners as online reference tools, blogs, wikis, emails, social networking tools, computer-based technology, IWBs, data projectors and so forth. In this respect, we ensure that the advantages of those tools do outpace the drawbacks if used for the sake of enhancing language abilities. Moreover, we devote other sections to some guidelines for teachers and learners to get started with Internet integration in teaching and learning EFL as well as an overview about technology training along with online language activities.

On the whole, after discussing the study's main findings in this chapter, some new insights about Internet use in teaching and learning the TL are listed in order to help, in particular, novice teachers and learners in the domain of ICT.

4.2. The Study's Main Findings

This section represents a summary of the previous chapter's numerical and qualitative results we have found out by using a variety of research instruments. Here, we shed light on the main useful data, which serve to answer the research questions so as to test the reliability of the hypotheses we have suggested.

4.2.1. The Quantitative Research Findings

The quantitative research tool we use in our investigation is the students' questionnaire (See appendices A and B for more details). In the previous chapter, we have displayed the results obtained after analysing the questionnaire and illustrating the numerical data on tables or graphs. This has opened the door in front of us to draw the following outcomes with regard to first-year EFL learners' Internet usage:

- General information about the respondents reveal that most of them were females, their English proficiency level is intermediate in the four language skills, and they speak other languages, too. In addition, the majority of learners consider class attendance as obligatory but not important, and thus they choose a passable year grade, which would allow them to get a university degree and

find a job besides helping them when travelling and communicating with people from other nationalities other than Algerian. Regarding their use of technological devices, they have mentioned that they *sometimes* or *almost always* use them, especially smart phones. Yet, this does not prevent them to stay away from the conventional classroom settings. They also state that they continue learning EFL outside of the classroom to enhance their language skills in addition to their ability to make self-assessment;

- As for the respondents' use of Internet, the vast majority does use it *very often* to do their research projects as they prefer online language learning rather than paper-based sources because they feel confident and autonomous about learning English via the net;
- Internet is essential and useful for learning EFL and finding information;
- Internet-based learning is useful and can develop autonomy and increase motivation and learner-centeredness;
- First-year EFL learners prefer to use audio and visual materials from the net as movies, video clips, etc. They also use online dictionaries, social media websites, educational websites, and the like;
- First-year EFL learners are familiar with Internet use;
- Nothing is really difficult about learners' use of Internet;
- Technological support is available online and offline.

4.2.2. Qualitative Research Findings

With reference to the qualitative research instruments, the main findings of the students' portfolios and e-portfolios together with the teachers' interviews show evidence that:

- Listening to native speakers of English can be a source to motivate EFL learners;
- Internet is very useful for chatting with classmates, communicating with English native speakers and staying in contact with their teachers;
- Audio and video materials can be an alternative for reading;
- Portfolios and e-folios are utilitarian tools for learning EFL, for making reflections and self-evaluation, and thus allowing learners to measure their own progress;
- Using ELPs and electronic ELPs for longer periods of time may improve learners' skills and help eliminate frequent vocabulary and grammar mistakes;
- E-folios are a better way to share ideas and collaborate with others to learn the TL;

- Internet has brought change to the world of language pedagogy;
- The use of Internet by Algerian EFL teachers is not totally welcomed by means of the fact that technological equipments at the Algerian university are lacking and that the digital reforms would not be accepted by large;
- Internet use helps EFL teachers gather information and prepare worksheets;
- Internet provides a variety of tools to improve the language skills and provides both online and offline entertaining ways to enjoy learning English;
- Internet is a huge source of information for learning and teaching EFL;
- Internet can be a promoter of learners' autonomy and makes them motivated, up-to-date as it facilitates their learning. Quite the reverse, it increases plagiarism, causes passiveness and distracts learners who do not know how to select the right information or the reliable sources that are available online;
- The young generation of Algerian EFL learners is more influenced by technological advances like no other, and thereby it is inclined to the use of the net. In other terms, young university learners do like innovative ways to learn and they find technology less time and effort consuming contrary to teachers;
- The lack of reading is among the reasons which make EFL learners prefer the use of the global network;
- ICTs in general and Internet in particular, might add value to teaching English;
- Though the so-called lack of digital equipments, there are Algerian teachers who try to integrate online or offline Internet tools into their teaching;
- Controlling students' productivity when using the WWW can be easily done if they are aware enough to learn and develop their language abilities;
- EFL learners are more digitally literate than their teachers are;
- Digital literacy, technophobia and the availability of technical support are no more obstacles in front of EFL learners and teachers;
- Technology training for teachers and learners might add value to the incorporation of Internet to foreign language education.
- Internet users' awareness helps them avoid problems of the accuracy and reliability of online contents that do exist sometimes, predominantly, with beginner learners who do not know too much about methodologies of research.

4.3. Hypotheses' Reliability

So far, the essence of our investigation relies mainly on this part after having dealt with the data collection procedures and the analysis and then the main findings. Therefore, we hereby highlight the reliability of the hypotheses we have suggested for the three research questions of the present study. The first research question concerns the way Internet can contribute to teaching and learning EFL, the second, in turn, is about the kind of Internet tools learners use to learn EFL while the last one questions the pitfalls that can affect Internet use in teaching and learning in a negative way.

Regarding the hypotheses, the following ones try to answer the previous questions respectively; the Internet usually provides a rich source of updated information, which may boost teaching and learning the TL. Learners may use online reference tools or chat programs for learning. Moreover, there may be some hindrances that could negatively influence the use of Internet for teaching and learning such as the lack of digital literacy or the insecurity of the internet in terms of accuracy and reliability.

Initially and based on the main findings of our investigation, the first and the second research hypotheses are true, that is Internet can contribute to teaching and learning EFL by providing a rich source of updated information. In addition, online reference tools together with chat programs, etc. are the kind of Internet aids used by learners for learning English plus some other online tools.

The third hypothesis, whereas, is considered as a null hypothesis, not as we have expected, in the sense that digital literacy besides the reliability and accuracy of information available on the net are not considered as obstacles in front of Internet use. The results, therefore, reveal that most of Internet users are digitally literate and, of course, the degree of technological literacy differs from young to old generations. Additionally, the Internet accumulates a variety of sources because any person could add some information being a specialist in a certain field of study or only a hobbyist, hence it only depends on the user to select what he sees reliable and accurate. In this respect, the concept of technology training comes into sight as it may boost Internet use to more positive ways and help the selection of the appropriate and reliable information.

4.4. Implications for Teaching and Learning EFL Using Internet

The following part is a simple guideline for teachers and learners. It comprises some suggested ways to incorporate Internet into EFL teaching curricula and helps take advantage of remote learning after class time.

4.4.1. Using E-Portfolios as a Self-assessment Tool for EFL Learners

E-portfolios are one of the language tools of paramount importance, as we have mentioned in the previous chapters. They keep the learners' works organised and help them update their content as they reach new proficiency levels. Additionally, the use of such electronic documents may be done via different online software or tools according to the learners' preferences including MySpace, Twitter, Facebook (as used in the present piloting project), Elgg, which was suggested by (Dudeney and Hockly, 2007) and other professional ones as LinkedIn.

Interestingly, digital portfolios help learners make self-assessment and reflections on their progress in language learning and this is the most advantageous point that leads them to being aware about their own learning and helps them take self-responsibility, too. In this regard, the learner's productivity that was once considered as a downside in using the net could reach higher levels; teachers, on the other side, would be only facilitators or guides. It is clear, therefore, that the new generation of learners do prefer electronic and online innovative ways to learn English like our e-portfolio, which incarnates in an online Facebook group that entails also video and audio materials. The participants in our investigation comment on the written portfolios and admit that it is helpful and enjoyable to use them; as such it is very easy to use and does not require any training.

With these concerns in mind, ELPs might be also used for the professional life of learners as an extension of a CV (Curriculum Vitae). That is, ELP users can include cover letters or recommendation letters, copies of their written works, and copies of their qualifications or even some information about extra-curricular activities to show them to the job interviewer for more details in relation to the job applied for in a form of a rough copy or an electronic PDF version. In other words, there are two uses of ELPs: academic or professional though our concern in the present work is mainly academic.

By far, regarding the formative assessment, those e-folios can provide a sort of assistance to the foreign language learning process in the sense that it is continuous during the whole academic year. Thereby, learners will be able to compare their old works to the new ones they produce in order to stay tuned about their improvements or their mistakes.

4.4.2. New Basic Insights into Internet Course Design

Given that the Algerian University lacks technological equipments let alone, online access, we shall focus for the most part on using offline media. The latter involve offline reference tools and downloaded audio or video materials like short films, podcasts and so forth together with some electronic means as the digital course design would not be possible without them. Electronic teaching devices can be provided by any university and they include computers, CD-ROMs or DVDs, data shows, overhead projectors, headphones and even printers that are very useful in making copies of some already downloaded written web-based materials. Taken together, those implements are incorporated within blended learning rather than online learning; the concept is a sort of combination between what is taught face-to-face and what is taught online.

To begin, it is important to say that getting started with a digital course design requires a set of fundamentals as any other type of language course design. Nevertheless, it does also require additional technological skills, technological equipments and a good time and classroom management like no other. To put it another way, it has to be clear that all kinds of language course design do involve defining learner's needs first, and then his lacks; whether they are in pronunciation, grammar, writing, etc. Additionally, it is very significant to have an idea about learners' diverse learning styles in order to design the suitable course for them.

The second step that we should take into account in an Algerian EFL context is the number of learners since the digital course would be more successful with small classes rather than large ones. If it were likely to have only a large class size, dividing it into groups would be the best solution and if computers, tablets or other technological aids are not sufficient for all the learners, two or three of the latter may work together with the same device.

Furthermore, age and language course type are, on top, things to be taken into consideration. In other words, younger learners are more digital geeks than older ones, as have showed the results of the present study even as general English courses are different from ESP (English for Specific Purposes) courses.

Being in control of his learners, the EFL tutor should know, as well, some classroom management strategies as to how arrange the furniture and the technological tools in a way that suits the room's space, makes the task easy to check the productivity of his learners, and controls their behaviours. In addition, time management is also an important factor for the digital course design since it requires more time to prepare and to teach it, especially with the limited class time offered to

teach any subject in the Algerian EFL context for the reason that innovation makes life easier, yet more time consuming behind the scenes when preparing the course.

Yet again, the equipments are something that really matters since everyone is talking about the digitalisation process of the Algerian university as a hard task to be accomplished since any educational reform requires heavy budgets that the government is still striving to provide. In light of this, we emphasise once more on the intelligence of course designers and teachers to develop simple methods for ELT with undemanding and available materials like computers, data shows, etc. Even with the use of Internet, the task could be easier than we have never thought before; having in mind that everyone among teachers and learners can be connected to the net in spite of time or place constraints. In this case, even with the unavailability of equipments, the instructor may ask his learners to bring their smart phones or tablets to the class so the problem will be easily solved and no longer will he blame the technological equipments.

In opposition, if Internet access were available at the university, that would be better to work with it for the reason that there are plenty of online materials and handy exercises, which can improve EFL learning skills as true or false and multiple-choice exercises, quizzes, sentences and paragraph mix, spell-check games, watch and answer tasks, etc. In this case, (Dudeny and Hockly, 2007), further, suggest among the useful tips they have elaborated about online learning course design mentioning the copyright of any ready-made online materials besides the necessity of knowing some information about the learners' level of digital literacy, particularly in manipulating certain websites or other Internet tools that will be used in the intended course. Furthermore, they add that letting learners free to cite the websites or the online tools they prefer to use and check whether they could be included within the course is a way to motivate them.

