

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
ABDELHAFID BOUSSOUF UNIVERSITY CENTRE, Mila



Institute of Letters and Languages
Department of Foreign Languages
Branch: English

**Teachers' Perspectives towards the Use of ICT in
Teaching the English Language for Primary School
Pupils**

Case Study of English Teachers in Mila Primary Schools

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

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Academic year: 2022-2023

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Dedication

I dedicate this work to:

My dear parents for their patience help and support

During all the years of my study,

My perfect brothers for their support, encouragement

And love,

All my best friends and colleagues without exception,

My sympathetic friend MADIHA with whom I enjoyed this work,

All my teachers who taught me from the primary school,

Till the university thanks a lot for your efforts,

This work is dedicated with respect and love.

BAHI IMANE

Dedication

I dedicate my dissertation work to my family and many friends.

*A special feeling of gratitude to my loving parents, whose words of encouragement and push
for tenacity ring in my ear,*

I dedicate this work to my sisters, brothers, my friends and all who believed on me.

They always have been the best support for me.

I will always appreciate all they have done.

*I dedicate this work and give special thanks to my friend IMAN for being there for
me throughout the entire work.*

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all the obstacles for this moment.*

All of you have been my best cheerleaders.

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Abstract

One of the most noticeable characteristics of the modern era is the rapid change in all aspects of life. Among these changes is the vast technological revolution that has infiltrated human life all over the world in general and on the Algerian people in particular. Education is one of the areas of human existence where information and communication technology (ICT) has an impact on. Teachers can now employ ICT tools such as computers, data show, smart boards, and smart phones to make the teaching and learning process easier. The aims of this study are to investigate teachers' perspectives toward the importance of ICT in teaching the English language for third year primary school pupils as well as its significance in enhancing learners' language skills. To meet these aims, the following questions arise: What are the pupils' reactions toward the use of ICT tools? What language skill/skills is/are better improved by the use of these tools? What are the main problems that teachers face when using ICT tools? In order to answer these questions, a questionnaire has been designed and distributed to 33 teachers of English in primary schools in the state of Mila. Besides, an interview has been conducted with one teacher in Bouchair Mosthapha, a primary school in Tarai Beinen-Mila-Algeria. As a result, teachers demonstrate that the use of ICTs helps them attract students' attention, motivates them and allows them to engage in the process of learning by making it more enjoyable. Consequently, ICTs help to improve the learners' level of achievement especially with regards to listening, fluency and accuracy.

Key Words: ICTs, language skills, EFL teaching and learning, Algerian primary schools, Third year pupils

List of Abbreviations

CTTC: Cyber Teacher Training Centre

EFL: English as a Foreign Language

ELT: English Language Teaching

MT: Mother Tongue

OHPs: Over Head Projectors

PBL: Project- Based Learning

SL: Second Language

SMS: Short Messages Service

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General Introduction

1. Background of the Study

With the development of technology, the educational environment has undergone significant transformation. ICT or information and communication technology is an important tool as it plays an essential role in our life and becomes a part of it. Previously, teachers relied on traditional methods such as the use of chalk, flash cards and graphics on a blackboard. However, thanks to advances in technology, the procedure is now more efficient. Teaching and learning have become easier. As a result, EFL teachers intend to use ICT throughout the session to insure high quality educational content is being delivered. Pupils can profit from it in that they will learn in a new interactive; interesting and enjoyable environment; this can affect their English learning in a positive way.

2. Statement of the Problem

The third year of primary education in Algeria differs from the two years before because that new subjects are added to the curriculum such as history, geography and the French language, which make it a turning point for pupils at this level. In fact, the integration of the English language at this level caused great fear for parents and teachers; since children at this age may not be able to keep up and make a balance between all these different subjects. The integration of English will constitute more pressure and prevents them from achieving success.

As an alternative solution to this problem, the idea of integrating information communication technology tools was put into consideration to help both teachers and pupils, to make the teaching learning process easier and more effective, and to attract learners' attention and motivate them more to learn this language.

3. The Aims of the Study

The main aims of this study are to investigate teachers' perspectives toward the use of ICT in teaching the English language for third year primary school pupils as well as its significance in enhancing learners' language skills.

4. Research Questions

- What are the pupils' reactions toward the use of ICT tools?
- What language skill/skills is/are better improved by the use of these tools?
- What are the barriers that teachers face when using ICT in teaching English language at this level?
- What are the differences between schools that rely on ICT means in their teaching and learning process and those that do not?

5. Research Methodology

The main aims of this study are to investigate teachers' perspectives toward the importance of ICT in teaching the English language for third year primary school pupils as well as its significance in enhancing learners' language skills by attempting to answer the following questions: the first one aims to look at the pupils' reactions toward the use of ICT, language skills are better improved by the use of these tools, and the main problems that teachers face while using ICT tools. Two methods are adopted in this research. One questionnaire is allotted to gather data. It is directed to the EFL primary school teachers from different primary schools of Mila, and the second one is an interview conducted directly with a teacher as a comparative study.

6. Structure of the Study

This research study consists of two main chapters. The first chapter is concerned with the theoretical part of the research whereas the second chapter is the field work that is devoted to data collection methods and analysis parts. The first chapter is divided into two sections; the first section is about English as a global, common, first, second, and a foreign language. Learning skills of English language. Besides, the reality of teaching English in the Algerian primary schools. The second section is about the integration of ICT tools on education. The nature of ICT, different tools, the impact of ICT on ELT, barriers to integration of ICT into education and the effectiveness of the use of it.

Chapter One: Theoretical Part

1.1. Section One: The English Language

Introduction

Wherever a nation seeks to prove its position, except in dealing with others and benefiting from their achievement, it needs tools for dialogue. Language is the most important tool for communication between nations especially in the current era, in which the world has become a small village. Whoever, is fluent in the languages of others will be able to deal with others and understand their cultures and life style. Languages constitute an important part of the world whose parties began to communicate in English. Presently, the English language is considered as a globally spoken language. The drawbacks of English as an international language are eclipsed by its benefits. Moving to the Arab World, foreign languages are taught in the Arab countries in the three stages of education and English as a first foreign language in the most and as a second foreign language in all countries of the Maghreb. English language is the international language of communication, due to its widespread and the large number of people who speak it. As a result, the Algerian president ABD ELMAJID TABOUNE issued that the English language must be taught in the primary schools starting from the school year 2022- 2023 for the first time in the history of the country. According to this decision, English becomes the second foreign language in the primary stage besides French.

1.1.1. English as a Global Language

1.1.1.1. English as a Common Language

A global language is a language achieved a genuinely global status when it develops a special role that is recognized in every country (Crystal, 2003). There are several purposes

behind the widespread of English; one of these purposes has to do with economic and political dominance of certain countries. In addition, it is considered as the language of the 20th century world of science and technology. Of the 4000 to 5000 living languages, English is by far the most widely used (Broughton et al. 1998). One of the major concern in making English as widely used language is that new generation will forget their native language. If they are using English in their learning institutes and workplace, they will definitely not go on to speak in their mother tongue language. For instance, parents from Singapore and China living abroad are facing this issue; their children are not speaking their mother tongue. Broughton (1998) cited that every continent has 300 million native English speakers, and an equally diverse body of second language speakers who use English for daily needs totals more than 250 million. We cover 1/6 of the world's population if we include areas where decisions affecting life and welfare are made and announced in English.

Al Geo (2010) stated that the English language has a fascinating history. When we first see it in historical records, it is the speech of some not-so- civilized tribes on the European continent along the North Sea. Of course, it is as much older history, perhaps dating back to origins we can only speculate about. From those mercury and unremarkable beginnings, English has become the most widely spoken language in the world, spoken by more people for more purposes than any other language. Gohil (2013) States that because English is so widely spoken, it has been dubbed a world language, the lingua Franca of the modern era, and while it is not an official language in the majority of countries, it is currently the language most commonly taught as a foreign language. It is the official language for aeronautical and native nations and many international organizations including the International Olympic Committee use English as their official language. English is the most commonly studied foreign language in the European Union. English language books,

magazines and newspapers are available in many countries around the world, and English is the most commonly used language in science.

1.1.1.2. English as a First Language

Broughton et al (1998) In their book “Teaching English as a Foreign Language’ noted that the English language is divided into two types: Those of first language situation where English is the mother tongue (MT) as in USA and Australia; and those of second language (SL) situation where English is the language of commercial, administrative and educational institutions as in Ghana and Singapore. According to Crystal (2003) such a role will be most visible in countries where large numbers of people speak the language as their first language (mother tongue). In the case of the English language, this would include USA, UK, Ireland, Australia, New Zealand, several Caribbean countries and few other territories. The term mother tongue refers to the child’s first language; it is the primary language that a child reveals to his or her surroundings after birth. With time, this language subconsciously aids the child’s development in reading, writing, and speaking it fluently. The child’s mother tongue assists them in communicating with others by expressing their feelings, emotions and needs. It also referred to as native language. It also reveals one’s identity and nationalities, as well as distinguishes people from their countries of origin. (Alja’Arat and Hasan, 2017). Ashworth (1992) emphasized that the mother tongue is the language that a child or a person learns in his or her early years and that naturally becomes his or her means of thought and communication.

1.1.1.3. English as a Second Language

According to Crystal (2003) “such a language is often described as a second language because it is seen as a complement to a person’s mother tongue”. (Broughton et al, 1998) stated that English is the language of the mass media in second language situation.

