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Abstract

In the present digital era, technology is playing a pivotal role in the teaching and the learning practices. Information and Communication Technology (ICT) is essentially employed to store and transfer data; as a result, numerous researchers have reported the weight of this computer-aided integration in regard to the instructional process. Indeed, they shed light on this means so as to offer efficient opportunities and to furnish teachers' capabilities concerning both their cognitive and professional perspectives. In this vein, the current study investigates English CEIL instructors' attitudes towards the implementation of ICT modes of interaction at the level of the Algerian university context, particularly at the Intensive Language Teaching Centre (CEIL) at Skikda University. In order to achieve this objective, a mixed method case study approach has been followed whereby an adapted TAT online questionnaire has been addressed to 42 tutors, as well as an interview with a highly qualified teacher is under the spotlight. Accordingly, the aforementioned tools were adopted to collect relevant evidence through the use of the SPSS program, which was designed to process and analyze data. Undoubtedly, the obtained findings revealed that despite some reticence, EFL teachers, globally, embraced a positive standpoint towards ICT classroom incorporation and stressed its effectiveness in educational settings.

Key words: Technology, ICT, Implementation, EFL teachers, CEIL, attitudes.

الملخص

في الآونة الأخيرة وبولوج العالم الى عصر الرقمنة ، أصبحت التكنولوجيا بمكوناتها، تلعب دوراً أساسياً في تعزيز ممارسات التدريس والتعلم، فهي تستخدم تقنية المعلومات والاتصالات بشكل أساسي لتخزين المعلومات ونقلها. و نتيجة لذلك ، أفاد العديد من الباحثين أنه في الوقت الحاضر ، توصي أغلب مناهج التدريس بشدة بدمج التكنولوجيا خلال العملية التعليمية لأن تكنولوجيا المعلومات والاتصالات (ICT) يمكن أن توفر فرصاً فعالة للتطوير المهني و المعرفي للمعلمين و المتعلمين على حد سواء. و في هذا السياق، حاولت الدراسة الحالية التحقيق في مواقف معلمي اللغة الإنجليزية كلغة أجنبية (باعتبارها رقماً أساسياً في معادلة الرقمنة) اتجاه اعتماد أساليب تكنولوجيا المعلومات والاتصالات لتحقيق التفاعل الذي هو مطلب أساسي عند أي مدرس. ولتحقيق هذا الهدف، استخدمت هذه الدراسة نهج دراسة الحالة المختلطة الذي يشمل استبيان (TAT) المعدل عبر الإنترنت ومقابلة مع أستاذ مؤهل تأهيلاً عالياً ، يجمع بين المهنة البيداغوجية والتحكم في استخدام الأجهزة التكنولوجية الحديثة وقد تم اعتماد أدوات البحث السابقة الذكر في هذه الدراسة لجمع البيانات من عينة مكونة من 42 استاذاً ومعالجتها وتحليلها عن طريق برنامج (SPSS)، كما تمت مختلف مراحلها بمركز التعليم المكثف للغات (CEIL) التابع للجامعة سكيكدة. وقد كشفت النتائج التي تم التوصل إليها، أنه على الرغم من بعض التفظ ، إلا أن أغلب مدرسو اللغة الإنجليزية كلغة أجنبية يتبنون إيجابياً اتجاه استخدام برامج تكنولوجيا المعلومات والاتصالات في الفصول الدراسية، كما شددوا على فعاليتها و ضرورتها في البيئات التعليمية المختلفة و لا سيما الجامعية منها.

الكلمات المفتاحية : تكنولوجيا المعلومات والاتصالات ، اعتماد ، معلمي اللغة الإنجليزية كلغة أجنبية، مركز التعليم المكثف للغات،

المواقف و الآراء.

Introduction

Nowadays, the world is witnessing a digital revolution. Every aspect of human life is tremendously influenced by technology, and the educational sector is no exception (Shefketi, 2019). Graddol (2012) evidently proclaimed that “technology lies at the heart of globalization process, affecting work, education and culture” (p.18). Therefore, it is increasingly growing its magnitude in various domains, mainly in education. The more technological advances, the better benefits it provides for the learning and the teaching practices. To add more, supplementing the academic path as well as improving the quality of education is considered as one of the chief targets of ICT implementation in classrooms (Bera & Mohalik, 2015).

Riding the crest of globalization and technology, teachers are becoming more inventive and productive while teaching, either online or offline. Likewise, apprentices become more involved in learning. Thanks to this evolution, classroom activities are developed, and students are more determined and engrossed in the learning operation (Tabtabaei & Gui, 2011). Furthermore, as sustained by Çakmak (2019), “with the availability of the web and telecommunication technologies and the advent of mobile devices, there has been growing interest in partaking in language learning in a more flexible manner” (p.37); hence, “learning has become more authentic, context-aware and ubiquitous” (Çakmak, 2019, p.30). Consequently, ICT amalgamation has made language learning and teaching more flexible, conscious, genuine, appealing, stirring, and amusing. In a nutshell, technical progression goes beyond boundaries and paves the way for novel spheres. Since technology is utterly indispensable, this contemporary research tries to crystallize the outlooks of EFL instructors towards the adaptation of high-tech methods in the Intensive Language Teaching Centre courses.

Definitions to ICT

For the sake of providing a lucid theoretical framework, a thorough clarification of ICT should be accentuated. In this manner, as defined by the Collins English dictionary (2021), it is an abbreviation for ‘Information and Communications Technology’ which refers to the studies necessitating disparate digital technologies. Further, it is considered as a school schedule whereby students store

and send information through the manipulation of computers and other high-tech appliances (Cambridge dictionary, 2021). Another explication for this concept is provided by the UNESCO, the latter highlights that the targeted notion is “the combination of informatics technology with other, related technologies, specifically communication technology” (UNESCO, 2002). In this way, this impression captures ICT as the procedure of information provision. By the same token, Ratheeswari (2018) claimed that this view, predominately, draws attention to the means of disseminating data, such as the internet, mobile phones, computers, social media platforms, and many other media applications and services. On this account, ICTs enable users to exploit knowledge through telecommunication technologies.