Again, (Dudeny and Hockly, *ibid.* 34-41), state that a typical web-based session comprises the following steps: '*warmer*', '*web*' and '*what next*'. The first step is a sort of introduction to the lesson's topic by using warm-up activities or discussions about it before using the web and it could be done in the classroom only to prepare the learners for the next step. Second, comes the web phase during which learners move to the computer room. There, the teacher will define the web task using the web-materials he selects for the lesson and in case there is no computer room, he can simply use only his and connect it to a data projector or an interactive white board, or print copies of the materials beforehand if they are based on text. Last, the implementation stage is going back to the classroom to do the task.

(Dudeny and Hockly, *ibid.* 42), further, cite a list of useful tips for successful web teaching; they emphasise, first, on having a *backup plan* in case of any emergency

as a computer crash, electricity or Internet interruption and take some precautions as saving the web page or having a power bank. In addition, asking for technical support if needed can help with the best selectivity of what materials are suitable for a given course. Arranging the computer room, as mentioned previously, is also another tip together with letting learners work in pairs or groups to break communication and computer barriers among them.

Learning via the Internet or online learning is also another advanced option for using the net, yet only developed countries who lead the first ranks in the world's education do provide such VLE systems, which we described in details in the literature review. In this respect, (Guendouzi and Ameziane, 2012: 83) mention that the implementation of VLE in the Algerian university is hindered by some reasons that they do not give further details about them. Nevertheless, they state that in the western countries, the majority of learners are already autonomous and responsible for their learning, and thus the use of such online environments with them would be easier than in other countries where teachers are still struggling with learners' discipline and behaviours. The only virtual spaces our universities can provide, they add, are some universities' online libraries or university databases where catalogues of books and dissertations are accessible online for public use. Besides, there are some new elaborated systems and platforms for post-graduate students, which allow them to get access to articles and books that are not free such as the Algerian SNDL system (Le Système National de Documentation en Ligne). The different phases of university digitalisation projects in Algeria are described in details in the second chapter.

Indeed, learners can also collaborate with their instructors to achieve fruitful results with the digital course. They may be very familiar with using technological tools in general and chiefly those related to chatting and entertainment, as we have seen, but there is always a need for mastering skills about word processing software, mailing programs, making PP (Power Point) presentations and knowing useful keyboard shortcuts to gain more time when typing and so on. In fact, these skills do not seem imperative for most of the people; however, they are really of paramount importance for university learners as they are usually asked to accomplish tasks and assignments, to type, print and submit them or to present them in a form of PP slides.

Conclusively, Internet integration into language instruction does not only facilitate learning but it obliges its users among teachers to be conscious about many issues concerning their learners as we have cited above and to raise their awareness, too. On the other side, learners are, equally, the ones who should take advantage of their advanced digital literacy in order to make use of it and achieve greater results in learning English.

4.4.3. Action Options for a Better Internet Search and an Effective Web Content Evaluation

The WWW is a vast space of information as have revealed the previous theoretical and analytical chapters for it makes us exposed to a great amount of input and feedback. It is clear, therefore, that browsing the web is not an easy task in the sense that most EFL learners do not know how to select the authentic, appropriate and reliable information for a scientific research. Even as they, most of the time, ignore copyright issues especially beginners as first-year students, and thus they fall in many traps as distraction and time waste besides plagiarism. On the other side are the teachers who may also encounter such problems especially if they are not digitally literate enough. In worst cases, teacher and learner technology training, as we are going to deal with in the next section, would be the refuge.

Primarily, there are diverse ways to make a search on Internet before diving into web content evaluation. Using the appropriate and the recently updated search engine is, indeed, very helpful hence the variety of search engines and meta search engines that suit different needs including the most popular ones as Google, Yahoo, Opera, Ask Jeeves, Bing, Orange, Dogpile, Yippy etc. Each of them, in turn, does require a special type of search based either on key words, specific themes and subjects or on the categorisation of the type of information including articles, books, images, maps, videos, etc. The latter could be accessed directly when you open the search engine's home page on which you can select the appropriate option among the categories available before typing the key words or the subject you are searching for. This is very useful in finding the target information and limiting your search scope to specific and more related information.

Sometimes, it is also utilitarian to try to make an online search using different browsers and then evaluate the results obtained and compare them to see which is more useful, accurate and reliable. Nevertheless, we advise sticking to the first highly ranked websites after getting the results of the search instead of scrolling the page down where misleading information could be found. Otherwise, EFL teachers and learners can simply find what they search for in some specialised educational websites; therefore, it would be easier to type only the definite web page title or the whole URL in order not to waste time or have a difficulty with data selection.

In fact, many other tricks that facilitate finding the target type of information do exist, chiefly for educational purposes. For instance, typing a (/PDF) after a book title will lead you to directly find the electronic version of a certain book and if it ends in (exe), it should be deleted because it is a virus. We use the slash (/) sign, as well to specify the search or to broaden it, and we type the keywords or the theme between inverted commas (“ ”) to find more precise information or definitions, moreover

putting a swung dash; often called tilde sign (~) after a given keyword allows finding related words and themes about it. Sometimes typing (AND), (OR) or (NOT) between two key words allows getting access to websites, which contain information about both key words at the same time, each separately or only the first one without mention of the second, respectively. One may as well use the asterisk (*) if he forgets a keyword in a sentence so that he would have more chance to find results about the whole sentence with the missing word. Other symbols as plus (+) and minus (-) are very useful if we want to look for two related keywords or only one keyword without mention of the other, in addition to that adding the abbreviation (site) is helpful to find information in a given website that we precise. Another way to limit one's online search is to specify the file type by typing (filetype) besides the keywords and mentioning it after, e.g [our sentence] filetype: image or [our sentence] filetype: video.

With regard to web content evaluation, (Dudeney and Hockly, 2007: 34) again cite a number of criteria to be taken into consideration in order to better evaluate websites and select the most appropriate and useful data for a specific type of online search. First and foremost, checking whether the person who has put a given content on the web is really qualified or not by reading what is called '*about me*' link. Sometimes, we get across some sites on which there is no mention of the author, and in this case, we can simply check the organisation or institution, which is responsible on putting that content. Moreover, making sure that the content is correct and reliable by comparing it to other contents or references helps a great deal in defining its accuracy.

The second point is that the importance of currency that tells whether the content has been recently updated or not. This, certainly, adds value to that content and helps teachers and learners get access to revised and recent versions of data. The exception entails some journal articles or reference books in electronic forms, which do not necessitate being up-to-date because their utility and reliability does not change over time as new concepts or tendencies emerge. It is the case of language education field, too.

Third, reading the content and deciding upon its utility in enriching our research besides its design and easy manipulation is another essential issue. However, most of the time, we bump into some websites that are eye-catching but this does not usually reflect their usefulness or reliability. Accordingly, it all depends on the user to rely on the other criteria to make the evaluation.

Finally yet importantly, functionality, as well, is listed among those tips. Its importance lies on checking whether a certain website could be found, whether it loads quickly, whether it allows learners to download attached text, video or audio files. In addition, if it does permit the use of other software or applications for loading those

flies or downloading them and if it redirects the user to other related or non-related links or websites as blog links, Youtube or Facebook pages and last but not least, if these latter are reliable, too. After listing the previous criteria, (Dudeny and Hockly, 2007) suggest keeping a '*record of content and address*' that helps language learners and teachers do their future researches by using directly the useful sites they have already evaluated and they can, likewise, use those records for referencing the websites they used which is of paramount importance for avoiding plagiarism.

In the same vein, (Guendouzi and Ameziane, 2012:76-77) add some other criteria for analysing web content as to checking the bibliography list used by the author especially for academic and professional searches because that helps the surfer find further readings about the same topic and check the credibility of his work. In addition, they talk about the reproduced information and give emphasis to verifying whether it has been changed or modified in an inappropriate way compared to the original source.

Web content evaluation, as a whole, is a central part of using Internet appropriately for English language teaching and learning thus the suggested techniques above. Such techniques clearly reveal that the online world is vague and requires its users to possess the know-how that concerns not only the use of technological devices or web navigation. However, there are other demands that urge net users to be critical readers and develop their expertise in evaluating the unlimited quantity of data that one can be exposed to by a simple click. Therefore, it is, after all, a matter of finding the input and then analysing it to create useful output that broadens the user's knowledge and also his audience among teachers, classmates and even other researchers.

4.4.4. Simple Possible Ways to Develop the Quality of Teacher and Learner Technology Training

First of all, technology training as tells the title speaks volumes about the kind of practice, which allows technology followers to enhance their level of expertise in using technological devices. For digital illiterates, it usually seems as though the task would never be reachable mainly for university non-scientific streams' teachers and learners as those who pursue language studies. Simply put, they think that technology is not their cup of tea; holding the belief that technological advances do not concern language education and the best methods of teaching languages are the traditional ones, using blackboards and paper-based materials.

With those concerns in mind, we shall cast light upon a simple catalyst for technology in use. Initially, it is of prime importance to take things at ease because no excessive training courses or tutorials are needed to begin with technology training. In other words, one should bear in mind that the field of language education does not require professional computing skills such as; creating web pages or having high skills in using graphic design software as required from specialised students or tutors. In this case _more precisely the EFL education case_ the way is already paved because there are some footsteps to follow i.e. plenty of related websites and suitable Internet tools or programs are recommended for such a use which facilitates incorporating technology. Again, that does not necessitate being a technically professional in order to learn or teach English or any other language, for this reason sophisticated programs are designed only for other complicated uses.

If we take teachers apart from learners, the idea would be straightforwardly addressed. First, talking about the new generation of learners as we always put it, the suitable technical training for them is focusing on the evaluation of web contents as explained in the previous section. In fact, those learners do know very well how to manipulate most of the digital aids available nowadays, and therefore the best way to teach them how web content analysis should be formally done is to include the notion within the study skills' module. The reason behind, is that many teachers who teach different basic language skills ignore their relationship with technology, believing that technology has nothing to do with language education. Nevertheless, this is the only way to make learners more interested in their studies, better web critical users and importantly, more productive since there is no escape from their technology use and addiction either in class or outside of class.

Now, one may ask what should be included within a technical skill course. It comprises, as we have cited above, teaching some word processing software, mailing, and PP or note taking programs together with using video and audio players or searching for word meanings in electronic dictionaries or encyclopedias (electronic

reference tools) for very beginner students. Still, essentially emphasising on the analysis of online contents using the previously listed techniques since the principle cause of technology training for learners is not about digital literacy, yet it is in dealing with distraction, selectivity and copyright infringement issues.

In respect to teacher technology training, web content evaluation could be, as well, useful essentially for novice instructors. What is more concerns knowing how to teach with technology not only how to use it for course preparation or for teacher's own development. In other words, technology savoir-faire differs a great deal from implementing that knowledge in class with learners. Noticeably, that would add a heavy burden on the teacher who is in a situation that requires correlating many aspects and approaches of normal teaching to technology use. This is, in fact, an easy thing to do as they can find many tutorials about teaching English available online including how to prepare worksheets, how to design an online course, how to assign different language activities using technology, and so forth. Moreover, they can seek for technical support offline since there are many technology geeks and experts.

Alternatively, Universities and institutions could plan courses for teacher technology training, the same as the traditional ones which comprise pre-service or in-service trainings. The courses may deal with what is related to teaching languages instead of what is complicated and not suitable for the so-called non-scientific researchers who would not grasp _for the majority_ what programming, coding, algorithms, JAVA or C++ mean, and most crucially what is that knowledge all for. Of course, the one who gives the course should be a computing specialist or at least an English teacher who has experience with using technology.

Primarily, the course content is, indeed, an essential issue for the reason that such content would be utilitarian in a way or another for teaching learners the study skills module. In this respect, trainee teachers can transmit their knowledge about the technological skills they have acquired taking the instance of word processing skills; such as knowing how to check spelling or grammar mistakes and how to look for synonyms. As well as, some simple skills like how to save or print a word document or how to edit it by inserting notes, comments or possible corrections, how to use the track changes feature, etc. They can apply the same thing for other digital programs or applications, too_ programs and applications which are useful for teaching the English language_ and if possible, include the use of other online tools or virtual environments.