Newspapers, radio and television are mostly in English. This latter is the official language of Law courts, local and central government and education. It is the language of major commercial and in the industrial organizations. Good command of English in a second language situation clearly serves as a passport to social and economic advancement, and the successful user of the appropriate variety of English identifies himself as a successful, integrated member of that language community. Based on the free dictionary by farlex, Alja'Arat and Hasan (2017) defined second language as a language other than one's mother tongue that is used for Public Communication, particularly business, higher education and administration.

1.1.1.4. English as a Foreign Language

English is regarded as a foreign language in the rest of the world. That is, it is taught in schools and often widely..., but it plays no significant role in national or social life. For example, in Spain, Brazil and Japan; Spanish, Portuguese and Japanese are the standard modes of communication and instruction: the average citizen does not need English or any other foreign language to go about his daily business. English is taught in schools as a world language, but there is no regional variety of English that embodies Spanish, Brazilian or Japanese cultural identity (Broughton et al, 1998). According to Crystal (2003) English is now the most widely taught foreign language in over 100 countries including China, Russia, Germany, Spain, Egypt and Brazil; in the majority of these countries, it is replacing another language as the primary foreign language encountered in schools. Rohmah (2013) stated that a foreign language is one that a person learns and speaks after his or her first and second languages. The language is not used in the person's daily life in the society in which he or she lives. English is taught as a foreign language in Indonesia, Japan, China, Argentina and few other countries. English as a foreign language refers to the practice of teaching English to students whose first language is not English. It usually happens in the student's home country,

either in public or private school systems. Teachers of English as a foreign language can be native or non-native English speakers. Teaching English as a foreign language may also refer to a specific methodology for teaching people whose first language is not English but they need or want to learn it for work or pleasure. According to Spolskey (2004) a foreign language is acquired after the first language; however, it is one that the person chooses. It is not a necessary means of communication with other people living in their home country or a country to which they have moved. The decision is usually influenced by the individual's interest and /or future plans in order to put the required language to use.

1.1.2. English Language Learning Skills

1.1.2.1. The Listening Skill

Burns and Grove (2011) define listening as the active activity of hearing, interpreting, and comprehending auditory messages. It entails paying attention not only to the sounds or words being stated, but also to the tone, tempo, and other nonverbal clues that might improve or alter the meaning of the message (Hargie, 2011). Listening is a multifaceted activity involving cognitive, emotional, social, and linguistic components (Brownell, 2013). It necessitates the listener focusing their attention and cognitive resources on the incoming communication and making sense of it using their knowledge, expectations, and context (Eargle, 2015). Effective listening is essential in a variety of situations, including interpersonal communication, education, healthcare, and business (Kreitner Kinicki, 2013). It is a necessary talent for establishing and maintaining relationships, resolving problems, and attaining shared objectives (Covey, 1990).

1.1.2.2. The Speaking Skill

Tannen (1984) defined speaking as “the act of expressing oneself or communicating with others through the use of spoken language.” Speaking is a type of verbal communication

that can occur in both professional and informal situations and involves utilizing one's voice to transmit messages, ideas, and emotions to an audience (Crystal, 2005). The coordination and production of speech sounds, as well as specific speech patterns that can be altered by factors such as accent or dialect are all part of the speaking process (Baker & Freebody, 1989). Speaking abilities are vital in many social and professional contexts for effective communication, negotiation, and leadership (Mc Croskey & Richmond, 1987). The role of speech in social and cognitive development has been extensively researched, particularly in linguistics and sociolinguistics (Goffman, 1955; Labov, 1972).

Fluency and accuracy are two important components of speaking skills, and this has been widely recognized in the field of second/foreign language teaching and learning; it has been supported by various scholars and researchers in the field of second/foreign language teaching and learning (Brown & Yule 1983) and (Nunan 2003).

1.1.2.2.1. Fluency

Richards (2009, p.14) mentioned a definition about fluency, "natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence". The Latin origins of the term "fluency" suggest a meaning of "flow," which aligns with the view of Kopponen and Riggensbach (2000, in Jamatlou: 2011) that fluency is characterized by a sense of fluidity. Moreover, Fluency is one of the important aspects of speaking skills. It refers to the ability to communicate in a smooth, natural, and effortless way without hesitating or pausing too much (Brown 2007). These days, definitions of fluency in applied linguistics tend to gravitate towards simple interpretations of the term that also emphasize the importance of smooth and connected communication.

1.1.2.2. Accuracy

“Accuracy in speaking is the ability to produce grammatically correct sentences, with appropriate use of vocabulary and pronunciation, conveying the intended meaning without errors or ambiguity.” (Boonthum-Denecke, 2013, p.73) . In the same vein, Brown (1994, p. 186) defined it as “Accuracy in speaking refers to the ability to use language correctly and fluently in different social situations, taking into consideration grammatical rules, phonetics, and vocabulary choices.” Furthermore, Accurate speaking means using language properly to convey a clear and effective message, without any mistakes or confusion, by considering the context and purpose of communication. (Ehrman & Oxford, 1989, p.67).

1.1.2.3. The Reading Skill

Pressley and Afflerbach (1995) described reading as the cognitive process of decoding and comprehending written or printed language. Not only must individual letters and words be recognized, but they must also be combined into meaningful phrases and sentences that convey information, ideas, and emotions (Shanahan & Beck, 2006). Reading is an essential ability that contributes to academic success, socioeconomic mobility, health literacy, and civic participation (National Research Council, 2012). It is necessary for learning and obtaining knowledge in a variety of fields, ranging from physics and mathematics to literature and history (Willingham, 2017). Reading is a complicated ability that necessitates a variety of cognitive functions such as attention, memory, and language comprehension (Snow, 2002). Skilled readers can employ tactics such as decoding, predicting, and monitoring comprehension to help them read (Pressley & Afflerbach, 1995).

1.1.2.4. The Writing Skill

Trimbur (2013) claimed that writing is the process of placing language, symbols, or thoughts onto paper or a digital media in order to connect with others. Writing is a

complicated cognitive activity that requires knowledge to be organized, synthesized, and communicated in a clear and cohesive manner (Kellogg & Whiteford, 2009). Writing, according to Flower and Hayes (1981), is more than merely putting one's thoughts on paper; it is a recursive process of generating, modifying, and editing text until it fulfils the writer's intended message. These processes are frequently influenced by the writer's aims, intentions, and underlying knowledge, which in turn may be influenced by the audience or discourse community to which the writer is speaking (Bazerman, 1988). Writing can range in purpose and form from personal journals to scientific research articles, and each may necessitate its own set of standards and styles (Lunsford, 2009). For decades, the significance of writing in human communication and social development has been acknowledged and explored (Gee, 2003; Vygotsky, 1978).

1.1.3. The Reality of Teaching English Language in the Algerian Primary Schools

After the escalation of demands from Algerian parties and associations calling for the inclusion of the English language in the early years of education, the teaching of the English language was included in Algerian primary schools, and this was by order of the president TABBOUNE in July 2022. This decision was implemented starting from the academic year 2022 – 2023. The official of the country raised the flag of English as a solution to avoid the poor ranking of the Algerian universities internationally and also to replace French with the language of Shakespeare. Before that and by the end of 2019, the minister of higher education decided to compel master's and doctorate's students to submit their theses in English. For him, as for many others, the French language no longer serves anything to find a place for Algerian universities in international arrangements, and its poor results are due to the absence of the use of the English language. And again this year, the ministry of higher education sent a letter last September to all Algerian universities calling for the training

of professors in English language with the aim of generalizing the teaching of English language.

The official of the country revealed that teaching English in 2022/2023 would be limited to third year primary pupils only, to expand its teaching next year. Each teacher has been assigned to teach third year pupils in three neighbouring educational institutions in the area in which he or she lives to ensure adherence to the hourly volume of each teacher. The latter is estimated to be about 20 hours, as the class lasts for 45 minutes and there are two classes per week. Few days before school entry, the Algerian ministry of education printed a book addressed to pupils of the third year of primary education, in which we find the basics of the English language from the alphabet to the dialogues that were adapted to the Algerian real life situations. It was delivered in two copies an electronic and printed one.

1.1.4. Methods Used in Teaching English for Young Learners

1.1.4.1. Young Learners

Philips (2002) revealed that children in their first year of formal school” five or six years old to eleven or twelve years old “are considered Young learners. As Amin et al (2019) stated in their work. Young learners are active learners who learn through sensory and five senses, respond to language through concrete rather than abstract things, they are interested in physical movement and real- life activities to stimulate their thinking. They will be enthusiastic if they are taught through fun activities or by being involved in activities they love to play. (Amin et al, 2019). According to Djalal (2017) every child has his or her own way of thinking, doing things, and obtaining things. However, children in general share some characteristics, most notably their primary source of language learning. They will become fluent as time passes.

Learners of this age have only recently begun their academic careers. Going to school can be difficult for some of them. As a result, it is critical that the teacher encourages them to

participate in enjoyable and relaxing activities. Even though young learners will only learn basic concepts, the teacher must plan and design lessons to get them moving and talking to one another. Songs that are accompanied by games are especially popular with young learners. The teacher should ensure not only that young learners are encouraged with the greatest extent possible and that they receive positive feedback, but they should also create a safe and stress-free environment in which everyone can have fun while learning. Vuçani et al (2021).

