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AN ATTEMPT TO EXPLORE STUDENTS' ABILITIES IN IMPROVING ORAL EXPRESSION WITH INFORMATION AND COMMUNICATION TECHNOLOGY

***A case study of the first year LMD students at the department of
English, University of Batna, Algeria***

**Thesis submitted to the Faculty of Letters and Language in candidacy for the
Degree of “Doctorat Es Science” in English Language and Civilization**

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DEDICATION

To my parents who devoted their life to my education;

To my beloved children and wife who have been patient with me;

To my dear teachers of English in Batna: Mr. Nabil LAHOUAL (C.E.M "Si Ali Souahi"), Ms. Abla CHLIHI (Lycée Benboulaid) and Mabrouk KHIREDDINE (University of Batna) for their competence, qualitative efforts and priceless advices;

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ABSTRACT

Many faculties in Algerian Universities agree on the fact that the implementation of the new LMD curricula is still in progress and in continuous mutations due to the additional challenges in terms of university infrastructure, pedagogical needs and most relevant resources for students to better achieve the LMD outcomes. In this research we summarized data gathered on implementation of a new teaching model that goes in the direction of the LMD curriculum, regarding the teaching of the Module of Oral Expression through a tested-model that integrates the cultural aspects of the English Language, including Cross-Cultural Communication with a specific ICT (Information and Communication Technology) tool named DVC (Digital Video Conference) to effectively enhance students' English fluency. This study also reveals the positive impact of the Cross Cultural interaction on students' fluency at the department of English at Batna University, in Algeria. Globally the findings confirmed the hypothesis that states that effective improvement of oral expression may be better achieved if cross-cultural communication with native speakers of English via Digital Video Conferencing series is adopted as a supporting means.

LIST OF ABBREVIATIONS

CAL	Computer Assisted Learning
CALL	Computer Assisted Language Learning
CAT	Computer Assisted Teaching
CBA	Competency Based Approach
CBL	Computer Based Learning
CBT	Computer Based Teaching
CPU	Central Processing Unit
CT	Computer Technology
DVC	Digital Video Conference
EFL	English as a Foreign Language
E-learning	Online Learning/distant learning
ESFL	English as a Second Foreign Language
ESP	English for Specific Purpose
FL	First Language
GC	General Culture
ICT	Information and Communication Technology
OS	Operating System
PC	Personal Computer
SL	Second Language
SFL	Second Foreign Language
TOEFL	Test of English as a Second Foreign Language
VDU	Visual Display Unit
VLE	Virtual Learning Environment

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Statement of the Problem, Research proposals and Methodology

I- INTRODUCTION

In 2004, Algerian universities embarked on an important educational reform that generated a transition to a new model and curriculum piloted and named as the LMD system (Licence-Master-Doctorat). Later in 2007, the reform required both structural and curricular changes, which requested a new configuration of the graduate, master and doctoral programs in terms of the number of years, as well as other structural and pedagogical modifications.

Algerian Universities began to redesign a new nationwide curriculum based on the guidelines that were set by the Algerian Ministry of Higher Education and Scientific Research, and the Regional Conferences of Scholars' recommendations, in which

Faculties and departments of English have been asked to maintain and introduce distinct sets of concentrations from areas including literature, civilizations, linguistics, and language teaching, depending on local needs.

As part of our experience in teaching, we remarked that students are being taught various and rich materials in the Algerian universities at the departments of English, but the methods and techniques that are used to reach better achievements seem obsolete. We have been motivated to upgrade these techniques with the integration of the Information and Computer Technology (ICT) which is not only considered as a revolutionary didactic tool, but also as an efficient medium that helps both students and teachers in preparing their work. We think that the adoption of a particular teaching

technique will surely contribute to the success or failure of students in terms of language acquisition, as far as English is concerned.

Being fluent in English language is the primordial goal of our experiment. The students' ability to become skilled in listening and speaking is to be explored, in order to find out more on the implication of Cross-Cultural Communication and learning oral expression. This will help us predict the most suitable element which might have more impact on their learning. But before we start conducting any research, we consider that focusing on key factors that characterize the important conditions such as learning environment, cultural background and language proficiency of our targeted population, may reinforce our investigation. The support of other researches similar to the topic we

are dealing with, will be very helpful or, at least, will strengthen our own piece of research in terms of data collection techniques, interpretation and discussion of the obtained results.

The use of information and communication technology (ICT) has widely shown its efficiency in European and American universities, especially for learners of English as a Foreign Language (EFL). This medium relies on a technique that stimulates the senses of sight and hearing which boost the students' concentration, and motivate them in a way they can learn better and thus grasp more materials in a short period of time.

In Algeria the use of computers is, indeed, increasing¹ but had not yet reached a point where we,

¹ *We would like to refer, here, to the result of a work that has been done between 2009 and 2013 in Algeria, which after a certain period might become obsolete since the technology is continuously developing*

accurately, can evaluate its use throughout our Universities; that is why our investigation will mainly spot a population where about the availability of computers and internet resources does not represent an obstacle.

II- STATEMENT OF THE PROBLEM

First year LMD students of English, at Batna University, find themselves unmotivated towards learning oral expression materials. According to their experience, at the college level, the module of Oral Expression, at the University level, appear to be numerous and complex. This situation is, indeed, noticeable in the beginning of the academic year at the University level, where they obviously seem to have difficulties to understand English words, and thus what is being taught, especially

because all explanations rely on verbal instructions, and all lectures are in English. Such a state of affairs might lead them to a feeling of monotony, boredom and lack of interest. This major issue is the reason behind students' inability to retain information and internalize what has been explained. Another important point is the students' misuse of ICT, and in some cases, computer illiteracy.

To find out more on our students' challenges and needs, the main problem can be stated as follows:

First year LMD students at the department of English, University of Batna, face difficulties in improving their fluency and oral expression skills.

In addition to this, the lack of cultural aspects of English language is heavily slowing their learning process. And the subsequent question is: How Cross-

Cultural Exchange through Digital Video Conferencing could help improve students' English fluency in Batna University, in particular, and probably in Algerian Universities in general?

III- AIM OF THE STUDY

The case we work on includes the first year (LMD) students at the department of English in the University of Batna. Our research will cover a (04) four-year follow-up study involving experiments. This is also a proposed model that might contribute to an effective LMD implementation, much in need in the Algerian English departments.

Students' deficiency in listening and speaking skills motivated our choice for oral expression as the module to be taught, and where the reform should start from; moreover, the module of oral expression

has varied contents which allow us to work with a certain freedom and flexibility, in terms of content design, as long as the cross-cultural aspect is not neglected. The aim of our research study is dealing with data covering these main objectives:

- To help teachers better rise students' level in comprehension of English language and enhance their fluency through listening and speaking amelioration;
- Encourage and motivate students consolidate their understanding of the cultural aspect, through a series of Cross-Cultural communications with native speakers via Digital Video Conference (DVC);
- To help students identify their challenges and needs to know how to learn autonomously,

whether synchronously or asynchronously with the suitable information and computer technology (ICT) solution;

- To help teachers design easy and uniform techniques for the Algerian model which integrate Information and Computer Technology solutions as effective aid and complementary platform.

IV- HYPOTHESIS

Information and Computer Technology solutions are motivating tools used in Universities worldwide (Mayor & Swann, 2001), and their use differs according to teaching/learning strategies and objectives which grant us a large manoeuvre that opens up huge possibilities and opportunities to our creativity, in terms of stimulating students to

learn in a quick and relaxing way, what they used to learn in a long period of time.

At this point of the research we suppose that the use of Digital Video Conference (DVC) as an information and communication technology aid, can be a way-out for students to improve their fluency. Thus our hypothesis can be stated as follows:

Effective improvement of oral expression may be better achieved if Cross-Cultural Communication with native speakers of English via Digital Video Conferencing series is adopted as a supporting means by first year LMD students of English at Batna University, Algeria.

V- RESEARCH METHODOLOGY AND DESIGN

A. CHOICE OF THE METHOD

We believe that the experimental method would be more adequate for the present research. We have chosen this method because the work is mainly based on experiments, i.e. conditioning students to communicate effectively through the use of digital video conferencing, descriptions, comparison of findings in which we need to be rigorous when analysing, and interpreting the results obtained².

Thus, one of the goals of this study is to explore the impact of DVC on Algerian students, and their ability to learn Oral Expression with a new technique.

² When experimenting with human beings, we can only talk in terms of conditioning, i.e. arranging conditions –here DVC- in order to influence their speaking behaviour

We will mainly work on a sample of (133) one hundred and thirty three students, randomly selected, from a population of (400) four hundred first year LMD students, Department of English, Batna University, Algeria, since it will not be manageable, or practically feasible and it will take much larger time to work with the whole population (approximately 400 students registered for the academic year 2009-2013). A random selection constituting our sample is one of the techniques of sampling, which will allow us generalize to the whole population. In the first year of the experiment we then adopted randomisation as the strategy to choose our sample "*each individual in the population must have an equal chance of being selected*" (Brown, 2001), which reduce the effect of bias and improve objectivity. For the second and the

third year, we chose students through a selective process including an online questionnaire followed by a (05) five-minute interview.

We divided students into two distinct groups to form a control and an experimental group. We have implemented the experiment along a three-year basis, for the possibility to have the most accurate result and be able to compare findings and see which variable has to remain, be added or omitted from our tested-model for an effective study.

B. DATA GATHERING TOOLS

For this research, we used the questionnaire, interview and the observation grid as means for gathering the needed data, because we think they are the most appropriate tools for this kind of investigation. They help in collecting considerable

amount of information with a minimum of time and effort. We used both, paper-based and computer based questionnaires. The online questionnaire with (GOOGLE DOCS) offers the possibility to have quick insights on large scale participants' results and statistics.

We believe results' accuracy is based on students' honesty and will for the cooperation, because complacency and/or pretending to please the teacher can severely affect the research's findings, and simply make them erroneous.

C. STRUCTURE OF THE THESIS

This study will be divided into two parts; the first one will be a theoretical overview that covers literature and topic-related data which are meant to highlight and describe the motives underlying

questions and problems, and of course to forecast other hidden constraints that later might raise during our work. The theoretical background will include (05) five chapters, in which we will discuss the students' learning abilities, the students' perception and the social psychology of the classroom, the successful learning strategies for the Algerian model as well as the best practices and techniques in teaching oral expression, and finally a detailed description of the Information and Communication tools.

The second part includes (03) three chapters, mainly dedicated to the fieldwork study that comprises: the integration of Digital Video Conferences (DVC), the detailed insights on first year students' four skills and their familiarity with information and communication technology (ICT), and finally the

analysis and interpretation of the findings followed by the recommendations and general conclusion.

PART ONE: THEORETICAL ASPECT

I. CHAPTER ONE: EXPLORING STUDENTS' LEARNING ABILITIES

1. INTRODUCTION

In this chapter we will see some details regarding the students' learning abilities, and try to explore them deeply to have a precise overview on how frustration, feeling of boredom monotony and learning environments might influence the social psychology of the classroom. This part of our research will be dealing, essentially, with the theoretical background of our investigation.

The aim of including the exploration of some psychological factors has been done for the purpose of highlighting the most important learners' human needs in the first place, rather than considering them as subjects of study. In the present study we are not neglecting the socio-psychological

interpretations of the socially expected moral conduct pertaining to 'honesty' in questionnaire filling, their stress during interviews and other concerns which, sometimes, give us an aberrant overview. That is why we decided to use a flexible approach during the investigation and limit the sections of this chapter to have the possibility to concentrate our efforts in a specific theoretical pattern.

2. STUDENTS' LEARNING STYLES AND PSYCHOLOGICAL FACTORS:

Most teachers rely on motivating their students for a better learning outcome, but this motivation has to be followed by a very specific strategy which is identifying students' learning styles (Miller, 1991). For many, as far as perception is concerned, the process of learning varies from one person to

another, because it is crucial to emphasize the differences and similarities in terms of personality especially when acquiring a foreign language³. First year LMD students in Batna (Algeria) may be highly literate in their own language but experience difficulties when acquiring English at University level, simply because they were accustomed to learn through a different style. Algerian students learning English as a foreign language are visual and kinesthetic learners especially in classes of first year LMD because most of them suffer from the lack of vocabulary, which prevents them from getting the meaning or the idea being conveyed by the teacher; they attempt to, more or less, follow the session relying on teacher's gestures and other

³In Algeria, sometimes English can be a second, third or fourth foreign language because in some regions learners have different language background such as the berber dialect and derdja –Algerian colloquial language

students' reactions. Auditory learning style is not relevant to those who fail to understand what is being said. We also count some constraints despite their weak vocabulary or grammar. These constraints can be considered as psychological issues which might discourage them from interacting.

3. LEARNERS' PERSONALITY

This is a very interesting point to be discussed and not to be neglected, because, in most of foreign Universities, it is seen as a key factor during the process of selection, especially when learners are asked to fill questionnaires, take tests and/or attend interviews prior to their admittance for a degree, course or internship. In Algeria, due to the huge number of students⁴, this criterion is not taken

⁴ The large number of students is high because all Universities in Algeria are public and provide free education.

into consideration. It requires lot of time and logistics. During enrolment, in the beginning of the academic year, departments of English in Algeria do not level-test prospective students; thus, the possibility for a better orientation is, simply, missed. This remains an issue to students in terms of learning, as well as to teachers when designing their course objectives, or the choice of adopting the appropriate strategy for their classes. That is why the role of personality in learning, in general, and foreign language acquisition, in particular, has been the centre of interest for many researchers.

There are, obviously, definitions given by personality psychologists, which are much narrower in scope, concentrating mostly on the interaction with adaptations (adaptation can be an aspect of intelligence) to the internal mental activities, the

affective and emotional states in the learning environments.

The one proposed by Larsen and buss focussed on:

"the set of psychological traits and mechanisms within the individual that are organised and relatively endured and that influence his or her interactions with, and adaptations to, the intra-psychic, physical, and social environment." (Randy J. Larsen, and David, M. Buss, 2008)

Chamorro-Premuzic and Furnham propose a very broad definition of personality based on academic performance, in which they agree on a concept that states that:

"...it is a very general mental capacity that, among other things, involves the ability to

reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience... it reflects a broader and deeper capability for comprehending our surroundings- 'catching on' 'making sense' of things, or 'figuring out' what to do..."

(Chamorro-Premuzic and Furnham, 2005)

Our interpretation, from the above statement, led us to regard personality as a polymorphous definition combined with the trait of intelligence. For us, both are important to form one of the elements of learning strategies that teachers should not forget. Hence, successful learning of a foreign language necessitates the use of problem solving, and reasoning abilities. The appliance of these strategies will contribute to the better

construction of a newly acquired language. From this perspective, we might emphasize a very important trait of personality, namely intelligence. This capacity plays a major role when it comes to learn a foreign language. Intelligence, mainly, covers the cognitive aspect (e.g., memorizing, solving problems). It also helps in identifying and combining while building relationships between the newly learnt language and the previous knowledge, background and skill. It has been identified as of crucial importance in learning strategies. This ability or capacity related to intelligence is necessary to the language development, especially in the social environment, which has a direct impact on the learning process (Ellis, 1999).

Two learning styles involving personality have been identified: surface-level that characterizes

students who memorize and rely on repetition to learn, as opposed to those who learn at a deeper level (Marton & Saljo, 1976).

There is a clear evidence of the implication of general intelligence in predicting academic performance, including foreign language learning success, such as academic performance being evaluated by written or oral examinations, continuous assessment, essays or dissertations (Gagne and St Pere, 2001). Nonetheless, there is also evidence that general intelligence as measured by IQ tests is, often, not entirely connected with academic performance (Singh, & Varma, 1995). A test or a pre-test might not be suitable for certain group of learners in certain regions due to some cultural differences and/or language background, the case of Amazigh student is to be explored. So the

design of a tailored test is preconized rather than overgeneralizing a well-known pattern or test. In other words, intelligence tests may be a factor to predict if a person has the ability to learn, whereas personality tests may predict if a person is likely to learn; that is a strong argument for a greater role to be given to the concept of personality in learning over the one of general intelligence.

The description of personality in this study assumes that everyone is different and that each individual is characterized by his/her unique personal traits and temperaments. This is proper to the human's way of processing information, and learning styles (Messick, 1994). There has been a view that personality consists of a multitude of specific traits. Hence, it is difficult to get an

exact profile using a test for a specific purpose prior to the prospective learners' admittance. However, multi-trait tests of personality demonstrated high levels of reliability and validity. The commonly known and used are the Eysenck Personality Questionnaire (EPQ) (Eysenck, 1975), the Myers Briggs Type Indicator, MBTI (Briggs Myers, & al., 1998) and the Five Factor Model (FFM) (Costa and McCrae, 1992). These tests can be used in the Algerian Faculties and Universities as long as the results will not be fully considered or used for the final orientation of the student. As mentioned previously in this part, a synthesis or a partial combination of the above tests can be applied under one condition; that it has to comply with the department's selection criteria and the needed profile for the offered degree, either "Licence",

"Master" or "Doctorat" (LMD⁵), prior to their enrolment.

4. GENETICS FACTOR

Our objective to include the importance of the genetic factor in this study is to bring a quick overview on how the role of genetics should be considered during the learning process for a better English language improvement, in general, and enhancing fluency, in particular. Also we have been motivated by recent researches, describing how genetics may affect the process of learning or teaching.

From a very scientific point of view, results clearly confirm links between genes and learning behaviors, where these genes are associated with

⁵ LMD (Licence-Master-Doctorat) is a tailored teaching system that has been adopted in the last decade by the Ministry of Higher Education and Scientific research of Algeria.

dopamine. Defined as a neurotransmitter⁶, basically a chemical substance in the brain that is often associated with pleasure, learning and other behaviors. The study points to fundamental genetic differences between "positive" and "negative" learners.

"Genes affect brain dopamine functioning, but in different ways, and in different parts of the brain... the genes predicted people's ability to learn from both the positive and negative outcomes of their decisions." (Michael Frank, 2007)

The above statement is, indeed, a great contribution to our research since it enlightens new ways of exploration in terms of teaching and learning as

⁶ A compound present in the body as a neurotransmitter and a precursor of other substances including: adrenaline. Source: Oxford dictionary

well as the helping for the choice of the right techniques to be used, taking into consideration the human's intrinsic characteristics rather than the extrinsic ones, which are more based on the outer learning environment. The teacher-centered vs. learner-centered approach is to be expanded and developed in further chapters in this study.

In this section, some studies provide insights about the difference in progression of learning a language, while other researches' findings affirming that genetics play an important role in language acquisition which is consistent with theories arguing that language is somewhat the result of innate factors that have evolved. For instance, individual differences are noticed in verbal fluency (Day, 1979). We find these factors in the learning of phonology and syntax. Genes also affect the

linguistic abilities of language-impaired learners. Similarly, the high degree of genetic connection for linguistic and social ability, suggests that aspects of language could have evolved from social abilities. Taken as a whole, theories involving genetics are better consistent with the ones of the learning of foreign language (Fillmore, 1979).

Some studies suggest that every normal adult have a basic level of linguistic competence with his/her native language, whereas some adults are more apt to learn than others, such as in sentence processing (Bever, Carrithers, Cowart, & Townsend, 1989; Just & Carpenter, 1992).

We believe that the genetic factor plays a role in language acquisition and language proficiency, because it affects the speed at which learners

acquire language. Hence, linguistic proficiency is achieved at different levels and different ways, since most people do not have the same learning abilities.

It is also conceivable that students may have the same grammatical competence but not the same performance factors, such as memory which affects the ability to reproduce as well as how certain phrases or words can be easily recalled.

The previous sections of this chapter described the students' learning abilities, and clarified the role of intelligence as a genetic element that cannot be dissociated from the learning process. Since it has a direct impact on students' perception and the way they learn a foreign language. Our aim is to find out more about what can stimulate or harden the

process of learning, because individuals have different patterns of treating information. Thus, the teacher, facilitator or instructor may take into account these intrinsic differences and find a way to keep all, or at least most, of students on a certain range that would allow the majority to achieve the teacher's objectives.

We are not attempting to categorize students according to their intellectual abilities; we are identifying their needs in order to find the most suitable teaching strategy that satisfies both quick slow learners. We remind that it is very challenging to provide qualitative teachings in heterogeneous classes. The difficulties encountered by learners, in this case, have to be identified and treated separately. Unlocking their potential requires huge efforts. For this, we encourage the person in charge

of the class create a healthy learning environment that can favor teaching delivery based on the general interest. Maintaining a pace allowing everyone to get the opportunity to learn. The use of ICT is desirable and the asynchronous learning can be a solution that meets the needs of students according to their rhythm and learning ability, since some studies indicate that foreign language acquisition depends on students learning abilities (Fillmore, 1979).

5. OVERCOMING TIMIDITY

It is quite important to explore this factor because we consider it as one of the learning obstacles and disabilities. When asking learners, timidity can be a great barrier to communication,

since it prevents them from reaching their goals and unlocking their potentials.

Communication is the sine-qua-non condition to the optimal teaching-learning situations. It is the most important element for the oral interaction. It has been described as an important point in the instructional process, and as one of the central issues related to education (Tackson, 1994; Main, 1995). Thus, maximizing one's learning potential is needed to successfully overcome this trait of personality; otherwise students could miss considerable learning-achievement opportunities.

To describe the concept, starting with the general meaning of timidity, it can be defined as a person's fear when exposed to a new situation or experience that is translated as "*showing a lack of*

courage or confidence; easily frightened" (Oxford dictionary, 2012).

Sometimes it can be a major hardship to learners. The reason of this weakness might differ depending on the situation, with regard to LMD students of English in Batna, Algeria (that is going to be highlighted and analysed in the fieldwork). Despite the fact of being self-confident, some learners simply feel shy when asked to take part in a discussion, where they are supposed to express themselves in public or in front of their classmates. This kind of situation is frequent in classes where a foreign language is learnt, and especially if English is not a second foreign language but rather the third 3rd language⁷. The reason is lack of vocabulary, and above all the

⁷ English might be second or third foreign language in Algeria depending on the linguistic background.

interference of other languages experienced by students which can prevent a good communication or simply an interaction.

Introverted individuals, unlike extroverted ones, might perceive it as a serious problem in terms of communication. They often hesitate to participate or ask questions, thinking they would look ridiculous when making mistakes, misspelling or speaking with the wrong accent. A feeling of loneliness is also noticeable on some students that have experienced or lived the situation.

In this particular case, Ajzen explained that learners' attitude can, seriously, be affected by negative feelings.

''refers to the perceived social pressure to perform or not perform the behaviour''

(Ajzen, 1991).