In sum, teacher and learner technology training do improve the quality of EFL education mainly in nowadays' world in which technology use has overcome the use of many traditional materials. As such, escorting the demands of the new generation of learners and the digitally based world would help in developing novel approaches and

methods for teaching and learning EFL instead of rejecting the use of technology. Furthermore, computer scientists and web developers introduce a variety of updated technological and online tools each single day; therefore, technology users should also update their technological literacy because the development cycle has never stopped at a certain point in the world's history. (Harmer, 2008: 32), in that regard, describes the knowledge of using technological equipments as '*a major part of modern teaching*' and recommends that teachers should keep up-to-date by attending conferences, seminars, reading magazines and journals that are available on the net, developing their technological know-how, etc in what he calls a '*hunger*' to know more. (Harmer, (undated): 344-351), further, discusses the notion of teacher development that could be either a formal or an informal development i.e. teacher training. He puts much emphasis on the second one, which makes teachers, according to him, use different ways to train themselves to teach English better and to develop a certain '*unconscious competence*'; a term used by (Underhill,1992 in Harmer, (undated) :344). It means that the teacher achieves a higher level of good teaching practice, which he unconsciously does contrary to having an '*unconscious incompetence*' that makes him unaware about the mistakes he does when he teaches. (Ur, 1996 in Harmer, (undated): 344) formerly, differentiates between teachers '*with twenty years' experience*' and teachers '*with one year's experience repeated twenty times*'; this refers to teacher development in terms of the quality of teaching not the number of years spent for TEFL.

Back again to the different ways he suggests for teacher informal progress, he, accordingly, makes the idea crystal clear and draws together a variety of things to do for that sake. Conducting action research is the first one as it makes the teacher a continuous researcher and allows him to accumulate information about his learners' strengths and weaknesses, to use diverse research tools and methods to test their language improvement as '*keeping a journal*', making '*observation tasks*', conducting '*interviews*' and the like. In addition, he mentions teachers who, constantly, read related literature in their area of interest besides those who cooperate and collaborate with their colleagues in order to share ideas and discuss issues about teaching English. Or else, those who make peer observations or get involved in teachers' groups, attend meetings and workshops and even follow virtual communities to get informed about current teaching innovations and techniques used for educational purposes.

So far, both formal and informal teacher trainings are a part of his development; moreover, the very concepts and strategies of ordinary teacher training are equal to teacher technology training with some additional emphasis on the use of technological devices. That is, technology training is synonymous to educating teachers and learners alike how to be effective digital literates because digital literacy is not only knowledge; it is rather how to implement that knowledge. In this vein, the European commission has proposed a DigEuLit project in which it sets a three stage model for

digital literacy involving three levels: digital competence, digital usage and ultimately digital transformation. Firstly, digital competence concerns the skills, concepts, approaches and attitudes. The usage is all about the implementation of competence. Lastly but importantly, comes the core objective which is related to being creative and innovative when applying the digital competence (European Commission, 2003 in The eLearning Department, 2015: 8). In other words, even the application of the digital knowledge is not sufficient i.e. teachers and learners nowadays should reach the highest level which goes beyond simple knowledge and savoir-faire. It means adding fashion to the know-how and putting more emphasis on creative problem-solving.

Technology training, for some teachers and learners, may seem an extra load especially for those who have advanced technological skills. Yet again, the guiding strategies that the training course may provide can preserve time and increase productivity. In addition, they can raise awareness and interest for learning contrary to doing things at random particularly in tertiary academic or professional settings.

4.4.5. A Jumpstart for Using Internet-based Activities for Teaching EFL

There is a variety of language tasks, which are based on Internet use that teachers can assign for their learners; they differ in terms of the Internet tools used (Check the next section for more details) or the language proficiency levels of the learners as they can suit their different language needs and their learning styles and preferences. In other words, Internet-based tasks do encourage the so-called digital learners to accomplish classroom assignments relying on Internet sources that they can get access to inside a digitally equipped classroom _language lab where there are computers and devices for listening and speaking_. Or alternatively, outside of it: at home, in a cyber café or somewhere else since getting access to an Internet server is no more a problem.

Given that the greater part of Internet programs and tools designed for English language learning do not require knowledge of advanced computing skills, we, here, suggest some useful online activities, which serve that matter. We equally try to facilitate assigning or doing those tasks not only by incorporating the Internet, yet importantly by helping users to take advantage of it. To begin with, there are some ordinary activities that English teachers and learners are accustomed to use as active listening tasks, writing essays, debating a certain topic, conducting short research projects, etc. At this point, it is worth mentioning that the basic kinds of activities and the task objectives we want to achieve stay the same when we include the use of electronic or online devices. For instance, giving learners a writing assignment for the reason of ameliorating their writing skill by checking their grammatical, vocabulary or

punctuation mistakes is similar of aim to giving the same assignment but still integrating the Internet. The point is that the latter should be considered as a facilitator of learning which can add modernity to the task and attract digital learners' interest in addition to dealing with technology training in a certain way.

Speaking specifically, in an Algerian EFL context, teachers often assign web-based research projects, as homework i.e. learners will search for information outside of class using a browser because in classrooms there is no Internet access. That kind of projects can play a key role in developing learners' language skills, creativity and critical thinking if done in an appropriate way in the sense that class time is limited and learners cannot do extra research but beyond class time. In addition, teachers may supervise their learners during the whole research process until they accomplish it to check whether their learners copy and paste ready-made online materials or not. They can even include the use of portfolios or e-portfolios, as we have cited above. They may test, as well, students' selectivity and productivity after using the net and relying on online sources for it is important not to let them drown in a sea of information. Teachers can choose a plenty of topics for web-based research projects according to the study curriculum and can focus on a certain skill or many skills at once. For example, note taking to select the suitable information and summarising the main ideas, speaking if the work would be orally presented, etc.

Another type of web-based activities deals mainly with the speaking skill. The teacher and his learners engage themselves in a discussion about a given topic like environment, sports, natural disasters, migration, etc. The classroom should be arranged in a comfortable way that helps the teacher to move around the chairs or sit in a place where he can see everyone to keep eye contact; the same thing for learners so as they feel stress-free before starting to speak and get to interact with each other. As to the integration of Internet in such an activity, teachers should, beforehand, ask their students to surf the WWW to find information about the topic they select for the discussion and if the net is accessible at the university, they can simply divide the lesson into two parts; one for online research and another for the discussion. However, since there is a problem of time constraints and large numbers of students for each group, the teacher should consider time management and should not let the first part of the lesson outpace the second. The reason being that, after all, students need to develop their speaking performance during the discussion and rely, for the most part, on their points of view even though they have made an online research. Or else, teachers may devote the whole lesson for an online discussion using a synchronous online chat program as described in the literature review chapter. The online discussion does necessitate Internet access at the university for it is difficult to gather all learners beyond class to do the chat at the same time. Nonetheless, some other

leading countries have stepped behind online learning to help learners who cannot attend face-to-face courses and they still want to reach new prospects in the domain.

Again, for the first kind of online research done in the classroom, the teacher may give a list of related websites to his students to consult in order to guide them and gain time. Sometimes, he can also integrate the use of some online tools in the task, for instance; creating a language-learning website or blog on which he puts links leading to other educational sites in order to provide more details about a given section or subsection. (March, 1997 in José Luzón Marco, 2002: 21) cites some other online tools and activities that help reaching lists of related links to websites and other activities. Among them, '*topic hotlists*', '*multimedia scrapbooks*', '*treasure hunts*', '*subject samplers*' and '*webquests*', which we are going to describe later on in the coming paragraphs. Those tools are very functional to download Internet resources presented in different topics and categories and do some activities at the same time.

When we talk about Internet-based project work, we should also consider the level of the learners, as well. Concerning those projects, (Dudeny and Hockly, 2007: 45) divide them into two parts comprising '*low-level*' and '*high-level*' projects. For example, the first ones may include assigning a poster presentation about a famous person while the second type is similar to the discussion so far mentioned, which deals with making a research about a given subject and it ranks to the level of making a report or a debate after the documentation phase. For both projects, they list some steps to follow besides dividing the lesson into three periods of '*at least 45 minutes each*'. Thus, after choosing the project topic, the teacher should explain the task i.e. what learners are supposed to do, and then he either provides them with online sources to consult or ask them to find suitable resources by their own. Even so, the latter may take more time, and therefore it is preferable to recommend some links to the appropriate websites. Lastly is the '*outcome*' of the task, in other words, what learners are supposed to achieve.

(Dudeny and Hockly, 2007:54) also give other types of Internet-based project works as '*Internet-based simulations*' that allow learners to perform real-life situations in the class. Likewise, other '*mini-projects*' incarnate in the use of '*webquests*' as a kind of '*inquiry-based activities*' in which the background sources are from the net (Dodge, 1995 in Luzón Marco, 2002: 21). (Dudeny and Hockly, *ibid.*) divide, in turn, webquests into short-term webquests and long-term ones. (March, 1997 in Luzón Marco, 2002: 22) further explains the utility of webquests in promoting motivation, developing thinking skills and fostering cooperative learning. Webquests use in learning EFL according to him is a way to '*scaffold the learning process.*' They include tasks described for learners with instructions that help their usage.

The notion of DGBL (Digital Game-Based Learning) is another activity type using digital games in learning English. (Motteram, 2013: 32) tells the story of two case studies of EFL teachers who succeeded in integrating the use of digital games in assigning tasks to their learners. In order to apply DGBL, he advises instructors to emphasise on controlling learners who may be putting efforts in '*wining the game*' instead of doing the language task and '*solving the problem*'.

In fact, there exist many kinds of Internet-based activities for learning EFL but considering the Algerian university context, we could not list them all since technology incorporation into language teaching and learning is starting from scratch, whereas in other countries it has been normalised.

4.4.6. Implementing Internet Tools to Assist Teaching and Learning EFL

We have previously cited in the literature review chapter many of the Internet tools used for ELT counting reference tools, blogs, chat programs, podcasts, wikis, online forums and so forth. In this section, we deal with their implementation in the field with further details.

As we all know, new technological aids are introduced each single day; that is the use of those technologies in language education might innovate the approaches, the methods and the techniques we use to teach or learn the TL. On the other side, neglecting the role of the teacher, the needs of the learner or the quality of the content to be taught may lead to unsuccessful results. Consequently, we cast light essentially upon the utility and implementation of some online media because we have already discussed other notions related to defining learner needs, evaluating web content, time and classroom management, etc. In fact, those factors may affect the use of such tools in either a positive or a negative way.

Online reference tools and especially monolingual ones help EFL learners find word meanings and sometimes even their phonetic transcriptions or their pronunciation if they include audio recordings. Learners can easily get access to such dictionaries, thesauri or encyclopedias since there is a bunch of free online reference tools and some are available on CDs or DVDs usually bought in stationeries or they are available for downloading. They serve the same as the ones used online except for some additional options about grammatical rules, pronunciation, etc. Using such tools has always been a part of learning and teaching foreign languages. As such, the need for a paper-based or an online dictionary in class or outside of class is imperative and as nowadays' learners are more digital, using an electronic or an online reference tool is undoubtedly preferable. The reasons behind that, reference tools are digitally installed _for an online or an offline use_ in a small portable devices as smart phones

or tablets that are not as weighty as the smallest paper pocket dictionary. Over and above, they show a range of synonyms, examples, useful expressions, antonyms, idioms and even more can be found in encyclopedias including further information about history, sociology, art, policy and the like. As to searching for words in online or digitally installed devices, the learner simply needs to type a word without searching for the initial alphabets.