1.1.4.2. Methods

Patel and Jain (2008) cited that a scientific and systematic approach to teaching in its subject is known as methodology. It teaches teachers how to teach and how to improve the effectiveness of their lessons. The term method can be defined as the process of planning, selecting and protecting language material and items, teaching techniques, and so on. A method is well planned, structured, orderly and systematic procedure for facilitating and improving student learning. It is done according to some rules, which are usually psychological in nature. That is, it prioritizes the abilities, needs, and interests of the learners. Method is used to achieve specific educational objectives. To be an effective tool, it must be presented in an efficient and user-friendly manner. It aims to increase teaching and learning output while saving time, and efforts (Hasanova 2021).

The Importance of Games in Teaching Vocabulary to Young Learners

Lewis and Bedson (1999) argued that children enjoy playing, so games are popular among them, young learners could interact, discover, experiment with their surroundings by playing games. The use of games not only increases student motivation, but also serves as an incentive and stimulus to use the language. Harmer (2008) said that Young learners must be able to recognize language features and process information quickly in order to be able to speak English fluently. According to Vernon (2009) Games are an effective way for young

learners to learn vocabulary. Children participate and pay more attention because they have fun in class and feel and perform better during and after the game. Repetition will be less boring and more enjoyable for children, thereby consolidating their learning of new words.

1.1.4.2.1. Songs as a Pedagogical Tool

One advantage of using songs in the classroom for young learners is their adaptability. Songs can be used for a variety of purposes, and there are numerous reasons why songs can be considered an effective pedagogical tool. They can help young learners improve their listening and pronunciation skills, and thus potentially their speaking skills. Songs can also be useful learning tools for vocabulary, sentence structure and sentence patterns (Murphey (1992).

Neila and Umm (2013) songs in EFL classroom can improve the classroom atmosphere, reduce student anxiety, and increase students' interest and motivation to learn the new language. Students will be entertained while working and they will enjoy learning English more than they did previously.

1.1.4.2.2. Teaching with Using Flash Cards

Mathura and Zulu (2021) claimed that writing is a skill that is essential for language education and can be developed from different creative ways. Flash cards are cards that contain pictures or words to learners in their writing abilities, and they have many advantages in language teaching. They can be used for any age group or ability group of learners; are cost effective; and allow teachers to explain concepts and provide a variation in teaching strategies. Flash cards are extremely useful in assisting the situation with the English language process. It is easier for the teacher to explain to real and provide examples. Because the students can see a picture that is appropriate with the theme, they are more likely to understand the teachers' explanation. Aside from that, the teacher can increase the learner's interest (Wulundari 2017)

1.1.4.2.3. Role Play

Alabsi (2016) stated that through conversational activities, students are encouraged to master and enrich their vocabulary learning through the youth of role play activities. Students struggle to learn English language vocabulary due to vocabulary limitations, words misuse, inappropriate terms, or poor pronunciation. Using role play increase students' exposure to language, which is thought to be the most important factor in accelerating language learning? It can help them improve their communication skills. Grow (1993) mentioned that role play is a technique for acting out specific ways of behaving or pretending to be other people in a new situation. It is used in language learning and training courses. In role play, students are assigned roles and placed in situations similar to those they may encounter outside of the classroom.

1.1.4.2.4. Project Based Learning

According to Thomas (2000) project based learning is a teaching model that focuses on tasks assignments, particularly in the form of project that can lead students through an inquiry process. Therefore, it is expected that students will be able to develop knowledge, skills and attitude as the basis for teacher evaluation. As Hamida et al (2020) cited in their work “project based learning “. Project based learning is an instructional approach based on learning activities and real -world tasks that present students with challenges solve. These activities generally reflect the types of learning and working that people do outside of the classroom. PBL is carried out by groups of residents working towards goal. Cocco (2006) Excited right project based learning is a student centred method of instruction but is based on three constructivist principles which are learning is context – specific, Learners participate actively in the learning process, and they achieve their goals through social interaction and the sharing of knowledge and understanding.

1.1.4.2.5. Integrating ICT in Language Classroom

Currently, the use of technology in the field of education has a significant impact on the teaching and learning process. The use of information and communication technology in education alters classroom teaching methods. The use of technology has assisted education in adapting and developing a variety of learning materials for students to enrich their vocabulary. Yunus and Suliman(2020). The uses of technology in a language classroom would help learners learn in a positive way. As a result, many indicators have begun to use ICT to supplement their teaching and learning activities (Noureddine, 2017)

Conclusion of Section One

English is compulsorily taught throughout the Algerian Middle and High schools and universities; and even in some military/security, economic and cultural institutions. Being fully aware of the importance of this language as a foreign language both at the national and international level, especially as the world has become a global village, the Algerian curriculum developers included it as another foreign language in the Algerian primary schools to be taught in the national educational programme of the four stages: primary, middle, high school and universities.

1.2. Section Two: The Use of ICT in Education

Introduction

ICT, which stands for Information and Communication Technology, plays a crucial role in modern education. It refers to the use of various technological tools, devices, and applications to enhance teaching, learning, and overall educational experiences. The use of ICT in education has revolutionized the learning environment, making it more dynamic, interactive, and accessible. It empowers students with essential digital skills and prepares them for the demands of the modern workforce etc.

The second section deals with the following: The nature of ICT, its tools, the impact of ICT in ELT, barriers to investigate these technologies into education, students Attitudes toward the use of information communication technology, the effectiveness of using it and a conclusion for this section.

1.2.1. Nature of ICT

Since the implementation of the first computer system in the 1960s, different measures and plans have been developed to increase the integration of Information and Communications Technology (ICT) in all educational fields (Nordin, Embi&Yunus, 2010).

ICT is often referred to as only IT, but the C is added to underline the communicative aspect of the term. Computers should preferably be connected to a network to enable communication. Thus, an Internet connection would be needed for a computer to be included in the term ICT (Svensson 2008). Moreover, Livingstone (2012) state that ICT includes technologies specific to the school environment (e.g. interactive whiteboards) or applications used across formal or informal boundaries (e.g. education games) and networked technologies. In a similar vein, according to Hennessy, Ruthven and Brindley (2005); the term ICT encompasses the range of hardware (desktop and portable computers, projection

technology, calculators, data logging and digital recording equipment), software applications (generic software, multimedia resources), means of telecommunication and information systems (Intranet, Internet).

Asabere and Enguah (2012) define ICT as the tools, facilities, processes, and equipment's that provide the required environment with the physical infrastructure and the services for the generation, transmission, processing, storing and disseminating of information in all forms including voice, text, data, graphics and video.

1.2.2. Educational and Teaching ICT Tools

ICT tools come in variety of forms, and this presentation will present some of them in a greater depth. However, ICT tools are split into two categories in this paper: non web based learning and web based learning aids. (Alkamel and Chouthaiwale, 2018).

1.2.2.1. Non Web Based Learning

1.2.2.1.1 Radio and Television

The effective language learning instruments are radio and television. Both of them provide inexpensive access to extensive programming. The immediate nature of current affairs broadcasts makes sure that language exposure for their students to listen to lectures by illustrious and great speakers via radio. Television is another significant technical tool that language instructors utilize since it appeals to both the eye and the ears. Television offers a complete auditory visual simulation that is lively more realistic. Along with face expression, television also conveys language. (Alkamel and Chouthaiwale, 2018)

1.2.2.1.2. Films

Films are the most powerful element in the hands of an intelligent and resourceful teacher. Films appeal the pupils, heighten their interest and help them in the retention of the

learned materials. Films are profitably used to showcase the facts, actions skills and background information. The students of primary level get interested to know the functioning of the speech organs and the pronunciation. The students of higher level are acquainted with classical and newly released plays and novels which have been filmed.(Alkamel and Chouthaiwale, 2018)

1.2.2.1.3. Language Lab

Language lab is one of the modern technological aids. Students can listen to the audios and learn many accents employed, they can talk, and they can even record their voices in the language lab by listening to the standardized materials, it is possible to estimate the pupil's level of Pronunciation. Language lab is a result focused program that enhances learning of the English language. In the most recent trends, lab materials also contain films, flash games, and the internet, in addition to audio files. Compared to a regular classroom, a language lab fosters a relaxed environment. (Alkamel and Chouthaiwale, 2018)

1.2.2.1.4. Overhead Projectors

An effective substitute for chalk and discussion is the projector, a common teaching strategy. By creating the materials in advance, the OHP takes time, but this type of multimedia provides high quality education. The enormous class needs a visual assistance to help them understand the context. OHPs let teachers use pictures and diagrams while reducing their workload by drawing it on the board. The more complex sources from OHP can be used in any classroom because they are simple to use, adaptable, and simple for students take notes from. (Alkamel and Chouthaiwale, 2018)

1.2.2.2. Web Based Learning

Web based learning, sometimes referred to as technology based learning; remote learning, online education, or e- learning is one of the industries with the quickest growth rates. It provides opportunities to create e-learning environments that are expertly planned, learner-centred, accessible, interactive, official, and adaptable (Khan, 2005)

There are innumerable English web-based courses that are interactive in a variety of ways and offer training in a range of core language abilities, including learning, speaking, and writing. Some of the most often used technologies for promoting education include:

1.2.2.2.1. YouTube

YouTube was invented in 2005 and purchased by Google in 2006. It now works under the Google as one of its subsidiaries. It is a video sharing service where across the world can upload, like, share and comment a video. On YouTube a person can discover things of his choice like songs, comedy, cooking, news, science, astrology, home decor, study materials and life hacks etc. (June, Yaacobe and kheng. 2014).