As a matter of fact, timidity is seen as a reaction that falls within the behaviourists' approach where the stimulus-response is significantly different with certain learners. For instance, a teacher assigning a reading task in the classroom can be seen as an appealing activity by introverted students. However, an out-loud reading task might seem a big challenge. We have to precise that being introvert or extrovert does not mean that it should be considered neither as a bad trait of personality nor as a synonym of learning disability. On the contrary, it is perceived as an important detail that teachers have to cope with and try to harness, when possible, this aspect of personality to reach a

better outcome that serves the learner. In fact, a research clearly demonstrated that the introverts have higher IQ (Silverman, 1986).

From this perspective, researchers counted this category as asynchronous learners. Although they do not interact in the classroom, amphitheatre or lab, they successfully demonstrate a good performance in written assessments. Their ability to have a higher preference to asynchronous interaction supports our research hypothesis that suggests that a better opportunity is offered to students to develop their oral expression competence throughout the use of ICT (information and Computer Technology), since it is an alternative model of learning that encourage the remote interaction as well as giving the chance to the shy ones to express themselves, and more importantly according to their pace. The adoption of

the former means is vividly preconized in this particular situation.

On the other hand, extroverts revealed the ability to overcome their timidity through their tendency to show a certain ease in oral expression, communication and social interaction. Those who can easily interact during lectures or sessions are extroverts; hence, they are the best candidates for the synchronous teaching and/or learning. Unlike introverts, they often demonstrate a frequent capacity of participation in classes as well as exchanging their ideas, thoughts and viewpoints with teachers comfortably. Which, sometimes, makes them monopolize the time allocated for interacting that usually prevent the rest of learners from taking part and benefitting from the oral practice of the English language.

To help keeping a healthy learning-environment, facilitators have to identify the trait of timidity on their learners before they start teaching or lecturing for an optimal result.

6. FEELING OF BOREDOM AND MONOTONY

The above feeling generally happens when learners either know what is being taught or when they want to have a different activity. It is mostly noticeable during long sessions, especially when teachers use the same method to transmit specific information verbally which needs certain focus and concentration of their audience. Scientists agree that repeating the same procedure is proved to be a monotonous activity:

"Monotony is a consequence of standardisation of the work process" (Ulich, 1987)

Nowadays we are sure that long sessions and repetitive tasks, activities or work are causing stress on over-loaded workers⁸ (Hockey, 1983). The reason of mentioning the word "workers" has been chosen for purpose because the first link of the chain of the teaching-learning process is the teacher. That is why the factor of boredom must be eliminated at the top of the learning pyramid. Because sometimes the first source of boredom for learners comes from the facilitator him/herself. That is, in fact, a bitter truth that has been observed by researchers who took researches on behaviourism , presenting the evidence that humans are getting bored if the context is characterized by repetitiousness, lack of novelty, and monotony (Smith, 1981).

⁸ The word refers to teachers of English.

Students cannot develop their learning abilities in a static environment, since they need growth in terms of a psycho-dynamic sense. To avoid falling in monotony or boredom we have to interpret the signs of the students through their reactions. First we must identify their mood and the classroom environment since scholars differentiate between boredom and monotony:

"boredom occurs from the feeling of not having enough possibilities to be active and monotony emerges from the feeling of doing always the same thing". (Ulich, 1987)

From this perspective we have to understand that keeping learners interested to the topic being taught has to rely on variety at all levels. For example using humour before and after class tends to relax

the students. (Ashby, 1958) pointed out, that for a given state of the environment a learning system, without input or with constant input, either decays or remains the same. Hence, learning and the need for variety implies that with constant input variety the requisite variety of the system tends to decay over time. This is for sure one of the best argument we can use to try to change, at the first plan, teachers habits when providing their courses.

The role of students is also of a great importance when teaching. Sometimes the feeling of monotony and boredom is due to the lack of interest which is resulted by previous learning backgrounds and experiences. When asked about the motive that could be considered as one of the reasons of the lack of interest was ,in most of the cases, the bad experience in college, or middle school where the

teacher appears authoritarian in the way of teaching. Once again, the role of the teacher is always closely related to his/her students' learning outcomes, achievement or failure.

7. LEARNING ENVIRONMENTS

One of the most important key-factors that affects or enhance students' learning is the learning environment. Depending on the material being taught and the targeted group's background, the latter has always been involved when teaching or learning. The process of stimulus-response is influenced by the environment and so is learning (Garavan, Morley, Gunnigle, & McGuire, 2002). According to scholars who conducted researches in the field, the combination of didactics and psychology in learning might be

counted as one of the valuable works. They state that:

“Positive learning environments influence the acquisition of oral expression skills or competencies since they help students to effectively apply the content or subject skills learnt in their future work environments” (MacNair, 1990).

The above statement explains in detail the necessity of the creation of a suitable and convenient learning atmosphere. This healthy environment will encourage learners and motivate them ask questions related to the course to get a better understanding. In most of cases, teachers are fully responsible about the creation of a non-threatening and stimulating environment. But we have to precise

that, as every rule has an exception, some situations may not obey to what has been presented above. We can mention the example of the military academies or other private colleges or Universities that use different learning environment which are based on a very authoritarian teaching delivery technique. The results and outcomes are tremendous despite the contradiction with what Pr. MacNair published. In this particular situation we might also explore the learning environments that rely on discipline versus those who rely on understanding and flexibility which, frankly, could be explained on a separate research. But since our investigation's finding concern the department of English in the Algerian Universities, we limited our exploration to the school that encourage flexibility

and the creation of the non-threatening learning environment.

In most foreign Universities and faculties, we notice that communication is seriously considered in teaching. The teachers' "rating" system allowed the faculty heads and managers to have a meaningful insight on how their learners might perceive the materials being taught as well as the popularity of some lecturers in terms of novelty and teaching techniques and/or innovation (Means, Toyama, Murphy, Bakia, & Jones, 2009).

In Algeria, this kind of pulse checking is not yet used, though some private schools and faculties already integrated this system, but still, at the very small scale level. When students are questioned about what they think of the learning environment,

as far as learning oral expression is concerned, we discover that most of their replies were converging. They clearly agreed that the feeling of stress is always felt in most of their classes (see findings on fieldwork part). The reason is obviously the non-encouraging atmosphere that is generated during lecturing. Hence, we could interpret this as a constrainedly factor that prevents communication.

We can have a close insight at the origin, or let's say, vector of such hurdle. In fact it is a shared responsibility for both teachers and learners. One of the origins of the problem being discussed is the large number of students in the department of English in Batna, Algeria. It is, indeed, very challenging to handle an overcrowded classroom or amphitheatre. Furthermore, due to some cultural background differences communication can be very

difficult in some situations. For instance, techniques of teaching involving verbal or visual instructions might not be suitable to all audiences (C.f. findings chapter VIII). As mentioned in the previous section, introverts can feel the stress when someone, particularly the teacher, is attempting or having a direct eye contact while explaining an idea, concept or theory that necessitates a thorough explanation and demonstration. In this particular case, the use of DVC is vividly recommended since it will help them learn, interact, share and discuss.

8. CONCLUSION

We have seen in detail the most important factors that should be taken into consideration before planning, designing or preparing teaching

materials. Based on a theoretical prospection, we highlighted the intrinsic and extrinsic properties of the students' learning abilities that will help find a solution or way-out to problems, and issues we discussed. We also identified the most appropriate and relevant pattern for the Algerian model that can be used for further investigations throughout some theories that, we think, comply with the requirements of the newly implemented educational system LMD which allowed us to distinguish what differentiates the currently adopted Algerian approach, in terms of language acquisition, and other approaches adopted by other Universities where English is taught.

II. CHAPTER TWO: PERCEPTION AND THE SOCIAL PSYCHOLOGY OF THE CLASSROOM

1. INTRODUCTION

The second chapter is intended to help readers identify the most suitable motivational means that help teachers and instructors identify their students' learning needs. It is also a chapter in which we clarify the ambiguity, lack of understanding and comprehension that might happen with learners in some situations such as motivation, perception, and classroom management.

Exploring both intrinsic and extrinsic properties of these factors will help us identify and reveal the origin of the problems faced during classroom management, which can prevent students from reaching successful learning outcome. All of these are going

to be discussed in order to choose the most appropriate and relevant solution. For this, we relied on theoretical comparison and contrasted what differentiates the Algerian University from other Universities to select the most appropriate strategy.

2. LEARNERS' PERCEPTION AND BACKGROUND

"I am only responsible for what i say not for what you understand" Anonymous source

After a long search, we have remarked that the above quote has no claiming author. However, we find it very logical and relevant, as far as perception is concerned. From the one hand, the idea that is being conveyed is, obviously, clear but from the other, when we attempt to explore it deeply, we understand that, in most of cases, the person

responsible for the instruction, the lecture or course delivery has to be extremely vigilant about what is being said and taught, taking into consideration the cultural, religious and, sometimes, political opinion of the students. Being aware about has to be taught is extremely important and decisive, especially when we want to reach our course objectives as teachers. Choosing the right words is challenging in fact and difficult when we know a little about our audience. In some situations, attempting to convey an idea, a concept or theory can be a tough task for the speaker (Harmer, 2003).

For example, in Batna, Algeria, religion is and still a sensitive aspect to be dealt with, since it is a very serious matter for the majority of the students. In some classes where history and

civilization is taught, Greek and Roman mythology is seen as a blasphematory material, because it contradicts the monotheist general belief. Darwinism is also rejected by a wide range of learners who blindly segregate the scientific perspective, and prefer the religious optic, which might prevent the person being in charge of the module or course to explain a very rudimental principle or theory. Hence, what we might judge useful can be culturally or religiously inappropriate for some students.

Since we are encouraging the use of the materials that stimulate the sense of sight and hearing and for, a more detailed exemplification illustrates what we mentioned above.

(Figure.1) shows a picture⁹ of a known animal facing the left side. The picture of the animal is easily recognizable which represents the head of a horse in the first sight.



Figure 1

After a 90° rotation to the right, the same picture (Figure.2) shows another animal. A sitting frog.



Figure 2

The illustration is, indeed, a great demonstration of what perception can be. What is understandable and clear to some people is not necessarily the same to others. The interpretation of an image, a word or idea has to be relevant and meet the expectations of

⁹ Picture inspired by Giuseppe Arcimboldo, ambiguous art 16th century,

the intended audience. Figure.1 is seemingly pointing to a familiar image that tells our brain to see a horse. Whereas in Figure.2 the same image becomes a different one. Therefore, it is relatively perceived though we are seeing the same picture but from a different angle (see Figure.3).

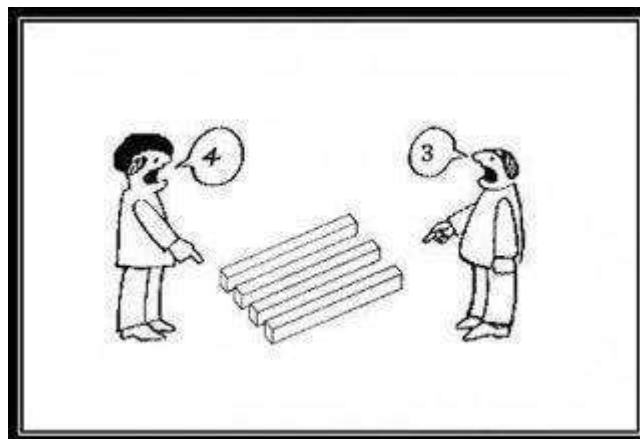


Figure 3

Choosing the right words for our speech will help smoothen and build a respectful relationship between the teacher and the learner.

Figure.3 shows one of the artworks that explored human brains' paradox and imagination in perceiving things with certain relativity and creativity. The illustration shows an endless argumentation between two men pretending being. We can clearly see that both of them are arguing about the number of batons instead of trying to understand and accept a different point of view. Exploring a new perspective is a great achievement for teachers as well as for the understanding of their audience. We have to bear in mind that *"Nothing is right; nothing is wrong, it is just different."* Hawaiian Proverb

3. CLASSROOM MANAGEMENT

Managing a classroom is a complex task, either for experienced or pre-service teachers. Creating a non-threatening environment to encourage learners

interact effectively necessitates huge efforts in terms of pedagogy and social-psychology

"The state of the art" as discussed in the theory of classroom management and research, classified a wide range of teachers and classroom experiences which can be of a great value for educators (Elisha Babad, 2009). Teachers endowed with an enthusiastic behaviour, handle easily the social psychology in the classroom, and have positive impact on their students' behaviours and relationships. It is also seen as an optimal approach that distinguishes between educating students and changing students.

One of the efficient ways to gain control of large and medium-sized classes is to kindly invite students become individually responsible through establishing an honest and respectful relationship

which will help uncover their anonymity (Rowling, 1998), in order to help them take part and participate during the lecturing without the feeling of fear or anxiety. From the one hand, it can be a time-consuming step, but from the other, it turns learners into personally accountable ones, especially by those who care about their students' learning. In other terms, it is a significant measure that will improve their way of thinking and stimulate the sense of curiosity, as far as learning is concerned. (Granby and McDougall, 1996) adopted oral questioning method to increase learners' accountability which was on a randomly basis. This encouraged less active students to interact and participate during the course or lecture. Most of students expect their teachers to engage with them in discussions, so they became more prepared for the

task or activity. In a way, it is a fruitful method, and more effective, since it enhances and strengthens relationship, and mutual understanding between the teacher and the student. Generally speaking, when learners notice they are accountable their interaction in the classroom appealing to them.

"It is tempting to simply adopt the most expedient or obviously acceptable position"

(Tetlock, Skikta, & Boettger, 1989)

The above statement clarifies the tempting position of being accountable that a learner would have when the teacher allows such opportunity. But it can also be a challenging situation to instructors when managing large classes or groups. The alternative is

to forge and form a model group within the large class to behave and be a model for the rest.

From another point of view, the same researches' findings point to the mentioned measure as not being as encouraging as it seems, because it can limit some students and prevent them to emerge, behaviorally speaking. Not knowing the viewpoints of the audience can also augment learners' chance of developing ideas better, and explaining their thoughts or concerns (Tetlock, 1983; Tetlock and al., 1989). This statement is valid when dealing with large classes.

The overwhelming majority of the pre-service teachers in departments of English in Algeria, systematically, report concerns about classroom control and experience hardships. Most teachers face

discipline issues during their initial months or first years in the faculty or classroom (Rogan, Borich, & Taylor, 1992). The reasons of such situations are well portrayed by the inexperience and lack of attention to the principles of classroom management by pre-service teachers, which requires more training and longer internships. But the core of the difficulty in managing a large group of diverse learners might be an additional reason.

The process of building an effective group within a large-sized class may take longer time than expected. While we will be steering and guiding this process, we have to provide a safe and productive environment for learners. The outcomes and the expectations will depend on how well we succeed in arranging the physical environment of the classroom, set practical guidelines, teach efficiently, and

finally using either non-permissive or non-coercive techniques for managing classroom. We should find the right spectrum in which the ideal atmosphere emerges. This is to favor efficiency in teaching-learning situations, through considering learner's personality and mood, since it is a sine qua non condition to reach an overall progression. One of the best examples to be given is our familiarity with students' demotivation during Ramadan¹⁰ when the majority of teachers find serious hardship to convey a very basic principle to their fasting students. As said, a *hungry man is an angry man* (English proverb). We suppose this kind of situation often happens in most of Universities in Muslim countries, not only in Algerian Universities. The case can worsen especially with crowded classes. Hence, we

¹⁰ Ramadan is a holy month where most of Muslims are asked to fast from dawn to sunset.

must not neglect some factors that could oppose the good classroom management.

Once we understand what others might feel or would think, we can respect the most important norms which are equity and reciprocity (Gouldner, 1960). This states that we have to help those who have helped us. Learners are more likely willed to behave and react positively, sometimes, without any instruction from the facilitator or the person responsible for their teaching. For example, if we ask students to demonstrate more commitments and efforts, teachers have to behave accordingly with their learners. Positive reciprocal reaction is the best outcome for teachers, particularly when they had set an objective to be achieved or a deadline. This can generate a motivating workplace. There is nothing

more valuable than fairness. According to Krebs and Miller:

"Norm of equity dictates that individuals should attempt to maintain a balance between the ratio of their outcomes to their inputs and the ratio of their outcomes to the inputs of those with whom they interact" (Miller, 1985)

The first priority to undertake in managing a classroom is the creation of the sense of fairness. Considerable research and studies revealed that the theory of equity is greatly relevant to students' vision of fairness (Walster, Walster, & Berscheid, 1978). Nonetheless, fairness is seen with a certain aberration by some students. In most of Algerian

Universities, students expect from their teachers reasonable grades, which seen as a sign of fairness. For us, this aberration hides the huge effort of the person in charge for instruction, and sometimes impeaches the process of the course/lecture delivery. Sometimes it creates a tension in the learning place.

4. MOTIVATION

Motivating students is a very important element in teaching. When learners are not motivated, the teacher hardly attains his/her objectives in terms of students' success. We have to admit that all researches converge on one main point, which is the one that clarifies the role of the teacher on the students' motivation and achievement. The final outcome will reveal the instructor's reflection of

his/her learners' level of understanding. Motivation is probably the most important factor that educators have to prioritize in order to improve teaching and (Olson, 1997). Students come to departments of English, in Batna with a very little background and knowledge on the English language, but with a good motivation and enthusiasm to learn. In some cases, students are oriented to the English field, and simply could not cope with the new learning environment at the University level. A lack of interest can be sensed as well as a decrease in motivation.

Motivating students is one of the most challenging responsibilities that a teacher must consider. They might experience a certain frustration when we seeing there is little to do to motivate students.

Why is motivation so essential in learning English in Algeria?

In most of departments of English and Faculties of letters and Languages across the Algerian Universities, English is taught either as a Foreign Language **FL** or as Second Foreign Language **SFL**. In some Universities, the case of Batna, English can be perceived as a third foreign language. The reason is closely-related to the learners' linguistic background as well the region they come from. For instance, for Berber-speaking students, English has to be taught with materials designed for English to speakers of other languages **ESOL**, instead of the use of Second Foreign language **SFL** materials. English language can be the third language (C.f, chapter VI). Most teachers of the module of oral expression agree on the fact that motivating students needs a

thorough and deep prerequisite work. Enriching learners' vocabulary prior to Oral Expression teaching will help the instructor focus more on motivating his/her audience rather than losing time on rebuilding something necessary to the well delivery of course material, such as vocabulary building. All of the mentioned conditions contribute to the successful language acquisition. From this angle, we might explore and discuss a new vision on how motivation should be, depending on the students' linguistic background. There are probably not enough opportunities for interaction with English speakers in Algeria, but from the other hand, the technology is building a considerable bridge between the teacher and the learner to evolve and improve Oral Expression in English on the virtual environment.

Taking into consideration the learners key strengths and challenges in terms of personality traits, motivation has to be a tailored and designed according to students' needs. If teachers attempt to use a standard pattern for all students, they might be using then the wrong motivational aid. And the results will not meet the expectations. Adapting the right approach, theoretically speaking, would be most suitable.

"Theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behaviour, especially goal-directed behaviour" (Maehr & Meyer, 1997)

We have to understand that it is a big responsibility to apply something known at the theoretical level, and make it in the practical one.

Moreover, it is usually crucial to construct a, relatively, general need or desire that will energize students to initiate a purposeful action with a beneficial consequence. In addition, teachers' goals tend to be more specific rather than general. This validates which of direction and quality of action should be taken or chosen in a particular situation (Thrash & Elliot, 2001).

The intrinsic and extrinsic motivations are opposites in form, but similar in their impact on learning. Extrinsic motivation is an outer factor, whereas intrinsic motivation comes from within.

Intrinsically motivated students ought to learn because they are naturally curious. Improving, seeking knowledge and learning gives them satisfaction. Some researches point to motivation as

the habit of lifelong learning, and the desire to pursue with the quest of knowledge (J. Shabani, 2007). Long-term goals are more valuable than the immediate rewards, since intrinsic motivation encourages learners to continue learning regardless of what the reward could be: grade, certificate or diploma (M. Orey, 2010).

Extrinsically motivated students are most familiar with motivation that comes from the external environment. They generally react with the anticipation of rewards such as grades, certificate, diploma, praise. With the newly implemented educational system LMD, teachers motivate their students to regularly attend their sessions through the use of attendance and participation grades. It is obviously quite helpful in promoting students learning and skill development. Knowing what

pleases the learners will help determining the choice of the motivation. This is to remind not to fully rely on this strategy, because students would become concerned more about their marks or grades instead of learning.

5. CONCLUSION

This chapter summarized the main points that play a direct role in the learning process. We explored these factors to identify the most suitable motivational means that help teachers and instructors motivate their students according to their learning needs, taking into consideration their perception and background in order to motivate better. It is also a chapter that clarified the ambiguity, lack of understanding which might happen with learners and the impact they have during

classes. Neglecting these elements would generate situations of misunderstanding that lead to a mediocre classroom management. Hence, considering learners' perceptions would help us identify and reveal the origin of the problems faced during teaching.

III. CHAPTER THREE: SUCCESSFUL LEARNING STRATEGIES FOR THE ALGERIAN MODEL

1. INTRODUCTION

This chapter reports the main role of the successful strategies and motivational facts in regard to language learning. The case of Algeria in terms of acquisition of the English language is also explored and discussed according to the characteristics of our educational system that needs to be vectored with certain novel procedures. The used strategies in terms of learning and teaching in Algeria may, in a way, differ from other Universities and colleges across the world where English is taught as a foreign language.

In this part of the work, we will emphasize the aspect of teaching based on skills and competence,

instead of the former system that was based on curriculum design that necessitated a longer teaching sessions for optimal results.

In our opinion, the shift from the quantitative to qualitative education in Algeria is a primordial condition that will prepare the learners to the immersion into the real life. The approach consists of accounting for the important skills and knowledge, and attitudes required for effective performance of a real-world task or activity. These activities may be related to any domain of life, though have typically been linked to the field of work and to social survival in a new environment (Mrowicki 1986).

2. SUCCESSFUL LEARNING THROUGH MOTIVATIONAL

STRATEGIES:

Motivating strategies are varied and can rely on a wide range of techniques. Researches in this domain report that:

"Assumptions found throughout the literature that the difference between successful and unsuccessful language learners is either a factor of the quantity, quality or combination of strategies that learners of each group use"

(Kaylani, 1996)

As described in the previous chapter, motivation is the key strength in learning. When it comes to teaching, the instructor or teacher has to identify the most appealing vector that will create the best

environment to achieve better. Language learning styles and strategies are among the most important factors that contribute to define to which extent the students learn a foreign language. In this situation, the foreign language is taught in a pattern that would allow communication instead of the full or total mastery. It necessitates linguistic immersion. English is mostly presented as a vehicle of everyday communication. We have to remind that the way English language is taught in Algeria confirms the situation. Its position as a foreign language in a non-speaking environment prevents students from the daily practice. From this perspective, motivational strategies would be quite different from what is almost demonstrated in previous studies and researches that explain the major steps to be followed and the guidelines to be

adopted to get a concrete result that meet the Algerian model, as far as learning is concerned.