Several activities comprise selecting the appropriate word meaning extracted from a text by using reference tools. The types of words differ according to the learners' proficiency levels and the module they learn; whether it demands technical synonyms or literary and more elaborated ones. The same activity may include a list of synonyms extracted from a thesaurus and it is up to the learner to tick which words have similar meanings or the ones, which are opposites of a selected word. Then, they can use some of the words to form meaningful sentences. In both cases, the learner is supposed to use his online dictionary to do the task. For translation modules, bilingual or multilingual reference tools are usually used in doing some assignments together with other translation software mentioned in the first chapter. Crossword games are also activities that make learners learn and have fun using reference tools.

Another activity suggested by (Dudeney and Hockly, 2007: 112) is about the use of online encyclopedias. They choose, as an example, the topic of finding information about a given country. Each of the students chooses one country, after that he writes all the information he knows about it comprising its name, population, languages, national holidays, etc. Next, he makes a search on a variety of online encyclopedias and finds more information about the same country. At last, he compares his chosen country with other classmates' and writes a report on it besides including some illustrations from Google.

As to using podcasts that are basically audio records or videos _also described in the theoretical part of the present study_, teachers may create a podcast page using a podcast site and then they ask their learners to produce their own voice or video clips about a given topic. They can listen or watch each other's podcasts and leave written or voice-recorded comments, too. The teacher may also create the podcast page and records summaries or extra information about the lessons done in class to help his students have an overview about the language courses and allow them to revise their lesson in an organised way. Podcasts could also be used for listening and then answering related questions or writing subtitles. This activity helps students be more active-listeners and develops their speaking skill, as well, especially if the teacher considers pronunciation rules when producing the material. Plenty other podcast activities are similar to those in which we integrate videos and sometimes teachers ask their students to write subtitles for a given video; this could be done also with

podcasts. Low-level earners, in that case, can be allowed to make pauses and repeat the sound track to grasp the meaning or to write down the subtitles.

The same thing for wikis: the websites that readers can edit, teachers can set up a wiki easily by using a special wiki site. The wiki may take a title of a specific lesson covered in class or a project workshop, which is usually assigned for learners at the end of each study unit. Learners can add content to the class wiki about a certain topic chosen by the teacher. Their classmates, in turn, can read and edit the content of one another. This helps them get more information about different topics or widen their knowledge about the same topic as it encourages them to recognise their mistakes and appreciate feedback from others.

In the earlier chapters, we have also mentioned web logs or, in short, blogs with their diverse types including educational blogs that, as well, may be '*tutor blogs*', '*student blogs*', or '*class blogs*' (Dudeny and Hockly, 2007: 87). Of course, the purpose behind creating one of those blogs is educational since we are focusing mainly on learning English not cooking or working out, for instance. '*Edublogs*' are also very useful for doing class projects because comments are allowed, links to other websites or blogs can be included and multimedia content can be added including audio or video files by using a special blog software. They can serve as electronic students' diaries, too.

Again, (Dudeny and Hockly, *ibid.*) suggest blog uses for language learning concerning the three types of blogs. For '*tutor blogs*', they say that blogs may be a way '*to set homework*', '*to provide a summary of class work*', '*to provide links to extra reading/ listening material*', '*question and answer about grammar or class work*' or '*exam or study tips*'.

'*Student blogs*', in turn, may comprise '*personal and family information*', '*extra writing practice on class topics*', '*regular comments on current affairs*', '*research and present information on a topic*' or '*a photoblog on learner's country, last holiday, town*'. What about '*class blogs*', they can be used to write some '*reactions to a film, article, class topic, current affairs*', '*things learners like/don't like doing in class*' or '*a class project on any topic*'. In fact, blogs can serve a variety of EFL tasks listing those, which help learners keep in touch with their teachers after official class time to stay tuned about their class assignments and their teacher's feedback particularly with the absence of a language laboratory at the university.

Regarding chat programs, though their informal use, they are probably the most used among online tools. They could also be utilitarian for ameliorating certain language skills referring to a previous research we conducted. Learners may be able to chat and develop their note taking skills due to the excessive use of simplified

spellings as abbreviations and contracted word forms usually typed as text chat. Audio or video chats, on the other hand, may help them achieve good levels in the speaking skill, pronunciation, real-life discussions by using some chat programs that allow the use of webcams or what is referred to as video conferencing tools as Skype, Messenger and others; most of the time, called social networking tools.

As we have explained before, chat programs differ in nature, they could be synchronous or asynchronous and they can provide both public and private chats. The latter is usually done via IM programs or apps like MSN Messenger, Google Talk, iChat, etc. There are some more chat software worth mentioning again and that offer VLEs for learners as Myspace and Second Life by which the teacher can be in more control about what his learners do.

The implementation of chat programs in the field of language education depends chiefly on the awareness of learners who should be responsible and autonomous since the core matter of using such programs in the classroom or outside it relies on such behaviours that lead to successful outcomes. Despite of that fact, using chat for learning may be in a formal way as to doing a task in front of the teacher in a language lab or informal as when chatting about class related topics and project works from home.

We, so far, have said that voice chat is useful for developing pronunciation, and thus the speaking skill together with communicative skills. Therefore, it is very relevant to assign speaking tasks via chat programs. In this case, the teacher may assign a multi-purpose activity asking his learners to do chat about a given topic already discussed during a preceding warm up period. They would use voice chat software suitable for recording their audio conversations in order for the teacher to evaluate their records and check their speaking fluency besides the ideas they talked about. The advantage of such an activity lies in combining many assets and gets learners more interested in speaking as well as motivated and self-confident. The teacher may assign the same task, but this time by asking learners to use written chat instead of voice chat. That would be a way to evaluate both their technological skills about the speed of typing and using electronic media and in assessing their writing products _the ones that they produce within short constraints of time as during exams_. After finishing the chat, the teacher may print out copies of his students' written chats to correct them or he may make the evaluation directly on the digital device.

Finally yet importantly, e-mails are very suitable for learning standard language by means of their standard-looking interface. Indeed, e-mails play a key role in sending and receiving academic and professional messages of which the language we use is very conventional. Moreover, e-mail users are able to subscribe to different

listservs _described in the theoretical part_ with diverse interests. For language education, e-mails can be a tool of communication to keep contact between tutors and their learners, especially high-level learners who pursue university studies. E-mails may also serve as an e-assessment tool to gain time. Learners can also use e-mails to ask for further information about class lessons, more clarifications about homework or they can attach their works to emails _paying attention to the size of the attached file and to the software used to create or to upload it_ asking for teacher's evaluation. Teachers, in turn, can resend the feedback via another e-mail or email his students some useful links for extra information about a certain lesson already done in class. We recommend for assigning tasks using e-mail including writing business letters or replying to different types of e-mails in a formal way and the like. Learners can work individually or in pairs. Nevertheless, we would advise, first, teaching some mechanics about formal e-mail writing in one of the technological training sessions. The mechanics are referred to as '*netiquette*' in the first chapter; they are similar to rules that govern the use of e-mail comprising not only conventional writing but also the user's behaviour. Next are some of the rules:

- Subject lines include the main idea of the email; they should begin in one of the following letters according to the type of the e-mail: Q, Req, FYI and Re;
- E-mail language is formal, and thus the use of contracted and reduced word form together with slang, cliché words and emoticons is prohibited;
- Proofreading e-mail before sending is required;
- Forwarding e-mail necessitates including copyright;
- Headings and signatures should be typed;
- Attachments, as well, need to be short in size;
- Professional e-mail addresses include professional user names.

In fact, there are far more e-mail use conventions but those are the most essential ones.

Overall, the incorporation of Internet tools to the learning practice makes EFL learners more interested in doing their assignments. Quite the opposite, neglecting the use of such tools with the digital generation may make them shift towards the negative use of Internet. That is, teachers may want to ask about the relevant and applicable tools among those we have cited and the answer remains related to their learners' needs hence the different kinds of online mediums. Even a combination of many tools could be utilitarian and educational technology can always give profitable results if used in the appropriate way.

4.4.7. Recommendations about Using Internet Sources and Examples of Educational Websites and Smart Phone Applications

Overall, relying on the Internet as an enormous resource of information for doing research and learning the TL is very helpful for the reason that it broadens the horizons of learners and teachers equally. On one hand, learners can be more autonomous and motivated when using digital and online devices, as they can sometimes be able to measure their own progress by doing online activities and quizzes available in many kinds, for different levels and about diverse language learning skills. That allows them to correct their frequent mistakes, communicate and share ideas with others, etc. On the other hand, Internet use can remove the heavy burden on the teacher who was expected, at a certain time, to prepare the course, to teach, to take control of the class, to assess and so forth.

In respect to better Internet use, (Sperling, 2003: 18-20) in his guide of the Internet's best writing resources, lists some tips for English teachers and learners that may render Internet use in language pedagogy more effective and fruitful. First, he advises teachers not to be afraid and not to get frustrated if they do not have a digital literacy better than their students do and he admits that he, himself, is still learning from others who are younger than he is. He also says that a pen and paper use should never be neglected even in such a digital world, and thereby learners should keep notebooks during the lectures.

Moreover, Sperling mentions that the utility of Internet lies in making it '*social not antisocial*' contrary to what most of Internet users are doing now. Indeed, this can develop communicative skills between learners and teachers especially in a language lab where students work in pairs or groups. Sometimes, he adds, it is important to discuss with learners their use of Internet after a digital course; whether it was useful or not, whether they have learned something new or not. The discussion may cast light upon new ideas about Internet use and lead to the emergence of innovative teaching techniques and methods. Last, he stresses the idea of giving the integration of Internet into teaching English in class a try without fear of failure even if it did not work with certain groups, it is always worth trying again and changing the methods used or the groups of learners. For him, Internet should not be used as "*a babysitting tool, but instead as a powerful learning and teaching tool where your students can read, write, explore, and communicate*". Of course, the online network may also be disadvantageous yet no one can ignore its utility and importance for university researchers nowadays. (See more details in Appendix S).

4.5. Conclusion

In this chapter, we have rounded up the main findings of our investigation about Internet integration in teaching and learning EFL in addition to some future directions and recommendations for an effective Internet use. We try, therefore, to focus on the practical side as much as possible in order to bring about change in the Algerian university in such a digital era we are escorting and in which technological reforms in education are no more escapable, and the interest in Internet incorporation is constantly growing.

In that sense, we discuss in the first part, the outcomes of the inquiry and then the hypotheses' reliability. Secondly, we suggest some implementations concerning the use of the global network in order to enliven the Algerian EFL curriculum with new methods and techniques for teaching and learning similarly.

Consequently, the main findings show that Internet is of use for teaching and learning English by means of the great amount of data it makes available and accessible for teachers and learners alike besides the variety of the easy-to-use language learning tools it provides. And even with other sophisticated tools, technical support is always available. Moreover, formal technology training courses could be utilitarian, too even for the digital generation for the reason that we should take notice of some issues as web content analysis, copyright, reliability of online resources and learners' productivity. *Grosso modo*, the section that follows is a presentation of the whole work's main points.

General Conclusion

General Conclusion

The present study tries to explain the role of Internet in teaching and learning EFL. Such an interesting tool does widen the quality of language education; however, it is not a remedy for all the educational problems because it brings some social, ethical and practical deficiencies and variables in spite of its effectiveness as a huge source of knowledge.

Throughout four chapters, the researcher has reviewed the main concepts of the Internet in conjunction with learning and teaching English. Also, she has given details about the methodology used to gather data from samples of English students studying at Djillali Liabès University in addition to English teachers teaching at the same setting, and then she dives deep in the data analysis and interpretation. Final, the researcher has summarised the main qualitative and quantitative findings she obtained from students' questionnaires and portfolios and teachers' interviews used with the sample populations as far mentioned. This part deals, as well, with the suggestion of some future implications that could be utilitarian for both teachers and learners who integrate Internet into their English teaching and learning.