1.2.2.2.2. Email

By creating free personal email account through a platform like Gmail, Yahoo, or Hotmail, students can send emails to speakers of the target language. Children can mail their assignments to the proper teachers who will then receive and correct them. Each piece of work can be sent back with adjustments, suggestions, and criticism for the teacher.(Alkamel and Chouthaiwale, 2018).

1.2.2.2.3. Blogs

A blog is a frequently updated personal or professional journal that is accessible to the public. The ability to upload files and link to them on blogs makes them ideally suited to act as online personal diaries for students. According to Pinkman (2005), blogging becomes interactive and communicative when contributors take on various roles in the writing process, such as readers and reviewers who comment to other contributor's posts and writers readers who respond to criticism of their own articles after returning to their own posting. Through blogs can also be established in secure areas, readers can leave comments on what they have read. (Alkamel and Chouthaiwale, 2018)

1.2.2.2.4. Skype

Every internet service has audio features as well as modern devices like laptops with cameras. The pupils were able to communicate with their teachers and friends who are far away. Likewise, to improve their speech, individuals might converse with native language speakers and have their Pronunciation reviewed. (Alkamel and Chouthaiwale, 2018).

Same features can be found in Face book, Instagram, WhatsApp and other applications of social media.

1.2.2.2.5. Mobile Phone

Students can expand their vocabulary by searching for new terms utilizing the mobile phone's dictionary features. They could check the usage, spelling, and Pronunciation of the precise word they were looking for. Additionally, individuals can ask questions to their professors using short messages service (SMS) and get their doubts cleared.(Alkamel and Chouthaiwale, 2018)

1.2.2.2.6. IPODS

One of the multimedia devices is the iPod, which gives users the ability to create, deliver, and exchange text, images, voice and video scripts as needed. The pupils can read and respond to the text messages that the teachers send. Additionally, students have the option of recording and listening to their speeches, poetry, news, short stories... etc. As a result, iPod offers English language learners a chance to develop their writing, grammar, vocabulary, and listening skills. (Alkamel and Chouthaiwale, 2018)

1.2.3. The Impact of ICT Tools on EFT

Since motivation is unquestionably the cornerstone of learning or mastering a foreign language, students often have a positive outlook on technology. Even though, modern technology has pros and cons, the advantages much outweigh the disadvantages. It undoubtedly has a significant advantageous impact on ELT.

1.2.3.1. Positive Impact of ICT on ELT

Professor Rae Gondie, Bob Munro, and Liz Seagraves in their book “The Impact of ICT in Schools” claimed that ICT could have positive effects on learners, and help them to enhance their competence and performance during sessions. For instance students have the chance to use ICTs such as the internet to explore more information and data which seem to be helpful for their learning process; Furthermore, learners can use electronic books and dictionaries to check difficult words and get new vocabulary. Moreover, both learners and teachers can use computers and lap tops to read books, articles, watch videos, and listen to audio texts to enhance their learning skills. Information and communication technologies offer learners and teachers many tools and techniques which could help them inside and outside their institutions. (Condie. R.,Munrowith .B, L Seagraves .L, &Kenesson.S; 2007).

According to Jayanthi and Kumar (2016), the following are some of the positive impact on English language teaching and learning:

1.2.3.1.1. Availability of Materials

ICTs are particularly engaging due to the availability of the learning resources, whether they are computer based, available on the web, or on CDs; as a result, the student can learn at his or her own pace with a very understanding tutors. In the meantime, the global usage of online telecommunications for teaching and learning in classrooms using computers will support the development of various academic talents. The availability of graphics, animation, music, and video clips makes it much easier to teach and use new language. (Jayanthi and Kumar, 2016)

1.2.3.1.2. Autonomy

Students have the option to select the language they want to concentrate on to fit their learning methodologies or learning preferences. Here, the ICT's facilities promote the learner-centred approach, whereas the traditional techniques approaches failed to provide similar opportunities. Without concern for how others would react, the student's feels free to practice the language at their own level and speed. (Jayanthi and Kumar, 2016)

1.2.3.1.3. Authenticity

ICTs provide authentic learning environment, because the learner can interact with others across the continent are motivating toward the language learners. In order to use language authentically and not artificially, one must face such difficult situations. Although, they are incredibly appealing and accessible, ICTs as learning aids are tremendously motivating; however, they are very attractive and accessible. (Jayanthi and Kumar, 2016)

1.2.3.1.4. Help Teachers

ICTs assist the teacher in easily and quickly preparing, producing, storing, and retrieving their resources. The availability of several rich texts, a variety of subjects, tests, and activities helps teachers by saving time. (Jayanthi and Kumar, 2016)

1.2.3.1.5. Student-Centred

ICTs assist students in writing and editing their work in order to produce a well published work. They also assist students in being introduced to language in a clockwise fashion. Computers similarly allow students to complete extra work outside of the classroom, play language games, and ideally acquire more exposure to the language and advance in the language, supporting the idea that learning should be centred on the individual learner. The children will be able to communicate with people all around the world via computers and the internet. As well as, ICTs enable communication and question asking among shy or silent students who occasionally refrain from challenging knowledge or asking questions. Modern technologies in the classroom have been to boost learning by encouraging teacher – student’s interaction and making instruction more Student-centred. ICTs also promote collaborative learning, which raises student achievement and self esteem. They encourage dialogue between students and critical thinking. (Jayanthi and Kumar, 2016)

1.2.3.1.6. ICT in Self-Assessment

Exams typically measure students' abilities in reading and writing while completely ignoring their speaking and listening abilities, which are crucial for success in the workplace. Through computer assisted programs, one can assess their listening skills by listening to dialogue or passage and responding to questions, or by listening to lectures and responding to brief questions or true or false assertions. It will improve their skills for taking international

exams because many competitive exams employ this format to gauge students' comprehension abilities. (Jyanthi and Kumar, 2016)

1.2.4. Barriers to Integrating of ICT into Education

Some researchers like Becta, Beggs, and Buabeng grouped the barriers of ICT use in education into two categories. These refer to teacher-level barriers and school-level barriers. Becta classified the barriers based on whether they refer to individual (teacher-level barriers), such as lack of confidence, shortage of time, and resistance to change, or to the institution (school-level barriers), such as lack of effective training in solving technical problems and lack of access to resources. (Becta, 2004)

1.2.4.1 Teacher's Level Barriers

This type of problems arises when the teacher has personality issues with using ICT tools in teaching. As a result the teacher must improve his personality traits, such as ability and competence, and change his negativity toward the use of ICT, in order to use ICT flexibly and accept it as a part of the teaching procedure. (Bingimlas.KH .A. 2009; Buabeng .CH. (2012).

1.2.4.1.1 Lack of Teacher's Confidence

The topic of lack of confidence was the one that drew the most answers from participants in Becta's survey of practitioners in 2004. Several researches have looked into the causes of teachers' lack of trust in ICT. Beggs (2000), for instance; said that teachers' "fear of failure" contributed to their lack of confidence. On the other side, Balanskat et al (2006) discovered that lack of ICT expertise among instructors causes them to feel uneasy about employing it in the classroom and lacks the confidence to do so. Likewise, Becta(2004) concluded their study with the statement "many teachers who do not consider themselves to

be well skilled in using ICT feel anxious about using it in front of a class of children who perhaps know more than they do". On the other hand, teachers who confidently use technologies in their classroom understand the usefulness of ICT.

1.2.4.1.2. Lack of Teacher's Competence

Since integrating information communication technologies in teaching necessitates a thorough understanding of how to use these tools properly to ensure a proper and beneficial usage, sometimes teachers prefer not to integrate ICT in their courses. This lack of competence is related to the teacher's ignorance of how to use information and communication tools in the school work fields. (Bingimlas.KH .A. 2009; Buabeng .CH . 2012)

1.2.4.2. School Level Barriers

School related obstacles may prevent the integration of information and communication technologies into English language instruction at this level. To provide a high quality teaching process, education institutions must give teachers the time and technical support, they need to learn how to use these tools appropriately. (Bingimlas.KH.A. 2009; Buabeng .CH.2012)

1.2.4.2. Lack of time

Teacher who includes information and communication technologies into their lectures may find that they are severely limited by time because doing so necessitates preparation, design, development, and integration of ICT into the teaching process on the part of the teachers. Even though teachers may be competent and confident in their ability to integrate into their lessons, many refrain from doing so since their class periods are too short to incorporate a variety of teaching methods (Bingimlas.KH.A.2009; Buabeng .CH. 2012).

Sicilia (2005) revealed that most common challenge reported by all the teachers was the lack of time they had to plan technology lessons, explore the different Internet sites, or look at various aspects of educational software.