Among the most known studies that explored the fields of motivation, and the learning strategies, the works of Rebecca L. Oxford are, for our research, one of the most relevant references. She describes the link existing between learning and motivation explicitly. The concept is defined as learning and teaching approach relying on a tested model that is still used in the western Universities thanks to its efficiency. We named the Competency Based Approach.

Either in learning or teaching, this style is reliable. But to which extent the style can be used? For Dunn & Griggs, Learning style is:

"The biologically and developmentally imposed set of characteristics that makes the

same teaching method wonderful for some and terrible for others” (Dunn & Griggs, 1988)

We enumerate major style dimensions relevant to foreign language learning among other style aspects proved to be very influential that have been split into direct and indirect strategies (Ehrman and Oxford, 1990). We can classify the strategy as follows: memory-oriented, cognitive and metacognitive, compensatory and affective and, finally, social.

2.1 DIRECT STRATEGIES:

The direct strategies can be identified and described in sub groups. The most important aspect of these direct strategies is its relationship with memory.

These direct strategies are seen as the general approaches whether global or analytic, auditory or visual that learners choose when acquiring a new language. Ferdinand De Saussure also defined the role of memory in learning. He emphasized the importance of creating mental linkages to get a deeper understanding of the subject, idea, concept or theory. He explains the role of sounds and images played in the perception, and how the brain perceives abstract concepts, how it conceptualizes the link between new information and something that existed previously. The "signifié-signifiant" is the perfect example of the idea being conveyed. Hence using images and sound in teaching, as part of the discussed learning strategy, will help achieve great results with students in terms of acquisition.

The cognitive strategy is part of the sub groups we already mentioned. It relies on practicing, receiving and sending messages. The cognitive strategy also enhances data analysis and sharpens reasoning, since it creates a structure of input and output. These strategies are defined as:

"The overall patterns that give general direction to learning behavior" (Cornett, 1983)

Compensation strategy resides in guessing intelligently and getting the ability to overcome limitations in speaking. Language learners use strategies more proficiently in a wider range in most of learning situations. The used strategy varies according to the activity, level of the learner his or her age, the context of learning, and cultural differences.

2.2. INDIRECT STRATEGIES

The most important elements of these indirect strategies can be enumerated in three distinct groups: metacognitive, affective and social strategies.

- The metacognitive strategy centers students' learning through arranging and planning. It evaluates learning outcomes according to standards.
- The affective Strategy relies more on lowering learners' anxiety, and stimulate them through teachers motivating aids to help encouraging and having a certain self-confidence by getting rid of the emotional constraint.
- The Social Strategy It is, obviously, an extremely important strategy since it deals

rather with social phenomenon instead of the cultural one. Understanding the audience or the mood of the class would allow a great achievement for both teachers and learners.

As facilitators, we know how challenging answering questions can be to students during a lesson. Giving them the possibility to interact and cooperate with each other necessitates huge efforts that should be done by the instructor in order to collaborate with their classmates for a successful learning.

3. WHICH COMPETENCY BASED APPROACH FOR THE ALGERIAN MODEL?

The Competency Based Approach emerged in the United States of America in the seventies, and proven its efficiency in most of foreign

Universities ever since. It resides in focusing on outcomes of learning (Premawardhena, 2011).

This revolutionary method is still a new horizon to explore for the Arab model in general and Algerian one in particular. With the new shift of LMD implementation, students are being taught and assessed according to their performance and competence, which is a giant step in terms of learning and teaching innovation. But the syllabus and assessment design remain the same as the previous system (classic system). We are certain that CBA is the right option for the Algerian learner. It is a successful approach because it is a system that relies on helping learners achieving successfully according to the acquired skill or competence. It also addresses what the students are

expected to perform rather than on what they are expected to learn. Richard and Rodgers described:

"...The movement that advocates defining educational goals in terms of precise measurable descriptions of knowledge, skills, and behaviors students should possess at the end of a course of study"

(Richards and Rodgers 2001)

Based on the western model, the digitization of education in Algeria have to include the Competency based Approach that will complement and support the integration of LMD system. The CBA is, indeed, a revolutionary teaching technique, since it deals with competence and fosters progression rather conventional learning that requires months or years in University or college.

Understanding CBA is an imperative condition prior to the adoption of the approach for the Algerian model. We can summarize its meaning in a perfect example that illustrates the following: CBA is a tailored system that meets the needs of learners. The process relies on doing a task; an activity or drill till the persons reaches the mastery of the newly learnt skill or discipline.

In other words, it is similar to the car driving lessons. The candidate cannot jump to the following step or phase unless the needed one is fulfilled. Hence, the approach is an outstanding one compared to the conventional teaching and/or learning. CBA offers a great support to those with certain skill deficiency. The approach rarely neglects the previous background. On the contrary, it ameliorates the learners' competence through the specific

reinforcement instead of the general teaching technique. The outcome of such approach is evidently: gaining time for more knowledge.

The Algerian educational system differs from the western one, but after the LMD implementation, the orientation of the educational stream complied more with the European model that has been, in its turn, influenced by the American one.

The Ministry of Education and Scientific Research in Algeria favored the online learning and the Moodle platforms. Contents of textbooks started to be available on the database of the portal of the Universities and allow students to make revisions without too much bothering with old numerous and voluminous textbooks. The reason is the spreading of ICT and the accessibility of the means that has been

democratized by the Algerian government in the 90's, to leverage the advanced technology for better management at all levels.

Achieving the digitization in Algerian Universities also necessitates the integration of pedagogical innovations and development in education. As part of the reform in this field, the measure consists of the installation of the infrastructure either hardware or software which resides in intranet and internet. Video conferencing system aid is one of the best solutions opening-up new horizons for the integration of the CBA, as far as teaching English is concerned.

According to Schenck, he saw competency based education as:

"Competency Based Education is outcome based instruction and is adaptive to the changing needs of students, teachers, and the community. Competencies describe the student's ability to apply basic and other skills in situations that are commonly encountered in everyday life. Thus CBE is based on a set of outcomes that are derived from an analysis of tasks typically required of students in life role situations". (Schenck 1978)

He attempted to clarify the concept of this tailored approach and exemplified its effectiveness in our daily life. Moreover, it is functional to education since it enhances life skills and help for the accurate evaluation of mastery of those skills learnt or acquired which are noticeable through the

leaners' performance rather than the score or the grades which sometimes can be biased and even reflect a wrong evaluation.

The implementation of Competency Based Education CBE for the Algerian model has to be gradual and should be adopted first as an experimental phase that can be generalized further. One of the challenges to the implementation of CBA might be the Algerian students' level and specific need in terms of language acquisition. Hence, adopting the western model blindly to the Algerian case is not the ultimate solution. It can be an alternative. We have to precise that for every reform, steps must be followed according to some conditions. One of the most important criteria to be considered is the outnumbering classes in the Faculties where English is taught.

4. IDENTIFYING AUDITORY, VISUAL AND KINESTHETIC

LEARNERS:

Students' level in the department of English in Batna is not different from the one of students in other Universities. A slight difference might be identified though. It regards the way they learn English due to their linguistic background. Some learning preference can differ according to an identified factor which is the sensory preference. Once again we might consider a discussed element that we mentioned in our previous chapter that is the personality trait. It is quite important in this study, because learners might be extroverts or introverts, or even closure-oriented than open-minded, or visual, auditory and have a kinesthetically oriented attitude.

Relationships between personality and language proficiency do exist. The personality trait always come-up when we attempt to clarify some aspects that are significant in foreign language education (Ehrman and Oxford 1996). The main elements are:

4.1. Extraversion / Introversion:

As previously discussed in the first chapter, extroverts gain their motivation and energy from the outer space or environment through their interaction with people. Unlike extroverts, introverts develop their energy from the inner world which is often combined with certain solitude and a tendency to do tasks that need deep concentration. Both groups have the ability to work together with the help of facilitator using techniques that deal with time management, such as limiting time for participation

and allowing an optimal time dispatching that can keep extraverts' energy to an adaptable and manageable level. Directing discussions helps introverts in taking advantage of opportunity to participate equally to a certain extent with those who appear as extraverts.

4.2. Intuitive / Sensing:

Intuitive-random learners are innovative in their way of perceiving lectures. They prefer exploring new theories according to their views and previous knowledge which, in a sense, help them discover new possibilities that often make them direct their own learning. On the other hand, sensing or sequential students like facts instead of concepts or theories; since they wait for guidance from the instructor and learn through specific

instructions. For teachers, having intuitive-random and sensing-sequential learners in their classes necessitates a great and structured organization to manage and choose the right strategies that will meet the expectations of this category of learners. Offering multiple learning choices through the right techniques and enrich teaching is an alternative.

4.3. Feeling /Thinking:

Generally speaking, humans often tend to let emotions and feeling have more importance concerning a difficult decision rather than having a deep analysis or thinking. When learning, students are split into groups: Thinking learners and feeling/emotions learners. The formers are more oriented toward the reality and rely on concrete

facts such as truth, the source or origin of ideas as well as preciseness and logic.

In contrast, emotions-oriented learners see the world in a very personal and emotive way. The majority of this category of learners seems to have certain empathy and demonstrate a preference to specific words and behaviors that are expected to be provided by the person in charge of the module, session or activity. Hence, it can be quite problematic to choose the right words and approaches to say what is needed to create the best environment in order to overcome difficult situations. Despite the fact they are considered as heart-oriented, they often like to be praised and respected for their participation and contributions. In this situation, teachers of English as a foreign language have to motivate thinking students by developing better

compassion to their emotion-oriented classmates, not to forget to recommend to those "feeling-oriented" learners to rely more on logic and try to see things with a, more or less, logic instead of making from their emotional attitude a certainty while collaborating with thinking-oriented learners.

4.4. Judging / Perceiving:

"Judging learners" usually got their own views from judgments rather than being a Cartesian or fact-oriented. Moreover, they like to have a precise and concise overview in order to clarify what can seem abstract or not fully understood. They also appear to be serious and hardworking learners, showing a preference for written information or instruction. They can solve or do things according to an action plan and achieving their goals before

the deadline. Judging learners might face some constraints to their development of language fluency (Ehrman & Oxford, 1989).

Perceiving or also called open learners are the total opposite of the above group. They favor remaining open and available for new view and perceptions and are, consequently, learning with a certain flexibility which sometime might seem a lack of seriousness to some facilitators. They are seen as perceivers because they have a different interpretation of the subject being learnt taking the session as pleasant activity or even as a game sometimes which is enjoyed instead of a work to be done. These learners, generally, work on an open schedule and often complete their task regardless to deadlines. Having their own pace and way of learning allow them to treat information by calibrating their

time and managing their priorities to reach and achieve with less efforts.

According to researchers who explored the impact of some psychological factors on learning a foreign language they combined the two fields and saw that:

"Open learners sometimes do better than closure-oriented learners in developing fluency" (Ehrman & Oxford, 1989)

We understand from the above citation that the former group of learners show a slight disadvantage in a traditional classroom environment when compared to perceiving learners (Closure-oriented) by demonstrating a better balance in foreign language acquisition, whereas the latter are hard workers and are activity-driven learners.

To solve this kind of challenge, teachers have to encourage for cooperation and assemble their students into pairs or groups to give the opportunity for all learners have a chance to learn from each other.

The identification has to be done because most of students have different traits and the homogeneity of the classroom can be difficult (Ehrman, 1996).

4.5. Sensory Preferences:

This comprise four main fields auditory, visual, kinesthetic also called movement-oriented and, finally, tactile or touch-oriented.

Why the above preference is called sensory? And why we enumerated these preferences with that order?

It is due the perceptual and physical learning canals which the students are the mostly comfortable

with. The second reason for the order of these preferences is very logical. We hear first then we want to use our eyes to see, either to confirm or check.

Foreign language learners significantly rely on their sensory preferences (Reid, 1987). Most of them have different modalities for learning. For example, visual students do not prefer to read but like to have a visual stimulation. For the majority, oral directions or instructions during lecturing sessions can be unclear without using any visual aid. Auditory students are more comfortable in this kind of situation. They grasp more details in classes. Having a certain interest in interactions and role-playing activities would be better than written tasks.

Both Kinesthetic and tactile learners show a trait of a certain hyperactivity which is generally demonstrated in their behaviors in classes. They are characterized by doing lot of actions and also have an advanced curiosity, especially noticed throughout their restlessness. They also like to have frequent breaks. Many studies similar to Reid's revealed that learners of English as a foreign language are kinesthetic in their sensory preferences (Reid, Oxford and Anderson 1995)

5. ENCOURAGING STUDENTS' REFLECTION

Finding a way to motivate learners always concerned teachers. If we succeed in raising students' level of curiosity to get more knowledge, students will achieve better.

Among the best techniques that can extend the time allocated for learning, encouraging students' reflection is the best way to help them be more autonomous, since relying only on the materials provided by facilitators during lectures is not enough.

Nowadays learning strategies are in favor of the learner-centered rather than teacher-centered approaches. Thanks to the democratization of the use of the latest technologies, teachers found a new way to encourage their students through the selection of the most relevant solutions in terms of course and lessons delivery. Hence, adopting a novel teaching method that combines education and entertainment is becoming a solution. For instance, integrating appealing programs and applications is, enhancing and ameliorating successful learning.

6. CONCLUSION

Successful teaching strategies in regard to English language learning shifted with the advent of new technologies of information and communication. These aids contributed to redefine the meaning of teaching in terms of course delivery as well as to techniques and approaches used to facilitate the role of teachers in this new millennium.

The Algerian educational system at the University level, is witnessing mutations concerning acquisition of the English language in departments of English. The difference that can influence the positive switch from the classical to a more enhanced system resides in the capacity to adopt the most relevant strategies that meet both teachers' and students' expectations. Finding the most

suitable way to encourage learners become autonomous is the mostly recommended strategy to get a successful result. Helping students become more motivated is, for sure, the greatest teachers' achievement.

Using competency-based-approach when teaching oral expression in departments of English in Algeria will strengthen teachers' objective to understand better the needs of their classes, taking into consideration the ideal motivational aids. The strategy already proved its efficiency in leading Universities and colleges across the world, where English is taught as a foreign language. Hence, the objective of this chapter is to emphasize the aspect of teaching based on skills and competence, explore shared interests to be used as tailored model for Algeria.

IV. CHAPTER FOUR: BEST PRACTICES AND TECHNIQUES IN TEACHING ORAL EXPRESSION

1. INTRODUCTION

In this chapter we will explore the different techniques of teaching Oral Expression and describe the best approaches that can be used for the Algerian model. We will also highlight the most important differences and similarities regarding to language learning and try to find the most suitable teaching technique that will help learners acquire English language.

Finding the best way to teach content that is based on oral transmission and verbal instruction can be, sometimes, quite challenging to teachers whose native language is not English. Teaching Oral Expression in Algeria is, indeed, not that easy,

because using a foreign language in a, more or less; isolated environment necessitates huge efforts and preparations. Taking into consideration the concepts and ideas we discussed in the previous chapters, it is an, extremely, important point in our investigation.

2. COMMUNICATING Vs. SPEAKING

Most learners of English agree on the fact that the speaking skill is mostly important when acquiring a language, but it is a sine-qua-non condition to start with the listening one. Depending on the age of learners, the very first step in such learning position is to rely, primarily, on imitation. This strategy helps those who want to learn English to use it in their daily life, or as a linguistic vehicle for the most usual situation. But

we should also highlight some difference between someone who wants to speak English to solve a situation using basic words, and those who want to use the language to convey an idea or a concept.

Generally speaking, the most recurrent question that is asked by the majority of people is: "Do you speak English". At the University level, the position of the target language is not addressed to beginners or those with intermediate English level; it is rather an advanced one or, even, upper-intermediate, because the enrolled LMD students in English departments in Algeria follow classes that offer the opportunity to become English language teachers. Hence, the point we are trying to explore is more about the language proficiency and its importance regarding to the domain where this vehicle is going to be used.

Attempting to explain the difference between communicating, speaking and expressing ideas and concepts is a needed. For instance, a tourist in an English speaking country would seek to convey the most basic ideas, such as; *"Excuse me...would you please show me the hotel with this address"*. In this particular context, the person is primarily using a comprehensible language that would allow him/her find a desired place. Whereas when "average-English" speakers attempt to explain things with more details using the same foreign language, they might face some difficulties to express concepts, or theories. Sometimes this situation leads us to get a wrong or the opposite reaction from the listener. Moreover, we have to remind that listening is more complex than speaking.

In the coming section we will explain the most important steps that help for the mastery of the language as well as for the fluency through vocabulary building.

3. BUILDING VOCABULARY

Vocabulary is the backbone of a language. Developing students' vocabulary is crucial to acquire English for those who are learning it as a foreign language. Building vocabulary will raise their linguistic awareness and accentuate their understanding. Algerian students use English not as a primary language but rather as a foreign one because of the linguistic background (previously discussed in chapter III). The syllabus in the post-independence period was designed according to the European school taking into consideration the

linguistic background of Algerians. French language was not a foreign language. It was rather a native or near-native which, in a sense, helps a lot to understand English. Most teachers, at that time, were using the grammar translation method to help grasp the most fundamental basics of English, since the grammar rules of French and English are quite similar when compared to Arabic ones.

Nowadays, Arabic surpassed French in terms of use. But the methods and techniques to teach English remained the same. With the implementation of the LMD system, the teaching strategy has to be upgraded and revised as well. Now the way we build our students' vocabulary has to be done according to their linguistic background for a better comprehension.

Most students have their own way of learning foreign language. Some of them prefer traditional teaching based on repetition. Others split the words whether verbs, nouns, adjectives or adverbs into components and focus more on memorizing. Some look for similarities instead of differences between the foreign words and words in their native language or other languages they speak. The "aide-mémoire" technique help the target language acquisition. A known method presented by Atkinson in the seventies introducing the keyword method. It stimulates learners to make a mental image for the newly-learnt foreign word which is meant to be remembered, and another image for the meaning of the word to form a link between the two images. This method proved its efficacy with those who wanted to build their vocabulary when learning a foreign language using a

different learning pattern for a better contextual comprehension.

3.1. COMPREHENSION

Comprehension is the ultimate outcome for students when learning a foreign language. But yet, we have to distinguish between the different sorts of comprehensions, since our paper's topic is mainly exploring the linguistic aspect which is dealing with oral expression and not the written expression one.

We have noticed various issues related to comprehension in the field of EFL. These issues are well defined and explained. Focusing on techniques of oral expression requires the adoption of the exact learning strategy (O'Malley and Chamot, 1990).

In their research, they emphasized the importance of the listening and the speaking skills.

According to their proposed model, it is suggested to assess students' to help determine their level of comprehension through evaluating their vocabulary.

The second step was modeling the strategy and offering certain scaffolding during practice. The researchers elaborated three phases that teachers have to follow during instruction. Prerequisite preparation was vividly recommended to facilitators.

Activating students' knowledge of the lesson or activity topic through questioning as well as refining what is going to be instructed or taught.

This technique boosted students and also helped for the preview of the new information to be learnt which increased the development of their vocabulary.

The more words are learnt the better understanding

is reached. This prerequisite approach has to be followed with an activity to stimulate learners' language comprehension. The next phase is necessarily including a listening.

3.2. LISTENING

We would not say that listening is difficult. It is rather a complex task that is seen as a problem solving skill which is not only perception of the sounds but it includes also the grasping of words, phrases, clauses and sentences.

If we refer to Saricoban (1999) we see listening as one of the fundamental language skills. It is one of communication features that people have a large portion of information.

In Algeria, listening to English is perceived as a challenging step which after mastery of the skill

will allow the person to understand and interact. The process is quite the same for most of foreign languages but in order to reach better fluency, students have to reinforce their learning with repetition and practice. Nonetheless, understanding general aspect of culture will help for a deeper linguistic appreciation. Hence, colloquial language should not be neglected.

3.3. SPEAKING

It is known that in foreign language teaching and learning, speaking is the most essential skill to be mastered. Most of language learners regard speaking ability as the full mastery of a language which, according to our investigation, is a biased idea. We ideally encourage reaching a fair fluency instead. To our view the ability to converse with others can be a better achievement rather than the

ability to read or write. Hence, we regard speaking as the most important skill to be acquired.

It is an interactive process which constructs meaning through producing and receiving. It is also a skill that processes information (Brown, 1994; Burns & Joyce, 1997).

The act of speaking is mainly dependent on the contexts and the righteous meaning which includes the participants, in general and learners of English in particular. The goal of this skill is being involved in collective experiences in an environment that is only dedicated to communication through speaking.

Speaking English is often spontaneous and constructive. In most of situations, speech is not always guided. It is rather unpredictable. Language

roles tend to occur in certain discourse situations that can be identified (Burns & Joyce, 1997). The discourse is, indeed, sequential and may comprise an instruction that will ask for a response.

Speaking correctly also requires that learners have to know how to produce and reproduce certain basics of language relying on linguistic competence. Understanding grammar rules and vocabulary is a condition. To succeed in the speech act, the speaker has to understand the "Wh" questions such as: when, why, which, where and in what ways to produce language.

4. LANGUAGE INTERFERENCE

The process of learning English language in Algeria may vary depending on the region. For instance, Berber-speaking students' language

acquisition differs from students whose native language is Arabic. They generally rely on languages which have been previously learnt or mastered. Speaking English with ease requires lot of efforts and motivation though.

Learning English language with ICT enables students to have highly customized learning experiences based on their background, individual talents, age level, cognitive style, interpersonal preferences.

"What I see as the real contribution of digital media to education is a flexibility that could allow every individual to discover their own personal paths to learning. This will make it possible for the dream of every progressive educator to come true: In the learning environment of

*the future, every learner will be
'special.'". (Papert 1997)*

Learning English language in Algeria might be a third foreign language because Arabic can be the first foreign language and not as mother tongue.

This is why we knowing the cultural background of the students helps choose the adequate teaching and learning methodology, because learners usually learn the sounds and vocabulary of their native language through imitation while in a foreign language, learning is a superficial and often based on language association and translation.

"Learners are able to acquire a particular language because all intelligible languages are founded on a "deep structure" of

grammatical rules that are universal and that correspond to an innate capacity of the human brain". (Noam Chomsky 1986)

According to Noam Chomsky's view, stages in the acquisition of a native language can be measured by the increasing complexity and originality of a learner's utterances. Students learning a foreign language may overgeneralize grammatical rules and say, for example, "goed" instead of went, and this kind of error is common for first year students of English at Batna University.

