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Technology Integration in Teaching English as a Foreign Language

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Abstract: *This present work looks at technology integration in teaching English. In Algeria. The English language has started to replace the French language gradually. Nowadays, English is taught in Middle and Secondary Schools, as well as in universities. Accordingly, the English language takes a larger position in the field of teaching foreign languages. Thus, this requires the development of the teaching tools and materials in order to facilitate the profession of teaching. The introduction of ICT in education aims to facilitate the complex task of teaching a foreign language. In Algeria, although the university's syllabuses do not make much use of the ICT, students and teachers show much interest. There has been much debate over the use of media, Internet, computers and many technology tools in Foreign Language teaching over the past few years. The techniques offered, the activities and the degree of application in the language teaching syllabus have undergone a number of serious changes alongside the evolution of technology. IT is important to point out the relevance of the integration of ICT as a necessary tool in education. Besides, the different Ministries of National Education and Higher Education have to react by bringing some changes at the level of the educational programmes.*
Keywords: *Technology, Integration, ICT, Tools, Teaching, Syllabi, Education.*
الملخص: يتناول هذا العمل موضوع دمج التكنولوجيا في تدريس اللغة الإنجليزية. بدأت اللغة الإنجليزية لتحل محلا للغة الفرنسية تدريجيا. في الوقت الحاضر، يتم تدريس اللغة الإنجليزية في المتوسطات والثانويان، وكذا في الجامعات. وفق الذلك، نلاحظ أن اللغة الإنجليزية تأخذ مكانة أكبر فأكبر في مجلات تدريس اللغات الأجنبية. وبالتالي، يجب علينا تطويرا لوسائل التعليمية مناهج لتسهيل مهنة التدريس يهدف إحقام تكنولوجيا المعلومات والاتصالات في التعليم إلى تسهيلا لمهمّة الشّاقة المتمثّلة في تدريس اللّغة الأجنبية. في الجزائر، على الرغم أن مناهج الجامعة لا تقحم تكنولوجيا المعلومات والاتصالات، فإنّ الطلاب والمعلمين يظهرون الكثير من الاهتمام بها. لقد أُثِير جدل كبير حول استخدام وسائل الإعلام، والإنترنت، وأجهزة الكمبيوتر والعديد من أدوات التكنولوجيا في تدريس اللغات الأجنبية عل مدى السنوات القليلة الماضية. وقد مرّت التقنيات المقترحة، والأنشطة ودرجة تطبيقها في مناهج تعليم اللّغة بتغييرات ت جادّة جنب إلى جنب مع تطور التكنولوجيا. تجر

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الاشارة إلى أهمية إدماج تكنولوجيا المعلومات والاتصالات باعتبارها أداة ضرورية في التعليم. الجانب ذلك، يجب على مختلف وزارات التربية ا لوطنية والتعليم العالي أن تستجيب لهذا الادماج بإطراء بعض التغييرات على مستوى البرامج التعليمية.
الكلمات المفتاحيّة: التكنولوجيا، ادماج، تكنولوجيا المعلومات والاتصالات، الوسائل،التدريس، البرامج، التعليم.

1. Introduction

This present work discusses first the notion of language learning which illustrates the aspects of acquiring a language and learning a language. Second, it talks about the place of English in all countries. Then, we discuss the evolution of English language teaching in Algeria. We study thisevolution by referring first to the various traditional methods of Teaching English as a foreign language (Grammar translation method, the structuralist method, and the communicative approach). We shed light on each method by stating their techniques and activities. At the end, we reach the goal of this work, which is revealing the new methods that rely on technology and facilitate the complex task of teaching.

2. Language Learning

What we know about language learning is that all normal humans are born with the potentiality of acquiring a language. If one wants to learn a language, he should know that language is not a knowledge, but rather a set of skills. Accordingly, teaching a language must be different from teaching (content) subject like science.