1.2.4.2.2. Lack of Technical Support

Teachers may be badly impacted by a lack of technology support in schools since they require high quality technical tools to do searches, download information and deliver lessons. Teachers will have trouble incorporating ICT teaching if the schools are unable to supply the right and necessary technologies for study operations. At the end, these impediments are interconnected. On the other hand school may give teachers the resources they need to aid them in teaching English, but instructors may lack the skills, knowledge, and competency to effectively use these materials. on the other hand ICT are not yet available in schools, teachers may possess all the necessary skills to use ICT outside of the classroom and inside of it. If these tools are made available, they would also benefit students; furthermore, if these tools are available, the time is not enough for teachers to use it. (Bingimlas. 2009; Buabeng .CH. 2012)

1.2.4.2.3 Lack of Effective Training

One finding of Pelgrum's (2001) study was that there were not enough training opportunities for teachers in the use of ICTs in a classroom environment. Similarly, Beggs (2000) found that one of the top three barriers to teachers' use of ICT in teaching students was the lack of training. Becta (2004) assert that the complexity of the training issue stems from the need to take into account a number of factors in order to guarantee the training's efficacy. These included time for pedagogical training, skill building, and ICT use in beginning teacher preparation. Accordingly, recent research on science education by Gommès(2005) found that barriers to implementing new technologies in the classroom

included a lack of training in digital literacy, a lack of pedagogic and didactic training on how to use ICT in the classroom, and a lack of training on the use of technologies in particular scientific fields.

1.2.5. Students Attitudes Toward the Use of ICT

Anderson (1985) defined attitude as a moderately intense emotion that prepares an individual to respond consistently in a favourable and unfavourable manner when confronted with a particular object. A positive relationship exists between experience level and favourable attitude toward computer or using ICT tools. The integration of the information communication technology in the classroom makes learning engagement alluring for students. Technology has enabled a wide range of learning opportunities outside of what is available in typical classroom setting similar to how the teacher can decide on and select the best strategy to utilize by listening to various students' perspectives on the use of ICT in the classroom. For instance, students at Albertay University in Canada believe that using ICT during lectures in the classroom gives them opportunities to learn more effectively and to investigate difficult situations because it enables them to interact with other students online. In addition, they regarded that the integration of ICT in their learning helps them enhance their learning and prepare themselves for their future job. Furthermore, most students see that attending lecture is boring and they prefer to have the lecture with video tape or through the use of power point presentations or online courses through the use of web links. (Molye and Wijngaards, 2012, P.152) Recently, there were a few studies conducted related to attitudes on ICT.

Saunders and Pincas studied on student's attitudes toward the use of information communication technologies in teaching and learning in the UK. Findings from this study indicated that students highly used email and internet to support their studies. They also

believe that ICT could sometimes be used as an alternative to face-to-face activities. However, there were some students who were against the notion of holding face-to-face classes as they thought it would lead to their loss of routine, and motivation to serve to highlight the present perceived importance of face-to-face classes to campus based students. Glenda, Sonia, Philmore and Dwayne (2006), investigated on management students' attitude toward information and communication technology (ICT). Results showed the majority of the students had access and regularly use the internet. The study also showed that students were generally favourable towards ICT. Rumpagaporn (2007), studied the students' critical thinking skills, attitudes, to ICT and perceptions of ICT classroom learning environment under the ICT schools pilot project in Thailand. The finding indicates many students improve their levels of critical thinking and develop positive attitude to ICT. There are differences between students' perception of their actual and preferred classroom learning environment with ICT because of students' individual characteristics (gender, academic background, computer usage). Besides, outcome also show that there were associations among students' individual characteristic, their perceptions of ICT, classroom learning environment, and students' outcome in relation to teachers' critical thinking and their attitudes toward ICT.

1.2.6. The Effectiveness Using ICT

In educational fields both teachers and students may use ICT in many different ways with various techniques in the process of teaching and learning; all these techniques are offered for the sake of improving the quality of education to save time and efforts. Hilts and Turroff (1985) and Hilts (1994) suggest that this flexibility supports collaborative learning among students who can therefore participate at times and places of their choice.

1.2.6.1. The Advantages ICT Use

According to David (2000) as Tinio cited in her work ICT in Education, ICT have many advantages the following are some of them:

1.2.6.1.1. ICTs Help Expand Access to Education

1.2.6.1.1.1. Anywhere, Anytime

One of the defining characteristics of ICTs is their ability to transcend place and time. Asynchronous learning is defined as learning in which there is a delay between the transmission of instruction and its reception by students' is made possible for students by ICTs; for instance, online course materials are available to students twenty four hours a day, seven days per week. The requirement that all students and the instructor be present in the same physical location is eliminated by ICT based education delivery, such as educational programming broadcast transmitted on radio or television. Additionally, some ICTs like teleconferencing technologies make it possible to simultaneous instruction to a large number of geographical distant pupils (i.e. synchronous learning). (David, 2000)

1.2.6.1.2. Access to Remote Learning Resources

Teachers and students no longer have to rely on solely on printed books and other tangible media stored in libraries for their instructional goals. Thanks to the internet and the World Wide Web, an infinite number of people now have access to a vast array of educational resources in nearly every subject and in variety of media. This is important for many schools in developing countries; as well as, several in wealthy countries that have outdated and limited library resources. Moreover, ICTs make it simpler to connect with global resources including peers, mentors, experts, researchers, professionals, and business leaders all over the world. (David, 2000)

1.2.6.1.3. The Use of ICTs Helps improve the Quality of Education

Improving the quality of education and training is a critical issue, particularly at a time of educational expansion. ICTs can enhance the quality of education in several ways: by increasing learner motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training. ICTs are also transformational tools which when used appropriately can promote the shift to a learner-centred environment.(David, 2000)

1.2.6.1.3.1. Motivating to Learn

It is possible to use ICTs like videos, television, and multimedia computer software to deliver challenging and authentic content that will involve students in the learning process to get them to listen and participate in the concepts being taught, interactive radio also employs sound effects, song dramatization, network computers with internet access can boost learner motivation because they offer the chance to interact with real people and take part in actual activities while combining the media richness and interaction of other ICTs. (David, 2000)

1.2.6.1.4. Facilitating the Acquisition of Basic Skills

Through drill and repetition, ICTs can aid in the transmission of fundamental knowledge and skills that serve as the function for creativity and higher order thinking abilities. The alphabet, numbers, colours, forms, and other fundamental concepts are taught through repetition and reinforcement in educational television programs. Computer-based learning also known as computer-assisted learning instruction, which emphasized content and skill acquisition through practice and reinforcement, accounted for the majority of the early uses of computers. (David, 2000)

1.2.6.1.5. Enhancing Teaching Training

ICTs have also been utilized to enhance both the availability and quality teacher preparation programs. For instance, organizations like the Cyber Teacher Training Centre (CTTC) in South Korea are using the internet to give in-service teachers improved possibilities for professional development. For elementary and secondary school teachers, the government funded CTTC; which was found in 1997; offers self-directed, self-paced online courses, future society and education, education reform, and computers in the information society are among the courses offered. In addition to face-to-face encounters occasionally required for specific courses, online tutorials are also available.(David, 2000)

1.2.6.1.6. Relation of ICTs and Learner-Centeredness

According to research, the paradigmatic shift in both content and pedagogy; that is all the core of education reform in the twenty first century; can be catalysed by the effective use of ICTs. This latter supported education can encourage the acquisition of the information and skills that will equip students for lifelong learning if it is properly designed and implemented. When used properly, ICTs particularly computers and internet technologies allow teachers and students to accomplish what they have always done in a better way rather than only enable new modes of teaching and learning. Constructivist theories of learning serve as the foundation for these innovative approaches to teaching and learning, which represent a shift away from the worst aspects of teacher centred pedagogy, which are characterized by memorization and rote learning. (David, 2000)

Conclusion

In conclusion, it is strongly believed that the integration of these education technologies into EFL context provides flexible and diverse set of technological tools, promotes problems solving skills of students, and gives chance learners to use higher order skills. Since students

are familiar with new technologies such as cell phones and computers, teachers have the opportunity to engage students in learning by incorporating these tools into the classroom. Yet, teachers should have enough competence, confidence, and training to use these tools, they have to detect the appropriate tool or technique to approve learner's competence to study English effectively.

Chapter Two: Practical Part

Introduction

This chapter is dedicated to the practical part of the research. It highlights the research design, research instruments, Population and sampling, teachers' questionnaires and teacher's interview done in primary school and their analysis. Additionally, it presents the findings alongside with the discussion of the final result of the study.

2.1. Description of the Research

The research questionnaire was submitted to 33 third year primary school English teachers out of 123 teachers in Mila. This questionnaire was distributed in two forms. The first form was printed copies handed directly to teachers. While the second form was online copies shared through various groups of English teachers in Face Book after being created in Google forms. In addition, an interview was conducted with a female teacher of English language in charge of teaching third year pupils.

2.2. Research Methodology

The primary objective of this research is to explore teachers' perspectives on the importance of using ICT (Information and Communication Technology) in teaching the English language to third-grade primary school students. Additionally, it aims to evaluate how the use of ICT enhances learners' language skills. The study seeks to address the following questions: How do pupils react to the use of ICT in language learning? Do language skills improve with the use of ICT tools? What are the main challenges teachers encounter when incorporating ICT tools in their teaching practices? The research employs two methods: collecting data through a questionnaire distributed to EFL primary school

teachers in different schools in Mila, and conducting interviews with a teacher to facilitate a comparative study.

2.2.1. Population and Sampling

The population of this study is 123 teachers of third year primary school pupils in the city of Mila. A total of 33 questionnaires were distributed to those teachers. The questionnaire is composed of fourteen questions. This questionnaire generally focuses on the integration of ICT in teaching English. In addition to an interview conducted directly with a female teacher in Bouchar Hocine primary school.