Students learning a foreign language pass through some of the same stages, including overgeneralization, as learning their native

language. However, learners rarely become as fluent in a foreign language as in their native tongue.

The cognitive approach, increasingly encouraged by experts in language acquisition, emphasizes conversation, immersion, and other techniques intended to simulate the environment in which most students acquire a foreign language.

5. STIMULATING LEARNERS' INTERACTION THROUGH INPUT AND OUTPUT PATTERNS

We find it important to explain the different versions of the interactional patterns that have to be done by learners of English. The theory is greatly defended by Hatch and Long. A research that diverged with Krashen's one, in which the scholar defended the theory that is more based on "Input". The former researchers considered that input alone

is not sufficient to describe the successful understanding of a foreign language and/or Second Language Acquisition.

Learners first learn structures and then use them in speech or discourse. According to Hatch findings:

"One learns how to do conversation, one learns how to interact verbally, and out of this interaction syntactic structures are developed" (Hatch, 1978)

Long did not fully reject the positive role of modified input. He rather claimed that modifications in interactions are consistently found in successful foreign language acquisition as well as in Second Language Acquisition. What has been suggested is the best choice for learners is meaning. The procedure will trigger interactional changes for a more

competent converser either in free conversation or controlled conversation tasks. Consequently, the approach will facilitate acquisition through the creation of connections between input (listener), internal learner capacities (understanding and comprehension), better attention (concentration), and output (speaking) in symbiotic and productive ways.

Interactionist theories are more relevant to the Algerian instructional model, because they are in favor of the learning strategies that combine innate and environmental factors which are playing a direct role in language learning. Researches' findings that dealt with interactionism are of a great contribution to our investigation.

6. LANGUAGE ACQUISITION

Chomsky's assumptions on language as an inborn faculty, helped to develop a supportive suggestion to refine and upgrade the best practices to teach or learn a language. Chomsky's views on the topic influenced other researchers' works. Among these researchers, we name Krashen's one, in the late 70's and mid 80's he presented a monitor model. His works contrasted learning with acquisition and the study generated a new concept. "The input hypothesis" has been revealed (Krashen, 1985).

His input hypothesis focused on two things: The verbal information which builds vocabulary and speeds-up language acquisition and the comprehension hypothesis (Krashen 2004) that stimulates for a better mental process which is crucial for

acquisition. Krashen also explained his "Comprehension Hypothesis" and its relation to other hypotheses. He indicates that learning is rather relying on subconscious acquisition instead of conscious learning. The bottom-line of teaching with a comprehensible input is scaffolding students' understanding with grammatical structures in a logical and predictable way. But in some cases, high anxiety which can be felt sometimes by learners can prevent inputting process and weaken data transmission to the brain and, hence, successful language acquisition can be slowed.

The scholar's "monitor model" interprets language acquisition as being a linear pattern. He is clearly stating the relationship between input and acquisition. Furthermore, the study discussed the theory and bounded his tested-model primordially to

the acquisition of grammatical structures as a depending condition.

It is obvious that what has been discussed in this section implicates other learning and teaching strategies. That is why we are conceiving social practices as a major part of language acquisition.

7. SOCIOCULTURAL DIFFERENCES IN LANGUAGE ACQUISITION

Learning a foreign language, in general, implies the use of many skills, with and through many techniques taking into consideration other language aspects. Specifically speaking, learning English needs a certain practice, patience and, above all, a fair -not to say good- understanding of Culture in terms of differences and similarities. Considering the sociocultural aspect of a language during language acquisition will help the learner create

the most relevant mental association and/or interpretation of a given situation where English is used as the main linguistic vehicle. The importance of being exposed to the cultural diversity, in the learning field, plays a crucial role in the contribution to the better understanding of language and so is for the acquisition. The more learners have exposure to certain situations where the understanding of aspects of cultural is needed, the more they have the most pertinent and accurate understanding of what is being said. The technological advance in the field of learning in Algeria is perceived as a harbinger of educational change and call for new reforms. As far as the LMD implementation is concerned, the design of a relevant English syllabus is vividly recommended in order to meet the English students' expectations and

needs. The rise of technology in learning situations might provide tremendous solutions if the course/syllabus designer or the specialized teacher combines the sociocultural aspect with the new trends and means of teaching and learning. For instance, an effective selection of the most appropriate materials with the social media can contribute to the leverage of the quality of teaching.

To succeed with what has been stated above, we have to identify the nature and scope of useful differences and similarities to fulfill the learners' needs; in general, and explore what should be added or updated in the syllabus for the Algerian model in particular. For this, informal learning can be provided to learners. At the worldwide level since internet is allowing students to get access to

resources on a continuous basis regardless to their geographical location and time; permitting to engage through joint collaborations no matter what their social background is (Hampel & Baber, 2003). Nevertheless, we still notice a certain lack of collaboration of the majority of Algerian scholars and English language specialists on the matter (C.f. recommendations in fieldwork). The most tangible reason might be the lack of research and the understanding of social class differences in Algeria. Moreover, the weak mastery of the latest technologies dedicated to teaching and learning is creating and what could be offered through their value-added is a real fact in the Algerian University.

Despite the fact that the majority of Algerian teachers of English, at the University level, focus

more on the way their courses are provided with the most appropriate methodology sometimes lead them to neglect the social background which is quite an important one from our perspective in this study. In a way, it is reasonable to assume that similar thoughts and perception are, more or less, shared by all their audience.

If all students are assumed to belong to the same social class, this can be a motive to why not much attention is paid to their needs in terms of language barriers since "social class" and "language" have a certain connection.

It is also stated that:

"The learner's social background influences the ways in which the learner

employ his/her own language in learning

(Lawton D., 1998)

According to the Vygotskian view on sociocultural theory, language learning is seen as a socially-mediated process because it is an essential principle since the process of language acquisition is a cultural product that involves both social and psychological actions.

The social-cultural approach claims that early language learning with young learners develops and ascends from the stage of meaning-making through and with collaboration and interaction with other members or peers of a given culture. (Mitchell and Myles, 2004).

The philosophy of the Social Cognitive Theory (S.C.T) also concerns the learners of English in a Second Language Acquisition (SLA).

"SCT is grounded in a perspective that does not separate the individual from the social and in fact argues that the individual emerges from social interaction and as such is always fundamentally a social being"
(Lantolf and Thorne, 2007)

A successful process of language acquisition to speakers of other languages is achieved with the better understanding of the social and cultural spheres, in which the language learners observe others using language and attempting to imitate them. One key element is the learners' cooperation

with other peers whose English is native or near-native taking into consideration the social factor. One of the main notions we emphasize; an important element in Vygotsky theory, known as "scaffolding". In this paper, we will mainly highlight the necessity to explain the idea that most of language learners need assistance from other learners, teachers, relatives or classmates. This will enable the student to perform a learning activity or task with ease. This phenomenon is part of the agenda of collaborative-learning research which its data have been collected by means of that rely on means that stimulate the senses the sight and hearing mainly based on the audio and video recordings and peer interaction with the support of recall practices and interviews.

8. THE IMPORTANCE OF CULTURE AND ITS ROLE IN ENGLISH

LANGUAGE ACQUISITION

It is known that culture's definition remains a polymorphous term for its diversity. However, we attempt to recognize the most important elements that can help our learners build the needed skill when learning English. For example, understanding the social mores, fashion, music or films of a given English speaking country seems to contribute to the advance of the understanding. The real question that remains problematic is: What cultural aspect (s) shall a student or a learner get acquainted to, to successfully acquire a fair mastery of English?

Well, the answer could not be stated in few paragraphs since it is rather a topic that can be better explored and discussed for further

researches. Nonetheless, the objective of this paper aims at clarifying the above question through the exploration of other Anglo-Saxon culture.

Understanding a culture is a necessity for those who want to learn English not only at the surface level (not to be confused with Ferdinand de Saussure's approach) but also at a deep level. The example of TED talks. When watching the talk-show many students try to understand the topic being discussed. We highlighted one of their reactions after they viewed the show during video projection in classroom: "*...We were able to understand the main idea but the whole TED discussion was quite complex since we ignore many things about the American culture*".

In this particular case, the importance of understanding the cultural trends and mores of the

country that is broadcasting the show is a sine-qua-non condition. The watcher, who is not necessarily a native speaker, will face issues in terms of understanding what is being said on the shown even though s/he has a rich vocabulary.

Being up-to-date and attentive to current trends will smoothen and facilitates the way learners might perceive English language.

The above testimony is, truly, a realistic situation that enables us get an accurate idea on how Algerian learners of English feel have a barrier, not a linguistic one, but we would say a cultural one. This fact is interpreted as such because of the lack of understanding of some expressions, cultural aspects of the English speaking society or country. After all, English is a linguistic vehicle used in

America, Great Britain and commonwealth countries. We must not neglect the cultural differences and similarities. That is why we vividly encourage the learning of ONLY ONE English type and try to give more importance to the culture of its country. Indeed, the choice depends on learners but from a pedagogical point of view, it is always better to be flexible and support students in their choice of the English style and accent.

In Cross Cultural Exchanges, differences in thought and learning patterns have become one of the mostly explored fields of research. The interest arose in the last twenty years which coincides with the explosion of the new information and communication technologies. Two opposing approaches have emerged ever since. The first emphasizes the universality of

academic discourse (Widdowson, 1979). The second encourages the culture-specificity of a language.

From our perspective, we prefer to give more attention to the second approach because it is raising the importance of culture in learning.

In English faculties in Algeria in the "classic system", culture was given much importance in language teaching. It is true that the implementation of LMD system has been quite challenging in the beginning 2003-2004. Ten years later, with the advent of the new social media and latest technologies, learning English relied more on the understanding of culture through values, traditions, mores and trends of English speaking societies where English is the native language. Reaching linguistic proficiency is not enough for

learners of a language to be competent in that language (Krasner, 1999).

Algerian students need to learn and to be conscious of the appropriateness of the ways to address people in English taking into consideration, at the first level, culture. In some cases, religion is the prominent factor that learners should give priority to. Knowing that adopting a certain behavior and appropriate intonations' patterns are better perceived by target language speech community.

We have to recall that during a dialogue between a native and nonnative speakers of English, is done with the idea that everyone will assume that the interlocutor might ignore certain aspect of culture which are evident to the other.

9. CONCLUSION

We have described in this chapter our choice of choosing the module of oral expression as a subject of study, and explained the difference between communication and speaking, the way it is seen in the Algerians Universities, in general, and at Batna University in particular. Building vocabulary was an important element that we inspected through highlighting students' strengths and weaknesses in English language and the best practices to be adopted for a better comprehension. We also included a section in which we discussed the approach that teachers can explore in order to enhance their learners' listening and speaking skills. We axed our thoughts on theories that favored the use of the most successful techniques to overpass the constraint of language interference with stimulation

and interaction through input and output patterns specially designed for English language learning and teaching. The last part of this chapter deals mainly with sociocultural differences in language acquisition as well as explaining the importance of culture and its role.

V. CHAPTER FIVE: A DESCRIPTION OF INFORMATION AND COMMUNICATION TECHNOLOGY

1. INTRODUCTION

In this chapter we will explore the general definitions of the most up-to-date solutions that rely on information and computer technologies that can be used by teachers and learners for a better English language learning/teaching. We will also highlight the trendy platforms that open up new horizons for those who might integrate novel way of learning through social media and the online web-applications.

To make it easy for those who are less tech-savvy, we decided to begin the chapter with a historical overview to help the reader of this paper to get a fair understanding of ICT and its most

basic features. In the second part of this chapter we will explain how integrating the new means of communications like, Computers, laptops, tablets and smartphone that would enhance the quality of teaching. This is also to prepare for the coming chapter which is the core of our study as it is going to explore and analyse in details the findings of our research.

2. HISTORY OF INFORMATION AND COMMUNICATION TECHNOLOGY:

2.1. DEFINITION OF COMPUTER TECHNOLOGY

During the last decades, the researches in technology opened up a brand new way of communication possibilities. Wide range of digital machines supported different domains to optimise man's calculations, analyses and results. This high-edged science allowed academics to gain more time especially for learning and teaching.

Among the human's best discoveries was the creation of computer technology; continuous researches, contributions and operating systems updates played a crucial role in making the digital medium accessible for a major category of students and users. According to Raymond Kurzweil, computer technology can be perceived as our memory extension.

"A computer can remember billions of facts with extreme precision, whereas we are hard pressed to remember more than a handful of phone numbers" (Raymond Kurzweil, 1990)

The integration of ICT in the academic field helped people explore a new way of learning and teaching known as C.A.L. (Computer Assisted Learning). Widely used in the developed countries this new learning

approach was adopted in most of leading universities to motivate students for a better language acquisition.

The general devices that are commonly used in faculties and universities can be listed as: electronic dictionaries, desktop computers, laptops, tablets and smartphones as well as some basic devices like datashows, digital screen caption, scanners, digital video, audio recorders and podcast players.

2.2. A BRIEF OVERVIEW ON COMPUTERS AND INFORMATION AND COMMUNICATION TECHNOLOGY:

For the Oxford dictionary, computer/kəm'pju:tə/ is:

An electronic device which is capable of receiving information (data) in a particular form and performing a sequence

of operations in accordance with a predetermined but variable set of procedural instructions (program) to produce a result in the form of information or signals.

At first glance, the definition might seem complex and difficult. For this, we felt motivated to explain the difference between a computer -or machine and a computer technology.

A computer is a programmable machine with a two principle characteristics: hardware and software.

To make it easy to understand, we made an analogy with humans. Hardware can be seen as "The body" and software as "The soul".

2.1.1. DEFINITION OF HARDWARE

The word "hardware" stands for a set of electronic components that comprises a computer case with power supply, a motherboard, a processor with a heat sink and fan, a memory card, a mass storage device, a keyboard and mouse for input and of course a monitor for output.

For most regular Computers and laptop, the motherboard or mainboard is the primary circuit. Other components connect directly or indirectly to the motherboard. Motherboards usually contain one or more CPUs, supporting circuitry like the central processing unit (CPU), is that part of a computer which executes software programs' instructions temporarily.

A machine's main memory is a fast storage that is directly reachable by the Central Processing Unit CPU. It is used to store the currently executing program and immediately needed data whether mass storage device or hard drive stores programs and data permanently even when the power is off; they do require power to perform read/write functions during usage.

The video card - otherwise called a graphics card, graphics adapter or video adapter - processes and renders the graphics output from the computer to the computer display, also called the visual display unit, and is an essential part of the computer.

2.1.2. DEFINITION OF SOFTWARE

"Software" is a term for the different kinds of programs used to operate computers and related devices.

Technically, "software" stands for a set of applications and programmes that are run through "hardware" (electronic components). It is called as such because it has a virtual activity that needs an electronic container to perform a task.

"Software" is the binary language that consists in a set of instructions that tell the computer what to do and how to act through the already stored or pre-stored digital codes to which have the possibility to use the machine to execute a specific task for our specific need.

Software can be identified in two main fields, the operating systems and the programs/applications (The terms "application" and "application program" are synonymous). "Systems software" includes the operating system and all the utilities that enable the computer to function; "applications software" includes programs that allow users perform tasks like word processing, calculation and digital manipulation either for the sound or the image.

The above definitions are meant to help beginners whether learners or teachers understand the two distinct categories of software. One is a primary that is necessary to any machine to be run and the second is the application program.

For example "Windows 8" is the operating system (OS) that runs machines (pc's, tablets and smartphones).

Hence, it is the System software, whereas "Microsoft office" is the software that is run under the previously named operating system OS. So "Microsoft Office" is program software.

The underneath image is summarizing the interaction between the user and the machine.



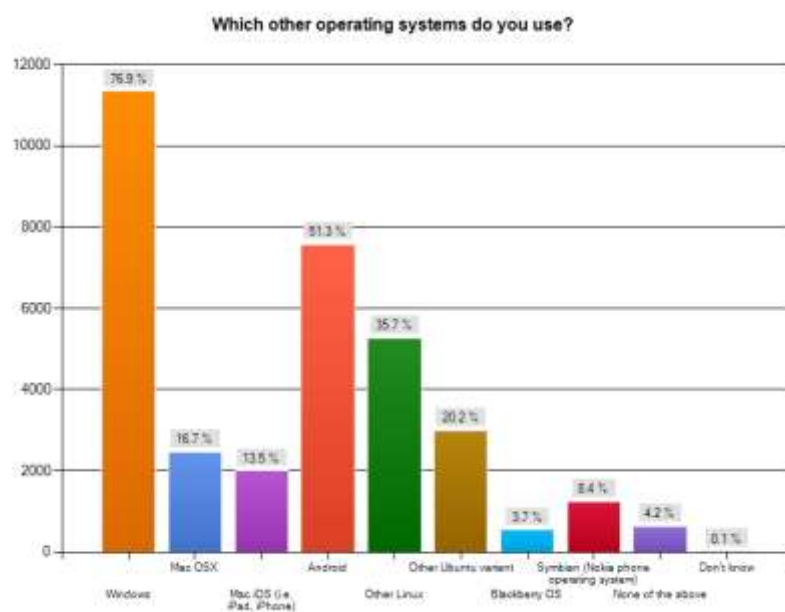
Figure 4

3. DESCRIPTION OF THE EXISTING OPERATING SYSTEMS

In the 21st century, the use of the computer technology is a necessity, but the use of these technological means also vary from a user to another regarding the chosen operating systems.

For many teachers, opting for a particular operating system OS depends on their choice and preference in terms of machines' interface, reliability, quick processing, customization and easiness in use.

Table 1¹¹



¹¹Operating Systems users (August 2013). Source: <http://blog.canonical.com/wp-content/uploads/2012/03/OSes-preference.png>

According to the above figure, the most used Operating System is "WINDOWS" and its updated versions. These operating systems offer a wide range of programmes easy to use even for beginners due to the graphical convenience. 90, 81% of users around the world are Windows users.

"OS X" also previously known as "MacOS" is designed for users who have a certain preference for reliability and customer support machines. OS X users are only 4.11%.

Linux and other operating systems have few users.

The difference between these Operating Systems resides in their script code/Language that determines the interface, reliability, responsiveness, quick processing, customization and ease of use

As shown above, the two giants namely; Microsoft and Apple are holding, for years now, the world software market monopoly. It is thought that these corporates succeeded to conquer the market with their operating systems which are full of restriction.

Other platforms and operating systems are developed by users themselves and some researchers encouraged and contributed to the creation of the so called "open source software", which is mostly free of charge, allowing users to use, change, improve and distribute. Public involvement helped and is helping these open source operating systems to be chosen as an alternative especially by students who cannot, sometimes, afford paying for expensive licences.

4. THE NEEDED BASICS TO USE INFORMATION AND COMMUNICATION TECHNOLOGY

C.A.L.L centres (computer assisted language learning) in Algeria are being installed across the majority of the universities, but for many students and teachers the use of this kind of support necessitates tutoring to help them use basic function of such means since familiarity does not mean proficiency.

"Schools and teachers are asked to integrate Information and Communication Technology (ICTs) in their everyday practice. It is often argued that technology in education will make schools more productive and efficient, will improve teaching and learning, will provide authentic and engaging learning

experiences, and will better prepare students for the workforce" (Brown, 2001)

Either teachers or students, who have a weak mastery in computing, often prefer keeping up with classic methods of learning and teaching. Specific and intensive training in computing helps teachers transform lifeless equipment into useful tools. Creating high-tech educational tools without training teachers to use them would be as useless as creating sophisticated planes without training pilots to fly them.

Teachers are the key to effective use of ICT in terms of solutions, tools and applications, but first they must identify their students' needs and objectives and understand what has to be adopted

because it is the teacher who guides, shapes his/her students' learning pattern(Nunan & Kong, 2010).

In order to successfully implement a new method of teaching, teachers have to be, more or less, comfortable with technology. If used appropriately they can clearly notice they are exploring a novel and efficient approach through a technique that will enable students unlock their potential, as far as English learning is concerned. Adopting ICT in classes should empower teachers to advance their own professional skills.

The most important computing basics mastery resides in the specific need of users. For instance, a teacher of English language has to master office processing software such as word, PowerPoint or Excel. A teacher of music would rather focus on

software and programs that use and manipulate music such as Podcasts and sound effects editors (Ho, Chou, & O'Neill, 2010).

So we have to understand that depending on the set objectives, as teachers of English, our choice in terms of using ICT's must meet our needs. Hence, opting for the right software or program solution is always associated to the teachers' field of expertise.

5. CLASSIC LEARNING vs. E-LEARNING: *The Algerian Case*

Teachers, instructors and educators sometimes feel uncomfortable in front of an electronic device. Personally, I would not qualify this as a hurdle or obstacle but I would say it is rather a digital phobia that is transmitted by those who do not want to move from their comfort zone. According to our

findings most of them hesitate to adapt their habits and teaching styles through the digital awakening in Algeria which came in the last 90's.

"No Problems Only Challenges" (Theodore Sanders Stern, 2001). He is implying that we have to see our problems as challenges instead of remaining in the comfort zone. It might be much easier for teachers, who have certain years of experience in teaching with classic methods and techniques, if they integrate technology in their classes. (Pundak, Herscovitz, & Shacham, 2009)

When we compare traditional or classical teaching with the distant teaching also called E-learning we obviously try to contrast the pros and cons of both methods. Instead of that, we are attempting to take the benefits of the two. After all, nowadays

technology is the result of traditional and classic teaching.

Combining them through an integrative process assists us to harness the best of the two teaching approaches.

Classic teaching has been always seen as a teacher-centered way of transmitting knowledge through repetitive patterns and often generates a boring learning environment which only benefits the most studious ones. E-learning from the other hand gives the chance to students to interact with their teachers and learn according to their pace. As a teacher, I might say that allowing more students for a better understanding is the ultimate objective. Hence, when we teach with traditional techniques and methods and integrate the E-learning in our classes

we will be offering a better learning setting which favors performance and eliminate latency in the learning process. An issue can rise through the above combination which is the time dispatching for the lecturing and teaching. A student selection is preconized in terms of technology mastery since we cannot oblige a learner who is already showing a great interest to the classical way of teaching and attempt to encourage him/her to use ICT solutions as a primordial alternative. However, a minimum of use of ICT in learning is required to help the students be more prepared for a changing learning environment that is more characterized by the digital switch at all levels.

5.1. SOFTWARE AND ONLINE BASED LEARNING

Software Based Learning incorporates many different strategies which are ranging from passive rote learning to more active one. Learners take more responsibility and are much involved to become more engaged in the learning process (Barrows & Tamblyn, 1980; Hmelo-Silver, 2004). Amid these strategies, we name the problem-based learning, in which its advantages increase motivation for better critical thinking.