The main results include the confirmation of the idea that Internet is a useful means for language education, for opening more communication opportunities between students, their classmates and their teachers, for helping learners develop critical literacy towards the electronic and online resources, for fostering autonomy, and for increasing students' interests in learning EFL. Thereafter, the study highlights the negative side of using Internet which is only a tool to facilitate language instruction considered, by large, as the life-saver of many learners who ignore the fact that it is in the middle between the course content and the best suitable approaches and methods of teaching.

To be brief, two research hypotheses are deemed true, whereas the last one is considered null. Clearly, independent English language learning via Internet can add quality to course content, to language skills, to communicative and interactive skills and so forth in that the net provides a variety of tools that could match the different needs and preferences of learners. Conversely, there are some claims about it being an unreliable and inaccurate resource together with some controversial issues as digital literacy, technophobia, web-content evaluation and copyright. These issues are considered by some as hindrances, even so the results show that none of these can cause serious problems. Thereby, it only depends on taking into account technology training even for tech-savvy teachers and digital native learners in order to deal with such important matters.

As this work surveys the bright side of the web, also has it investigated about the negative one. First, to better address its utility in academia, we have tried to link its use with the degree of productivity achieved by first-year English learners. In that sense and based on the portfolio tests and the questionnaires used with those students, we have discovered that it has a very considerable potential for making language learning more flexible for young learners who are very inclined to using digital devices. Nevertheless, having in mind that the net is easily accessible at any time and cheaper than many other paper-based materials, it, consequently, makes the majority of its users underestimate the value of knowledge as, we human beings, give more worth and appreciation to gold for it is rare. Such an attitude often puts Internet users a long way from getting advantage of the huge bunch of information it provides. One might download Giga bytes of electronic forms of data useful for learning the TL, but still complains about them only keeping space on his lap top or smart phone since he had once removed the burden of data collection and felt a sort of immediate satisfaction. Meanwhile, another one might be surfing the web to look for some information to do a given homework, but finds himself distracted by a notification telling that someone likes his photo on Instagram or has texted him on Messenger. So, he, by *fear of missing out*, clicks on the caption and ends up wasting an hour or more on social media totally forgetting why he had entered the virtual world at the first place.

To put it another way, many such issues like the attention's distraction of the Internet often throwing people in what we have referred to as *a maze*, which is difficult to get out of. Additionally, there is the illusion of being an educated person; for instance by reading a book review instead of its whole version and this does negatively affect students' use of Internet. It is also worth mentioning that the absence of selectivity and evaluation of web content makes other conscious users among teachers and professionals in a given area of study put the blame on the tool rather than on the user. As such, the latter's responsibility must reach higher levels especially if he is an adult university learner.

Indeed, we hope from this investigation to open doors in front of teachers and learners struggling to keep up-to-date with technological advancement and, at the same time, trying to improve the way they teach or learn EFL. Accordingly, we recommend a range of implementations that we think are helpful as a beginning. Amongst them, we suggest breaking the ice by using the available technological tools in what we call e-learning, and then it is possible to shift towards online learning with the access of the net. One of the reasons why that should be done is that Internet integration and mainly the design of an online language course is, firstly, digital before being virtual. In this vein, more complicated online systems as VLEs and MOOCs are considered a fairy tale in the Algerian university for they are applied only in developed countries.

However, few years from now maybe, they would be very common and interactive e-learning would be an old learning method. Moreover, the use of e-portfolios with any accessible online tool or an easy-to-use one helps not only learners to do self-assessment, but also teachers to do yearly summative evaluation of their students. Besides that, trying to make use of the huge amount of online tools comprising synchronous and asynchronous ones _wikis, podcasts, blogs, online reference tools and even social media websites and chat programs; each with its specific properties_ improves the quality of teaching and learning English. Furthermore, there are some rules for making an online search summarised as follows: choosing an appropriate browser, typing the important key words and some special signs in order to limit the search, reading about the content creator, checking the currency of the content and then comes critical and analytical thinking in addition to keeping a record of the most useful websites found. Last but not least, the present work goes through many kinds of Internet-based activities and draws attention to the key role technology formal and informal trainings play, and how they should be done together with how one can find technical support.

With regard to technological investments in the sector of higher education in Algeria, any heavy budgets devoted to raising the educational standards would not be regretted. Trainers and education quality assurance agencies, as well, should work for the best of adapting technology and ensuring more advances in major areas of study by monitoring the evolution or the decline of quality learning. In fact, this leads to successful educational systems founded on service learning, active learning, creativity, innovation, quality employment, and thus better community service. In this respect and because of those benefits, the UN state members classify quality education among the SDGs (Sustainable Development Goals). Also does the EU Youth Dialogue that has resulted in the development of 11 European Youth Goals by a strategy based on engaging, connecting and empowering _amongst those goals: quality learning_. That is, Internet and artificial intelligence systems' integration should impose quality and bring improvement to the field of education in order not only to form erudite individuals, but importantly to elevate the level of the online communities of practice and, soon after, benefit the labour market.

All in all, the study draws a conclusion about the role of Internet in teaching and learning EFL. Beyond doubt, this huge virtual space of data will invade the educational reforms of most countries around the world in the near future, for the reason that each of them are seeking for the digitalisation of many sectors and striving to escort the rapid pace of development. As to the profitable learning achievements of a digital or an online course in the Algerian university, they will mostly depend on the positive attitudes of teachers and learners collaborating with one another to enhance the quality of education. If truth be told, one thing that is certain is that there would be

some future challenges concerning the incorporation of the web into the field of language education. Hence, we shed light upon the following new research questions: How would Algerian teachers and learners respond to a generalised learning via the Internet? , will teachers play new roles in teaching future students or there would be no need of them? , what about the creation of an Algerian virtual university? , what would be the language of teaching? , if technophobia, the lack of technology training and digital illiteracy would no more be barriers in front of Internet use, would other issues like cyber security/safety affect it?, will future ICT developers focus on developing the potential of digital devices (artificial intelligence), or give more importance to human digital intelligence (human digital mindset)? How would educational technology, then, be like? There are many questions but one truth that no specific approach, method or technique is the best, no learners or teachers are the most excellent, and no settings are the most comfortable. As a matter of fact, the prime reasons which prove that are: traditional methods can still be used with newer ones, novice teachers and learners can come to be experienced and the most bad-looking setting can be the cosiest with good classroom management.

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Appendices

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Appendix A: Students' Questionnaire

Students' Questionnaire

This questionnaire is part of an investigation about the Internet use in teaching and learning EFL.

All the information you give will be treated in the strictest confidence.

Section A: *General information about students' age, gender and the learning situation*

1. Please indicate your age and gender:

- Gender: Male
- Female
- Age:

2. As a first-year student, in the following list of levels of English, which one do you consider best describes yours?

- Basic user (Beginner) 1
- Independent user (Intermediate) 2
- Proficient user (Advanced) 3

3. How often have you attended class this term?

- Always
- Sometimes
- Rarely

➤ Explain why.....

4. What results would you expect having at the end of academic year?

- Fail
- Pass
- Very good
- Excellent

5. Do you speak or know another language apart from English or your mother tongue?

Yes No

➤ If Yes, which ones.....

6. Indicate to what extent you agree with the following statements:

Statements	Strongly agree	agree	Neither agree nor disagree	Disagree	Strongly disagree
1. Knowledge of English is important for your university degree course.					
2. You enrolled in this branch only to obtain the average and to have a diploma.					
3. Knowledge of English is important for your future profession.					
4. Knowledge of English is important for other reason/s.					
➤ If Yes, please give reason/s				

7. How often do you use your laptop or PC or other technological device to finish your assignments?

- Almost never
- Seldom
- Sometimes
- Often
- Almost always

➤ If you use another technological tool, mention it.....

8. Do you prefer to stay away from the conventional classroom setting when learning EFL?

Yes No

➤ If yes, precise the setting.....

9. Do you like to continue learning EFL outside of the classroom to ameliorate you level apart from doing homework?

Yes No

➤ If yes, what helps you learn?

10. Could you make a self assessment and measure your learning progress without your teacher or beyond classroom?

Yes No

Section B: Internet and language learning

1. How much time do you spend surfing the net for your research projects?

- Very often
- Sometimes
- Rarely
- Never

2. Do you prefer book style packaging or online language learning?

.....

3. How do you feel about learning via the Internet:

- Confident and autonomous
- Not comfortable

➤ Other.....

4. To what degree do you agree or disagree with these statements:

Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
The Internet is essential for learning EFL.					
The Internet is a useful source of information.					
The Internet is not a useful source of information.					
The Internet-based learning is helpful.					

The Internet-based learning is less helpful.					
Using the Internet in learning develops autonomy and independence.					
The Internet use increases motivation and learner-centeredness.					

Section C: Internet Learning Tools

1. What Internet tools you prefer to use when learning EFL?

.....

2. To enhance your language skills do you like to:

- Use educational Websites
- Listen to audio books
- Use English chatting groups like Facebook and Blogs
- Use online dictionaries
- Use video-sharing websites like YouTube
- Listen to English songs
- Watch English movies
- Read PDF books

Or, you just like:

- Taking notes during class considering your teacher as the only source of knowledge.
- Reading written materials like Course books believing that the Internet is not a reliable source of knowledge.

Section D: Barriers facing the Internet use and some suggestions

1. How do you describe your familiarity with the Internet tools?

- Good
- Not so good
- Bad

2. What do you find most difficult about the Internet use?

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

3. Is technical support available?

Yes No

➤ If yes, from where do you get it?

4. Try to write down some specific online activities or Websites you find useful for learning EFL?

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

5. Here write any information you would like the researcher to know concerning Internet learning:

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

Thank you very much!

Appendix B: Sample of Students' Questionnaire

Students' Questionnaire:

This questionnaire is part of an investigation about the Internet use in teaching and learning EFL.

All the information you give will be treated in the strictest confidence.

Section A: General information about students' age, gender and the learning situation.

1. Please indicate your age and gender:

▪ Gender: Male

Female

▪ Age: 19

2. As a first-year student, in the following list of levels of English, which one do you consider best describes yours?

▪ Basic user (Beginner) 1

▪ Independent user (Intermediate) 2

▪ Proficient user (Advanced) 3

3. How many times have you attended class this term?

▪ Always

▪ Sometimes

▪ Rarely

➤ Explain why, I attend all classes because I want to pass my academic year by a very good grade.

4. How would you evaluate the academic year grade you will get at the end of this year?

▪ Fail

▪ Pass

▪ Very good

▪ Excellent

5. Do you speak or know another language apart from English or your mother tongue?

Yes No

➤ If Yes, which ones, I speak French

6. Indicate to what extent you agree with the following statements:

Statements	Strongly agree	agree	Neither agree nor disagree	Disagree	Strongly disagree
1. Knowledge of English is important for your university degree course.		X			
2. You enrolled in this branch only to obtain the average and to have a diploma.		X			
3. Knowledge of English is important for your future profession.	X				
4. Knowledge of English is important for other reason/s.		X			
➤ If Yes, please give reason/s	<p>It is important since I love travelling a lot and English is the universal language. Thus, I need to master English to facilitate my communication with other people.</p>				

7. How often do you use your laptop or PC or other technological device to finish your assignments?

- Almost never
- Seldom
- Sometimes
- Often
- Almost always

➤ If you use another technological tool mention it..... cell phone

8. Do you prefer to stay away from the conventional classroom setting when learning EFL?

Yes No

➤ If yes, precise the setting.....