Indeed, it is possible to study a certain language in the way we study history or geography or a science as a 'content' subject. When a linguist studies a language, he can analyze and describe it. In this context Byrne stated that: "We have all learned, for example, to eat, walk and sleep without having been instructed in the physiological, psychological or anatomical aspects of those activities. We were taught them as skills, as behaviour, but not as a body of knowledge." (Byrne, 1973:12)

3. English Language in the World

It is important to have a general idea about the place of the English language in the world. The issue that comes to mind is what position English takes in the world. English is an international language, differently saying it is the global language (Crystal, 1997). It is illogical to ignore its influence in any part of the world. English is regarded as a universal language according to the emergence of America as a greater power after the Second World War. In this respect Kotaokstated:

> English is the major language of news and information in the world. It is the language of business and government even in some countries where it is a minority language. It is the language of maritime communication and international air traffic control, and it is used even for international air traffic where it is not a native language. American popular culture primarily movies and music carries the English language throughout the world. (Kitaok1996:1, in Boubakeur, 2012:32)

4. Teaching English in Algeria

After discussing the place of English in the world, it is logical to talk about teaching English in Algeria. In Algeria, English is taught in the middle and secondary schools, as well as in universities. There are two main methods used to teach English in the Algerian secondary school, which are the communicative approach, and grammar-translation method.

The linguistic situation in Algeria seems to be complex. Two national languages are found to be used in the Algerian scene (Arabic and French). On the other hand, English takes a big importance in the Algerian curriculum, which reflects the need of English in more than one domain such as trade, journalism, and media.

To sum up, we should admit that the Algerian society is in its first step of being aware about the serious presence of English. For instance, most television programs language are translated from the English language. Besides, we notice the presence of the English language if we are to buy something from the market; this presence is visible on many product labels, which are written in English, and so forth.

5. Traditional Teaching Methods

There are different methods for foreign language teaching (FLT) that are in use today. "Each of the main methods that we present here was not superseded by a subsequent one as soon as it appeared, but, rather it went on living, the new one superimposing on the former." (Cerezal, 2011:112)

5.1. The Traditional or Grammar-Translation Method

During the 19th century, the grammar-translation method was widespread for learning foreign languages. Nowadays, we still use textbooks, which show that this method has not entirely died. In Grammar translation method, students learn grammatical rules and then apply those rules by translating sentences from their native language to the target language.

The method has two main goals: to enable students to read and translate literature written in the target language, and to further student's intellectual development.

- *Techniques and activities used in the grammar-translation method:*

The main technique used in the grammar-translation method is translation exercises as classroom activities. Other activities and procedures can be the following:

- Reading comprehension questions about the text;
- Students find antonyms and synonyms for words in the text;
- Vocabulary is selected from the reading texts and it is memorized;
- Fill in the blank exercises;
- writing composition from a given topic.

5.2. The *Structuralist Method*

In this method we notice two movements, the British and the American structuralism. Both saw language as "a system of structurally related elements for the encoding of meaning, the elements being phonemes, morphemes, words, structures, and sentence types" (Richards & Rodgers 2011; 49). In this section, different methods that share a common conception of how to learn a foreign language will be studied. These methods are "the Oral or situational approach" and "The Audio-lingual method".

5.2.1. The Oral Approach

It originated in the British applied linguistics of the 1920s and 1930s represented by Palmer and Hornby. In this method, translation or explanation in the mother tongue is avoided, grammatical structures are learnt with oral procedures, oral language comes first then the written language, the visual materials are very important.

- *Activities and Techniques of the Oral Approach*

The principal classroom activity in teaching English structure is the oral practice of structures.

- Repetitions, substitutions, reading loudly are procedures to learn the grammatical structures.
- The teacher creates the situation and teaches through questioning and eliciting the learner's answers.
- The textbook is also very important.

5.2.2. The Audio-Lingual Method

It corresponds to the USA structuralist tradition of FLT which became dominant after the World War II, represented by Bloomfield who was a behaviorist. In this method, they gave attention to structures and forms more than meanings, translation is forbidden at early levels, reading and writing till speech is mastered, drilling is a central technique, grammar explanation is avoided. According to T. Huebener this approach was based on the following assumptions:

> Language is the everyday spoken utterance of the average person at normal speed… The spoken language is purely an instrument of communication, used in given situations. Hence the dialogue should form the basis of every language lesson. lnthe approach to any language, listening and understanding come first. Almost immediately oral utterance follows. Speech comes first; reading and writing come later. Every speaker uses a language in a slightly different, personal manner. But to make himself understood, he has to conform almost exactly to the requirements of the standard, the communal language."(Huebener, 1965:13-14, in Miliani, 1987:5)

The main feature is the importance given to the oral aspects of language than the written language.