Many computer-based technologies are assisting this active type of learning. For example, integrating quizzes in the course design as an assessment tool via online forms can help the instructor or teacher have an accurate idea about his/her learners as part of a follow up activity. Among these E-solutions we can take Moodle, Monkey survey and Google forms as

the most suitable online platforms for distant learning that can be used in our faculties in Algeria, especially after the implementing of the LMD system. In the departments of English students have the opportunity to understand the basics of computing through the module of ICT. It is actually considered as great scaffolding training that is enhancing the students learning.

In Batna University, a Moodle platform (<http://elearn.univ-batna.dz/>) has been made online for teachers who are, more or less, acquainted with this new type of teaching-learning platform. It is true that it needs lot of energy to design E-courses but once we step-in in this outstanding online environment, we certainly cannot go back for the traditional way of teaching and learning. With the advent of the mobile technology in Algeria, third

generation network commonly called 3G, is improving the quality of learning with the mobile-based applications that are democratized with the internet and 3G through an incredibly fast connection to the web, as well as a technology that relies on network rather than hard drives. Thanks to this, Algerian students can use their smartphone as learning tools. Among this we can highlight the features of the most up-to-date technology that is the Cloud Computing.

5.2. WHAT IS THE CLOUD COMPUTING?

Referring to the online dictionary of Merriam-webster, Cloud computing is: the practice of storing regularly used computer data on multiple servers that can be accessed through the Internet.

In other terms, it is a new technology that makes our data accessible everywhere in the world as long

as internet is available. Most of users and learners across the world are already using these solutions to save and keep their data in a safe place. Unlike the storage devices such as thumb drives that usually can be damaged and corrupt our files when misused, the cloud computing lets us retrieve all the previously stored data from different locations. Those who adopted the cloud computing see it as a revolutionary improvement compared to the old storage devices.

During the last decades, corporations and tech companies concentrated their efforts to make data and information available everywhere. In the field of learning, and particularly in English learning, broadcasting techniques evolved with the generalization of internet. Podcasts are a new way

of information broadcast that gathers video and sound into files for a wide range of learners.

Now learning English could be done everywhere and the definition of teaching has been remodeled. In fact, it is the sum of many convergences of researches in information and computer technologies. Social networks have been designed by programmers to meet a certain user expectations in term of interaction. Basically, Most of them have been created to help people interact socially. Due to their popularity, teachers took advantage of them to make them a place where students can have fun and learn at the same time.

The term edutainment makes sense with these entire social platforms such as Facebook, Twitter or Google+ where education can meet entertainment.

The difference between the social networks and the websites, blogs and forums are truly quite confusing. For those who are well versed in computing, social networks offer a great information dissemination compared to website that demand a greater bandwidth for data transfer. However, websites remain the best option for teachers and learners in terms of materials and resources.

6. CONCLUSION

In this chapter we highlighted the general definitions of the computer technology and clarified some terms that are slightly incomprehensible for the reader as well as discussed the needed computing skills for both teachers and students to use ICT's as a premium tool in an adequate way for a better learning. This chapter also helps to understand the forthcoming chapters

We also see it as an overview of the different sorts of computer technologies and the appropriate devices that can be used for learning to be familiar with some definitions and terms that will come next in the field work chapters.

PART TWO: FIELD WORK

VI. CHAPTER SIX: INTEGRATION OF DIGITAL VIDEO CONFERENCE AS AN INFORMATION AND COMMUNICATION TECHNOLOGY AID

1. INTRODUCTION

In this chapter we attempt to explain the hopefully successful consolidation of DVC (Digital Video Conference) with the module of Oral Expression which complies with the new teaching trends that have to be included in the LMD system for the Algerian model. Students of English in Algerian Universities are tremendously developing a new attitude towards the use of ICT's as a premium aid to learning. Known as the "Facebook" generation and same as the other learners across the world called "generation Y", students still have to be guided through an efficient teaching strategy. Taking into account our hypothesis in the beginning of this work that predicts a better achievement of spoken English

via the use of videoconferences throughout technology, we have found a way to integrate this important tool which is DVC and combine it with the currently used syllabus of Oral Expression to enhance their English fluency through cross-cultural exchange.

We opted for an experimental type research to be conducted for three years in Batna University, department of English with first year students. Our top priority objective in this study was motivated by the idea of helping the learners gain time while acquiring English language through a new aid, which is based on teaching and learning through innovated techniques and methods.

In the process of collecting data for our work and prior to this research, we identified some concerns

which can be considered as major issues. During our interviews with university teachers and students, we identified areas of concern.

Algerian LMD students do not fully understand the LMD system and its equivalencies with the previous degrees, which for us is the main cause for their distrust of the newly implemented system often regarded as inadequate. Their cooperation for this experiment was quite challenging. Among other issues the Algerian ministry and most of the Faculties and departments of English believe that they have implemented, or begin to implement, a new LMD structure and started to develop a new designed curriculum consistent with the LMD outcomes. But the reality is far from what is expected because in some departments of English, teachers do not have the same teaching facilities or the same tools to

implement a new method or adopt the recommendations of this research. Secondly, we believe that numerous entering first year students lack the necessary skills to begin university-level studies in English, or even lack the basics of English to understand what is being taught. This obstacle is observed in the majority of faculties resulting in redirecting learners towards remediation instead of achieving teaching outcomes.

2. DESCRIPTION OF THE PROCESS FOLLOWED IN THE EXPERIMENTATION

In order to get reliable results, we decide to identify and precise to what extent can the technology be harnessed by both learners and teachers since reaching high learning outcomes might be, or not, the result of an enhanced use of ICT in

general and DVC in particular as a tool in language acquisition. Currently, the effect and impact of improving oral expression with computer technology on students depends only on their ability and motivation to adapt to the new teaching-learning situation. Many researches have been conducted on learners' motivation stating that successful learning is the result of an enthusiastic and encouraging environment; that is why the increase or decrease of the psychological variable "motivation" is very important to this research. Learners' boredom is also one of the factors that should be taken into account to avoid monotony which can interfere with their determination, and their will to cooperate and finally contribute to this research.

The combination of oral expression with ICT therefore implies the adoption of many disciplines that should focus more on speaking and listening skills, as well as the usefulness of computers in this field, such as the mastery of basics of computing for an effective use. We will also cover subjects varying from computer science, language perception and human-machine interactivity.

Research for this study includes a selective process of first year students of English in Batna University. We do not set criteria for our selection except for the age range which extends between 18-22 years old. We selected 133 and formed four (04) groups of students. Each group comprises roughly thirty-five (35) students, all the groups being subset of the population consisting of four-hundred (400) first year students. Since it is not possible

to work on the whole population (constraint of time essentially), we decided to restrict our sample to a total of one-hundred and thirty-three (133) students randomly selected, so that our sample can exceed the required $1/5$ of the population¹², or 20% and be more representative of students in the Faculty of Letters and Languages, Department of English at the University of Batna.

We hypothesized, very broadly speaking, that LMD Students at the department of English in Batna can improve their English as well as their fluency if DVC (Digital Video Conference) is used as one of the ICT aids.

For this study we used a combination of the descriptive and the experimental method to conduct

¹² In human social science, the usual percentage required for representation (through random sampling) is $1/5$ or 20% of the target population.

this investigation since we will be mainly considering description and experimentation, through a tested-model using DVC (c.f, section 3, further down).

Our aim is to generalize the use and the adoption of DVC as a supporting aid. Improve students' fluency in English and encourage Algerian learners in the department of English to interact and evolve in a more stimulating learning environment. Motivate students to better understand English with understanding of cultural similarities and differences. For that matter, we decided to choose the American Culture through conferencing and exchanging information with the students from the American University of Washington "AUW" to help students build a new approach to language learning, and explore a different perspective that is more

appealing compared to what students experienced and learnt in Oral Expression sessions in the past. The tools we used for this work are the paper-based questionnaires, E-questionnaires, interviews and observation grid.

3. A TESTED-MODEL FOR ALGERIAN LEARNERS THROUGH DVC ENGAGING CROSS-CULTURAL EXCHANGE AS AN INNOVATIVE LEARNING PATTERN

After the digital awakening in Algeria at the beginning of the new millennium, students started to explore a new way of learning that relies on technology and aids that help gain time with the use of techniques that stimulate the senses of sight and hearing. A new era began, this digital era changed the concept of communication and redefined the meaning of teaching and learning, and finally opened

a brand new and promising horizon. Despite the “black¹³” decade period and country’s isolation, Algerian learners discovered, through Information and Communication technology (ICT), an effective way of communication allowing them to interact, exchange ideas, concepts and theories in a very convenient and pleasant way, regardless to boundaries and frontiers.

Many academics (i.e., teachers, lecturers, professors, etc...,) in Algerian Universities timidly changed their habits and adopted the net as the most significant source of knowledge. Researches, “exposés” and reports were done using this innovative alternative as an exploring and data gathering tool.

¹³ The expression Black decade stands for the period of the 80’s and 90’s that has been characterized by the civil war in Algeria.

Also research methodology shifted from its bipolarity: Qualitative vs. quantitative to merge and form a homogeneous and new perspective that gathers both styles, thanks to the revolutionary means of the digital aids. Among these aids that help improve understanding, fluency and language mastery, we count the most relevant means which integrates sight and hearing, the digital video-conferencing.

The DVC is an outstanding facilitating medium which can be of a great support to learning as well as to teaching and lecturing.

One of the main problems that have been identified with the students in the department of English in Algeria, in general, is the lack of understanding of some cultural concept as well as apprehending the

discussions' core in some real life situations that reflect a lifestyle, habit, custom or tradition of a given English speaking country.

The Cross-Cultural exchange can be a tremendous solution to this kind of constraint. The question is how Cross-Cultural Exchange through Digital Video Conferencing will help improve students' English fluency in Batna University, in particular, and probably in Algerian Universities, in general?

4. A DETAILED PROCESS THAT CONSOLIDATES ENGLISH FLUENCY THROUGH CULTURAL UNDERSTANDING

In 2009, as part of this stud I have developed an interest to contribute to an innovative way of teaching that can be counted as a constructive reform based on reforms that are in favour of digital awakening using the most up-to-date technologies of information. The choice of the

combination of culture as a vector of English language learning, spurred on my motivation to create a website to help students, in Batna University and in other departments in Algeria, explore a new way of online lecturing that gathers in one place learning and entertainment, through synchronous and asynchronous interaction. Their interest to learn with new social media was steadily increasing; this state of affair promptly encouraged me to design a website as an exchange platform by creating discussion forum, a Facebook group and adding links to my courses, videos, podcasts and also selected some students who kindly accepted to volunteer as administrator¹⁴ (05 students) to help for management and moderation.

¹⁴ An administrator is the person in charge of the website management

The findings of this early attempt were quite encouraging and are analysed in the next chapter.

This work can, somehow, stand as a pilot study.

For instance, the rubric forum in the designed website allowed us to adapt courses according to the students' needs and demands.

Most students became motivated and showed certain openness towards the use of this kind of technology before and after their classes at the University.

It was a prerequisite step that has been taken prior to the DVC sessions with their American peers. In fact, some basics in computing are necessary to conduct a similar experiment, because teachers or instructors have to be keen on how to harness the power of technology by selecting the most appropriate aid for an effective teaching

outcome (Zhu, 2010). The choice of Digital Video Conference with American students from "AUC"¹⁵ stimulated Algerian students to understand new cultural aspects of language which helped them improve their English fluency.

Learning English, indeed, needs a social immersion and a considerable amount of time to communicate and express thoughts (Kachru, 1997). This experiment calls teachers to initiate a collaborative work with their students and must positively motivate them to change their attitude towards the use of ICT to reach objectives that have been set in the beginning of the academic year.

Hence, adopting e-learning as a scaffolding means for first year students of English proved its

¹⁵ AUC (American University of Washington)

successfulness as a facilitator in LMD implementing in Batna University.

The main experiment has been conducted from 2009 through 2013 as follows:

- One hundred and thirty-three (133) students all enrolled in graduation classes of English Language and Letters at the department of English, in Batna University. They have been kindly asked to register on the website and then randomly selected;
- As mentioned in the previous section, American students (72 all in all), who were their counterparts during the DVC series, are also graduate students in the American University of Washington. They have shown a great interest to

the Algerian culture and the way English language is taught and learnt.

The Digital Video Conference is a very common tool in USA (Dudding, 2009), while in Algeria this pedagogical means was something new for the first year students of English. The sessions took place during the spring after regular classes' hours because we thought that it was the ideal time to pair Algerian and American students due to their busy schedules.

The number of American students was considerably reduced (72 students) compared to the Algerian groups (133 students). The reason was the difference in educational system. In Algeria, all the Faculties are state owned and offer free-of-charge lecturing whereas in the United States of America, it is known

that all Faculties, colleges and departments are privately owned and do not offer such free lecturing. That is why Algerian students outnumbered their American counterparts.

The details of the experiment are as follows:

- 133 Algerian students paired with seventy-two (72) American students through four (04) academic years. The first year of our experiment included a group of thirty-four (34) Algerian students and a group of eighteen (18) American students. The sample of students have been split into four (04) groups and named: Group A, group B, Group C and Group D.
- The total time allocated for the DVC series for the academic year 2009-2010 was twelve hours

(12h) dispatched on 06 weeks. Each group had thirty minutes (30m) session.

- During the first DVC session, Algerian students mentioned that they had some difficulties to understand the English of their American peers. On the other hand, Americans appeared more comfortable and stated that the level of English of Algerian was great. The first session was mainly dedicated as an introductory one, so all students would know each other and work jointly on projects that will highlight similarities and differences in their respective cultures.
- The second session was obviously a good start. Students became familiar with each other, communicated with a certain ease and agreed on themes and topics for further discussions and final projects. During this phase, we decided to

ask students to create Facebook groups with their peers and also encouraged them to communicate through Skype. We decided to do so in order to make the DVC sessions more structured and organized.

- After the fourth week of DVC sessions, Algerian students were communicating quite easily with the American students and their level of understanding of English was continuously increasing. When questioned about the difference between the first session and the fourth, most of them agreed on the fact that they better understood the American accent because they had the opportunity to talk, chat and discuss in English with native speakers of English.
- Most of the discussed topics were dealing with aspects of culture. For instance, the members of

the group D decided to start a project highlighting the benefits of reading books vs. E-books.

- On regular DVC session they have discussed the pros and cons of reading with books and e-books. We were amazed about the level of English of the Algerian students and the way they were speaking fluently. Our concerns finally found answers after we submitted online questionnaires through Google documents. They said they gained confidence through the face-to-face Skype conversations where they often had more time to communicate and learn new words, phrases and concepts.

In the last phase of our experiment, both Algerian and American students were communicating in English and were able to understand each other better.

- The sixth DVC session was quite determinant of the successfulness of this innovative means of communication. Our objective in the beginning was helping Algerian students explore a new perspective to ameliorate their English fluency, but we were much surprized to notice that they also learnt how to collaborate and how to work on joining their effort in a team.
- A final joint-project was delivered after the last DVC session. It was a video that has been uploaded to YouTube which shows some interviews that have been taken and recorded in the USA and in Algeria. A PowerPoint presentation also has been included to the Facebook group.
- During the final presentation Algerian students stated that the most effective thing that helped them learn and develop their English fluency was

the choice of subjects discussed during the Digital Video Conferences¹⁶ and Skype face-to-face conversations.

Our second objective was intended to encourage intercultural discussions between Algerian and American students and discover similarities and differences in their respective cultures. This experiment allowed them to explore a new way of learning through a medium that is stimulating senses of sight and hearing which, according to our hypothesis, is favouring the learner-centred approach.

The final project has been taken as an unstructured evaluation of their advance.

¹⁶ For more details see the post-DVC evaluation section

For a more detailed insight on the results of the experiment, below are the findings of our research.

5. DATA ANALYSIS AND INTERPRETATION OF FINDINGS

In this section we condensed the most important results of our study since they expose our findings and illustrates our study with charts and numbers which are meant to help readers¹⁷ get an accurate idea on how first year students in Batna have dealt with the integration of Digital Video Conference as one of the best ICT tools for a better communication and English fluency improvement, which is part of the LMD implementing in Algerian Universities at the Departments of English.

As mentioned previously, in four years we had 133 responses from 133 participants.

¹⁷ **Readers:** All those individuals (teachers, professionals, students, etc....) who will read the thesis.

5.1. PARTICIPANTS' GENDER

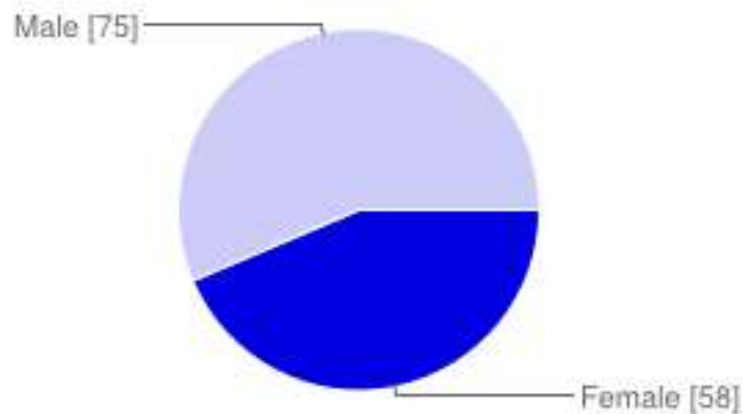


Figure 5

Female 58 (43.61%)

Male 75 (56.39%)

According to the above figure, we found that the participation of males (56%) was more important than that of the females (44%). Although the number of females students in the department of English in Batna University is higher than males. The reason is due to our choice of having balanced gender groups

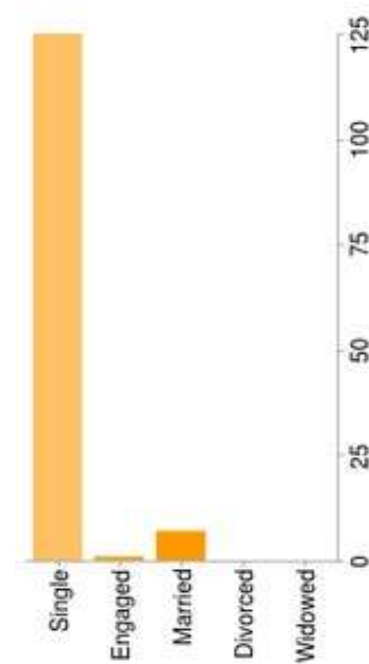
which is a kind of stratified sampling (i.e., a representative number for the male, and a representative number for the female).

The following figure indicates the marital status of our students. In the beginning, we saw this as an optional criterion only for statistical matters.

Table 2

5.2. PARTICIPANTS' MARITAL STATUS

Single	125	(93.98%)
Engaged	1	(0.75%)
Married	7	(05.26%)
Divorced	0	(0%)
Widowed	0	(0%)



The majority of students who participated are single which is better in terms of students' commitments

and involvement. It has been observed that those who have been married found some difficulties to organize their schedule because of their responsibilities.

5.3. LANGUAGE SKILLS

We wanted to understand if the native language (Arabic) is or can be considered as an interferential factor to English language learning.

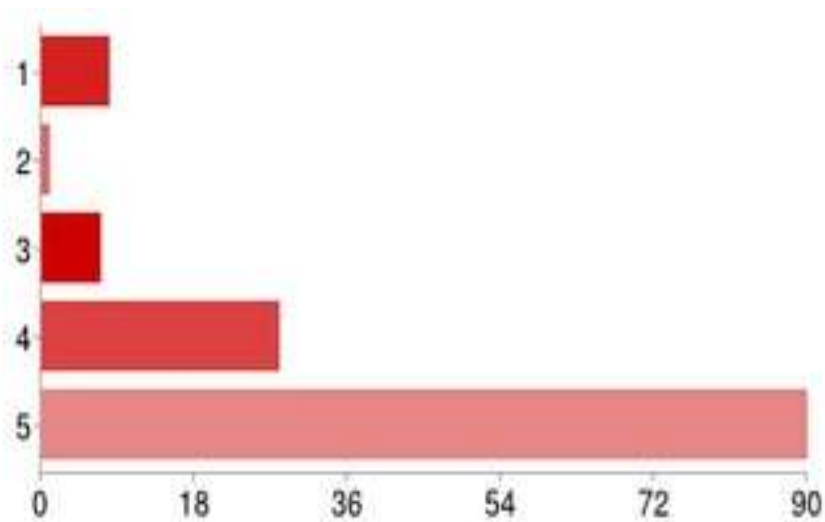
5.3.1. ARABIC LANGUAGE MASTERY

The question bellow has been submitted to students prior to the experiment.

Either spoken or written, what is the language you best express yourself in?

Rating	#Participants	Percentage
1 (beginner)	08	(06.01%)
2 (intermediate)	01	(0.75%)
3 (Upper-intermediate)	07	(05.26%)
4 (advanced)	28	(21.05%)
5 (proficiency)	89	(66.91%)

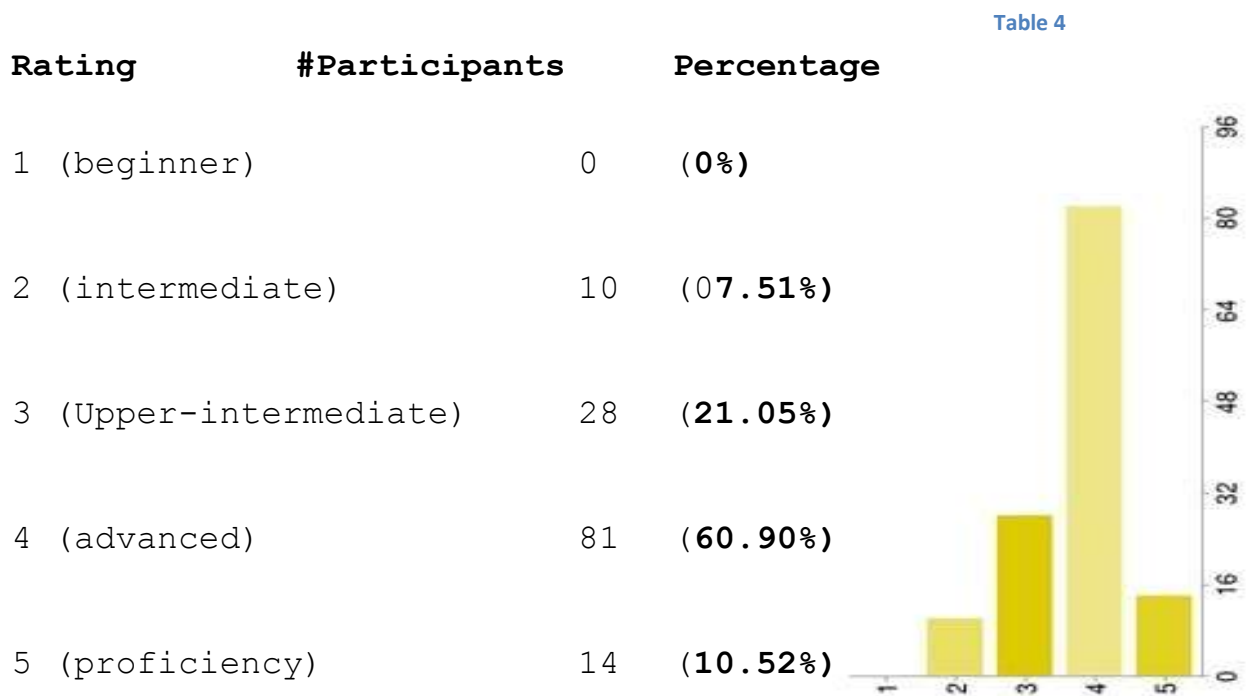
Table 3



As we can see, (67%) of students have a certain preference to express themselves in Arabic. What motivated us to ask such question is to understand which kind of dictionary can be suggested to help them enrich their vocabulary through the use of the Arabic-English dictionary.