ICT in Education

Indisputably, the field of education has been colossally impacted by ICTs, which have shaped teaching, learning and research (Yusuf, 2005). In this concern, putting this thought into action can gradually reform the educational functions. As asserted by Ghavifekr & Rosdy (2015), “ICT integration in education generally means technology-based teaching and learning process that closely relates to the utilization of learning technologies in schools” (p.1). Thereby, this vision portrays the application of innovative and technological tools and multimedia devices so as to enhance and reinforce the transmission of data in reference to language learning. In addition, Riasati & et al. (2012) added:

A variety of e-learning technologies are available for use in educational programs. In many parts of the world, education ministries and universities have invested much effort into increasing the use of web in all its forms (for example-books, simulations, text messaging, podcasting, wikis, and blogs) to meet the demands of competitive markets and to bring a variety of learning choices to their learners (p.25)

In fact, countless technologies are highly merged for academic purposes worldwide; multiple institutions reconstructed and ameliorated technology usage with the intention of fostering the learning environment. Alsulami (2016) contends that “language

learning is gradually becoming easier for learners because they can now use their computers or phones to access the learning lessons from wherever they are outside of the classroom” (p.3). In the light of this, the aimed conception is held to be profitable in the area of education since partaking knowledge can occur whenever needed, including online courses which can be available regardless of location and time. Additionally, equipping classrooms with multimedia can raise the interaction and the engagement between instructors and learners; given that information and resources are largely accessible on the internet, knowledge can be acquired through different technological learning materials better than the old-fashioned way (Shan Fu, 2013).

In comparison to customary methods, nowadays, ICT has expanded new academic perspectives. With an eye to integrate technical apparatuses in educational frameworks, Alsulami (2016) denoted that facility and timeliness of access are the primary assets required to unite technological implements with language instruction. By way of illustration, digital libraries and online dictionaries considerably boosted apprentices’ competences in vocabulary. He also advocated that through using several technical instruments, such as computers, mobile phones, podcasts, MP3 players and many other devices, language education is becoming less problematic for learners as they can access their courses inside or outside their classes. Besides, technology stands valuable for making guidance more enthralling and dynamic (Shyamlee & Phil, 2012). Furthermore, Houcine (2011) detected the chief favorable effects of ICT that can be spotted in classrooms, which are as follows:

- The possibility to adapt easily the teaching materials according to circumstances, learner’s needs and response;
- ICT allows to react upon and enables the use of recent/daily news, it offers access to authentic materials on the web;
- A quick feedback is made possible;
- Possibility to combine/use alternately (basic) skills (text and images, audio and video clip...);
- Lectures become more stimulating and less ordinary which boosts learners’ engagement;
- ICT enables to focus on one specific aspect of the lesson (pronunciation, vocabulary...).

Similarly, Chouthaiwale and Al-kamel (2018) implied that the efficient employment of ICT impacts apprentices as well as the different dimensions of the educational trail. They can be summarized as demonstrated:

- ICT increases learners' motivation and thus enhances personal commitment and engagement;
- ICT improves independent learning;
- Learners' collaboration and communication are more imperative;
- Learners' attainment and outcomes are improved

All things considered, ICT is regarded as an efficacious tool in the field of education; it can aid lecturers to reach their goals in offering a good learning atmosphere, useful professional development, and higher grades for their students. This targeted conception remains necessary for academics since it accelerates and promotes linguistic training, communication, and collaboration. Plus, it raises disciples' incentives to gain knowledge in a dissimilar, gratifying, and a creative manner.

ICT Enhancing Learning Environment

Information and Communication Technology has not only altered our daily routine but also revolutionized and advanced the learning trajectory. Definitely, it is introduced as a dominant resource that affords greater prospects for education; one cannot imagine a forthcoming learning setting without the inclusion of applied science (Ul-amin, 2013). Unquestionably, ICT helps apprentices to access, extend, transform, and share data in several types of communication as it guides them to distribute different means and to evolve learner-centered methods, collaboration, creativity and skills; as a consequence, this can generate diverse academic occasions (Majumdar, 2006). Moreover, Suryani (2010) disclosed, "ICT can provide a considerable benefit in supporting learning. By using technology in their learning, the students can be active learners. They will be aware of what information they need, why they need it, and how they can get that information" (p.107).

Accordingly, the incorporation of ICTs can be a vigorous medium to assist learners throughout their educational journey. Truthfully, the rising generation is indubitably immersed in electronic

appliances, and such individuals are known as “digital natives” who picture the internet as a common space for knowledge and entertainment (Tabtabaei & Gui, 2011). Further, Bera & Mohalik (2015, pp.102-103) proclaimed that ICT can be brought into play for the subsequent intents:

- To broadcast material, online facility or CD-ROM can be used as sources of information in different subjects;
- To facilitate communication for pupils with special needs;
- To use electronic toys to develop spatial awareness and psychomotor control;
- To use the online resource like, e-mail, chat, discussion forum to support collaborative writing and sharing of information;
- To facilitate video-conference or other form of teleconferences for exchange the ideas, information and working creatively with others from distant geographic areas;
- For blended learning by combining conventional classroom learning with E-learning systems;
- To process administrative and assessment data;
- To exchange and share ideas-among teachers for the professional growth;
- To carry out internet based research work to enhance educational process.

ICT Enhancing Teaching Environment

Without any shadow of doubt, ICT plays a vital role in the academic context. At the present time, the teaching methods are substantially empowered by information technology (Alsulami, 2016). The latter, as argued by previous studies, can modify the way tutors teach in the manner that it can upgrade the higher order skills and the collaborative tasks (Haddad, as cited in Jung, 2005). Absolutely, ICT implementation records competent users, as claimed by Ghavifekr & Rosdy (2015), “teachers’ readiness and skills in using ICT are playing essential role in the use of ICT in education. Teachers need sufficient ICT skills to implement the technology and to have high confidence level to use it in a classroom setting” (p.177). Henceforth, such practitioners should be knowledgeable, skillful, and self-confident when applying electronic gadgets at the level of classrooms. As a matter of fact, instructors today can profit from such gears which allow them to solve any teaching or learning problem that may strike.

Yet, they also need to be competent and learn more about the fusion of technology and tuition (Robinson & Latchem, 2003). This can break the mold of conventional and pre-service teacher training in respect to both structure and content (Jung, 2005).

All in all, the amalgamation of ICT in pedagogy can simplify not only the distribution of information but also the learning operation itself. Correspondingly, in order to ensure a booming inclusion of technology, teachers should master its application adequately and efficiently.

ICT and Professional Development for Teachers

Technology has revolutionized every aspect of human life; as far as education is concerned, ICT is especially proposed in the academic pathway. Dede (as cited in Kengwe et al, 2008) claimed that “technology has a great potential to enhance students achievements and teacher learning, but only if it is used appropriately” (p.83). Thus, it should be exploited in a proper manner for the aim of achieving major advancement. In reality, the seamless incorporation of ICT into pedagogy reckons on the skilled persona of educators (Alemu, 2015). Over and above, Simin & Sani (2015) pinpointed that:

Teachers’ readiness and skills in using ICT is playing essential role in the use of ICT in education. Teachers need sufficient ICT skills to function the technology and to have high confident level to use it in a classroom setting. (p.2)

In this connection, tutors must have the potential and the sufficient knowledge and skills pertaining to the innovative methods and multimedia tools in order to apply these digitalized gadgets in the classroom and; as a consequence, give support to their apprentices so as to embark on their learning journey and to become better achievers. Particularly, pre-service mentors should be properly trained on how to utilize this targeted approach for an intensified professional and didactic evolution.