2.2.2. Teacher's Questionnaire

The teachers participated in answering the questionnaire from 22 March to 25 April. It is composed of fourteen questions. This questionnaire generally focuses on the integration of ICT in teaching English language. The participants are in charge of teaching third year pupils in primary schools of Mila. They were asked to answer questions about ICTs' integration in their courses.

2.2.2.1. Data Collection and Analysis of Teacher's Questionnaire

Question 01: What is your educational degree?

Table 1:

Teachers' Educational Degree

Educational Degree	Number	Percentage
Bachelor	16	48.48%
Master	13	39.39%
PHD	0	0%
ENS graduates	4	12.12%
Total	33	100%

The table 1 showed that 48.48% of the teachers have bachelor degree, while the percentage of Master degree holders reached 39.39%. They are followed by graduates from high school for teachers with an estimated rate of 12.12%, teachers holding PHD degree were not found.

Question 02: How many years have you been teaching English?

Table 2:

Teacher's Experience in Teaching English

Year	Number	Percentage
1_5	27	81.81%
6_10	2	6.06%
11_15	4	12.12%
Total	33	100%

Table 2 represented participants' experience in teaching English in both Middle and high school since English is being taught for the first time in the Algerian primary schools. According to this questionnaire the teachers' experience can be divided into three groups: the first group (1 – 5 years' experience) is represented by 27 teachers making 81.81%. The second one (6 – 10 years) is represented by 2 teachers 6.06%; and the last group (11- 15 years) is represented by 4 teachers 12.12%. The results showed that most of the teachers had been teaching the English language.

Question03: Choose the most appropriate strategy/ ies for teaching English in primary school?

Table3:

Strategy/ies for Teaching English in Primary School

Strategies	Number	Percentage
Project	1	3.03%
Role play	3	9.10%
Simulation	2	6.06%
Gaming	11	33.33%
Songs	2	6.06%
All the above	14	42.42%
Total	33	100%

From the above table, The results were listed as follows: 3.03% of respondents' preferred to teach the English language using projects; it is a teaching model that focused on task assignment. 9.10% of teachers chose conversational activities, pupils encouraged to master and enrich their vocabulary (Role play activities). 33.33% agreed that pupils enjoy playing games; they could interact, discover and experiment with their surroundings. 6.06% of teachers thought that songs were the most suitable strategy for young learners. 6.06% of teachers confirmed that simulation was the best way to teach English for pupils at this age. 42.42% believed that all of the above are suitable strategies that can be applied. Based on the results of the above table we can say that teachers tend to use different strategies in their

teaching in order to meet different needs of learners and to make the process of teaching and learning more enjoyable.

Question 4: What are the challenges that face the teachers when teaching English at this level?

The question was included as an open ended question to give teachers freedom to express their opinions about the most important challenges that face them while presenting the lecture. The following answers were founded:

1. Lack of time, according to teachers one hour and a half is not enough.
2. Different types of learners.
3. Confusion between English and French language, for example the pronunciation of English and French Alphabets.
4. A huge number of pupils in classroom.
5. Lack of teaching aids and materials.
6. Moving from one school to another, each one of them worked in three to five primary schools.

Question 05: Do you Use ICT tools to teach English in your classes?

Table 4:

The Use of ICTs

	Number	Percentage
Yes	24	72.73%
No	9	27.27%
Total	33	100%

The table above show that most teachers 72.73% utilize ICT tools in their classes, while 9 of them 27.27% do not use ICT in their classes.

-If no, it is because of?

For the nine teachers whose answer with no, they asked to give their justifications, this latter are listing as the following:

- A- It is not available in schools where I work.
- B- I did not get enough training to use them.
- C- Pupils are unable to deal with this kind of technology at this level.
- D- The absence of some conditions that allow the use of them.
- E- It is hard to over control pupils while use them.
- F- It is not helpful for young learners to learn with them.

-If yes, what kind of ICT do you use?

Participants were asked to cite these tools if they answer with yes, the 24 teachers declared that they use: data show, smart phones plus speaker, and only one teacher asserted that she uses tablets. In that, teachers use simple materials to teach because schools do not provide another tools.

Question06: How often do you use them?

Table 5:

Frequency of Using ICTs

frequency	Number	Percentage
Always	7	21.21%
Usually	10	30.30%
Often	14	42.43%
Rarely	2	6.06%
Total	33	100%

The above table is concerned with the teachers' frequency of using ICT, it show that 7 teachers 21.21% answer with "always", 10 of them 30.30% confirmed that they use it "usually", while 14 teachers 42.43% answer with " often" , only two teachers 6.06% answer with "rarely". Although, the frequency of using ICT differ among teachers. They are still utilise it due to it's important and effectiveness.

Question 07: Do you get enough training to use ICT tools?

Table 6:

Course Training

	Number	Percentage
Yes	14	42.42%
No	19	57.58%
Total	33	100%

From the above table we can see that the majority of participants 57.58% confirm that they do not take any training courses for the use of ICT, in the other hand 42.42% of them confirm that they take training courses but outside the institutions. Sometimes, institutions rejected training programs because they didn't have enough money and enough time to handle such programs.

Question 08: Which activities need the use of ICT tools?

Table 7:

Activities that Need ICT Use

Type of activities	Number	Percentage
Listening activities	17	51.51%
Speaking activities	4	12.12%
Writing activities	3	9.10%

Reading activities	2	6.06%
All the above	7	21.21%
Total	33	100%

This table indicates that 08 of teachers 51.51% use ICT tools for listening activities, while 4 of them 12.12% use them for speaking activities, in addition, 3 teachers 9.10% integrate ICT tools for writing activities and 2 of them 6.06% for reading activities. In contrast, 7 participants 21.21% confirmed that all the above activities need the use of ICT tools. The results showed that the integration of ICT could be among all types of activities, and specifically listening activities because the use of these technologies enhance learners' listening skills.

Question 09: What are the reactions of your pupils to the use of ICT in the classroom?

Table 8:

Pupils' Reaction to ICT Use

Reaction	Number	percentage
Positive	32	96.97%
Negative	1	3.3%
Total	33	100%

The results from the above table reveal that 32 of teachers 96.97% agree that pupils saw positive reactions toward learning through the use of ICT. Only 3.3% of them disagree. The 32 teachers justified their answers as the following:

- Pupils find ICT tools interesting and easier to share new topics with them.
- They enjoy learning and become more excited.
- ICT tools increase pupils' motivation and attracted their attention especially those pupils who are authentic learners. They tend to learn quickly and prefer short animated videos.

Question 10: Do you think that using ICT is helpful for pupils to learn English language?

Table 9:

Significance of ICTs

	Number	Percentage
Yes	33	100%
No	0	0%
Total	33	100%

In this question, teachers were asked to offer their opinions about the influence of ICT on pupils' learning. All the teachers 100% confirmed that it is very helpful for them. When participants were asked to justify their answers, they answered as follows: it attracted pupils' attention, it was more enjoyable, they learn better while using concrete things, it facilitates the learning process and gets them exposed to real English.

Question 11: Which elements of language are better developed with the use of ICT?

Table 10:

Language's Elements that are developed with the use of ICT

Elements of language	Number	Percentage
Fluency and accuracy	13	39.39%
Pronunciation	6	18.18%
Speaking	3	9.10%
Listening	8	24.24%
Writing	1	3.03%
Reading	2	6.06%
Total	33	100%

Table 10 demonstrated that 39.39% of teachers confirmed that using ICT in the teaching process develops fluency and accuracy. On the other hand, 18.18% said that it develops pronunciation, while 9.10% agree that ICT develops the speaking skill, and 24.24% choose listening skill; writing with 3.03%; while reading skill with 6.06%. Based on the findings, the usage of ICT develop different elements of language such as listening, speaking, fluency and accuracy. It exposes learners to real language and allows them to practice it effectively.

Question12: What are the problems that you have faced while using ICT?

Table11:

The problems Teachers face while Using ICT

The main problems	Number	Percentage
Lack of time	22	66.67%
Lack of equipment	10	30.30%
Lack of training	0	0%
Pupils are still unaware of these technologies	1	3.03%
Total	33	100%

22 participants 66.67% confirmed that there is no enough time. 10 participants 30% agreed that the main problem was the lack of equipment in schools where they work. And only one teacher 3.03% thought that pupils are still unaware of these technologies.

Question13:What do you think is the difference between using ICT and paper book?

This question was meant to know the difference between using ICT(using technological means) and hard books(traditional method) in teaching and learning process from the teachers' point of view. These are the most repeated answers:

- Using ICT meets pupils' interests, makes them comfortable and activates their senses.
- This generation does not read, it prefers information and communication technology due to its easiness and amusement.

- ICT is more enjoyable and attractive than using books. It improves listening skills.
- Using books only was somehow boring; however, using ICT makes the classroom environment more vivid.

Question14: Further suggestions for the use of ICT:

According to tutors; the participants of the present study; the following recommendations could be founded:

- Schools manager should provide ICT for language teachers.
- Generalizing its use and conduct training sessions for teachers.
- It was very helpful but teachers need enough time.
- Normally, every teacher should include ICT tools in his/her courses to meet different needs of learners.