5.3.2. ENGLISH LANGUAGE MASTERY

Either spoken or written, what is the language you best express yourself in? - English



The table shows that nearly **(61%)** of the participants rated their English mastery on a scale of (04) out of (05) (advanced level).

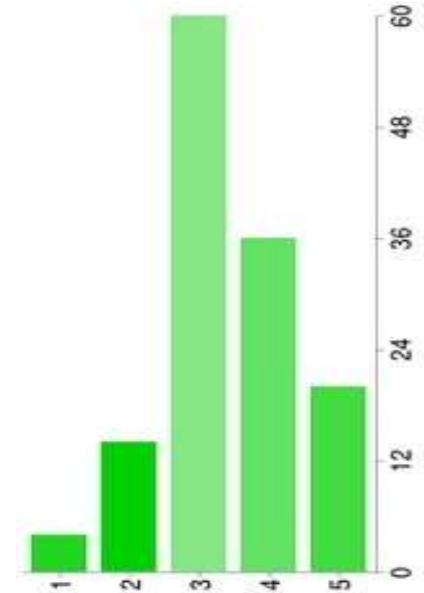
This reflects their honesty in their answers because we understand that English is not their native language. However, we also noticed that **(10.52%)** have submitted a 05/05 rating. Perhaps 14/133 students think their understanding of English is good enough to give such rating. In order to confirm this, we decided to resubmit the same online questionnaire only to the (14) students in order to double-check if their opinion changed after the experiment or remained the same.

5.3.3. FRENCH LANGUAGE MASTERY

Rating #Participants Percentage

Table 5

1 (beginner)	04	(03%)
2 (intermediate)	14	(10.52%)
3 (Upper-intermediate)	59	(44.36%)
4 (advanced)	36	(27.06%)
5 (proficiency)	20	(15.03%)

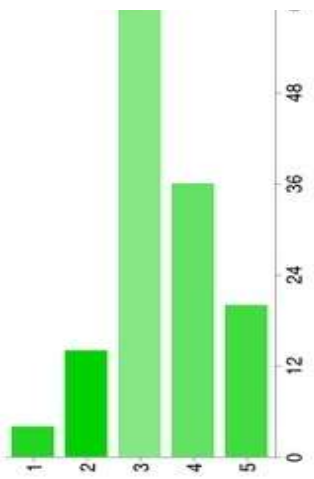


The above chart indicates that **(44.36%)** of the first year students who were involved in the Digital Video Conference experiment responded in favor of the Arabic and the English language instead of the French. The students' French language mastery is not as high as English. When questioned about their replies, most of them agreed that they did not have

a teacher of French language either during middle school or the lycée which explains the obtained results.

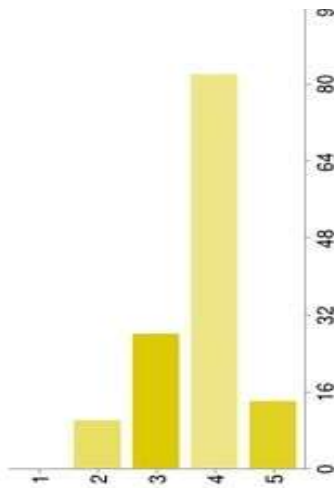
If we correlate the results in a single graph, we might guess which language is mostly used by students.

Table 8



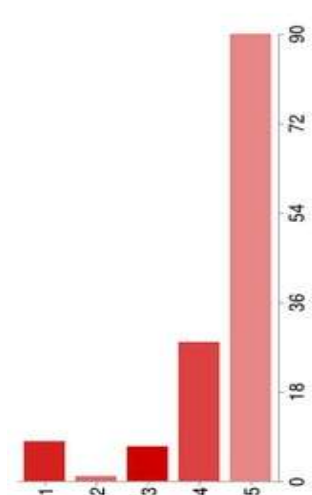
French

Table 7



English

Table 6



Arabic

The aim of including these questions in our questionnaire is to have an idea about the languages which the first year students use and how to help them choose the right materials to learn English. The above charts give us an accurate idea about our experimental group's language mastery and preference. Arabic holds the first, English the second and finally French in the last position.

As mentioned in the theoretical chapters, grammar translation method is used in most of the departments of English in Algeria, which is based on teaching grammatical rules and apply them through the translation from the native language to the target language, i.e., the transfer from first language L1 to second language L2.

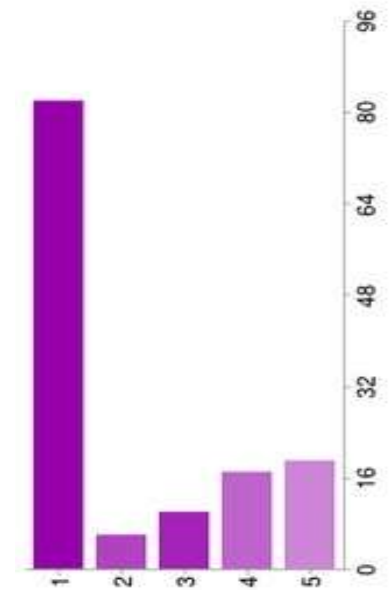
We also added a question including the Berber dialect to understand the position of English language in the department of English in Batna University. It is known that in Algeria English is taught as TESOL (Teaching English for Speakers of Other Languages) because it is difficult to determine the exact number of students whose native language is Arabic. For instance, in France students learn English as a Second Foreign Language (SFL); whereas in Algeria, it is truly problematic to identify the linguistic background of all students. This chart will give us a general hint on the matter which is only based on our sample.

5.3.4. BERBER DIALECT MASTERY

Rating	#Participants	Percentage
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1 (beginner)	81	(60.90%)
2 (intermediate)	06	(04.51%)
3 (Upper-intermediate)	10	(07.51%)
4 (advanced)	17	(12.78%)
5 (proficiency)	19	(14.28%)

Table 9



The numbers above give us a clear insight on the Berber dialect mastery.

Despite the fact that Batna is considered as a Berber speaking region, the findings were quite the opposite.

The majority of students (**60.90%**) rated themselves 01 out of a scale of 05. The rest of students voted 04/05 and 05/05 which is still a minority compared to the percentage. Both groups who rated 04 and 05 represent a total of (**27.06%**). It is slightly more than the quarter of our population's sample. The reason is that students who learn English in Batna University come also from other cities.

6. CONCLUSION

This chapter is the first part of our fieldwork study that includes the description of the process followed in the experimentation, in which we discussed a tested-model for Algerian learners of English involving a cross-cultural exchange through digital video conference.

We highlighted the role of fluency in English and how understanding the cultural side of the language might enhance it.

We also discussed the first year students' linguistic background and attempted to have an idea about their mastery of the native, first and second foreign language.

VII. CHAPTER SEVEN: A DETAILED INSIGHTS ON FIRST YEAR STUDENTS' ENGLISH LANGUAGE SKILLS AND ICT MASTERY:

1. INTRODUCTION:

The insights on first year students' English language skills and information and communication technology have been summed in this chapter. It also reveals the students' English language skills and the results of their evaluation. For this, we used bar charts to visually quantify the results of our study which are based on the "Scale of one to ten"¹⁸. The choice of the (10) points scale is a little better than (05) points since the psychometric literature suggests that having more scale points is better (Nunnally 1978).

¹⁸ A scale of one to ten, or scale from one to ten, is a general and largely vernacular concept used for rating things, people, places, ideas, and so on. It is often noted as a "scale of 1 to 10, where 10 is best". Source: Wikipedia

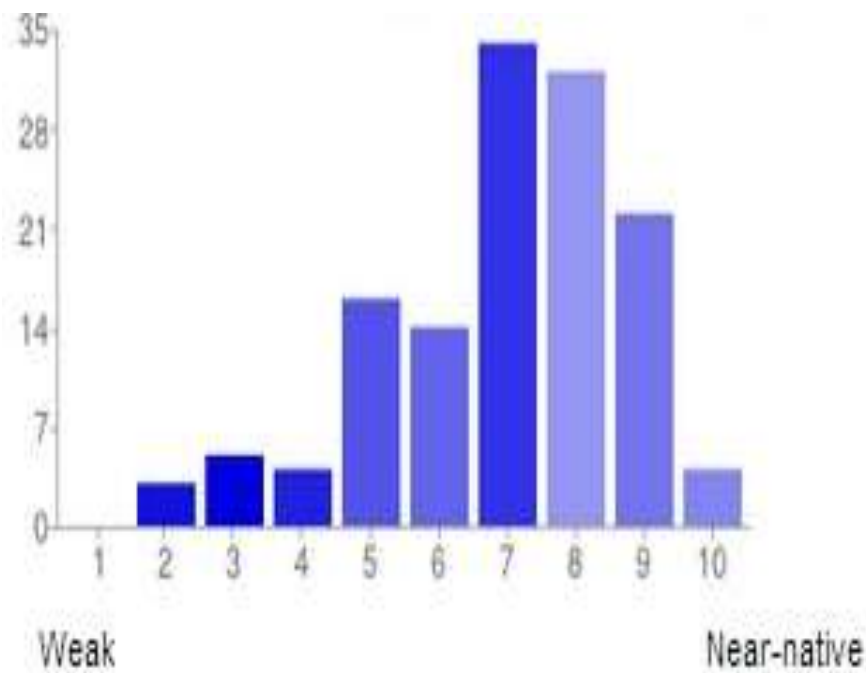
We also designed the questionnaire and adopted the (10pts) Ten-point based scale to have much nuanced results which we think they help us have a detailed insight on level of English. It is obvious that evaluating students' level of English needs a set of tests and questions on grammar, writing, reading, listening and speaking. But asking someone to rate himself or herself is a better option to gain time and have detailed replies.

2. DETAILED INSIGHTS ON FIRST YEAR STUDENTS' ENGLISH

LANGUAGE SKILLS:

Below we can see the first year students' overall mastery of English language in the department of English in Batna University.

Rating ¹⁹	Participants	Percentage
1 -Weak	0	(0%)
2 -Beginner	03	(02.25%)
3 -Elementary	05	(03.75%)
4 -Basic	04	(03%)
5 -Pre-intermediate	16	(12.03%)
6 -Intermediate	14	(10.52%)
7 -Upper-intermediate	33	(24.81%)
8 -Advanced	32	(24.06%)
9 -Proficient	22	(16.54%)
10-Near-native	04	(03%)



¹⁹ The rating above is on a scale of ten (10) where -1- stands for weak and -10- for Near-native

Table 10

Most replies fall on the scale of seven (07) and eight (08) out of ten (10) representing respectively **(24.81%)** and **(24.06%)** which reflects a good command of English (Upper-intermediate and advanced) that is above the average (05). Only **(03%)** responded their English is near-native. We confirmed that during the Digital Video Conference sessions with Americans. They clearly agreed that some Algerian students were speaking English perfectly and they were able to understand all discussions and conversations. We asked those students about what helped them enhance their level of English either in speaking or in listening; they simply said that they learnt English through television. These answers are in the direction of our hypothesis which states that

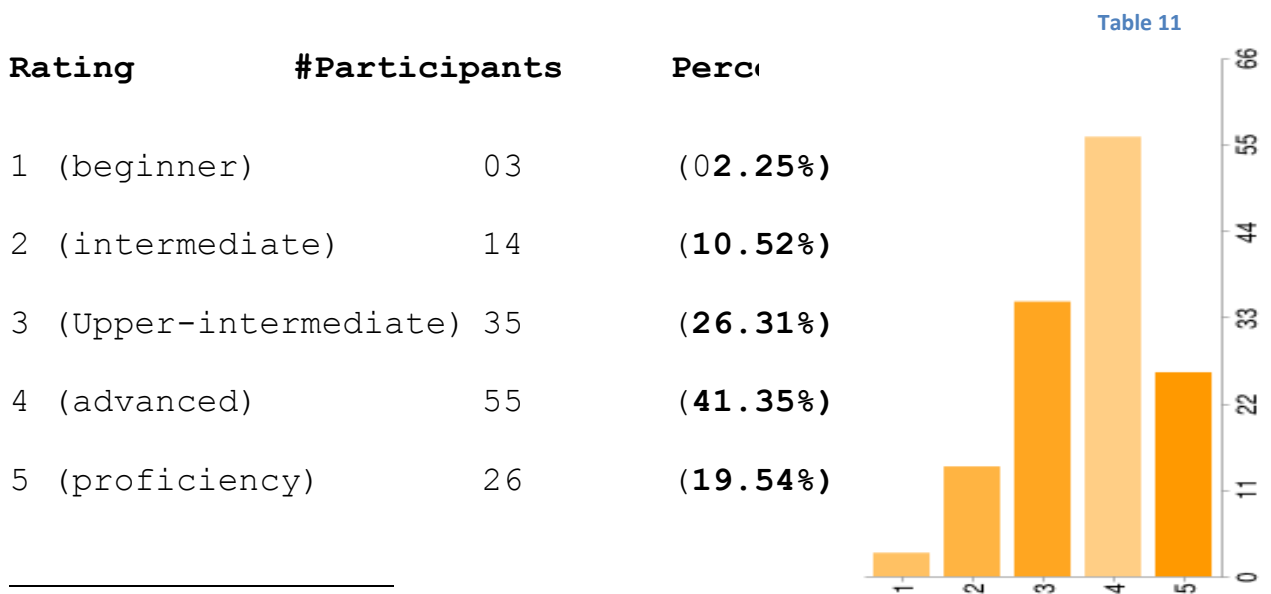
teaching relies on techniques that stimulate the sense of sight and hearing.

The above results (Table10) show an overall insight on students' level of English based on their replies²⁰.

For a more detailed and accurate prospection we split the answers according to four skills of English language.

3. STUDENTS'S SKILLS AND EVALUATIONS

3.1. STUDENTS' LISTENING SKILL EVALUATION



²⁰ We have to remind the reader that all the results are based on participants' honesty in their replies. Sometimes they try to please the teacher and end with a slightly heart-oriented answer.

Listening skill is very important when acquiring English because it is undoubtedly having an enormous impact on students' ability to learn a new language. When we asked participants to answer a section of our questionnaire, we had very interesting responses.

According to the results we remark that most students seem not having an issue when listening to English. In the beginning of this study, we assumed that students have some difficulties regarding this skill but the findings proved the contrary. Perhaps the random selection of students was the reason of such result. (41.35%) of the replies show that students have no difficulties with their listening skill. Only (02.25%) and (10.52%) agree that they have a weak listening skill. They also mentioned that the real problem is about the pronunciation

which is totally different from what we are dealing with.

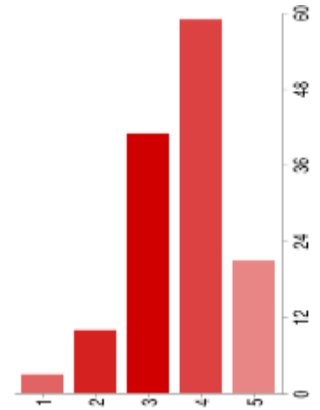
3.2. STUDENTS' SPEAKING SKILL EVALUATION

Speaking has always been considered as the most crucial skill to be mastered by learners of English. For the Algerian students in general and first year students of English in Batna in particular, fluency was the main objective of our investigation in which we encouraged learners to be able to converse with others, since being fluent in English and able to communicate is the bottom-line. Mastering other skills such as reading, writing or listening is also important and should not be neglected.

This bar chart is illustrating the responses of students regarding their speaking skill.

Rating	#Participants	Percentage
1 (beginner)	3	(02.25%)
2 (intermediate)	10	(07.51%)
3 (Upper-intermediate)	41	(30.82%)
4 (advanced)	58	(43.61%)
5 (proficiency)	21	(15.78%)

Table 12



According to the above results, (15.78%) of participants have 05 out of 05 during their evaluation on the speaking skill. The obtained result reflects their level in speaking and confirms that few students are fluent in English because the language English is not their mother tongue; whereas the majority of participants replied 04/05 which represents (43.61%) of our sample whose English is above the average. What we interpret from this result when we compare it to the listening

evaluation is the similarity between the charts. Hence, the listening and speaking skills are complementary and cannot be dissociated during the learning process.

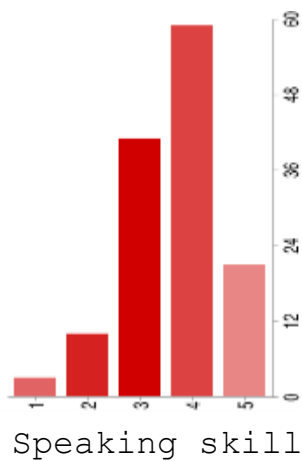


Table 14

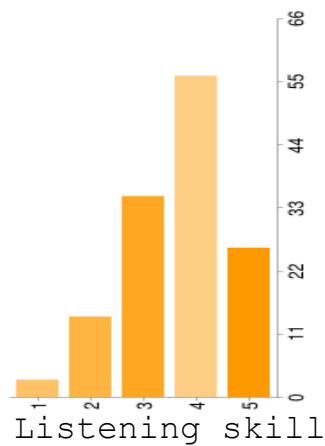


Table 13

We noticed that graphic representations of frequency distribution have the same form. However, the percentages are slightly different. We understand that the listening and the speaking skills are complementary to each other and are very important to the English language learning process.

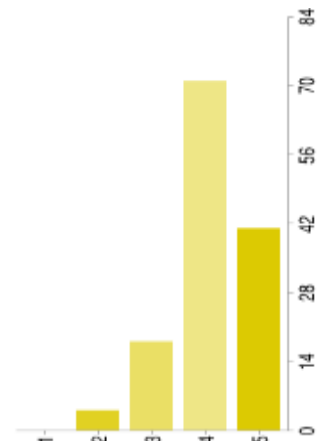
It is confirming the previous researches' findings which indicate that developing speaking and

listening competence requires increasing versatility, linguistically and socially speaking, as well as in terms of reasoning (Elabbar, 2011).

3.3. STUDENTS' READING SKILL EVALUATION

Table 15

Rating	#Participants	Percentage
1 (beginner)	0	(0%)
2 (intermediate)	4	(03%)
3 (Upper-intermediate)	18	(13.53%)
4 (advanced)	70	(52.63%)
5 (proficiency)	41	(30.82%)

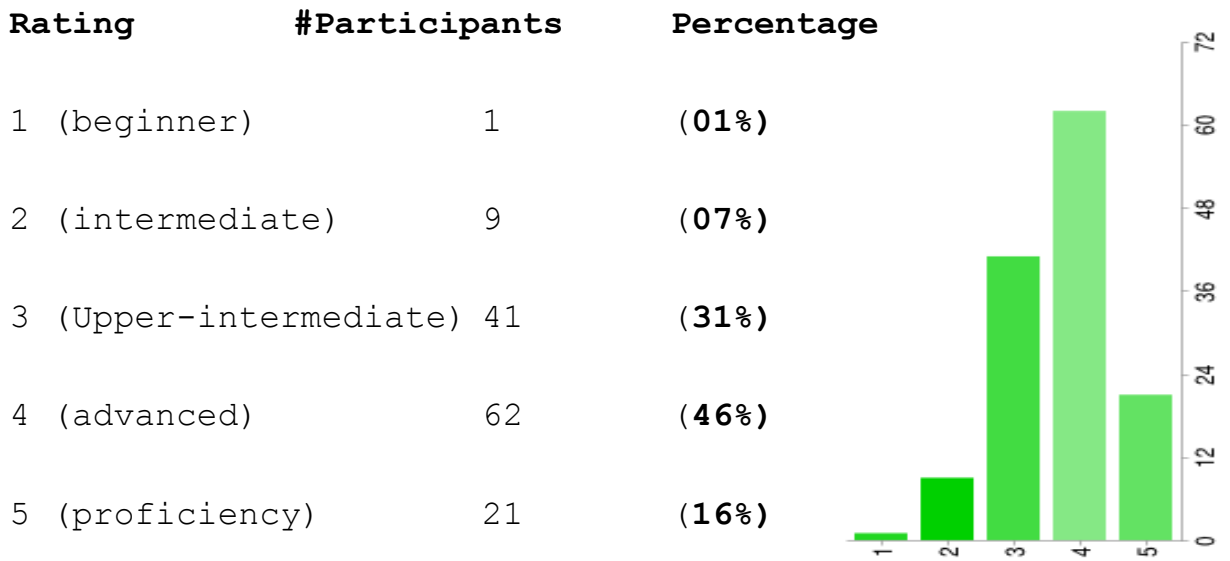


Among other skills, the reading skill is also important to language learning. We decided to include it in this part to have an idea about our experimental group and so we did with our control group. Nearly (96.98%) seem to have a good reading skill that is dispatched as such: seventy (70) participants representing (52.53%) and forty-one

(41) participant representing (30.82%). A very small number of students have a weak level in reading.

3.4. STUDENTS' WRITING SKILL EVALUATION

Table 16



The writing skill is important in students' learning process. However this skill is less important than other skills which have a greater role in the oral communication. According to the above percentages, more than the half of our experimental group has a satisfactory level in writing. (16%) of the replies have a 05/05 level

which according to us might not reflect an exact result, because we have asked them to take a quick test in writing which revealed that they still make mistakes and errors, something quite normal for first year students who are learning a foreign language.