- Activities and techniques of the audio-lingual methods:
  - ✓ Students first hear a dialogue with the key structures of the lesson, then repeat and memorize them. The teacher pays attention to pronunciation and fluency. Correction is immediate.
  - ✓ The dialogue is designed according to the student's interest or situation.
  - ✓ Students may refer to their textbook, and follow-up reading, writing, or vocabulary activities based on the dialogue may be introduced.

5.3. The Communicative Approach

The process of teaching changed with the invention of the communicative approach or C.L.T (communicative language teaching). The aim of this method is to make the learners communicate in a conscious way taking into account their real experiences. This method focuses on the "communicative competence" that involves being able to use the appropriate language to a certain given context, because the learner may know the rules of the language, but he is not able to use them in a real situation.

CLT is important for developing and improving speaking, writing, listening, and reading skills. Also, it prevents students merely listening passively to the teacher without interaction. The aim of this method is to make the learner communicatively competent. Communicative competence involves being able to use the language in an appropriate situation and to interpret one situation into different forms.

- *Activities and techniques of the communicative approach*

Communicative approach makes use of a variety of materials, which are selected and viewed as a way of improving classroom interaction, and a communicative use of the language. The following are some techniques and activities:

5.3.1. Picture Stories

Pictures and picture stories can be in a book or a handout, drawn on the board, on flashcards or on posters[1]. These are means that can be seen as a starting point for writing exercises, yet they are also a good material for speaking and listening activities.

5.3.2. The Information Gap Principles

It takes account of the different levels of information between people when communicating. It allows doing a good number of exercises: students have different pieces of information and have to exchange them through questions and answers; student can choose different answers, which means negotiation when talking.[2]

[1]Scrivener, J. (2005:334), Learning teaching –The essential Guide to English Language Teaching, 2nded, Oxford Macmillian books for teachers.

[2]S. Cerezal, F. (2011:124), Foreign Language Teaching Methods –Some issues and new moves-, Universidad de alcalá.

5.3.3. Word Jumbles

Words used in this procedure should be met in the class over the previous lessons. These words should be written up on the board with their letters mixed up. The students try to identify them.

5.3.4. Pair and Group Games

We should separate the class into two teams. One student of a team must be sent to the front. It means his back must be to the board, as well as he must sit facing the class. Accordingly, all students can see what is written on the board except this pointed student. A recently studied word should be written on the board. The team of the student sitting at the front must help the student by giving him examples of its use without saying or uttering the word itself. When the world is revealed, another word must be written on the board and so on until a time limit (perhaps two minutes is reached).

6. The ICT and its Advantages of Use in TFL

6.1. The Definition of ICT

Information and Communication Technology (abbreviated as ICT), is often used as an extended synonym of information technology (IT). It covers the digital tools and products. ICT is a set of tools designed and used to produce, process, store, exchange, classify, retrieve and read digital materials for teaching and learning purposes. The expression was first used in 1997 in a report by Dennis Stevenson to the UK government, and promoted by the new National Curriculum documents for the UK in 2000.

6.2. The Advantages of ICT in FLT

The advantages of ICT use in Foreign Language show that:

- There is a big capacity to control presentation using ICT. We notice the difference between computers and books. Books have a fixed presentation; however, computer works on many things in parallel, for instance the visual with listening materials, text with graphics and pictures…
- The creativity, which means that different materials can be used by the teacher for each lesson, yet teaching with textbooks is very limited.
- A fast feedback to student's answers is provided by computers through error correction. Not only this, but it also gives sometimes the appropriate advice.
- Teachers can adapt the computer programs to suit their student's needs and level of language knowledge. This adaptability is not found when using books, which are produced in a single uniform format. So, computer programs are more learner-friendly.

In spite of the advantages of using ICT in the classroom mentioned before, it is necessary to state that they cannot replace traditional teaching methods. In this line, Padurean and Margan stated that: "Textbooks and any other printed materials are very

necessary in the teaching/learning process. But ICT lessons can alternate traditional classes, or traditional activities can be improved by using the computer or the Internet."[3]

Accordingly, it is confirmed that the use of traditional methods cannot be discriminated with the growing use of ICT in teaching a foreign language.

6.3. The Growing Use of ICT in Teaching

The teacher becomes increasingly aware of the benefits of technology, and begins to incorporate it into teaching, often replacing former activities with ICT alternatives. This begins to have beneficial effect on teaching and learning.