2.2.3. Findings and Discussion

From the collected data of the teachers' questionnaire; we have come to the results that most teachers have the bachelor degree. Additionally, tutors utilize different strategies for teaching English language such as projects, role play, Gaming, songs and simulation. They assert that they confront some challenges at this level such as huge number of different types of learners who confuse between English and French lectures, the lack of teaching aids, materials and time, and the difficulty of moving from one school to another. Teachers try to make pupils familiar with the new language by the end of the year.

The finding also reveal that a great number of teachers that support the use of ICT tools in their classes; this is because of its importance and effectiveness in enhancing learners' achievements, and with often for the frequency of the use of them because they may not have

enough time during their sessions for these technologies, but what is noticed is that the majority of them use simple materials such as smart phones plus speaker and data show because institution may not provide teachers with other tools. But lately due to the last development in some schools, teachers have the chance to integrate ICT tools like tablets to support teaching, grab their learner's attention, motivate them, make learning easier and more enjoyable. Yet, they confirm that most of them do not take any training courses for the use of ICT tools because institutions reject training due to the lack of budget and time to handle such programs. Furthermore, table number 11 indicated that most participants prefer to utilize ICT tools for listening activities, without forgetting that they may use them for all types of activities because this kind of technologies facilitate teaching and learning process, saves time and efforts and help teachers to explain the lesson easily and in a short time. As a result, pupils enjoy using ICT means. This positive reaction is expected because they are attracted to the new technologies, become more excited to learn, learn quickly since they are they are accustomed to use electronic technologies like phones. The next table revealed that ICT can be very helpful for pupils to learn English if they know how to use it wisely. It facilitates learning through exposing them to real English. The findings also indicated that fluency and accuracy may be better developed with the use of ICT in addition to listening skill and other skills. However, participants asserted that they are facing some problems while using ICT such as the lack of time and equipment because these technologies are expensive and not all the institutions have enough money to provide them, moreover. The findings also show teachers' opinions about the differences between using ICT and paper books. They thought that using ICT meets pupils' interests, make them comfortable and motivate them. This generation does not read, they prefer information and communication technology due to its easiness and the amusement it affords. Additionally, ICT is more enjoyable and attractive than using books. It is realized that it improves the listening skills of learners. Using paper

books only was boring; however, using ICT makes the classroom environment more vivid. The final question's findings were about participants' suggestions toward the use of ICT. Teachers suggested the following: School headmasters should provide ICT equipments for language teachers and generalize its use. They should also allow for conducting training sessions on the teachers' parts. Normally, every teacher should include ICT tools in his/her courses to meet different needs of learners.

2.3. Teacher's Interview

After having an interview with the female teacher; an English teacher of third year in Bouchair Mostapha primary school; on 22 March 2023 from 11:30 to 12:30 in Terai Beinen Mila. This interview conducted for the second time because the first one was before a month on 22 February 2023 from 11:15 to 11:35 as an exploration to ask her if she do not mind to have an interview with us and to get into account when and where she is free to conduct the second interview. We decide to have just one interview with the same teacher because she is the only one who declared that she uses tablets in her classes. In order, to know the difference between schools which provide ICT tools and which not?

During this second interview we asked her some questions about the integration of ICT tools in teaching English language, the following are the main questions with her answers:

2.3.1 Teacher's Interview Analysis

Teacher's interview analysis showed that she works in more than one primary school; five primary schools. She is able to make a balance between them. Among these five primary schools only one of them is providing ICT tools, tablets; on the other hand, the four other schools do not provide ICTs such as tablets, data show, smart board ...etc, as a result she tends to use her mobile phone and loud speaker as an alternative solution. In fact, the majority of teachers do the same. Additionally, she listed some differences between the

school in which she uses tablets during the lecture and the other four schools where she uses paper book. The use of tablets makes the pupils motivated, attracts their attention, they can zoom pictures which allow them to engage in the process of learning unlike the paper book. The female teacher asserted that she suffered from the lack of time while using them because 45 minute is not enough at all and she needed to make some efforts, even though; she accentuated that using information and communication technology had an influence on her pupils and helped them especially since she could use it for different kinds of activities, for example; speaking, listening, writing and reading.

2.3.2. Findings and Discussion

The analysis of the teacher's interview showed that she is working in five primary schools and confirm that she has no problem with that, instead; she is able to make a balance between them. The next question was about the providing of ICT tools in these schools. She asserted that only one school among five; BouchairHocine; provide means of ICT which are tablets; the other schools do not provide any kind of ICTs. This is due to the fact that the integration of the English language is still under experiment, some conditions need to taken into consideration before providing ICT tools and without forgetting that this process required a lot of money to over purveying all the schools, so she tend to use the mobile plus speaker as an alternative solution in the other schools. She indicated that the use of ICT tools during the lecture is very helpful and has an influence on her learners better than using the old methods like books which become boring for some of them in comparison to ICTs. ICT attracts pupils' attention and makes them enthusiastic about what comes next in the lesson. For example; the use of tablets allow pupils' to enlarge or to miniaturize images unlike paper book, as a result; they actively engage in the learning process rather than being passive learners. Moreover, it has been found that ICT means can be used in all kinds of activities, such as writing, reading, speaking, and specially listening. That will help them to improve

their skills. Even though; every technique has pros and cons. The use of tablets each time during the lecture takes more time and effort, it needs to be charged every time since pupils are 'still unaware of this technologies teacher should be careful and advertent to pupils not damage this materials and keep them safe, these are the problems that she declared she suffered from.

2.4. General Discussion

The analysis of teachers' questionnaire and interview showed that all participants use ICT in teaching English for third year primary school pupils, despite the fact that their educational degree and their experiences in teaching are different; because ICT tools like smart phones, speakers and data show give them the opportunity to teach their pupils English in an easy way and clear method. Teachers find ICT helpful because it facilitates the teaching and learning process. Also, the results showed that pupils' reactions toward ICT usage in the classroom revealed that pupils enjoy using ICT technologies. These positive reactions toward ICT usage are expected since the pupils are totally comfortable with new technologies such as tablets and smart phones. Because of this, using ICT in the classroom would be a pleasure for them. The findings also indicated that fluency and accuracy may be better developed with the use of ICT in addition to other skills like listening and speaking. But those teachers declared that they faced some problems regarding the lack of time. All of them agreed that 45 minutes per session are not enough to teach using ICT. Additionally, there is a lack of equipment because these technologies are expensive and not all the institutions have enough money to provide them. The findings also showed that teachers preferred teaching via using ICT rather than the traditional method (using books) because it is more enjoyable and attractive to learners hence.

Conclusion

To conclude, the tutors confirm that they integrate ICT tools during lectures. They utilize different strategies to teach their pupils like projects, songs, gaming...etc. Teachers assert that the use of these materials is beneficial and has a positive influence on their pupils, in the same vein interviewee asserts that the integration of tablets during her lessons is very helpful; it makes her learners excited and motivated to learn and enables them to become fluent speakers because they improve all the skills especially listening and speaking. Since information communication technologies are included in most of our life areas; it is dependable to use this tools to enhance the educational teaching process, because ICT facilitates the teacher's work, motivates learners, and give them the chance to support their learning competences. Finally, school's administrations should put training programs to instruct teachers on how to use these tools.

Limitations of the Study

During the research process, we have encountered the following obstacles. Firstly, the total number of English language teachers in primary schools in the state of Mila reached 123. Normally, the chosen sample should be 41 teachers, but our participants did not exceed 33 because each one of them works in three to five schools which made it difficult for us to contact a bigger number of participants which again needed to move to very far areas; even though we constructed the questionnaire in Google Form and shared it on many teachers' Face book groups, a limited number of them answered. Additionally, some teachers took a long time to answer the questionnaire. Besides, some of them did not answer all the questions. Secondly, we conducted an interview with only one female teacher, as we were unable to find other schools that incorporated tablets in their teaching and learning approach. Therefore, she was the sole teacher we could contact for the interview.

Recommendations

Based on the study's findings it is recommended that:

- The duration devoted to teaching English should be made longer than the present one.
- Teachers should use ICT tools to raise their pupils' motivation in learning the English language.
- Schools should be well-equipped with necessary technological tools to support the EFL teaching and learning process.
- Schools should set training courses for English teachers about the use of ICTs.
- Teachers should hold control of the class so that they could prevent any damage to ICT tools from the pupils' part.

General Conclusion

Our master dissertation has investigated teachers' perspectives toward the role of using ICT in teaching English for primary school pupils. First of all, chapter one was devoted to the theoretical part. It was divided into two sections. The first section dealt with the widely used of English around the world as a common, first, second, and as a foreign language, then the skills of English language; in addition, to the reality of teaching this language in Algerian primary schools as a new decision and its impact on pupils. Moreover, it showed the different methods used to teach this language. On the other hand, section two from chapter two dealt with the nature of information communication technology. In section two, we attempted to provide insights about ICT tools with a brief definition which we thought may be helpful in facilitating the teaching process for both teachers and learners. Besides, we moved to talk about the positive impact of TCT on EFL learners. It also detailed barriers to the integration of ICT tools into education. Section two, on the other hand, deals with students' attitudes toward the use of ICT. Finally, it tackles advantages of using ICT tools on education. Moreover, the last part is dedicated to our study's practical part; it includes teachers' questionnaire and teacher's interview. Chapter two also contains the analysis and discussion of results of both the teachers' questionnaire and the teacher's interview.