The Integration of ICT in the Algerian Context: EFL Teachers & Students Attitudes

A study conducted by Belabed (2020) has exposed the true metal of standpoints concerning this aimed topic. In this sense, even

though teachers may regard electronic devices as a source of disturbance, learners truly endorse their utilization in the classroom for a profitable encounter. On top of that, eagerness towards distance education with all its diverse implications is apparent, yet the dedication to always be on time and to be available online can be troublesome as apprentices may be sluggish and reckless. Though lecturers did not really make their minds up as regards to learning via technology, disciples affirm that it ameliorates their academic course, and, remarkably, for introverted students, it diminishes their anxiety and timidity. According to them, doing assignments can be an uncomplicated process if they are done virtually. Unfortunately, instructors are more loyal to the conventional method of teaching since they came clean that they are technophobic. Over and above, they are oblivious of the hybrid approach despite the fact that a number of them apply some of its principles without being acquainted with this umbrella term.

Veritably, the conclusions of this research disclosed the fact that Algerian instructors greatly assent their awareness of the magnitude of integrated teaching and its appliance on EFL classes. On this point, one of them alleged that the conventional procedure is not the key. These days, such implements are required for the sake of conveying information swiftly. Another one accorded this viewpoint and revealed that the traditional methods discourage students to acquire foreign languages; subsequently, blended instruction can boost them to be goal-oriented. On the one hand, some lecturers still disapprove the use of email and social media to interact with their disciples, on the other hand, others confessed that they send files to them via Facebook that include tasks or additional activities. Hence, the results of this review exhibit the enthusiasm to apply such style and the favorable insights for its integration (Benettayeb, 2012).

To sum up, the Ministry of Higher Education and Scientific Research in Algeria should underline different focal points when applying the mixed tactic. Firstly, training teachers in ICT models for the aim of encouraging the exploitation of technology in the academic pathway is central. In this context, the diverse stumbling blocks to learning should be evaded for a successful mission. Also, the various instruments, such as computers, data projectors, and up-to-date language labs, technical assistance, and internet services are of great

importance. In the light of this, there should be attempts to obtain them, and instructors have to check their accessibility and sufficiency in institutions. They should keep in mind that ICT, which aids learners to be prompted and involved in courses, is a source to accomplish objectives.

The Potential Barriers Facing ICT Implementation

Conforming to some Algerian inquirers, the implementation of ICT modes of interaction in the Algerian setting can bring out several bumps, including the limited resources and the inadequate preparation to incorporate the mixed outlook. In fact, most teachers count on self-learning (Bingimlas, 2009). It is the same thing for apprentices as they do not know how to employ technology to do their projects. However, for others, they display an unfavorable perspective towards this blended instruction. Unquestionably, in the current competitive age, the amalgamation of ICT in the educational track is mandatory. Yet, there are many intricacies one may encounter while using it; thus, their identification can probably assist tutors to dispatch them sooner or later (Bingimlas, 2009). Evidently, the hurdles of this approach's incorporation have been documented in many studies as academics face difficulties in its adaptation. In this respect, the latter is influenced by numerous factors, including the lack of pedagogical and training skills, lack of access to resources, teachers and students' attitudes, and lack of time (Riasati, Allahyar, & tan, 2012). Further, distinct researchers brought to the fore multiple types of impediments; the most typical ones are classified into two focal categories: external and internal barriers. According to Becta (2004), the former, which is also called the first-order stumbling block, involves many features, such as the lack of time, the absence of effective guidance, and technical problems. In contrast, the second aspect, otherwise known as the second-order hindrance, takes account of the lack of confidence, resistance to change and negative viewpoints, and no perception of benefits. As a result, these obstructions range from extrinsic to intrinsic facets that academics may confront while slipping in ICTs in the curriculum. Moreover, there is a close correlation between the above mentioned blockades and how teachers' self-confidence could be affected due to many considerations, like the fruitless coaching as well as the deprivation of technical assistance and personal access to sources (Ertmer, as cited in Becta, 2004). For this reason, it is

exceedingly notable to review and to reconsider this method's application in the teaching and the learning environment.

As a pre-requisite, such change demands steady and planned steps, and the government should put forward the goal of this execution via training tutors to be proficient and to provide the needed adherence on the manner of this alteration. On the basis of earlier inquiries, it became crystal clear that educators are actually well-informed about the blended procedure. In addition, the truth has been unmasked concerning its use in EFL classrooms. As a matter of fact, teachers integrate this method with dissimilar extents regardless of its intricacies. When such obscurities are conquered, lecturers can be efficient agents who can exploit the hybrid style prolifically.

The Intensive Language Teaching Centre (CEIL) at Skikda University

In the Algerian setting of higher education, the majority of English language instructors have been utilizing several technological apparatuses, including language laboratories, recorders, DVDs and so on to offer their pedagogical gist, either in language departments or in the intensive language teaching centers, a long period before the Ministry of Higher Education and Scientific Research settled on commencing a national large-scale project called 'the national e-learning project' in 2003. Its chief goal was to network higher education institutions for the purpose of promoting techno-pedagogical advancements and evolving novel styles of teachings (Revue du Cerist, 2010). The rising curiosity of Algerian apprentices to learn foreign languages generally and the English language particularly calls for a high level of mobilization from intensive language teaching centres (CEIL) to sufficiently fulfill their undertaking, on the one side, and to meet learners' expectations and desires, on the other side.

THE STUDY

The current study was designed to examine and to assess the attitudes of EFL teachers toward the integration of ICT modes of interaction in the CEIL of Skikda University. The research revolved around the following research questions:

- 1) What are the attitudes of EFL CEIL teachers toward the incorporation of ICT?

2) How can ICT implementation impact the teaching-learning environment?

Research Design

The research design of this inquiry is based on a case study. According to Yin (1989), the latter is as an empirical exploration that “investigates a contemporary phenomenon within its real-life context and addresses a situation in which the boundaries between phenomenon and context are not clearly evident” (p. 330). This examination matches the practical side of this definition, since it inspects the current query of technology in the 21st century as an up-to-date occurrence in the Algerian CEILs (real-life setting). Case studies are appropriate when they illuminate a decision or a set of decisions. This aimed approach typically combines data collection methods such as archives, interviews, questionnaires, and observations (Yin 1989). This triangulated methodology in the research design of this inquest provides a stronger substantiation of constructs and hypotheses that permits to accurately answer the aforementioned questions. To analyse data, researchers used Excel and SPSS (V26) programmes.