The use of ICT in teaching is growing rapidly because it offers new ways of teaching the same thing, it saves time in lessons planning and administration, and it enables a focus on each and every child or learner.

The potential of the ICT is now exploited to move into new areas and approaches that could not easily be replicated by more traditional means. Teaching learning begin to be significantly transformed. Creative possibilities of the ICT are being fully explored. ICT use can grow and develop in response to the needs of the learner and the consequent teaching applications.

6.4. Media and the Technological Tools as means of Teaching

As mentioned before, our time is characterized by an extraordinary spring in the process of using ICT in the field of teaching a foreign language. There are many technological tools that can be integrated in teaching in general. Examples of the existing tools are numerous. They range from a simple tutorial to e-learning platforms. The use of these tools is excessively variable from one "Educator" to another. The following ones are the main technological tools.

6.4.1. Educational Softwar

Educational software ("education" and "software") can refer to two things:

- A computer program under the computer assisted instruction (CAI); More precisely, it is an interactive software intended for the learning of knowledge (and more rarely know-how) on a given subject or domain and generally including a self-control of knowledge.
  We call Educational software in French language 'Didacticiel'. The DGLF (General Delegation for the French language and the languages of France) advocates strictly the use of the term "logiciel éducatif".
- A document (paper or digital medium) for training in the use of software; we also talk about tutorial.

6.4.2. E-Learning

The definition of E-learning given by the European Union is: "e-learning is the use of new multimedia technologies of the Internet to improve the quality of learning by

[3]Padurean, A. Margan, M. (2013), Foreign Language Teaching Via ICT. <www.ris.uvt.ro/ wp-content/.../01/apadurean.pdf>.

facilitating On the one hand access to resources and services, and on the other, exchanges and collaboration at a distance ".

In English, the term E-learning, used by the economic world, results from a desire to unify some terms such as:

- "Open and Distance Learning" (ODL) to describe its open dimension and that comes from the world of training.
- Computer-Mediated Communication (CMC) to translate the communication technologies (Mails, Forum, Groupware) applied to the Web-Based Training (WBT) training to translate the dominant technology on the Internet for training.
- "Distributed Learning" which is more a constructivist pedagogical approach based on Distributed Cognition.

E-learning is a pedagogical and technological modality that concerns continuing education, in higher education but also in-company training. That is to say it suits an adult learner with a certain autonomy in the organization of his/her process Learning, as in business, for example: this modality can take place in the midst of companies given its flexibility and the wealth of its resources when putting them online. It should be noted, however, that in the United States, in recent official texts, E-learning is often referred to as "Enhanced-Learning through Information Technologies" for all audiences, from kindergarten to Training, and includes all educational technologies: courseware, CD / Rom, Hypermedia, Intelligent Tutor ...It is a method of training / education that theoretically allows to free oneself from the physical presence of a teacher. On the other hand, the role of the distant tutor appears as facilitator and mediator.

6.4.3. E-learning platform

An online learning platform, sometimes called LMS (Learning Management System), is a web site that hosts learning content and facilitates the implementation of teaching strategies. There are also the names of virtual training center or e-learning platform.

An e-learning platform (or LMS) is a product derived from CMS (content management system) software but has different functions for pedagogy and learning. It is a component of an e-learning device but it is not the only one.

6.4.4. The Digital Work Spaces (DWS) or the Digital Spaces of Learning (DSL)

The Digital Work Space is a secure online portal that enables all members of the school community (pupils, teachers, non-teaching staff, parents) to access services related to educational activities, Education and accompanying students. The Digital Work Space addresses many ICT issues. Its objective is to:

- Modernize the state by allowing each agent to better manage his information system (to manage, teach, etc.);
- Modernize the public service by offering digital services to all users and their families to learn or accompany their children's schooling;

- Familiarize students with uses of technologies that not only enable them to learn better but also to better understand the knowledge society in which they will have to take place;
- Make it possible by all and for all the use of alternative forms of teaching and learning.

6.4.5. The Interactive Whiteboard

The interactive whiteboard (TBI) is a device combining the advantages of a touch screen and video projection. A white touch screen is connected to a computer via a cable (usually USB). The computer is able to transmit various information to the whiteboard. A video projector will display the computer screen on the whiteboard. It is thus possible to carry out by hand or with the aid of a stylus (according to the model) all that is possible to realize with the aid of a mouse, on a screen format up to more than 2 meters diagonal. As a general rule, the table is supplied with a dedicated software, which allows to take advantage of the new possibilities of this technology.