9. Do you like to continue learning EFL outside of the classroom to ameliorate you level apart from doing homework?

Yes No

➤ If yes, what helps you learn? ...*listening to native speakers talking on T.V.*.....

10. Could you make a self assessment and measure your learning progress without your teacher or beyond classroom?

Yes No

Section B: The Internet and language learning.

1. How much time do you spend surfing the net for your research projects?

- Very often
- Sometimes
- Rarely
- Never

2. Do you prefer book style packaging or online language learning?

.....*Online language learning*.....

3. How do you feel about learning via the Internet:

Confident and autonomous

Not comfortable

➤ Other.....

4. To what degree do you agree or disagree with these statements:

Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
The Internet is essential for learning EFL.			X		
The Internet is a useful source of information.		X			
The Internet is not a useful source of information.				X	
The Internet-based learning is helpful.		X			

The Internet-based learning is less helpful.		X			
Using the Internet in learning develops autonomy and independence.				X	
The Internet use increases motivation and learner-centeredness.				X	

Section C: Internet Learning Tools.

1. What Internet tools you prefer to use when learning EFL?

...learning applications - web sites - YouTube...

2. To enhance your language skills do you like to use:

- Educational Websites
- Audio books
- English chatting groups like in Facebook and Blogs
- Online dictionaries
- video-sharing websites like YouTube
- Listen to English songs
- Watch English movies
- Reading PDF books
- Or, you just like taking notes during class considering your teacher as the only source of knowledge.
- Or, you just like reading written materials like Course books believing that the Internet is not a reliable source of knowledge.

Section D: Barriers facing the Internet use and some suggestions.

1. How do you describe your familiarity with the Internet tools?

- Good
- Not so good
- Bad

2. What do you find most difficult about the Internet use?

Often, I cannot find the full pdf form of books I want. And others are not available online.

3. Is technological support available?

Yes

No

➤ If yes, from where do you get it? applications, online education sites.

4. Try to write down some specific activities or Websites you find useful for learning

EFL?

I am a subscriber at academia.com web site that helps me a lot in getting articles that I need in my researches. Also, watching YOUTUBE channels to improve the way I speak English.

5. Here write any information you would like the researcher to know concerning

Internet learning:

The Internet learning is not 100% convenient, because learning should be an adventure; you can never rely on one tool to learn. Written materials are also crucial and practice should not be denied.

Thank you very much!

Appendix C: Sample of Teachers' Interview

I accept to be asked the following questions:

1. It was said by Alan Maley that *"the Internet was undeniably the most radical agent of change in the last quarter of the 20th century"* and he specified the field of *"language pedagogy"*
So, how does your experience support or contradict such claim? i.e. what's your reaction towards the Internet use?
2. Do you find yourself, as a teacher, obliged to use the Internet in teaching EFL?
3. Could you please list some Internet learning benefits that can promote your students' skills and also your teaching experience?
4. Do you think the Internet might help your students be more autonomous and successful learners?
5. What do you think are the advantages of using the Internet beyond class? Or in other terms, distant learning.
6. What about the reverse? It means the downsides.
7. Nowadays most students like using multimedia and other technological tools; one may, for instance, prefer watching a video than reading a written document. So, what could be the reasons behind this fact?
8. Does the Internet provide necessary tools for learning? If yes, can you specify some? And which ones are the most important?
9. What sort of language learning activities is available on the Internet?
10. Do you think it is worthwhile to teach students with technological tools?
11. Do you integrate Internet tools to your teaching course?
12. Could you please list some commonly-used Internet tools?
13. If you allow your students to use the Internet to do their classroom assignments, to what extent would you assure that their time is productive?
14. Does looking for some information on the Internet requires certain must-know skills?
15. Did you or your students experience any difficulties or face some barriers when using the Internet?
16. What would you do to overcome those barriers?
17. If you had to use the Internet with your class, would you be an advocate or an opponent?
18. Could please suggest some useful learning Websites or online tools or online language activities?

Signature

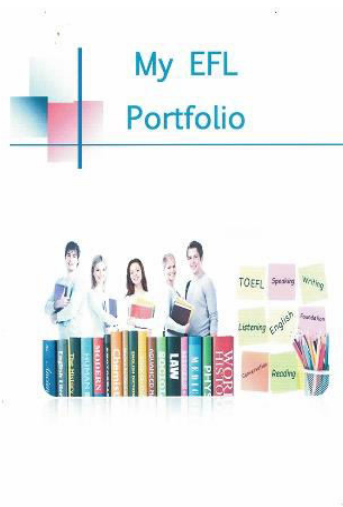


Appendices D, E, F, G, H, I, J, K, L, M, N and O: Teachers' Recorded Interviews

Appendix R: Online Portfolio Tests

- Check the digital files on the CD-ROM

Appendix P: Students' Portfolio (blank pages)

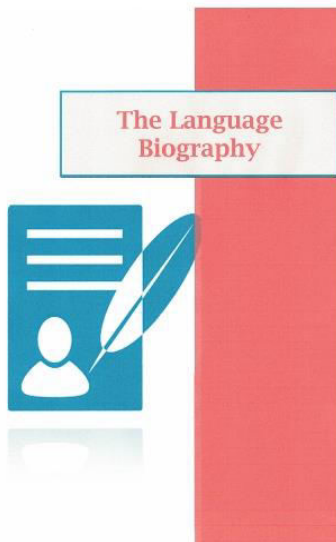


The Language Passport:

My name is: _____
 I live at: _____
 My age is: _____
 I study at: _____
 Languages that I grew up with: _____
 Languages that I learned at school: _____

About EFL (English as a Foreign Language):

	A1	A2	B1	B2	C1	C3
Understanding Listening						
Reading						
Speaking/Spoken Interaction						
Writing						



The Language Biography:

With my family I speak: _____
 With my friends I speak: _____
 While studying I use: _____
 While travelling I use: _____
 I can speak fluently in: _____
 I can read fluently in: _____
 I can write fluently in: _____

My Language Experience about the Languages I know:

	The language/s	Duration of the language learning/use	Place
In the primary school			
In the middle school			
In the secondary school			
At the university			

My EFL Experience:

What has motivated me to learn English?

What has demotivated me to learn English?

My English language contact is through:

My Experience about the Language Skills:

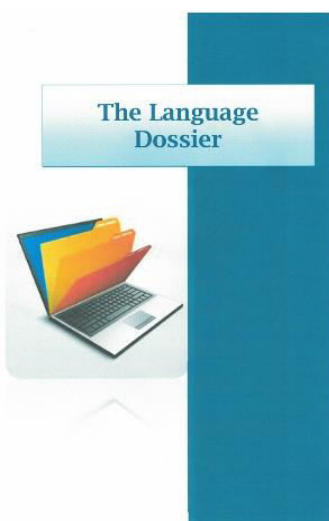
When I want to learn and remember new words, I:

When I want to read something I:

When I want to understand what I am hearing I:

When I want to speak I:

When I want to write something I:



The Language Dossier:

Nº	Language document title	Brief description of the document	Kind of work

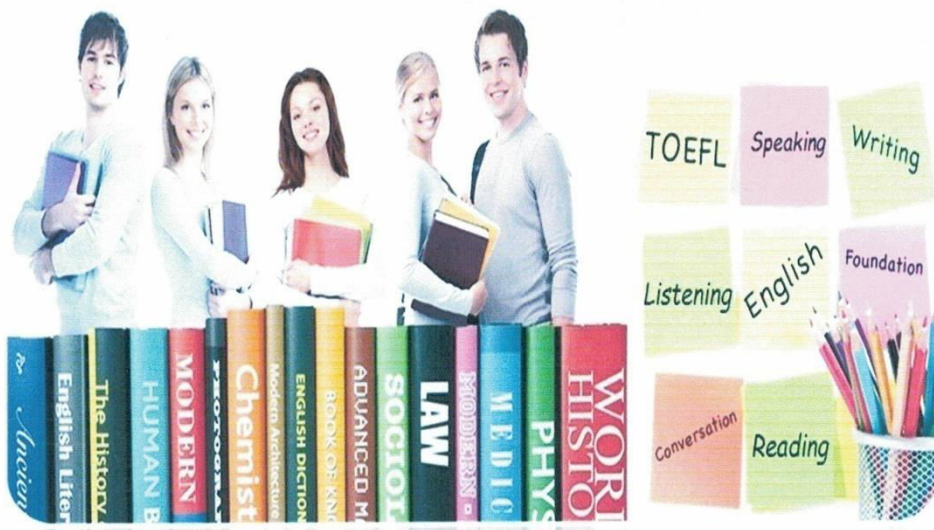
Reflections on Language Learning Progress:

Can do's:

Can't do's:

Appendix Q: Sample of Students' Portfolio

My EFL Portfolio



The Language Passport



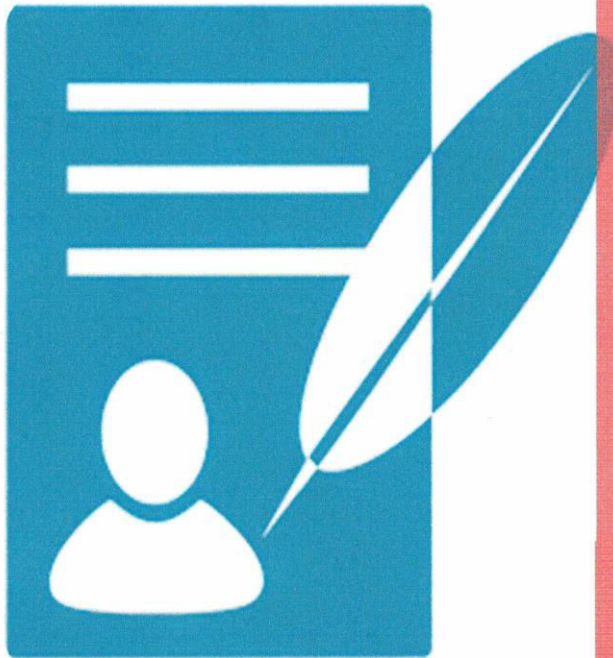
The Language Passport:

My name is: [REDACTED]
 I live at: Sidi bel abbès
 My age is: 19
 I study at: Djillali Liabès university
 Languages that I grew up with: Algerian Arabic and French
 Languages that I learned at school: Arabic, French, English

About EFL (English as a Foreign Language):

	A1	A2	B1	B2	C1	C3
Understanding Listening			X			
Reading					X	
Speaking/Spoken Interaction			X			
Writing				X		

The Language Biography



The Language Biography:

With my family I speak: Algerian Arabic and some French words

With my friends I speak: " " " " " "

While studying I use: English

While travelling I use: Algerian Arabic and English

I can speak fluently in: Algerian Arabic and French

I can read fluently in: English and French

I can write fluently in: Arabic, French, English

My Language Experience about the Languages I know:

	The language/s	Duration of the language learning/use	Place
In the primary school	Arabic and French	We studied all subjects in Arabic and we had only two lessons of French per week	Algeria
In the middle school	Arabic and French and English	- Arabic more than 5 hours - French 3 hours - English 2 hours	Algeria
In the secondary school	Arabic and French and English	- Arabic 6 hours - French 3 hours - English 3 hours	Algeria
At the university	English	All modules in English	Algeria

My EFL Experience:

What has motivated me to learn English?

Those who speak English fluently

What has demotivated me to learn English?