Population sampling

Participants in this investigation are non-random convenience sample that consists of 42 CEIL teachers of English (even those who have previously taught at the CEIL).

Instruments of Research

In this context, it is worth noting that the Teacher Attitudes About Information Technology (TAT; Knezek & Christensen, 1998; Knezek et al., 2000), which is from the Texas Center for Educational Technology at the University of North Texas, by Knezek and Christensen, 1998, is a prevailing means that estimates the diverse aspects of tutor standpoints toward instructional technology. Indeed, the TAT gathers data on 15 discrete indices from participants. Ten of the fifteen items are well-validated subscales from the Survey of Teachers' Attitudes Toward Computers (TAC) Questionnaire (Christensen and Knezek, 1996, 1997). Indeed, the online questionnaire is adapted from TAT (v3.2). The second instrument is an interview with an experienced teacher who has been, for a long

time, teaching in secondary school and is, now, teaching in the CEIL and has a perfect mastery of ICT devices. In truth, both tools aimed to gather pertinent data from the respondents.

Findings and Discussions

The findings of this inquiry will enable the investigators to answer the research questions; it is divided into two parts: analysis of teachers' questionnaire and analysis of the interview with a highly experienced teacher.

Analysis of Teachers' Questionnaire

The questionnaire is the most common used instrument for gathering data (Rowley, 2014). In this exploration, its objective is to probe teachers' attitudes, beliefs, and experiences with regard to ICT at the CEIL of Skikda University in their immediate context. In the present study, we opted for an online questionnaire delivered to 42 teachers belonging to the centre; it comprises 21 items ranging from close-ended to multiple choice and semantic differential scale questions. This instrument was divided into two main sections; the first section consists of four questions, which seek the background information of the participants, such as personal and professional information, while the second section is composed of seventeen questions, which are related to teachers' impressions towards instructional technology and its adaptation in the academic framework.

Section I: Personal Information

Q1: Gender

a. Male

b. Female

Gender	Male	Female	Total
Frequency	15	27	42
Percentage	35.71%	64.29%	100%

Table1: Participants' Gender

This query is a spitting image of teachers' gender. Hence, the results show that 35.71% of the respondents are males, whereas

64.29% are females. It is clearly revealed that the number of females participating in our study is higher than males' number. The distinction of gender is critical, but does not harm our final outcomes.

Q2: Age:

- a- 18-25
- b- 26-30
- c- 31-35
- d- 36-40
- e- 41-45
- f- 46+

Age	18-25	26-30	31-35	36-40	41-45	+46	Total
Frequency	5	14	8	1	3	11	42
Percentage %	11.90%	33.33%	19.05%	2.38%	7.14%	26.19%	100%

Table2: Participants' Age

As it is indicated in *table2*, the respondents' age ranged from 18 to +46 years old. A total of 11.90% of the participants are 18 to 25 years old, 33.33% are between 26 and 30 years old, and 19.05% are 31-35 years old. A low percentage is recorded between 36 and 40 years old, and 7.14% aged between 41 and 45 years old. However, the majority of the answerers, with a percentage of 26.19%, are at the age of +46. This clearly unveils the fact that the bulk of the informants are young. The latter reflects that the younger generation tends to be more interested in researches which focus on technology and ICTs.

Q3: Academic degree

- a- MA
- b- PES (Teacher of secondary school)
- c- Doctorate

According to the results, 65% of the participants hold a master degree in English language studies, whereas 35% are PES (teacher of secondary school).

Q4: Professional Experience

- How long have you been teaching EFL?

- a- 0-3 years
- b- 4-6 years
- c- 7- 10 years
- d- +10 years

	0-3	4-6	7-10	+10	
Frequency	5	13	10	14	42
Percentage	11.90%	30.95%	23.81%	33.33%	100%

Table3: Tutors' Teaching Experience

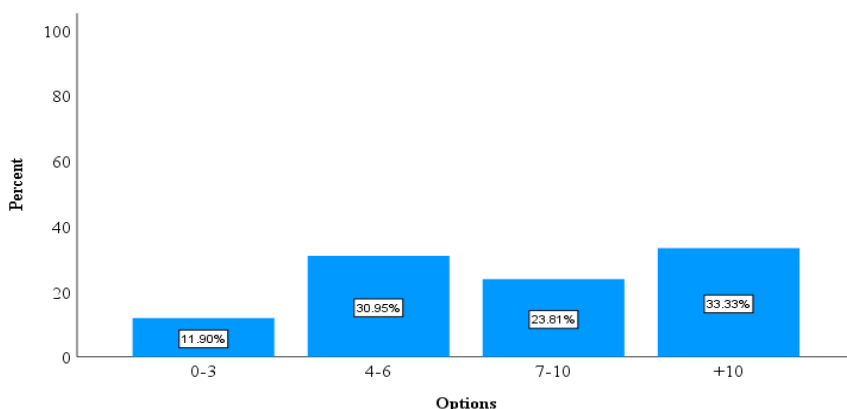


Figure1: Tutors' Teaching Experience

With the purpose of detecting the viewpoints of the instructors regarding this matter, they were interrogated about their years of EFL teaching. Their experience in relation to education fluctuated considerably between zero and three (0-3) to plus ten (+10) years. Having the last say concerning this targeted issue apropos of teaching echo the long-time lecturers have approached the English language.

- How long have you been teaching EFL in the Intensive Language Teaching Centre?

a- 0-5 years

b- 6-10 years

c- +10 years

	0-5	6-9	+10	Total
Frequency	5	29	8	42
Percentage	11.90%	69.05%	19.05%	100%

Table4: CEIL Tutors' Teaching Experience

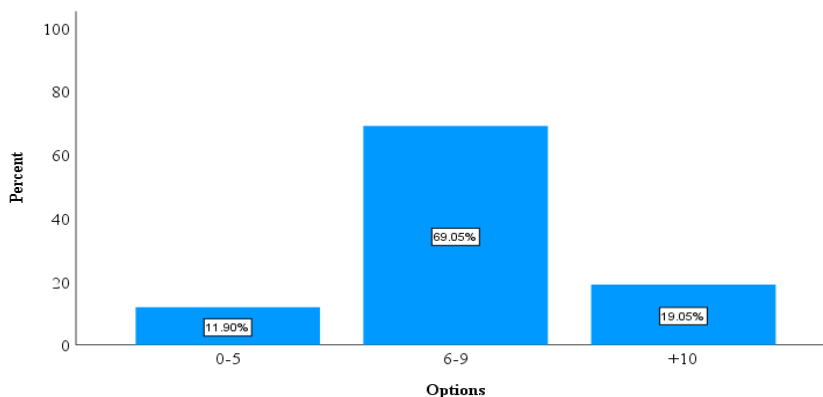


Figure2: CEIL Tutors' Teaching Experience

With an eye to spot the standpoints of the Intensive Language Teaching Centre educators with respect to this issue, they were questioned about their years of teaching in this location. Their educational experience differed noticeably from zero and five (0-5) to plus ten (+10) years.