The computer connected to the TBI does not need to be the latest technology. In schools, the TBI offers numerous applications: in physical sciences, geometry or as a tool for differentiated pedagogy. However, its use must meet a real educational need in order to be fully effective.

For more information on the use of the TBI as well as practical recommendations as part of the 1000 videoconferencing project for the school, the former Minister of Education in France, Xavier Darcos, promoted the emergence of educational applications of the TBI around the learning of English, with for example go FLUENT Education and Novo English in the towns of Rosny sous Bois and Le Havre.

The applications of the BIT are found in the field of enterprises (conferences and meetings) as well as in the field of education. The price of the complete device is about 3 000 euros (table and video projector included), which means that it is not destined for the individual.

The use of the BIT in class is appropriate when teachers do not rely exclusively on this new tool. Indeed, it is necessary to have a plan B, because like any technology, the BIT may have technical problems. In addition, other traditional means of learning such as manipulation, subgroup or individual activities should not be abandoned. In fact, it should represent support for the classroom teacher, not take all the place.

It would be important to add that there are also training courses on the use of BITs. As a result, teachers who have to adapt to this new object can be better equipped by attending these information sessions. These trainings thus make it possible to familiarize teachers to exploit the BIT to the maximum.

6.4.6. Interactive Tablets

A touch pad is a laptop with no keyboard or mouse. Tablets are very light and manageable mobile computers with a touchscreen. Fingers serve as mice in order to move around the interfaces. The tablet can be used for word processing, but its primary function is to browse the Internet and use the proposed applications. A mouse and a keyboard can be installed using a USB cable.

There are several advantages to use interactive tablets in the classroom. The tablet allows a significant reduction of photocopies in the classroom, purchase of textbooks and books. The students have on their personal tablets all the documents necessary for the progression of their learning. What's more, the tablet is thin and lightweight, allowing easy handling and movement of the object. In addition, if the school has a Wi-Fi Internet connection, Internet access is very fast.

Then, with the interactive tablet, there is an integration of ICT that can encourage student motivation. Indeed, young people today are born in an era of technology and the use of interactive tablets can motivate them in their academic success. The tablet can also be used for reading texts, novels and magazines, but can also be used for workshops for listening to text since speakers can be plugged into most tablets.

Tablets often have a camera and video, which allows students to take pictures and record short videos and then work on video editing. What is also interesting, is that compared to cameras, the use of SD cards to record is not necessary. Indeed, the recording of the photos and videos is done directly on the memory of the tablet.

6.4.7. Social Networks

Social networks became popular in the 2000s. Increasingly, they were used in various ways in the field of information technology. Several newspapers or channels use social networks to disseminate information quickly and efficiently. Several other organizations use social networks to transmit information. In the school domain, social networks are increasingly used as they are interesting for the youth of today who belong to this generation of direct information. The main existing social networks and the most known of the population are Facebook and Twitter. The question that arises is the possibility of using this tool in a foreign language class**.**

In a foreign language class where two universes are juxtaposed: that of the teacher and that of the students, the Facebook with its techno- pedagogical characteristics plays an important role. Facebook is free software registered in the computer of more than billions of users. It opens the possibility to teachers and learners to use it freely, spontaneously and in an educational way with the aim to arrive at an improvement of the process teaching / learning. Several typologies of the use of Facebook are possible, in order to discover the one that will be the most suitable to increase the number of students participating in the virtual community:

- Playful: The teacher can make group presentations on a topic of the course (meteos, directions, health) by sharing articles on the same subject, jokes or even hyperlinks to humorous videos.
- Interpersonal / social: students with the participation of the teacher can make spontaneous exchanges, social interventions including thoughts and personal reflections, encouragement to perseverance and marks of appreciation towards their colleagues or the teacher.
- Resource sharing: through Facebook students easily share information or audiovisual resources with their colleagues.
- Access to educational information and revision of lessons: the teacher can publish hyperlinks, exercises in the systematization of language points or videos of

Youtube in class, a guide including the page numbers of the textbook to study or recall the printed exercises to be revised, or it can also add additional socio-cultural information in the form of text or video.