The fact that we do not use it in our country

My English language contact is through:

Movies and social media

My Experience about the Language Skills:

When I want to learn and remember new words, I:

I try to use them in my writing or my speech

When I want to read something I:

I read it in my free time or I try to read only short books

When I want to understand what I am hearing I:

If it is a video I try to make a pause and listen again and if it is the teacher maybe I ask him to repeat

When I want to speak I:

I hesitate most of the time and I'm still trying to avoid shyness

When I want to write something I:

Firstly, I write the ideas which come to my mind and then

I organize them on the exam paper

The Language Dossier



The Language Dossier:

Nº	Language document title	Brief description of the document	Kind of work
1	Essay writing	- writing a short essay about social media	writing skill
2	Short story review	- Making a short story review - the title of the story is "Courage"	Reading and writing skills
3	Listen and write song lyrics	- listening to a song by Michel back and write the last part of the lyrics..	listening and writing
4	Speak and record .	Introducing myself and recording at the same time	Speaking

Test 1: Essay writing

Social media is a form of modern electronic communication like Facebook, Instagram, etc. we use it to share information, ideas and personal messages.

Social media allows us to talk with people from all over the world, it has one big advantage that people can make money by selling clothes. The government can arrest criminals or drug dealers through social media like in Mexico. On the other side, they may affect the parts of the brain which control emotion and attention. By social media we meet new people who are not real most of the time while we miss opportunities to know real people.

Social media has two sides, a positive and a negative one. Therefore, if we use them properly they can make our lives easier.

Test 2: short story review:

1- The first review:

a- Central theme: A courageous soldier

b- The Coda: courage can save our lives

c- The plot structure:

1- Orientation (exposition): A soldier was dropped in an aeroplane in the middle of a forest.

2- Complication (Rising action): The French farmer hides the English soldier in the cupboard.

3- Climax (highest level of suspense): The Germans shot the French farmer and caught the soldier as a prisoner.

4- Resolution: The English soldier escaped and collected his strength and went to the farm-house again to hide from the Germans.

2- The second review:

"Somebody wanted something but there was a problem so it must be resolved"

a- Somebody (character): James Grant (soldier)

b- Wanted something: (goal / motivation): to hide from the Germans

c- But there was a problem / problem complication:

The Germans killed the Frenchman and caught the soldier.

d- So it must be resolved (Resolution): The soldier survived and Normandy was made free

3- The third review:

The short story is entitled (courage) and the author's name was not mentioned.

It happened in the woods of Normandy during the wwII when the main character (James Grant) who was a soldier was dropped by an airplane in the enemy's area. James tried to hide in a farm-house in the woods but soon the Germans found him and killed the house's owner. After that, he could barely escape and return to the same house where the wife of the Frenchman helped him to hide again.

Personally, I think that this short story gives a good lesson with a simple language for foreign readers, since the style was very direct and simple, only few stylistic devices were used in addition to few dialogues.

I recommend everyone to read the story because it shows how courage can save our lives.

Test 3: listen and write song lyrics.

"When we stand together by Michel Back"

The last part: The right thing to guide us
is right here, inside us.

No one can divide us.

When the light is leading on.

But just like a heartbeat.

The drumbeat carries on.

Reflections on Language Learning Progress:

Can do's:

- I can evaluate my progress because I have this portfolio which contains all my tests and I can take it everywhere, not like the paper of exams, since they don't give them back to me to see my mistakes.

- I can also speak without shyness better than before.

Can't do's:

- I need to read more because I don't have enough time for that and also I have to develop my listening.

- Comments:

- I liked to work with this method of portfolio.

- I made new friendships with other classmates through I was not talking to them in class.

Self-assessment sheet for the ELP

Ref: (Schneider and Lenz, 2000)

Self-assessment Grid

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided, I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Appendix S: Recommendations about Using Internet Sources and Examples of Educational Websites and Smart Phone Applications

In the previous chapters, we have talked about the utility of Internet as an alternative for high cost references or the ones that we can hardly find in the university's library. Though the very criteria of evaluating online sources including accuracy, objectivity, currency, reliability, etc. its use has, at a certain extent, outdone the use of other traditional sources of information as paper-based books or journals and even outdated technological tools and computer-based technologies as tape recorders, floppy disks and CD-ROMs.

Again, evaluating online content requires some skills because such content is not filtered since most of resources are updated each day in addition to the effortless of putting any content on the net by anyone. The date of the page, moreover, may sometimes be not accurate as it might indicate the date of putting that content, the date of updating it or editing it. That is, Algerian EFL learners among other university learners should focus mainly on some tricks when surfing the WWW. Initially, they should throw a glance on the URL of the website and check whether it ends up in 'edu' or 'org' because these would lead to universities' and institutions' websites or scientific organisations and associations. Other sites ending in 'gov' may be, as well, useful in reaching countries' official governmental information if they could serve the purpose of the learner. (Bouhnia, 2010: 132, 136, 151, 153)

Following is a list of some useful websites and phone applications we suggest for EFL university teachers and learners:

Websites

- <http://www.academia.edu>
- <http://www.dzuniversite.com>
- <http://www.umi.com>
- <http://www.theses-dz.com/all/lines.htm>
- <http://gsul.me/cyxc> (digital dissertations and theses to download)
- italki (a social networking site for tandem language learning)
- Voice Thread (multimedia slide show for images, documents and videos)
- Google Scholar (for specific educational contents' search)
- Google books (to download PDF books or read them online)
- <http://www.mandumah.com> (to download theses, journal articles and books)
- Second Life, MySpace (VLEs)
- <http://www.audible.com> (An alternative way for reading which is listening to audio books and improve listening and pronunciation)
- <http://www.nsf.gov> (National Science Foundation)

- bbc.co.uk/worldservice/learningenglish
- <http://www.computerhope.com> (for technical assistance)
- <http://www.pathbrite> (for using ePortfolios)
- Lingoda (online language academy with professional native teachers)
- Unplug the TV
- Brain pump
- University of the people
- Investopedia
- Speeder
- Coursea
- Hemingway Editor
- edx (websites other than social media that can make you smarter and largely improve your life_ from Lifehack website)
- Udemy (academy of you)
- Alison (a new world for free certified learning)
- Study Bay
- Slide Share
- Skill Share (For learning new skills)
- SquareSpace.com (For creating a personal and professional website or blog)
- Amazon Bookstore (Online bookstore for buying books that can be shipped to any country)
- Edulogs
- Aldiko (e-book reader)
- <http://thesaurus.reference.com> (online thesaurus)

Smart Phone Applications and computer software

- Google Calendar, Yahoo! Agenda, 30 boxes (online diaries and personal organisers)
- Cambly “Website and smart phone application” (learning English from native speakers through online chat)
- Google Forms (for creating online surveys)
- Google Documents, Zoho (creating, modifying and sharing documents online)
- WikiPedia, LitCharts, Khan Academy, Simple Mind, Wolfram Alpha, WikiPanion EBSCO Host (homework help and research)
- Facebook, LinkedIn, Myspace, Twitter (e-portfolio software and apps)
- Chegg, Amazon Kindle, OverDrive, Free Books, Guttenberg Books, Campusbook (Textbooks)

- Duolingo, Coursea, iTunes U, Anglais Facile, Hello Talk, Hello Pal, memorise (online language learning)
- InstaPaper, Ted Talks, Pocket, EasyBib (bookmark and citation)
- MyStudy Life, Scanner Mini, Documents 6, Group Board, Exam Countdown (Study tools)
- Microsoft Office, Google Docs (word editors), Microsoft Apps: Word, Excel, PowerPoint
- InterPals “Website and smart phone application” (learning English by online chatting)
- Cam Scanner (scan and convert photos to PDF)
- AdobeScan, Scannable (by Evernote), PhotoScan (for scanning images, printed text, handwriting and convert them into a digital image or text)
- Audacity (for audio recording)
- Trello, WunderList, Fabulous, MyHomework, iStudiez, ToDoist, Any.Do (organisation tools)
- OneNote, Google Keep, Zoho Notebook, Notability, Evernote, MyScript Nebo, Penultimate, Super Notes, Pages, Office Lens, Google Notebook (Note taking)
- Oxford, Merriam Webster, Dictionary.com, Magoosh Vocab Builder, Advanced Saurus, BabyLon Translator (dictionary, vocabulary and translation)
- StudyBlue, Quizlet, TinyCards, FlashCards+, Anki, BrainsCape (flashcards)
- English Novel Books Offline, 1000 English Stories (reading apps)
- Le Traducteur (for translation)
- Pronunciation Checker App Free (to check pronunciation)
- Forest (a smart phone application, which helps focusing on studying)
- FocalFilter and Cold Turkey (applications that block distracting websites)

Suggested by (Dudeny and Hockly, 2007)

- <http://www.blogger.com> , <http://www.wordpress.org> , <http://ezblogworld.com> , <http://bahraichblogs.com> , <http://getablog.net/portal3.php> (websites for setting up blogs for free)
- <http://www.mediawiki.org> , <http://wikihost.org> , www.pbwiki.com (websites for setting up wikis for free)
- <http://www.englishcaster.com> , PodOmatic (podcast directories)
- <http://www.quia.com/subscription/> (a service that allows creating activities)
- <http://www.clarityenglish.com/> (production of English related products)

Suggested by (Harmer, 2008)

- www.iatefl.org , www.tesol.org (teachers' associations)
- www.teachingenglish.org.uk (for articles and teaching tips)
- www.onestopenglish.com (Macmillan Heinemann One stop English)
- <http://education.guardian.co.uk/tefl/> (TEFL news with articles and blogs)
- www.eslcafe.com (Dave's ESL Cafe: provides materials for teachers allows chat and debate)
- www.hltmag.co.uk (Humanities Language Teaching journal)
- www.online.met.com (Modern English Teacher magazine)
- www.etprofessional.com (English Teaching professional magazine)
- www.el tj.oxfordjournals.org (ELT Journal)

Suggested by (Sperling, 2003)

- <http://www.basic-learning.com/wbwt/tips-index1.htm>
<http://www.wfi.fr/volterre/businessenglish.html>
<http://www.wfi.fr/volterre/bizenglish.html>
<http://esl.about.com/library/weekly/aa041399.htm> (business English and business letter writing)
- <http://www.word2word.com/dictionary.html>
<http://www.m-w.com/home.htm>
<http://www.onelook.com>
<http://www.yourdictionary.com> (language dictionaries and translators)
- <http://www.webfoot.com/advice/email.top.html>
<http://www.kyoto-su.ac.jp/~trobb/keypals.html> (email writing and email teaching guide)
- <http://www.epals.com>
<http://www.teaching.com/keypals/>
<http://studentsoftheworld.info> (classroom exchange and English practice with others)
- <http://edis.win.tue.nl/encyclop.html>
<http://www.bartleby.com/65/>
<http://www.britannica.com>
<http://inforplease.com>
<http://encarta.msn.com> (online encyclopedias)
- <http://angelfire.lycos.com>
<http://www.blurty.com>
<http://webspawner.com>
<http://geocities.yahoo.com> (free web spaces)
- <http://www.springrose.com/celebrity/>

- <http://www.grandpatrucker.com/rhyme-timel.html-ssi>
<http://uoregon.edu/~leslieob/pizzaz.html>
<http://eduplace.com/tales/> (learning English while having fun)
- <http://www.wsu.edu/~brians/errors/index.html>
<http://www.geocities.com/Athens/Olympus/7583/index.html>
<http://busboy.sped.ukans.edu/~allenq/netgrammar/>
<http://www.edufind.com/english/grammar/> (English grammar)
 - <http://www.libraryspot.com>
<http://sunsite.berkeley.edu/Libweb/>
<http://stardots.com/index2.shtml>
<http://dir.yahoo.com/Reference/Libraries> (online libraries)
 - <http://askanexpert.com>
<http://www.eslcafe.com/help> (online help)
 - <http://www.missouri.edu/~writery/index2.html>
<http://www.powa.org/>
<http://owl.english.perdue.edu>
<http://owl.english.perdue.edu/handouts/pw/>
<http://writing.richmond.edu/writing/wweb.html> (for online writing assistance and professional writing)
 - <http://owl.english.perdue.edu/handouts/grammar>
<http://uottawa.ca/academic/arts/writcent/hypergrammar/punct.html>
<http://www.yesenglishonline.com/punctuation.htm>
<http://www3.wcu.edu/~mkiser/misspell.html>
<http://www.iss.stthomas.ed/studyguides/spelling.htm>
<http://encarta.msn.com/quiz/quiz.asp?QuizID=36>
http://gardenofpraise.com/spell_1.htm (English grammar, punctuation and spelling)
 - <http://www.alltheweb.com>
<http://www.ask.com>
<http://google.com>
<http://yahoo.com> (search tools)