Considering that a part of the trouble lies in the impression that almost all specialities at the level of university, including but not limited to this language centre, require potent language capacities of this particular language, primarily, since it is an umbrella for innumerable data and so as lecturers can satisfactorily educate and make the most of the separate approaches suitably.

Section II: Teachers' Language Attitudes Towards ICT Modes of Interaction

Q5: When do you use computers?

- a- I have never used a computer and I don't plan to anytime soon.
- b- I use computers for entertainment
- c- I use computers for learning /teaching purposes
- d- It's a part of my everyday life

Options	1	2	3	4	Total
Frequency	0	6	25	11	42
Percentage	0%	14.29%	59.52%	26.19%	100%

Table5: Teachers' Experience with Computers

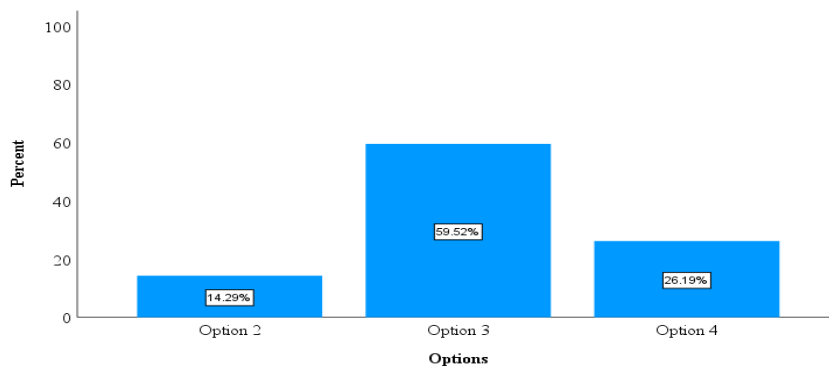


Figure3: Teachers' Experience with Computers

Table5 and figure3 exhibit teachers' experience with computers. In this sense, 14.29% pointed out that they utilize this technical instrument for entertainment: news, cooking, movies, fashion, etc.; however, about 59.52% of the participants exploit it for the learning/teaching purposes. Indeed, 26.19% of the sample presumed that such technological gadgets have totally invaded their lives and have become an integral part of their everyday activities. This gives a clue that the respondents are skilled in the application of

computers, chiefly, for pedagogical objectives. Thereby, this can be of great assistance to lecturers so that they can reach crucial outcomes.

Q6: If you do use computers, what type of training have you received?

a- No training

b- Basic Computer Literacy (on/off operations, how to run programs)

c- Computer applications (word processing, spreadsheets)

d- Computer integration (how to use in classroom curriculum)

Options	No training	Basic Computer Literacy	Computer applications	Computer integration	Total
Frequency	3	10	9	20	42
Percentage	7.14%	23.81%	21.43%	47.62%	100%

Table6: Types of Training

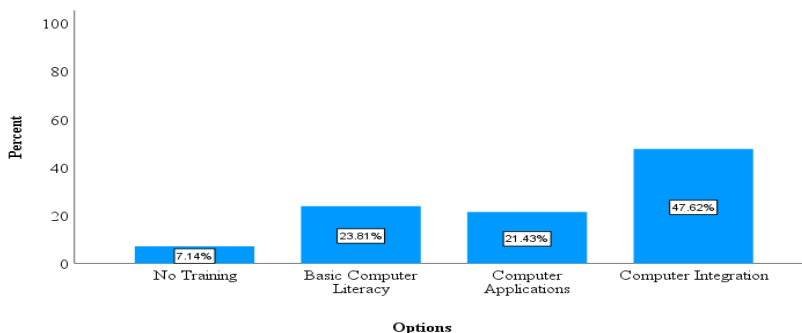


Figure4: Types of Training

Table6 and figure4 display the types of training teachers have received. In this regard, 47.62% of the participants acknowledged having training on computer integration like the use of such technological apparatus in classroom curriculum (MOODLE), while 21.43% of the sample noted that they were instructed on computer applications such as word processing, spreadsheets and so on. Yet,

23.81% of teachers declared having training on basic computer literacy. Additionally, only 7.14% of educators asserted that they received no guidance. Hence upon, the findings designate that the big number of tutors have already received trainings on the different technical appliances. This reflects that they seem interested in learning how to manipulate technological gears principally in their classrooms.

Q7: Where did you receive your training?

- a- Self-taught
- b- Secondary school
- c- University
- d- An internship in a specialized private center

Options	Self-taught	Secondary school	University	Private	Total
Frequency	18	2	10	12	42
Percentage	42.86%	4.76%	23.81%	28.57%	100%

Table7: Location of Training

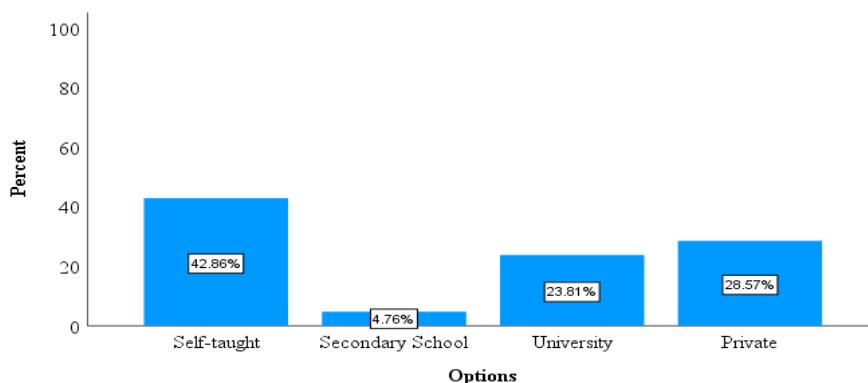


Figure5: Location of Training

Table7 and figure5 expose that only 23.81% of the participants received their training at the level of the university, and the most striking is that 42.86% were self-trained. Nevertheless, 28.57% of mentors were coached in private centers. Moreover, a lower percentage, precisely 4.76% of them, is trained in secondary school. Without a shadow of doubt, teachers have the hallmark of being impelled and attracted to learn the basics of computers.

Q8: Do you have access at home to a computer?

a- Yes

b- No

Option	Yes	No	Total
Frequency	40	2	42
Percentage	95.24%	4.76%	100%

Table8: Computer Access at Home

As can be seen in *table8*, the plurality of instructors, with a total of 95.24%, gave the account that they have access to a computer at home; whereas only 4.76% admitted that they do not have this technology gear indoors. Accordingly, this implies that computers' convenience is a prerequisite for tutors.