- Survey: The educational institution can know the satisfaction of its students about a course or a teacher through a survey published on Facebook. Facebook is a tool that meets educational needs:

  - ✓ Bringing teachers closer to learners: Using Facebook allows the teacher to better know the reality of his / her students and to get closer to them. Assuming various roles normally assigned to tutoring in e-learning. The social media is then used as a tool to help harmonize the cultures of the teacher responsible for the program and those of the students, given the plurality of the moment of intervention and the nature of the exchanges between them.
  - ✓ Alteration of educational space-time: On one hand, the group uses the Facebook page in the preparation for classroom activities and the transfer of learning in their daily lives. The tool facilitates linking between classroom and classroom activities. On the other hand, students wish to maintain links between them after the end of the course, both for interpersonal purposes and in the pursuit of their language learning.
  - ✓ Continuity of learning: The use of the social media ensures continuity in the learning of the language, which can contribute to the fight against the dropout. In the case of absence in class, the student not only has on-line resources related to the notions covered during the course, but also the group's support, allowing him to catch up and be on the same level as the others on his return.
  - ✓ Sharing between professors: In addition to all what students have contributed to, if professors decide to share their material, this could give rise to a rather rich content that would be very difficult to equal working alone.

In a foreign language class, the use of social media especially Facebook can promote the implementation of a hybrid learning formula, optimizing the pleasure of learning outside the classroom in a context of self-study. The technical aspects of this software and its simplicity facilitate the exchange between the members of the group, thus promoting the sharing of information and resources in order to arrive at an improvement in the learning process

Twitter is a network of people who subscribe on it and subscribe on the pages of other people in order to send or receive short messages called "tweets."It is used as a tool in the school environment. Many teachers open Twitter pages in order to allow their students to subscribe to their page to "tweeter" the information or allow students to ask questions. This tool can also be used to exchange comments between the parents of the students and the teacher23. In addition, Twitter can be used for learning to read and write

6.4.8. Glogster

Glogster is a Web 2.0. It is an interesting tool since it offers a simple and easy use of English language education service. Glogster does not require any software installation and the work carried out using this tool is kept online safely. It is therefore possible to finalize the work later by clicking on "edit" to make changes.

This tool allows both teachers and students to create custom posters, such as Glogs, in which they can add text, images, photos, videos, sound, drawings, attachments, special effects and more. Thus, it is very pertinent to use Glogster, during a presentation of a given subject, since it proves to be an excellent multimedia support. In addition, this tool allows the presenter to better interact with his audience. Teachers can integrate Glogster into their classrooms as this tool aims to develop students' language skills, written and spoken. By working with Glogster, teachers enable their students to acquire many skills such as communicating, creating, producing, developing their autonomy, expressing their personality and discovering the world of informatics by processing and exploiting data.

After we dealt with the most technological tools that can be used in teaching foreign languages, we should point out that teaching with technology allows cognitive mediation with students.

To sum up, ICT tools are considered as:

- **A teacher**: They teach students new language using some programs, because students can listen to recordings, watch videos, speak into the microphone, record their progress or learn words by clicking on pictures and hearing their pronunciation.
- **A tool:** They assist students to do certain tasks. The large number of web-sites, pictures, projects, exercises, audio and video materials are all tools in the teaching and learning process.
- **A data source**: They provide students with the information they need to solve different tasks.
- **Communication facilitator**: it allows students to communicate with others. Nowadays the Internet is the principal medium by which students can communicate with each other. This can be done by e-mail, by chatting, or by participating in discussion forums. Teachers can set up discussion forums and use them to communicate with their students.

7. Conclusion

The classroom management is a complex mission because choosing the right strategy is the main problem since the approaches and the methods of teaching differ and vary. The teaching methods changed throughout time. Thus, the teacher must be a good designer to get a perfect management.

We should say that ICT transforms the way of teaching and learning. Teachers need frequent access to The ICT in order to be able to use it in teaching. The integration of ICT has a great benefit for learners and teachers. In general, the arrival of ICT has impacted everything in our life. ICT is a good way to master the language phonetics, and that is a useful reinforcement for good understanding of the difficult aspects. Unfortunately, the attention and the motivation of both teachers and learners related to the

use of ICT in teaching English as Foreign Language have no significance under the absence of the necessary equipment.

The different Ministries of national education and higher education have to react by bringing some changes at the level of the educational program, as well as by enriching classes with materials such as computers, data shows, and internet.

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