4. MEANS OF COMMUNICATION THAT HELPED STUDENTS

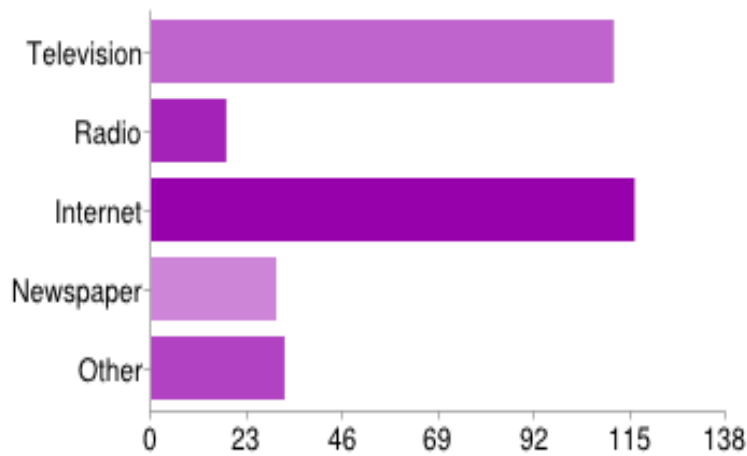
IMPROVE THEIR ENGLISH:

These results²¹ reveal the different means our participating students have used to improve their English. Below we can see which of these are mostly relied on rather than others.

Means	Participants	Percentage
Television	111	(83%)
Radio	18	(13%)
Internet	116	(87%)
Newspaper	30	(22%)
Other	32	(24%)

²¹ Students may select more than one checkbox which resulted in percentages higher than 100%.

Table 17



We consider this section of our questionnaire as the most important one, since our research is mainly directed towards the use of the technological means of information and communication. The results meet our expectations and our projections.

(87%) of students chose internet as the premium means of communication. When questioned about their choice they presented a strong argument in which they declare that internet allows for the interaction and communication unlike the television that has a unidirectional broadcast. Nonetheless,

television remains the most spread broadcasting technology since internet is not available in some regions.

Students when asked about television replied with (83%) vote.

We also have been curious regarding their vote for the option "other". The answer we had was simply including other means such as smartphones and tablets which represent (24%). But the radio and the newspaper are not considered as efficient as in the past representing only (18%) and (30%) of students.

As we confirmed that learners have a preference to internet and television, we decided to investigate more on which channel they watch to improve their English.

Here is a sample of their answers:

MBC Dubai, BBC, MBC, BBC World, mbc2, Aljazeera, MTV, CNN, national geographic, MBC, BBC, MBCMBC , BBC, MBC, al-Arabiya, mbc4...

We remarked that most of them watch Arabic speaking channels because they display subtitles simultaneously. Back to what we previously highlighted on the theoretical part of this work, grammar-translation method is obviously having more positive outcomes regarding language acquisition. Students feel comfortable when they could make linguistic associations between their native language and the target language. The choice of television as a technological aid has been made because of the movies and shows which are appealing

and encourage learners to be motivated to learn a language while they are entertained.

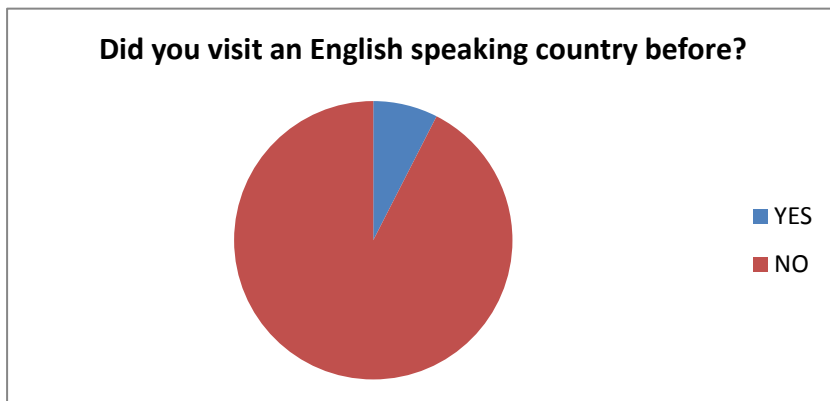
Also the use of internet helped learners to understand a language through the translation software which help them with the word definitions and vocabulary enrichment.

Did you visit an English speaking country before?

We designed this question in order to check if the participants have or have not been exposed to an English language speaking environment.

Answer	Participants	Percentage
Yes	10	(07.51%)
No	123	(92.48%)

Figure 6



The aim of this question is to identify those who had the opportunity to practice their English and put them onto groups to make the balance in terms of students' equal participation during the sessions.

5. STUDENTS' FAMILIARITY WITH TECHNOLOGY AND COMPUTING MASTERY

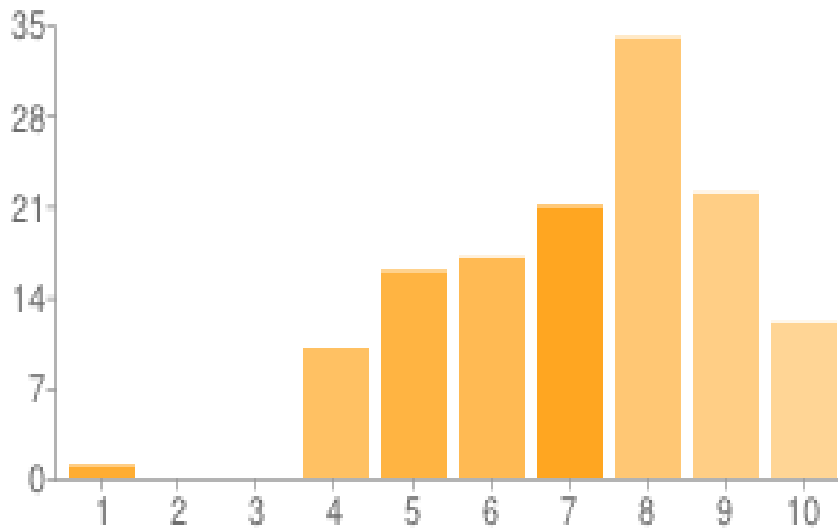
5.1. USE OF INFORMATION AND COMMUNICATION TECHNOLOGY

We consider this section as a determinant one since it is enlightening us on the level of our Testing Group in terms of the use of technology. The questionnaire related to students' computer literacy has been submitted via an online platform which is a reliable solution that helps identify those who use the technology from those who do not, because answering electronic and online questionnaires necessitate a certain competence in terms of the use of ICT.

The coming numbers reflect our students' mastery of ICT's. The nuanced percentages indicate how well students use the technological means of information. For this we used the Ten-points based scale where one (01) means weak, four to five (04-05) average user, six to eight (06-08) advanced and finally nine to ten (09-10) for the experts.

Scale	#Participants	Percentage
1 -Weak	01	(0.75%)
2	0	(0%)
3	0	(0%)
4	10	(07.51%)
5	16	(12.03%)
6	17	(12.78%)
7	21	(15.78%)
8	34	(25.56%)
9	22	(16.54%)
10 -Expert	12	(09.02%)

Table 18



When we analyze the findings we see that only one (01) out of the one hundred and thirty three (133) participants replied 1/10 which represents only 0.75% of the total number. We received 0% replies for the 2 and 3 which let us assume that most of participants have notions in computing. Ten (10) students totaling in (07.51%) are intermediate 4/10, whereas 16 and 17 students respectively totaling (12.03%) and (12.78%) are average users. We also categorized the majority of good users on the 7

to 10 levels: 21 students (15.78%) (level 7), 34 students who represent (25.56%) with very good mastery (level 8) who also represent the majority in the above chart. Those who have a level 09 represent (16.54%) numbering in 22 students and finally 12 students are experts (level 10) totaling (9.02%).

All in all, (91.71%) of the students who participated in our experiment have a good mastery of computing. This percentage represents those who have a level of five (05) and above. Only 9% have a level below (05).

5.2. THE MOST POPULAR SOCIAL MEDIA USED TO IMPROVE ENGLISH

During the last decade, the "Web 2.0" has remodeled the human interaction through and with technology allowing users harness the power of the

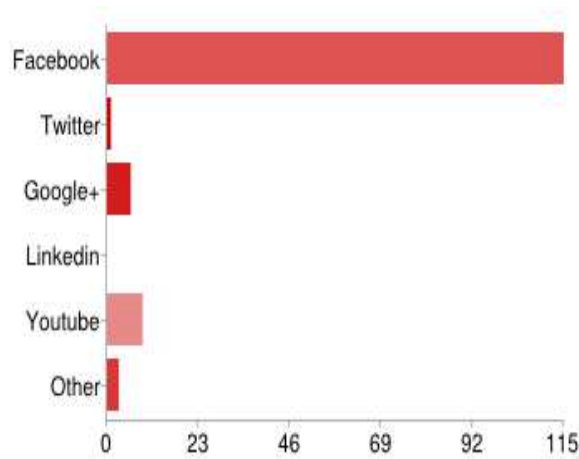
net with very basic knowledge on technology. Among these, we name the social media and platform which have been heavily used by the Algerian students during the cross cultural exchange with their American counterparts. We were not surprised to have the majority answering "Facebook" which is predictable especially when we correlated our findings with the annual reports published for the year 2012-2013²² in which they cited that:

"...42% of online adults use multiple social networking sites, but Facebook remains the platform of choice". (Maeve Duggan and Aaron Smith 2013)

Social Media	#Participants	Percentage
Facebook	114	(85.72%)
Twitter	01	(0.75%)
Google+	06	(04.51%)
Linkedin	0	(0%)
Youtube	09	(06.76%)
Other	03	(02.25%)

²² Annual reports and insights are accessible from this source: <http://www.pewinternet.org/2013/12/30/social-media-update-2013/>

Table 19



Using social platforms help students get the opportunity to learn in a different environment. As discussed in previous chapters, this new way of learning is also part of the so-called "edutainment". In Batna University, department of English, Facebook is used by (85.72%) but still, we also noticed that some students are concerned with their privacy.

5.3. SOCIAL MEDIA PRIVACY AND IDENTITY THEFT

We also have been concerned about the privacy and identity theft in the social media platforms. The aim of our inquiry was to determine and confirm if students have issues in sharing their details. The question has been asked as such: Do you have any issue in displaying your real name and real picture on Facebook?

Answer	#Participants	Percentage
Yes	30	(22.56%)
No	103	(77.44%)

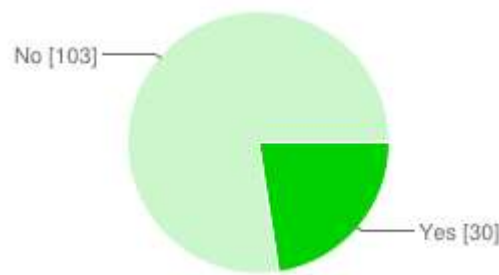


Figure 7

According to the above numbers and figures we discovered that (22.55%) of the participating students do not put their personal picture and real name on Facebook. When interviewed, they agree that the social platform can be a risk to their privacy in terms of personal information sharing or identity theft.

We definitely understand that social platforms are powerful tools but cannot be adopted unanimously.

5.4. MOST USED VIDEO-CONFERENCE SOFTWARE TO COMMUNICATE WITH ON INTERNET

Skype	118	(88.72%)
Google Hangouts	1	(0.75%)
Oovoo	2	(01.50%)
Other	12	(09.02%)

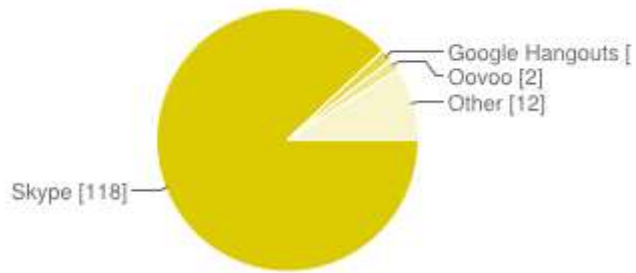


Figure 8

This question helped us find the most used video conferencing software by our participants. (88.72%) totaling in 118 students have chosen "Skype".

Based on what has been discussed in the theoretical part, we found that students rely on the videoconference as a primary tool to enhance their fluency as well as to ameliorate their English. This online software stimulates the senses of sight and hearing is redefining and reshaping the definition of learning. Regardless to the geographic position, students can have the possibility to interact and discover other cultures which can benefit them during the language acquisition or while they strengthen their understanding of English language with native speakers.

6. POST DVC EVALUATION

In this part of the experimentation we mainly used observation, and interviews to evaluate our students' English fluency after the Cross Cultural Exchange that has been done, through the Digital Video Conference with the American University of Washington (AU). It is very difficult to accurately evaluate students on oral expression because we understand that one interview is not enough although we supported the evaluation with a survey which gave us an overall overview on their English language improvement as well as on their cultural learning which also consolidated their acquisition.

Do you think that your participation in D.V.C. (Digital Video Conferencing) helped you become fluent in English?

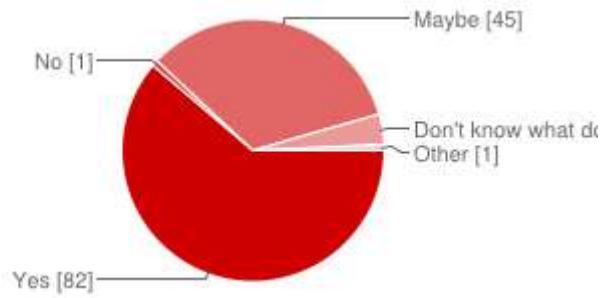


Figure 9

Answer	#Participants	Percentage
Yes	82	(61.65%)
No	01	(0.75%)
Maybe	45	(33.83%)
Don't know	4	(0.3%)
Other	01	(0.75%)

The results above confirm our hypothesis with a percentage of (61.65%), which constitutes the majority of the participating students. We also recorded their statements and testimonies after the experiment and saved them under an audio-visual format.

At the University level in Algeria, we find that the LMD program requires students to attend classes of writing, reading and grammar instead of listening and speaking. In larger classes, Algerian students agree that it is harder to get the chance to speak and participate often because of the short time allocated to the module of Oral Expression. During the DVC sessions and face-to-face conferences through Skype and Google Hangouts, students had more time to practice their English with their American peers and also the possibility to learn the cultural aspect of the language.

Do you think your English has been understood by your counterparts during the DVC sessions?

Answer	#Participants	Percentage
Yes	45	(33.58%)
No	17	(12.68%)
Maybe	70	(52.23%)
Other	02	(01.49%)

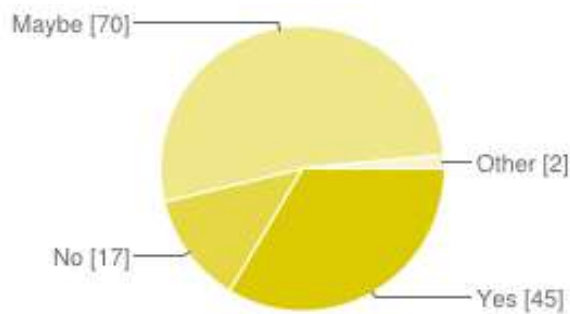


Figure 10

According to students' replies we remark that (70) seventy students, representing (52.23%) of our population's sample, answered "Maybe". In order to get additional information, we asked them to take a short interview to help us understand why they have answered as such. The most recurrent replies were:

"...I think my English wasn't good enough";

"...it was hard to shift to American accent";

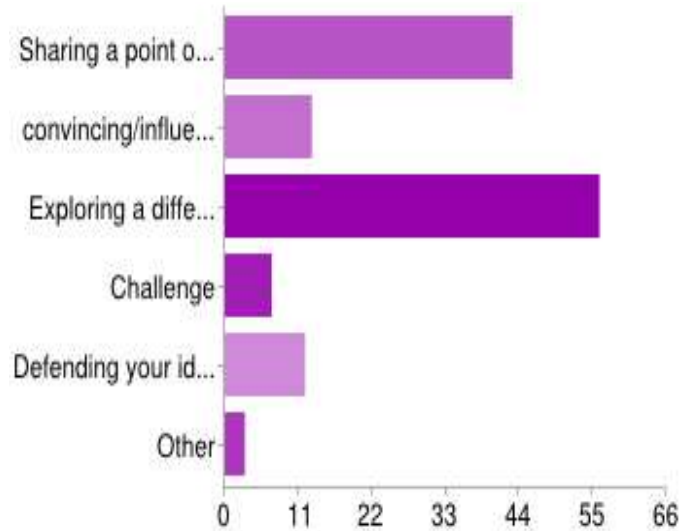
"...my English was very basic compared to the native speakers".

Our vision is quite different from the Algerian students' one. During the interview we noticed a better command of English compared to the pre-DVC sessions interviews. Students realized they were learning formal and academic English in the department of English in Batna and agreed that they have been offered a new way, in which they learnt colloquial language and cultural aspects, as far as English is concerned. Hence, culture is a scaffold to an effective learning of English language.

How do you consider your interaction with Americans through DVC

Sharing a point of view	43	(32.08%)
Convincing/influencing others	13	(09.70%)
Exploring a different point of view	56	(41.79%)
Challenge	7	(05.22%)
Defending your ideas/beliefs	12	(08.95%)
Other	3	(02.23%)

Table 20



The bar charts above illustrate the answers of our TGROUP in terms of their experience in taking part in the Digital Video Conference series and help us understand their perception of the interaction with the native English speakers.

(41.79%) answered "exploring a different point of view", whereas (32.08%) said "sharing a point of view". According to this, we can differentiate between exploration or discovery of a given concept and the situation of sharing and contribution.

Those who represent **(32.08%)** are a category of students who have a good cultural and linguistic background which motivated them to reply "sharing a point of view". However, the majority (41.79%) agree on the fact that their interaction with the American students during the DVC was beneficial in terms of learning and exploring through a different perspective which enables a better understanding of the English language. Hence, our interpretation leads us to suggest that this analysis goes in the direction of our hypothesis which states that students can improve their English fluency through Cross-Cultural Exchange using the digital video conference.

7. CONCLUSION:

In this Chapter, we analyzed the findings of the study that include first year students' evaluation of the four skills (listening, speaking, reading and writing), and the means of communication during the DVC series that helped students improve their English and fluency. We also had an idea about their familiarity with technology and the computer mastery. The last section of this part is dedicated to the post DVC evaluation.

VIII. CHAPTER EIGHT: MAJOR FINDINGS, RECOMMENDATIONS AND GENERAL CONCLUSION

1. INTRODUCTION

We consider this chapter as the core of the study, because it gathers the most significant and valuable summary of the whole findings. To simplify the reading of this piece of work, we took the liberty to design a structured digest, representing the major findings of the study, as well as a list of recommendations, which can help build an appropriate understanding on how to raise students' motivation to enhance their English fluency with, and through, information and communication technology.

2. POST EXPERIMENT MAJOR FINDINGS

One of the most important findings of this study is the students' feeling of frustration during DVC sessions. This is explaining how the feeling of

frustration is one of the factors that go against the interest of learners and teachers. We decided to limit this to the field of our study through the following points:

- The feeling of frustration during DVC sessions is a serious matter, since it had a negative impact on first year students' motivation and participation;
- Most of the Algerian students perceived interaction with their American peers as a challenge between their teammates. The possibility to learn something new for the sake of knowledge was reduced though;
- All Algerian Students recognized the words pronounced with a standard accent more easily compared to the ones naturally pronounced by the

Americans, although they already learnt, practiced and used these words several times in class. We also noticed that listening to known words or phrases in English is much easier than listening to new or unfamiliar ones (Fengying, 2003).

- Frustration occurs when there is few, or no, understanding when listening to a foreign language. Their efforts to understand the spoken English is also noticeable and have been confirmed through their responses after the series. Solutions to this kind of barrier do exist though, because it is relatively easy to remediate, if the right strategy is used (see recommendations);
- In the Oral Expression module, the non-participating students' difficulty to fully

understand conversations during the listening tasks. In most classes in departments of English in Algeria, teachers have their students listen to a recorded conversation requiring them to take a gap-filling activity or sometimes engaging in a conversation. It is quite efficient as a technique, since students can repeat the audio track as much as needed;

- In this experimental teaching technique, we acknowledge a new concept called 'edutainment'²³. It is an association of education and entertainment, combined to form a new approach to help achieve a better teaching and learning outcome;

²³ Computer games, television programmes, or other material, intended to be both educational and enjoyable. Source: Oxford online dictionary

- Students successfully built a good vocabulary during DVC. It is by far the best pillar to improve English (Ghazal, 2007);
- During their spare time, Algerian students also relied on listening to music. It revealed to be an excellent alternative to learn new words. Most of them showed a great interest to this technique, because building vocabulary can also be done while listening to songs repeatedly. So frustration is a normal reaction to something not understood, or misunderstood, which can be overcome through efforts, perseverance, and repetition as this language improvement activity. Hence, listening to something appealing helps learners escape boredom and monotony of the regular classes (Ushioda, 2011);

- Another major finding is the quality, dedication, and competence of the participants interviewed during the experiment. They also demonstrated outstanding preparation during their final joint projects with their American counterparts, and a very high level of commitment despite their busy schedule and classes. This effort is due to the motivational technological means of communication, which has been adopted in the experiment, which raised their interest and turned them into students who became aware that Cross Culture Exchange through DVC is a value-added to knowledge and a culturally relevant process of learning, as far as the English language is concerned. After we questioned students, they confirmed that DVC was a new way to improve English and enhance

fluency. Relying on means, that stimulate the sense of sight and hearing, was a true combination of Education and Entertainment (edutainment) which is previously discussed;

- The successfulness of the experiment has been achieved thanks to the efforts of the Ministry of Higher Education and Scientific Research in Algeria, as well as its dedication to support teachers, and students, through strengthening institutions with cutting-edge technology such as Video Conference Centers to a better LMD system implementation throughout the Universities in Algeria;
- As discussions with teachers, faculty members and staff during the study, it became clear that

most of the challenges to students' English language learning, in general, and fluency, in particular, are not due to the LMD implementation hurdles since our study revealed that the main problem is, initially, originated by the lack of teachers of English at the Lycée and middle school even before the University level;

- In addition to this, collaboration and coordination with other faculties, at an international level, the case of Batna University and the American University of Washington appeared to be an asset for this study, which can be generalized to the rest of the English departments in Algeria. It endowed students with a more convenient and motivating

environment which created a high learning opportunity to enhance and improve their English in a short period of time;

- Digital Video Conference proven its efficacy in terms of teaching and e-learning, but the real obstacle to the implementation of such technology in Departments of English in Algeria, is its high cost, financially speaking. And the necessity of having an advanced, or at least good, mastery of the technology. A technology expertise and maintenance is also needed, since most of the DVC centers might experience some technical issues, which requires the designation of an IT technician for each video conferencing session, to assist the teacher or the students;

- LMD students in Batna, whose linguistic background is mostly Berber²⁴; tend to have a good ability to learn English, since bilinguals have higher level of motivation (Klein, 1995; Thomas, 1988, 1992; Zobl, 1992);
- An imbalance is noticed between the way teachers and students perceive the ICT's. For example, teachers see social media as an advantage and a value-added to learning because of its tremendous capabilities in terms of connecting and interacting with students and colleagues. Whereas for students, social media appear to be a time-killer and the place to have fun instead of learning.
- During DVC sessions, students' focus was at its full level, which can be effective but might

²⁴ Berber speaking students at the English department in Batna 32.33%. Non-Berber speakers 66.91%
C.F. General conclusion p. 264

lead to a state of tiredness. The reason is the will of students to excel and speak fluent English with the participating natives.