Q9: Do you have access at home to the World Wide Web (WWW)?

a- Yes

b- No

Option	Yes	No	Total
Frequency	38	4	42
Percentage	90.48%	9.52%	100%

Table9: Internet Access at Home

The findings (*table9*) lay bare the fact that the mainstream of the respondents (90.48% of the sample) have access to the WWW, and only 9.52% maintained that they have poor or no access to the internet. Since a high percentage of the answerers have this convenience, this puts on view that such lecturers tend to have a favorable stance towards computers and ICT inclusion.

Q10: Computers are:

	1	2	3	4	5
Good	☐	☐	☐	☐	☐
Bad					

Q11: Computers are:

	1	2	3	4	5
Dull	☐	☐	☐	☐	☐
Exciting					

Q12: To me, using the World-Wide Web is:

	1	2	3	4	5
Unimportant	☐	☐	☐	☐	☐
Important					

Q13: To me, using the World-Wide Web is:

	1	2	3	4	5
Not Needed	☐	☐	☐	☐	☐
Needed					

Q14: To me, electronic mail is:

	1	2	3	4	5
Boring	☐	☐	☐	☐	☐
Interesting					

Q15: To me, electronic mail is:

	1	2	3	4	5
Worthless	☐	☐	☐	☐	☐
Valuable					

Q16: To me, multimedia is:

	1	2	3	4	5
Relevant	☐	☐	☐	☐	☐
Irrelevant					

Q17: To me, multimedia is:

	1	2	3	4	5
Involving	☐	☐	☐	☐	☐
Uninvolving					

Q18: To me, using computers for my professional productivity is:

	1	2	3	4	5
Boring	☐	☐	☐	☐	☐
Interesting					

Q19: To me, using computers for my professional productivity is:

	1	2	3	4	5
Relevant					
Irrelevant	☐	☐	☐	☐	☐

The Attitudes of EFL Teachers toward the Implementation of ICT
Modes of Interaction within the Intensive Language Teaching
Centre (CEIL) at Skikda University.

Table10: Attitudes Towards ICT Modes of Interaction

Option	Computers	1	2	3	4	5	Total	
Bad	Frequency	0	0	7	10	25	42	Good
	Percentage	0	0	16.7%	23.8%	59.5%	100%	
Dull	Frequency	0	0	4	8	30	42	Exciting
	Percentage	0%	0%	9.5%	19%	71.4%	100%	
Option	W.W.W							
Unimportant	Frequency	0	4	6	14	18	42	Important
	Percentage	0	9.5%	14.3%	33.3%	42.9%	100%	
Not Needed	Frequency	0	0	4	17	21	42	Needed
	Percentage	0%	0%	0%	19%	81%	100%	
Option	Electronic Mail							
Boring	Frequency	0	0	4	8	30	42	Interesting
	Percentage	0%	0%	9.5%	19%	71.4%	100%	
Worthless	Frequency	0	0	0	12	30	42	Valuable
	Percentage	0%	0%	0%	28.6%	71.4%	100%	
Option	Multimedia							
Relevant	Frequency	23	16	3	0	0	42	Irrelevant
	Percentage	54.8%	38.1%	7.1%	0%	0%	100%	
Involving	Frequency	26	15	1	0	0	42	Uninvolving
	Percentage	61.9%	35.7%	2.4%	0%	0%	100%	
Option	Computers for Professional Productivity							
Boring	Frequency	0	0	1	17	24	42	Interesting
	Percentage	0%	0%	2.4%	40.5%	57.1%	100%	
Relevant	Frequency	16	17	8	1	0	42	Irrelevant
	Percentage	38.1%	40.5%	19%	2.4%	0%	100%	

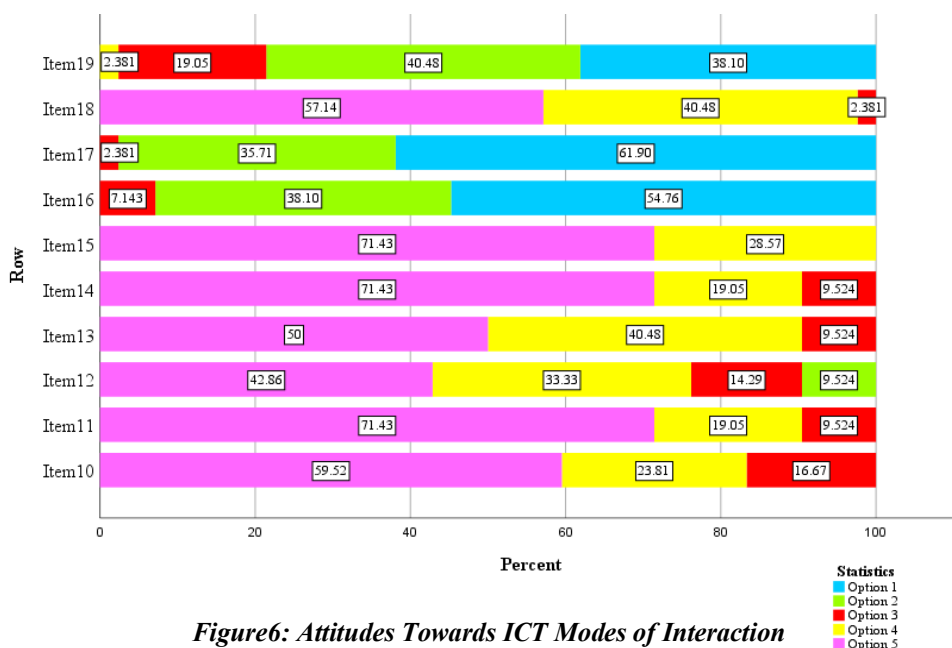


Figure6: Attitudes Towards ICT Modes of Interaction

The present quest (presented in *table10* and *figure6*) seeks to explore teachers' attitudes towards divergent ICT modes of interaction. Predominately, the outcomes echo EFL tutors' standpoints towards computers, the highest percentage, 59.5 %, chose the option "strongly agree", and 23.8% argued that such technological instruments are beneficial. In spite of this, 16.7% of the sample is "neutral". Similarly, the mass of lecturers, with a percentage of 71.4%, regard them as an intensely invigorating tool to be exploited, and 19% of the instructors view computers as a thrilling equipment. In fact, the rest of them did not make their minds up regarding this matter. Luckily, none of the participants showed any negative postures towards this issue. In addition, a total 42.9% of the respondents perceive the W.W.W. as a substantial platform, yet a small percentage of 9.5% picture the latter as trivial. Once again, 14.3% stand neutral. Likewise, a percentage of 81% deem that the W.W.W is compulsory. Conversely, none of the teachers appointed the web as not essential. Assuredly, this signifies that almost all EFL mentors have a positive perception of this system. Moreover, in reference to the electronic mail, a large proportion of 71.4% conceives this application as remarkable and strongly valuable, while none of them label it as worthless. On top of that, the largest part of the informants put on

view the strong relevance of multimedia, which is also deemed to be a strongly involving instrument for 61.9% of EFL teachers. What is more is that the plurality of them uncovers the stimulating facet of computers with regard to professional development and productivity. Last but not least, from the above mentioned results, the truth is exposed as there is a considerable optimism towards all the preceding ICT modes of interaction; this denotes the fact that teachers feel comfortable while using them as they are undoubtedly advantageous and constructive for education and tutors' career advancement.