Suggested by (Motteram, 2013)

- <http://English360.com> (creating courses using digital versions of published materials from Cambridge)
- <http://www.wikispaces.com>
<http://www.pbworks.com> (wikis)
- <http://www.bubbleandpebble.com> (iBook)
- Polycom, JoinNet (video conferencing)

- Adobe Creative Suite (interactive books)
- Mantra Lingua (talking pens and stickers)
- <http://www.3wish.com> (edugaming)
- Anspear (mobile games)
- Photopeach.com (photo-based slide shows)
- <http://www.educations.com> (teacher feedback videos)
- <http://edmodo.com> (used as a portfolio and to develop written fluency)
- Online grammar quizzes
- <http://www.zimmertwins.com> (digital storytelling)
- <http://www.vocalpost.com> (audio blog software)
- <http://doudlekit.com> (website creation tool)
- <http://www.audacity.sourceforge.net> (word processing tools)
- <http://learningenglish.britishcouncil.org> (learn English website)
- Blip TV, YouTube (video servers)
- Moodle, Blackboard (LMS)
- <http://www.brainshark.com> (improving presentation skills with PP)
- <http://vocaroo.com> (developing speaking skills)

Appendix T: Useful Keyboard Shortcuts

Following is a table on which we tried to display the most useful keyboard shortcuts that study skills' teachers can distribute as handouts to their students who are much more accustomed to using smart phones' digital keyboards which is totally different;

Ctrl + C	Copy the selected item	Ctrl + A	Select all items in a document or window
Ctrl + V	Paste the selected item	Ctrl + D	Delete the selected item and move it to the Recycle Bin
Ctrl + X	Cut the selected item	Ctrl + R	Refresh the active window
Ctrl + Z	Undo an action	Ctrl + Y	Redo an action
Ctrl + Shift	Switch the keyboard layout when multiple keyboard layouts are available	Ctrl + Alt + Tab	Show all activated windows and use the arrow keys to switch between all open apps
Ctrl + ←	Move the cursor to the beginning of the previous word	Ctrl + ↑	Move the cursor to the beginning of the previous paragraph
Ctrl + Esc	Open start	Ctrl + ↓	Move the cursor to the beginning of the next paragraph
Esc	Stop or leave a current task	Ctrl + F4	Close the active document
F2	Rename the selected item	F3	Search for a file or folder in File Explorer
F4	Display the address bar list in File Explorer	F5	Refresh the active window

F10	Active the menu bar in the active app	Alt + F4	Close the active item or exit the active app
Alt + F8	Show your password on the sign-in screen	Shift + F10	Display the shortcut menu for the selected item
Alt + Esc	Cycle through items in the order in which they were opened	Alt + Enter	Display properties for the selected item
Alt + Tab	Switch between open apps	Alt + Spacebar	Open the shortcut menu for the active window
Shift + Delete	Delete the selected item without moving it to the Recycle Bin	Alt + Page up	Move up one screen
Alt + Page down	Move down one screen	Alt + →	Go forward
Alt + ←	Go back		

Table _Appendix T. Keyboard Shortcuts

Glossary

Glossary

3G: Introduced in mid-2001, the third generation of wireless mobile telecommunications technology is used for wireless voice and video calls, mobile and fixed Internet access, etc.

Application or App: Software designed to be installed on a smart phone

Asynchronous communication/ chat/ tools: Postponed messages that can be checked at any time like an email, which can be sent or read at anytime without need for the sender's or receiver's immediate presence

Avatar: Picture on a computer screen which represents a person, especially in a computer game or Internet chat room

Blog: Personal record that somebody puts on his website. It can be also created by a group of people who have the same interests and post their opinions to share them with others

CALL (Computer Assisted Language Learning): Computer-based language learning i.e. using computers for learning

Chat: Neologism for making an online conversation

CMC (Computer Mediated Communication): Used by people to communicate in a synchronous or an asynchronous way with others while the tool of communication is the computer

Concordancers: Limited software compared to a corpus, used to give the occurrence of terms and their correct use in sentences after sorting them by a corpus

Corpora: Large software or Programs used for giving collocations and for counting word frequencies in large written documents or spoken extracts. They categorise words by genre, by use, etc. Corpora may contain concordancers

Digital Literacy: Ability of someone to use digital devices

E-learning (Electronic Learning): Synonym of digital learning, which means integrating a digital device into learning as a computer, a data show and the like. Online learning can also be called e-learning for Internet is an electronic tool but not the reverse because e-learning is a broad term

Friend request: Adding a friend on Facebook or other social media websites

ICTs (Information and Communications Technologies): Technologies used to store, retrieve, send, receive or manage information (Several information processing operations). They are also included within the modern approaches of learning and teaching languages

IWB (Interactive Whiteboard): Digital whiteboard for displaying instructional information from a computer including offline stored data or online content. IWBs can operate only after installing suited software in the computer

Listservs: Asynchronous text-based online communication

Mailing List: List of users subscribing to a given online address, usually an email address of an individual or an organisation. Recipients receive updates about a common topic of interest. It could be informal contrary to a newsgroup

MALL (Mobile Assisted Language Learning): Learning using mobile phones

MOOCs (Massive Open Online Courses): Online courses usually adopted by highly-ranked universities

Moodle: Open source platform for teaching and learning used to upload documents, provide feedback and distance tutoring, assign tasks, access courses at anytime, self-evaluate, post online surveys

Multimedia: Word composed of two parts *multi* and *media* meaning using more than one medium for communication e.g. images, text, audio, video, etc.

Netiquette: Rules and conventions set for writing standard e-mails

Newsfeed: One's Facebook homepage that is updated frequently in an automatic way displaying new posted content by friends or liked pages, their stories, etc. On a newsfeed, one can like, share, or comment any post on it

Newsgroups: Email-based interactive online service gathering users who have the same interest. They are usually formal

Notifications: kind of reminder, which appears to notify a social media user about an action done by another user; usually being a like, a tag, a friend request, a comment and so forth. Notifications can also come into view on a smart phone or a computer to remind the owner of an application or a software update

Online Learning: Synonym of virtual learning which means learning via Internet. That is Internet access is required to learn online

Online Reference Tools: Online dictionaries, encyclopaedias or thesauri

Podcast: Record of something that you can download from the Internet and listen to on a computer or MP3 player. There exist also online podcasts

Search Engine: Software that enables the user to surf the web and find specific content e.g. Google, Yahoo Opera, etc.

Software: Programs and instructions that operate computers

Synchronous communication/ chat/ tools: Real-time or immediate communication, or else instant messaging on the Internet like online chat (Most social media websites are based on synchronous chat)

Technophobia: Fear of using technological devices

Timeline: Collection of a social media user's photos, stories and experiences (often called posts). It includes a cover picture, a profile picture and a biography; anyone of these could be updated and edited

To Share or Update: Posting content, controlling the updates shared by the members of a given social media website or editing the content

VLEs (Virtual Learning Environments): Online spaces for learning; they can involve the use of many types of digital and online tools as wikis, blogs, audio, video, etc. They are synonymous to online lectures or tutorials

Wiki: Type of website that allows visitors to add, remove or change information

Word Processing: Using a computer to create, store and print a piece of text usually typed from a keyboard

Word Processor: Computers usually contain word processing programs installed and used for electronic typing. We find word processors on smart phones, too. Yet, people usually prefer using a computer to type on a word processor

Summary

Interest grows in the digitalisation of many life aspects and namely language education. Meanwhile, the advent of Internet as a widely accessed tool in the world today has led to novel EFL (English as a Foreign Language) teaching and learning methods. As such, the present research work attempts to investigate the role it plays in the Algerian university in addition to its effects on achieving the quality of those processes. The methodology is triangulation applied through the use of several research instruments with sample populations of first-year English students and English teachers at Djillali Liabès University. Although the Internet may cause some problematic issues, results reveal that it provides a huge range of tools, and thus plays a fundamental role in teaching English and improving learners' language skills, communication and interaction. Recommendations are given comprising the focus on web content analysis, the use of e-portfolios, Internet-based activities and so forth.

Key words: *Internet, Teaching and learning EFL, e-learning, online learning, Algerian EFL learners*

Résumé

De nos jours, La numérisation de nombreux aspects de la vie, en particulier l'enseignement des langues étrangères, suscite un intérêt croissant, et ainsi l'avènement d'internet en tant qu'outil largement utilisé dans le monde a conduit à l'émergence de nouvelles méthodes d'enseignement et d'apprentissage de l'ALE (l'anglais comme langue étrangère). La présente recherche tente d'examiner le rôle qu'il joue dans l'université algérienne en plus de ses effets sur la qualité de ces processus. La méthodologie est une triangulation qui comprend l'utilisation de plusieurs instruments de recherche avec des échantillons de population d'étudiants en anglais de première année et de professeurs d'anglais à l'Université Djillali Liabès. Bien que l'internet puisse poser certains problèmes, les résultats ont révélé qu'il fournissait de nombreux outils et qu'il jouait donc un rôle essentiel dans l'enseignement de l'anglais et dans l'amélioration des compétences linguistiques, de la communication et des interactions des apprenants. Des recommandations sont formulées, notamment, en ce qui concerne l'analyse du contenu Web, l'utilisation des portefeuilles électroniques des langues (dossiers linguistiques), les exercices en ligne, etc.

Mots clés : *Internet, Enseignement et apprentissage de l'anglais langue étrangère, technologies de l'éducation, apprentissage en ligne, apprenants de l'ALE algériens*

المخلص

في الآونة الأخيرة، ازداد الإقبال على الرقمنة في العديد من جوانب الحياة وبالأخص مجال تعليم اللغة كما أدى انتشار الإنترنت على نطاق واسع في العالم اليوم إلى ظهور مناهج جديدة لتعليم وتعلم اللغة الإنجليزية كلغة أجنبية، و على هذا النحو تحاول هذه الدراسة الكشف عن الدور الذي تلعبه هذه الشبكة العنكبوتية في الجامعة الجزائرية بالإضافة إلى أثرها في تحقيق جودة المنظومة التربوية. المنهجية المتبعة تمثلت في استخدام العديد من الأدوات البحثية مع عينة من طلاب السنة الأولى في تخصص اللغة الإنجليزية و أيضا مجموعة من المدرسين في جامعة جيلالي ليابس. على الرغم من أنها قد تكون سببا في بعض المشكلات، توصلت النتائج إلى أن الإنترنت توفر مجموعة كبيرة من الأدوات والوسائط وبالتالي فهي تلعب دورًا حيويًا في تدريس اللغة الإنجليزية وفي تحسين مهارات الطلاب اللغوية إضافة إلى مهارات التواصل والتفاعل. يتناول الفصل الأخير توصيات تشمل التركيز على تحليل محتوى الويب، واستخدام المحافظ الإلكترونية والأنشطة القائمة على الإنترنت وما إلى ذلك.

الكلمات المفتاحية: الإنترنت، تعليم وتعلم اللغة الإنجليزية كلغة أجنبية، التعلم الإلكتروني، التعلم عبر الإنترنت، طلبة اللغة الإنجليزية كلغة أجنبية