- Monitoring students interacting with their peers during DVC, allow teachers to shape an idea on students' difficulties, either in pronunciation or articulation. The supervising teacher can suggest and correct while students are speaking. In contrast with a regular class, DVC gives an opportunity, not only to students, but also to teachers²⁵ to learn, understand or discover a cultural aspect, approach, expression or idea that can be missed due to a socio-cultural difference with native speakers of English.
- As suggested in our hypothesis, the study confirmed that students' with different learning

²⁵ This is to remind that most teachers of English in Algeria are not native speakers of English.

abilities regard video-conferencing as an appealing style. We have to remind that this finding is limited to students who are visual and auditory learners.

3. RECOMMENDATIONS:

We understand that this study could be furthered and extended but due to time limits and some restrictions in term of accessibility of information, such as national archives and statistics, we can only summarize our recommendations as follows:

- Build a unified understanding of the Cross-Cultural Exchange via digital video conference as part of an LMD curriculum consolidation;
- Train English teachers, instructors and professionals through cyclic workshops

emphasizing the role of the technology and its impact on students for a better teaching outcome;

- With practice, students' listening and speaking skills can improve, especially if they are able to converse, discuss the general idea or topic. The level of frustration, indeed, lowers but remains.
- Foster students' leadership, collaboration and coordination to help build a reliable network that can be used further, either during the post-graduate studies or in their career as future teachers;
- Redirect slow learners to language centers such as CEIL (Centre 'Enseignement Intensif des Langues) to help them improve their English and gain time during the ongoing academic year as a

remedial option which can prevent demotivation in case of English language deficiencies;

- Promote students' tutoring through an online national portal for an efficient and effective information dissemination, which allows students of English to have a permanent access to an exchange platform in which they can receive answers to their inquiries and concerns;
- Create a dedicated website to students and teachers in order to coordinate a campaign including information on centers such as CAV "Centre Audio Visuel" and CRI "Centre Réseaux Informatique";
- Allocate more time to the module of Oral expression which would also allow students have more time to practice English, since most of

departments of English have large number of students and fewer classes;

- Give more attention to classes of first year students and ask the head of English departments to appoint full time teachers (permanent teachers), instead of the pre-service teachers who have less experience or few years of experience in lecturing for a better learning outcome;
- The implementation of the competency-based approach is a Sine qua non condition to encourage quick learners, not to get demotivated while average and slow learners learn the basics;
- Determine an appropriate admission standard for first year students at the faculty's level based on a test to help categorize students according

to their competencies, since baccalaureate marks reflect a limited setting due to the short time of the test;

- Rise students' awareness on technological resources such as the social media and online learning through "Moodle" platform;
- Encourage students become autonomous by scheduling regular meetings, in which teachers discuss the latest technologies used in the field of English learning/teaching. This can be done as part of the tutoring sessions.
- Reminding students to forget perfection, since most of the frustration, when listening to an English native speaker, comes from the attempt to understand every pronounced word "perfectly". Totally different from the situation in which someone learns grammar where a full

concentration and focus is required. For, instance, listening to podcasts²⁶ can rise students' interest and help them build an understanding which enhances their listening skill. This kind of technological aid can be used almost everywhere and mostly outside the learning environment.

- Identifying the listening situations, both the unidirectional and bidirectional ones, are of a great importance. The first type of listening can be stress free and may not provoke frustration, because listening, here, does not involve the person in a discussion. But in the latter situation, the person has to interact and take part in the conversation. In both cases,

²⁶ A podcast is a digital medium consisting of an episodic series of audio, video, PDF, or ePub files subscribed to and downloaded through web syndication or streamed online to a computer or mobile device. Source: Wikipedia

frustration may, or may not, occur depending on the environment where the listening/speaking task or activity is happening, students have less feelings of frustration in a reduced audience. This psychological factor would diminish the students' ability to participate effectively in conversations. That is why when being confronted to such situation, students have to rely on guessing and understanding the context of the conversation or speech rather than attempting to fully recognize and focus on what has been said, which sometimes seems new, difficult or simply sounds strange. When natives speakers produce word sounds as an unsegment body, it often ends up as a swallowed sound on the listener's ear. It, generally, leads to misunderstanding which happens

frequently when learning English. So the best strategy is to carry on with listening to conversations.

4. GENERAL CONCLUSION

Our study is commissioned to propose a new approach which relies on the implementation of Digital Video Conference as a technological aid, to help first year students at the department of English in Batna University, and improve their fluency through cross-cultural exchange with native speakers of English.

The obtained results in our experiment confirmed the hypothesis, and thus, constitute a valuable guidance that can be shared by teachers and instructors of English to adopt a new way of teaching that complies with the LMD requirements for

the Algerian model. From the gathered data, we indicate that using video conference boosts the students' motivation and allows them to consolidate their acquisition, linguistically speaking, through culture and peer interaction. The model we suggested in this study revealed its usefulness and successfulness, and provides the readers with an efficient tested-method to improve educational outcomes for the Algerian students. Critical thinking and skills development, namely listening and speaking enhance information literacy and equip students with a novel way of learning, centered on autonomy and competency-based needs.

The study also helped us reveal that the use of information and communication technology, in some situations, should not be fully relied on, especially when the learning process occurs with no

teacher/instructor consultancy or guidance. The case of asynchronous learning might be taken as an example, since learners generally tend to fall in an unstructured way of learning, where they found themselves attempting to build an understanding based on a fragmented -or not complete acquisition. In this particular case, the teachers' supervision, or at least, the monitoring is preconized.

Whereas the synchronous learning/teaching proved its efficiency in terms of enhancing the learner-to-learner and/or learner-to-teacher real time interaction which favors better language acquisition through cross-cultural exchange and fosters a healthy and motivating environment, letting the students have more chance and opportunities to get involved and become active while learning.

Among our concerns in this study was the linguistic background of our population's sample, in which we assumed that the students' level of English language was not similar to other students in Universities in Algeria. We thought that the Berber dialect might shift the position of English during the students' learning process, but we found out that it should not to be taken as a big concern since the findings of this study helped us suggest that students with different linguistic backgrounds have more abilities to learn foreign languages, which complies with previous researches also suggesting that bilinguals have higher level of motivation (Klein, 1995; Thomas, 1988, 1992; Zobl, 1992).

Finally, we conclude that using technology as an aid proved its effectiveness but the contents,

materials and resources for the cross cultural exchanges have to be carefully chosen by teachers in order to meet the needs of their students, as far as English learning is concerned. Helping students become fluent was the main objective of this study that is why we encourage teachers and instructors set their objectives towards making their learners achieve fair English language mastery instead of the full-command of English, which often requires allocating more hours to the module of oral expression for a better practice. Our research hypothesis and the results obtained would hopefully be duly appreciated and shared by teachers of English in Algerian Universities.

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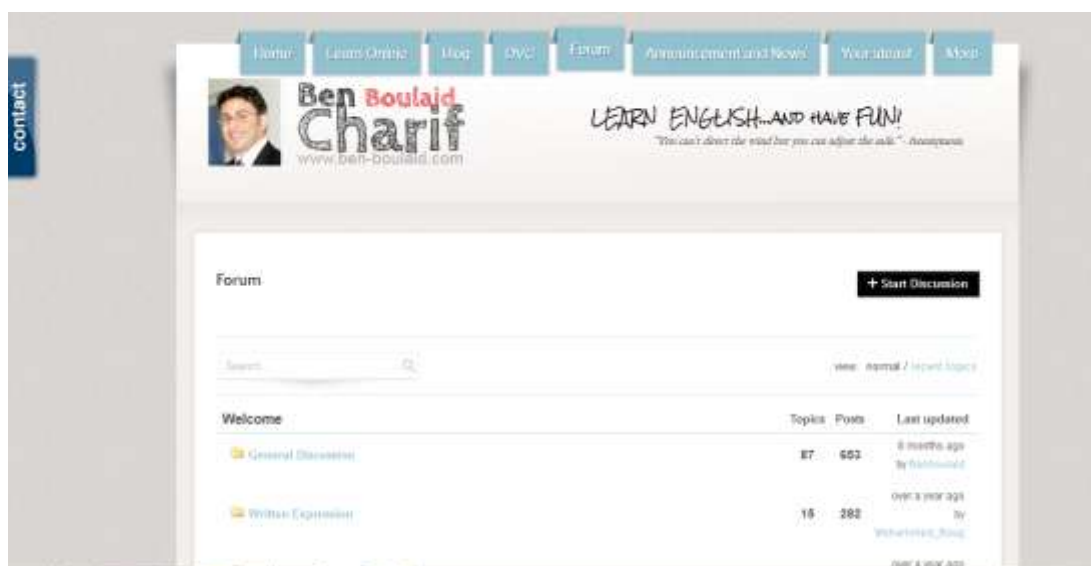
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APPENDIXES

The website used during the experiment:

www.ben-boulaid.com





Digital Video Conferencing series photos













Students visit to the US Embassy for the final DVC

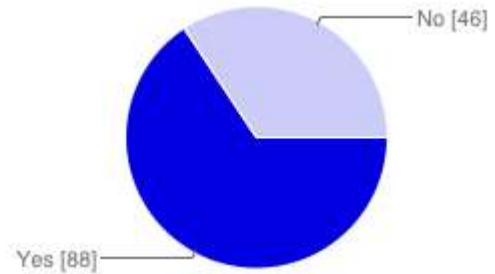


MISCELLANEOUS RESULTS FOR FURTHER RESEARCHES

We designed these questions since we believe this research can be furthered and extended.

Do you think that General culture is important to English language learning?

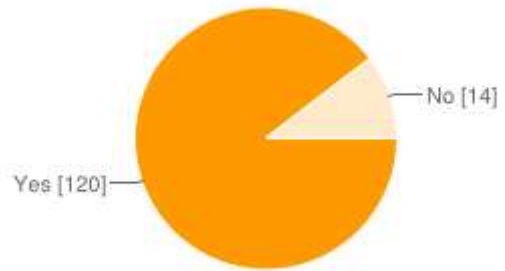
Yes	88	(65.67%) ²⁷
No	46	(34.32%)



Over one-third (1/3) agree that general culture is important to English language learning.

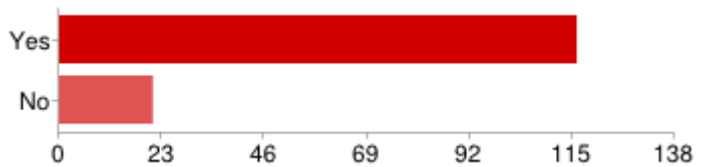
Do you like watching films?

Yes	120	(89.55%)
No	14	(10.44%)



Do you like listening to Music?

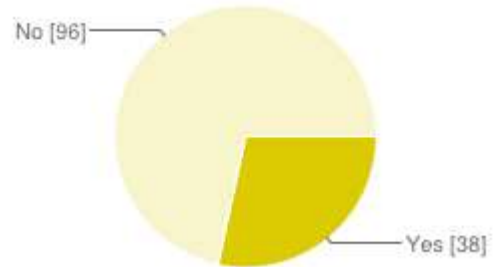
Yes	116	(87.21%)
No	21	(15.78%)



²⁷ The number of responses is 134 instead of 133. The addition represents my reply of the researcher.

Are you interested in politics?

Yes	38	(20.89%)
No	96	(71.64%)



This question might seem out of context but we thought adding it was necessary since it is part of the general culture.

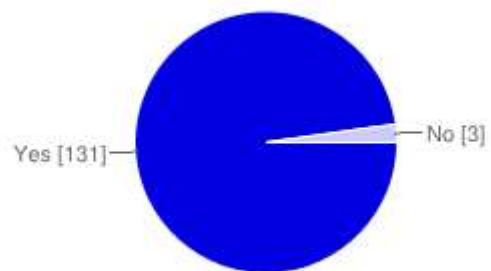
Are you interested in religion?

Yes	96	(71.64%)
No	38	(28.35%)



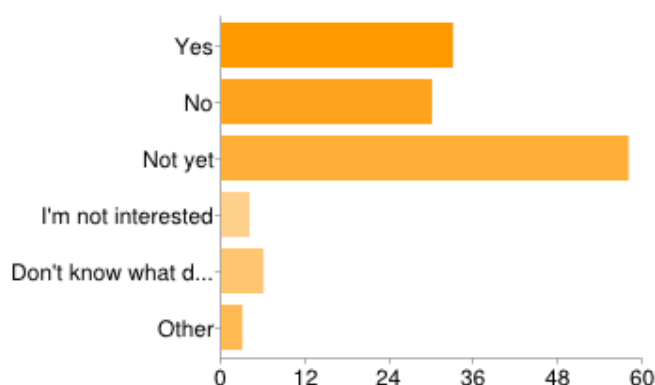
Can you communicate/interact with people who have different faith/religion/belief from yours?

Yes	131	(97.77%)
No	3	(02.23%)



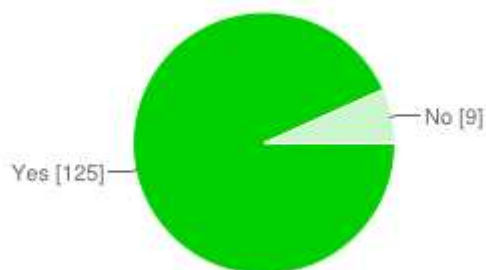
Have you been involved in civil society activities?

Yes	33	(24.62%)
No	30	(22.38%)
Not yet	58	(43.28%)
I'm not interested	4	(02.98%)
Don't know what does civil society mean?	6	(04.47%)
Other	3	(02.23%)



Can you travel on your own (in Algeria) to attend workshops/sessions/seminars?

Yes	125	(93.28%)
No	9	(06.71%)



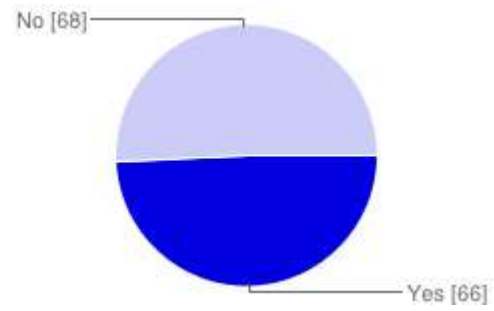
Can you travel on your own (outside Algeria) to attend workshops/sessions/seminars?

Yes	100	(74.62%)
No	34	(25.37%)



Can you afford paying for your living expenses and hotel if asked to travel?

Yes	66	(49.25%)
No	68	(50.74%)



University of AU survey

Pre- Survey: Virtual Cross-Cultural Exchange Program -

The following survey will be used to help evaluate the IMI Virtual Cross-Cultural Exchange Program at American University in Washington D.C. As a program participant we ask that you please take a few minutes to complete this survey. Your survey answers are anonymous so we ask that you answer as thoughtfully and honestly as possible. The results of this survey will help us with important research on how video conferencing affects intercultural exchange and understanding. It will also help us improve this project for future years. Please note the following information: *Your answers are anonymous; *Your participation in this survey is voluntary (not required); *There is no penalty for failure to complete the survey at all, and no penalty should you choose to omit responses to one or more specific items; *Your answers will be summarized and shared with your professors, anonymously--they will not know what answers correspond to which students; *There are no significant risks associated with participation; *There is no compensation for your participation; and *Participation will require approximately 5-10 minutes. *If you have any concerns about this research, please feel free to contact Dr. Haaga, the Chair of Institutional Review Board, at dhaaga@american.edu. **By clicking "SUBMIT" below you indicate that you have read the description of this survey and agree to participate.

BACKGROUND INFORMATION

Please indicate your top three (3) reasons for participating in this Virtual Cross-Cultural Exchange project: Please check only 3 boxes.

- To make friends
- To learn about another culture
- To teach others about my culture
- To practice English
- It is required
- To gain experience using video conferencing technology
- Curiosity
- To discuss our differences/similarities

- Other:

Which aspects of this project do you think will be difficult or challenging? Please indicate how challenging you think the various aspects of the project listed below will be.

	Very Easy	Somewhat Easy	No Opinion/Don't Know	Somewhat Challenging	Extremely Challenging
Technology issues and capabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trust (i.e. trusting team members from another culture)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time-related issues (i.e. working across time zones and meeting project deadlines)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respecting team members' opinions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivating team members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Freedom to express yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

VALUES SURVEY

Home Country Cultural Values Please check off the five (5) values you believe are most important in your own culture/country.

- Honesty
- Work hard, be productive
- Honor your elders
- Patriotism
- Freedom
- Pursue happiness
- Gain goods and wealth
- Education
- Religion
- Know the right people
- Help other people
- Try new things
- Obey the law
- Know your heritage
- Save time, be punctual
- Stand up for what you think is right
- Achieve individual success

Partner Country Cultural Values Please check off the five (5) values you believe are most important in the culture/country of your international team members.

- Honesty
- Work hard, be productive

- Honor your elders
- Patriotism
- Freedom
- Pursue happiness
- Gain goods and wealth
- Education
- Religion
- Know the right people
- Help other people
- Try new things
- Obey the law
- Know your heritage
- Save time, be punctual
- Stand up for what you think is right
- Achieve individual success

Personal Values Please check off the five (5) most important values to you as an individual.

- Honesty
- Work hard, be productive
- Honor your elders
- Patriotism
- Freedom
- Pursue happiness
- Gain goods and wealth
- Education
- Religion
- Know the right people
- Help other people

- Try new things
- Obey the law
- Know your heritage
- Save time, be punctual
- Stand up for what you think is right
- Achieve individual success

ATTITUDES SURVEY

Of those people familiar with your country, how do you think they generally feel about your country?

1 2 3 4 5

Generally like my country Generally dislike my country

How familiar do you think other people around the world are with your country?

1 2 3 4 5

Very familiar with my country Not familiar with my country at all

Please characterize the type of interaction you have had with Americans previously. If you have interacted with Americans previously, please indicate what various types of interactions you have had. Select as many as apply.

- Friends

- Family Members
- University Colleagues
- Business Colleagues
- Tourists
- Other:

How familiar are you with the United States? How familiar are you with the country, politics, culture of the United States?

1 2 3 4 5

Very familiar Not familiar at all

When speaking with people from a different culture, are the following subjects taboo (i.e. a topic that you should not talk about or do not feel comfortable talking about)? Please indicate how appropriate or inappropriate you believe it would be to discuss each of the following subjects.

	Very Appropriate	Somewhat Appropriate	No Opinion/Don't Know	Somewhat Inappropriate	Very Inappropriate
Culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marriage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women's Rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Appropriate	Somewhat Appropriate	No Opinion/Don't Know	Somewhat Inappropriate	Very Inappropriate
Sex	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Terrorism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much interaction have you had with Americans prior to this project? The interaction could have taken place anywhere, including in your own country.

	1	2	3	4	5	
I have interacted with many Americans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I have never interacted with an American

Do you agree or disagree with the following statements? Please indicate your level of agreement.

	Definitely Agree	Somewhat Agree	No Opinion/Don't Know	Somewhat Disagree	Definitely Disagree
The media in both the Western and Arab worlds contribute to the stereotyping of each other's culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People in the West enjoy freedoms that people in other countries do not.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Definitely Agree	Somewhat Agree	No Opinion/Don't Know	Somewhat Disagree	Definitely Disagree
Western countries help other countries when they have problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Western countries interfere in other countries' domestic problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Western and Arab worlds will reconcile their differences in the next ten years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our world leaders are working to bring us together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our world leaders are incapable of bringing us closer together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After this project, I expect to have a different view of Americans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After this project, I expect to have a different view of the	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Definitely	Somewhat	No	Somewhat	Definitely
Agree	Agree	Opinion/Don't	Disagree	Disagree
		Know		

United States.

DEMOGRAPHIC INFORMATION

Country in which you currently study or live: This is the country where you study or live today. This may be the same as or different from your country of origin.

Country of origin: The country you are originally from if different than the country in which you are currently studying or living.

Age:

Gender:

- Male
- Female

Please indicate your field(s) of study: Sample Responses: Major in International Politics; Focus on International Business; etc.

Please list your language ability and level of proficiency: Sample Responses: English-Fluent; Arabic-2 Semesters Modern Standard Arabic; French-Beginner; etc.

-END SURVEY- THANK YOU!

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Teachers' Questionnaire

Dear colleague,

You are kindly requested to take part in this interview which aims to collect your views, opinions, teaching experience and recommendations towards the use of Information and Computer Technology as a means of Oral Expression improvements. I will be very thankful for your precious help which will be a tremendous contribution to my research which is entitled:

An Attempt to Explore Students' Abilities in Learning Oral Expression with Information and Communication Technology

(A case study of the 1st year LMD students at the department of English, University of Batna –Algeria-)

As mentioned, your answers are crucial for the research fieldwork since the results will be interpreted, analysed and revealed in my dissertation as part of the investigation; however your personal details remain confidential.

Once again thank you so much you for your kind cooperation.

BEST REGARDS

Mr. Charif BENBOULAID

Q2: How do you find the syllabus of Oral Expression in term of topic variety?

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Q3: What the most frequent obstacles you face during your teaching sessions / Lectures?

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Q4: How do you describe the level of your students in term of English language mastery?

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Q5: How do you describe your computing skills?

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Q6: Have you ever asked your students to prepare an expose or a research with computer technology?

Yes.....

No.....

Q7: Do you think computer technology would help you teaching Oral Expression efficiently?

Yes.....

No.....

Support your answer:

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Q8: Do you use computer technology or internet to prepare your courses?

Yes.....

No.....

Q9: Have you participated in a E-learning programme?

Yes.....

No.....

Q10: According to you, what is the difference between the classic and the computer-based teaching?

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Q11: According to you, how to increase the learners' communicative skill?

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Q12: If you have the possibility to choose an instructive aid apart from computer technology what would you recommend?

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Q13: According to you, what are the disadvantages of using Information computer technology as an aid?

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Q14: What do you suggest for an efficient teaching?

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Thank you so much for your valuable and priceless cooperation!