Q20: Truly, do you prefer the use of technology in EFL classes?

a- Yes

b- No

Option	Yes	No	Total
Frequency	30	12	42
Percentage	71.43%	28.57%	100%

Table11: Preference of Technology Use in EFL Classes

Justify your answer

Based on *table11*, the major part is snatched by positive rationales pertaining to the employment of technology in EFL classes. A total of 71.43% responded 'yes', whereas only 28.57% answered "no". Therefore, this makes obvious that lecturers generally concur ICTs' implementation in EFL courses. In this connection, they brought up the fact that technology provides trouble-free, feasible, and authentic resources as this can aid learners to build up their four skills. Besides, it eases the process of learning as it enables academics to access countless data thanks to the internet. Furthermore, the utilization of technology can raise disciples' motivation, makes the course more pleasant, and teaches them to exploit technical gadgets not only for amusement but also for pedagogical intents. It also offers better learning experiences as it can smooth the pathway of instruction. To add more, this can promote active participation in the classroom through the employment of distinct devices, such as computers or tablets, which can transform the conventional way of teaching to the interactive fashion. Accordingly, mentors should steer

clear of the traditional methods in order to efficiently elevate the educational trail, to attract apprentices' attention, and to build enthusiasm among them. Despite all the aforementioned advantages of technology in EFL classrooms, a considerable share of the answerers is reticent and resists the incorporation of ICT appliances in their practices. Notably, they argue that the quality of the customary lesson could in no way be compared to an online one in terms of interaction and contact. Despite this divergence, we can conclude that technology is central and should be used appropriately by academics.

Q21: Do you think that blended learning can replace traditional methods in the future?

- a- Yes
- b- No

Option	Yes	No	Total
Frequency	28	14	42
Percentage	66.67%	33.33%	100%

Table12: Blended Learning and Traditional Methods in the Future

Justify your answer

As revealed in *table12*, most of the participants, with a percentage of 66.67%, presuppose that blended learning can replace the long-established academic procedures in the future. This perspective is rigidly bonded with the fact that the coming generation will be more digitalized and updated. As a matter of fact, this shift can open the gateway to more groundbreaking and effectual learning tools and better prospects for the pedagogical aspects. Despite this, 33.33% of the respondents contented that even with the virtue of technology and its indispensable role in the educational trajectory, the traditional imprints will always remain omnipresent even in virtual classrooms.

Analysis of the Interview

From a scholarly outlook, interviews are the backbone of qualitative research. As alleged by Sewell, this data collection tool is an open gateway to comprehend the world from the person's posture, to unwrap the implications of peoples' occurrences, and to reveal their existence before scientific elucidations (n.d.).

In this connection, the researcher should create a proper bond with the source in order to assure the authenticity of the gathered data. That being the case, before conducting the interview, the investigators

met the instructor several times to explain for him the theoretical framework of the research and how they intended to proceed in the practical field. In fact, only one tutor has been selected to record this interview for the reason that other EFL educators have already answered key and relevant open-ended questions from the TAT questionnaire. Plus, this aimed lecturer is regarded as highly fitted for this inquiry due to his impressive teaching qualifications (17 years as a teacher of English at secondary school and 9 years at CEIL). Besides, he perfectly masters the use of technological devices so as to elaborate his EFL courses.

By the same token, the interview globally brought into focus his experience in teaching and his attitudes and perceptions toward the implementation of ICT modes of interaction at CEIL. Giving a voice to the tutor was vital to have a clear picture of his stances regarding the targeted issue.

First, after the shift from the conventional way of teaching to the implementation of ICT in education, the teacher was asked whether he noticed a change while delivering courses to his students or not.

The instructor: Yes, there is a significant difference in favor of the current educational approach, and this can be perceived evidently in the ongoing evaluation grades in my class.

Second, the tutor was requested to provide a fleeting overview of his instructional method.

The instructor: I do my best in delivering the content of the lessons in an apprehensible and a lucid way to my class.

Third, the lecturer was inquired about his teaching techniques that he normally adopt in the coaching process.

The instructor: I usually focus on employing disparate motivational techniques for the students because the traditional procedures, such as the handouts, do not stimulate them in comparison to videos and ICT modes of interaction in general.

Fourth, he was invited to divulge his opinions regarding the teaching style at the level of the classroom when there is an absence of technology.

The instructor: Generally speaking, even when there is a limited access to technology, teachers have to be creative in elaborating a motivational atmosphere for learning that appeals to students.

Fifth, he was also questioned about whether there are certain norms that the educator should adopt at the institution or not.

The instructor: As a matter of fact, this actually depends on the instructors' different views and approaches in designing their materials. Some of them simply use a collection of articles as a booklet, while others invest more time and effort in creating and elaborating their own learning items according to the learners' needs.

Sixth, the mentor was encouraged to express his thoughts concerning ICT based media, and whether it is necessary for EFL apprentices or not.

The instructor: In truth, multimedia materials and ICT based media are good and beneficial; nevertheless, students always need text based documents. Indeed, the apprentices under the scope are EFL learners who need access to materials that they can use to enhance their level.

Seventh, the teacher was urged to uncover the challenges that he faced while incorporating the ICT approach in his classroom.

The instructor: Undeniably, there was a limited access to technology in the learning context where even initial levels of technology set up require complete independence of the teacher since no technician was in the room to do the set up, and not all the rooms were equipped with basic ICT gears, in addition to the lack of resources, support, and training. Unfortunately, such difficulties are making the ICT integration hard and not doable at every classroom.

Eighth, the educator was inspired to bring to light his perceptions with regard to the future prospects of ICT in the Algerian higher education system.

The instructor: Truthfully, the progress is inevitable, accordingly, the university (including CEIL) must be aware about the international challenges and has to take serious measures to cope with these new modifications. Briefly, technology is the future.