After analysing teachers' questionnaires and teacher's interviews, it is concluded that both participants approved that the integration of ICT tools in education enhances the learning process. Additionally, results reveal that the utilize of information communication technologies give teachers the chance to teach their pupils effectively and they can use them to motivate learners, attract their attention, improve their listening and speaking skill, and make them more correspond proficient with the use of the target language. It is also highly recommended to provide all the primary schools by the necessary ICT equipment that

teachers should be involved in special training about the use of ICTs, and that teaching English in primary school should be devoted more time.

During the research process, we have encountered the some obstacles such as the difficulty in contacting a bigger number of participants. In addition, we conducted an interview with only one female teacher, as we were unable to find other schools that incorporated tablets in their teaching and learning approach. Based on the study's findings it is recommended that: The duration devoted to teaching English should be made longer than the present one. Teachers should use ICT tools to raise their pupils' motivation in learning the English language. Also, schools should be well-equipped with necessary technological tools to support the EFL teaching and learning process etc.

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Appendices

Appendix A

Teachers' Questionnaire

Dear teachers

It would be so grateful if you could answer the following questions which investigate teachers' perspective toward the role of information communication technology (ICT) to enhance teaching English in primary school.

Please put a tick in the appropriate box and make full statement when necessary.

1: what is your educational degree?

- . Bachelor
- . Master
- . PHD
- . Other (please specify)

2: How many years have you been teaching English?

.....

3-Choose the most appropriate strategy/ies for teaching English in primary school?

Projects Gaming

Simulation Role Play

All the above

4-What are the challenges that face the teachers when teaching English at this level?

.....

5_Do you use ICT tools to teach English in your classes?

Yes No

- If no, justify your answer.
- If yes, what kind of ICTs do you use in your classes?

6_How often do you use them?

- Always
- Usually
- often
- rarely

7_Do you get enough training to use ICT tools?

Yes No

Justify:.....

8_which activities need the use of ICTs tools?

- Listening activities
- Speaking activities
- Grammar activities

- All the above

9_what are the reactions of your pupils to the use of ICT in the classroom?

Positive negative

Explain:.....

10_Do you think that using ICT is helpful for pupils to learn English language?

Yes No

- Justify your answer

11_ Which elements of language are better developed with the use of ICT?

- Fluency and accuracy
- Listening
- Pronunciation
- Writing
- Speaking
- Reading

12_What are the problems that facing you while using ICT?

- Lack of time
- Lack of equipment
- Lack of training
- Pupils are still unaware of these technologies
- All the above

13_What do you think is the difference between using ICT and paper book?

.....

14_Further suggestions for the use of ICT.

.....

.....

Appendix B

Teacher's Interview

A_I am going to ask you some questions about the use of ICT in teaching the English language in primary school. I hope not to burden you and I am honoured to work with you.

A-What is your educational degree?

B.....

A-How many years have you been teaching English?

B.....

A-Based on the decision which made by the president ABD ELMAJID TABOUNE, each teacher is supposed to work in more than one school. How many schools do you work in? How many classes do you have? And which level they are?

B.....

A- Are you able to make a balance between these schools?

B.....

A_Is there any interest in providing the means of ICT in the schools you teach in?

Yes No

Whatever your answer, please indicate why?

B.....

A_Is there any difference between these schools?

B.....

A_ Do you face any problems while using ICT?

B_.....

A_ How can ICT be used in the teaching and learning activities?

B_.....

A_ Do you think that using ICT has an influence on your learners?

B.....

.....

A_ I am so happy for being here today with you and to conduct this interview with you.

Thank you so much for your thorough and frank answers. May God help you in your

professional path and direct your steps.

Appendix C

Teachers' Answers of the Interview

Questions	Yes /No	Teacher's explanation
<p>Is there any interest in providing the means of ICT in the schools you teach in?</p>	<p>Yes</p>	<p>I use to work in 5 different schools, one of them provide ICT tools; they are tablets; while the others schools do not provide any kind of them, as a result I tend to use another available materials such as telephone+ speaker</p> <p>because ICT is very helpful in teaching English language</p>
<p>Is there any difference between these schools?</p>	<p>Yes</p>	<p>The use of tablets during the lecture makes pupils motivated to learn unlike paper books.</p> <p>Pupils can touch tablets and make zooming for pictures.</p> <p>Instead of being a passive</p>

		<p>learners; receive the information only; the use of such kind of ICT allows pupils to engage in the process of teaching and learning, make it more funny and effective.</p> <p>Pupils learn better while using concrete things, and attract their attention. However, the use of paper book is found to be boring for some of them.</p>
Do you face any problems while using ICT tools?	Yes	The main problem that I face while using tablets is the lack of time because 45 minute is not enough, additionally; tablets need to be charged every time and that required more time and effort.
How can ICT be used in teaching and learning activities?	/	Properly teachers can use ICT in all types of activities such as in writing,

		speaking, reading, and specially listening activities.
Do you think that using ICT may influence your learners?	Yes	It is true that the integration of ICT in teaching English may have some disadvantages, but I believe that the use of them is very helpful and influences learners positively.

ملخص

من أبرز سمات العصر الحديث التغيير السريع في جميع جوانب الحياة. ومن بين هذه التغييرات الثورة التكنولوجية الواسعة التي تسللت إلى حياة الإنسان في جميع أنحاء العالم بشكل عام والشعب الجزائري بشكل خاص. يعد التعليم أحد مجالات الوجود البشري حيث تؤثر تكنولوجيا المعلومات والاتصالات عليه. بإمكان المدرسين الآن استخدام أدوات تكنولوجيا المعلومات والاتصالات مثل أجهزة الكمبيوتر وعرض البيانات واللوحات الذكية والهواتف الذكية لتسهيل عملية التدريس والتعلم. تهدف هذه الدراسة إلى التحقيق في وجهات نظر المعلمين في أهمية تكنولوجيا المعلومات والاتصالات في تدريس اللغة الإنجليزية لتلاميذ الصف الثالث الابتدائي بالإضافة إلى أهميتها في تعزيز المهارات اللغوية للمتعلمين. لتحقيق هذه الأهداف تم طرح الأسئلة التالية: ما هي ردود أفعال التلاميذ تجاه استخدام أدوات تكنولوجيا المعلومات والاتصالات؟ ما هي المهارات اللغوية التي يساعد استخدام هذه الأدوات في تطويرها؟ ما هي المشاكل الرئيسية التي يواجهها المعلمون عند استخدام هذه الأدوات؟ للإجابة على هذه الأسئلة، تم توزيع استبيان على 33 مدرساً للغة الإنجليزية في المدارس الابتدائية بولاية ميله. إلى جانب ذلك، أجريت مقابلة مع معلمة في بوالشعير مصطفى، وهي مدرسة ابتدائية في ترعي باينان. نتيجة لذلك، يوضح المعلمون أن استخدام تكنولوجيا المعلومات والاتصالات يساعدهم على جذب انتباه الطلاب وتحفيزهم والسماح لهم بالمشاركة في عملية التعلم التي تجعلها ممتعة. وبالتالي، تساعد على تحسين مستوى المتعلمين خاصة فيما يتعلق بالاستماع والطلاقة والدقة.

الكلمات المفتاحية: تكنولوجيا المعلومات والاتصالات، المهارات اللغوية، اللغة الإنجليزية كلغة أجنبية، التدريس والتعلم، المدارس الابتدائية الجزائرية، تلاميذ السنة الثالثة ابتدائي

Résumé

L'une des caractéristiques les plus remarquables de l'ère moderne est le changement rapide dans tous les aspects de la vie. Parmi ces changements figure la vaste révolution technologique qui s'est infiltrée dans la vie humaine partout dans le monde en général et sur le peuple algérien en particulier. L'éducation est l'un des domaines de l'existence humaine sur lesquels les technologies de l'information et de la communication (TIC) ont un impact. Les enseignants peuvent désormais utiliser des outils TIC tels que des ordinateurs, des émissions de données, des tableaux intelligents et des téléphones intelligents pour faciliter le processus d'enseignement et d'apprentissage. Les objectifs de cette étude sont d'examiner les points de vue des enseignants sur l'importance des TIC dans l'enseignement de l'anglais aux élèves de troisième année du primaire, ainsi que sur leur importance dans l'amélioration des compétences linguistiques des apprenants. Pour répondre à ces objectifs, les questions suivantes se posent : Quelles sont les réactions des élèves face à l'utilisation des outils TIC ? Quelle(s) compétence(s) linguistique(s) est(sont) mieux améliorée(s) par l'utilisation de ces outils ? Quels sont les principaux problèmes auxquels les enseignants sont confrontés lors de l'utilisation des outils TIC ? Afin de répondre à ces questions, un questionnaire a été conçu et distribué à 33 enseignants d'anglais dans les écoles primaires de l'état de Mila. Par ailleurs, un entretien a été réalisé avec une enseignante de Bouchaair Mosthapha, une école primaire de Tarai Beinen. En conséquence, les enseignants démontrent que l'utilisation des TIC les aide à attirer l'attention des élèves, à les motiver et à leur permettre de s'engager dans un processus d'apprentissage qui le rend agréable. Par conséquent, les TIC contribuent à améliorer le niveau de réussite des apprenants, notamment en ce qui concerne l'écoute, la fluidité et la précision.

Les mots clés : TIC, Compétences Linguistiques, ALÉ, Enseignements et Apprentissage, École primaire Algériennes, Élèves de Troisième.