Conclusion

This research paper has attempted to probe EFL teachers' attitudes toward the integration of ICT modes of interaction in the Algerian context, predominately at Skikda University CEIL. The findings of this inquiry, which were provided by the questionnaire and the interview along with the literature review, depicted the spot of technology in this aimed setting. Based on the analysed data, the results illustrated the high approval rate from EFL teachers towards ICTs. Evidently, the instructors exhibited positive attitudes towards this implementation in higher education basically in their immediate context. Most of them own technological devices such as computers. The latter have access to the internet, and such technological gadgets seem to catch the eye of the lecturers who tend to use them for educational purposes. Thereby, the participants are certain that technology is fundamental; however, it should be exploited adequately. By the same token, ICT can revolutionize the academic sphere as it is likely to replace the traditional method by the blended approach in the future. Moreover, the most preferred communication tools by EFL tutors are data shows and laptops, some of them deem that mobile phones can disturb students' attention. Still further, ICT stands as an expedient and a supportive instrument for both the teaching and the learning processes.

The approval and the amalgamation of ICT in the educational sector have a favorable impact on pedagogy and research. Its application can affect the delivery of information, the reinforcement of the learning process, and the assistance of the instructional aspect. Nonetheless, ICT incorporation in course curriculum necessitates many factors that everyone should take into consideration, including willingness, skills, and confidence which are totally required by ICT users so as to deliver a well elaborated online lesson. Additionally, both lecturers and pre-service teachers should learn more and get trained on how to employ technological instruments in their coaching journey. They should have the needed technical knowledge and the ability to deal with any obstacles that may occur.

Finally, ICT is a growing trend; therefore, it is advocated to evolve new techniques when it is utilized in the Algerian framework. In this manner, institutions are supposed to spot the light on the blended style rather than the customary method, even though the latter is still considered as an eminent part for teachers who are faithful to

these traditional practices. Furthermore, apprentices should be early initiated to the exploitation of technical appliances and its significance in the academic area. Overall, ICT stands crucial for the academic sphere, yet it must be established in a relevant and a suitable manner.

Suggestions for Further Research

The outcomes yielded by this study may be valuable for future research. Essentially, this can pave the way for examining the ICT existence in the Algerian educational setting, more specifically at CEILs. Decision makers should keep an open eye on the findings of this paper and other similar inquiries as they can lend a hand to them in the process of planning and integrating pedagogical adjustments. Over and above that, in the Algerian context, where the exploration took place, encouraging institutions, administrations and teachers for ICT implementation is highly recommended. As a result, future examinations can be carried out on the importance of ICT modes of interaction in the academic field, the role of ICT in enhancing the learning and the teaching environment as well as students' achievements and the shift from the old-fashioned to the digital and the trendy styles of teaching. In short, ICT execution can unlock the gateway to permit both scholars and tutors to be in touch with the digital generation.

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Teachers' Attitudes toward Information Technology

This online adapted questionnaire from TAT (3.2 v) is designed to assess your perceptions of the use of information technology for your own productivity as well as for the benefit of your students. It should require less than 10 minutes of your time. Usually it is best to respond with your first impression, without giving a question much thought. Your answers will remain confidential. Thank you for your cooperation!

The researchers

Section I: Personal Information (bio data)

1. Gender

- Male ☐
- Female ☐

2. Age

- ☐ 18-25
- ☐ 26-30
- ☐ 31-35
- ☐ 36-40
- ☐ 41-45
- ☐ 46+

3. Academic degree

- ☐ MA
- ☐ PES (Teacher of secondary school)
- ☐ Doctorate

4. Professional Experience

- How long have you been teaching EFL

- ☐ 0-3 years
- ☐ 4-6 years
- ☐ 7- 10 years
- ☐ +10 years

- How long have you been teaching EFL in the Intensive Language Teaching Centre

- ☐ 0-5 years
☐ 6-10 years
☐ +10 years

Section II: Teachers' Language Attitudes Towards ICT Modes of Interaction

5. When do you use computers

- ☐ A. I have never used a computer and I don't plan to anytime soon.
☐ B. I use computers for entertainment
☐ C. I use computers for learning /teaching purposes
☐ D. It's a part of my everyday life

6. If you do use computers, what type of training have you received?

- ☐ A. No training
☐ B. Basic Computer Literacy (on/off operations, how to run programs)
☐ C. Computer applications (word processing, spreadsheets)
☐ D. Computer integration (how to use in classroom curriculum)

7. Where did you receive your training?

- ☐ Self-taught
☐ Secondary school
☐ University
☐ An internship in a specialized private centre

8. Do you have access at home to a computer?

- ☐ Yes
☐ No

9. Do you have access at home to the World Wide Web (WWW)?

- ☐ Yes
☐ No

10. Computers are:

- | | 1 | 2 | 3 | 4 | 5 |
|------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Good | ☐ | ☐ | ☐ | ☐ | ☐ |
| Bad | | | | | |

11. Computers are:

	1	2	3	4	5
Dull	☐	☐	☐	☐	☐
Exciting					

12. To me, using the World-Wide Web is:

	1	2	3	4	5
Unimportant	☐	☐	☐	☐	☐
Important					

13. To me, using the World-Wide Web is:

	1	2	3	4	5
Not needed	☐	☐	☐	☐	☐
Needed					

14. To me, electronic mail is:

	1	2	3	4	5
Boring	☐	☐	☐	☐	☐
Interesting					

15. To me, electronic mail is:

	1	2	3	4	5
Worthless	☐	☐	☐	☐	☐
Valuable					

16. To me, multimedia is:

	1	2	3	4	5
Relevant	☐	☐	☐	☐	☐
Irrelevant					

17. To me, multimedia is:

	1	2	3	4	5
Involving	☐	☐	☐	☐	☐
Uninvolving					

18. To me, using computers for my professional productivity is:

	1	2	3	4	5
Boring	☐	☐	☐	☐	☐
Interesting					

19. To me, using computers for my professional productivity is:

	1	2	3	4	5
Relevant	☐	☐	☐	☐	☐
Irrelevant					

20. Truly, do you prefer the use of technology in EFL classes?

- ☐ Yes
☐ No

Justify your answer

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21. Do you think that blended learning can replace traditional methods in the future?

- ☐ Yes
☐ No

Justify your answer

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Thank you for your time, help, and participation

Teacher Interview Questions

1. After the shift from the conventional method of teaching to the implementation of ICT in education, did you notice a change while delivering courses to your students?
2. Can you provide us with a fleeting overview of your instructional method?
3. What are the teaching techniques that you normally adopt in your coaching process?
4. What are your attitudes towards the instructional style at the level of the classroom when there is an absence of technology?
5. Are there any certain norms that you should adopt at your institution?
6. What are your thoughts concerning ICT based media? Is it necessary for EFL apprentices?
7. What are the challenges that you faced while incorporating the ICT approach in your classroom?
8. What are your perceptions with regard to the future prospects of ICT in the Algerian higher education system?