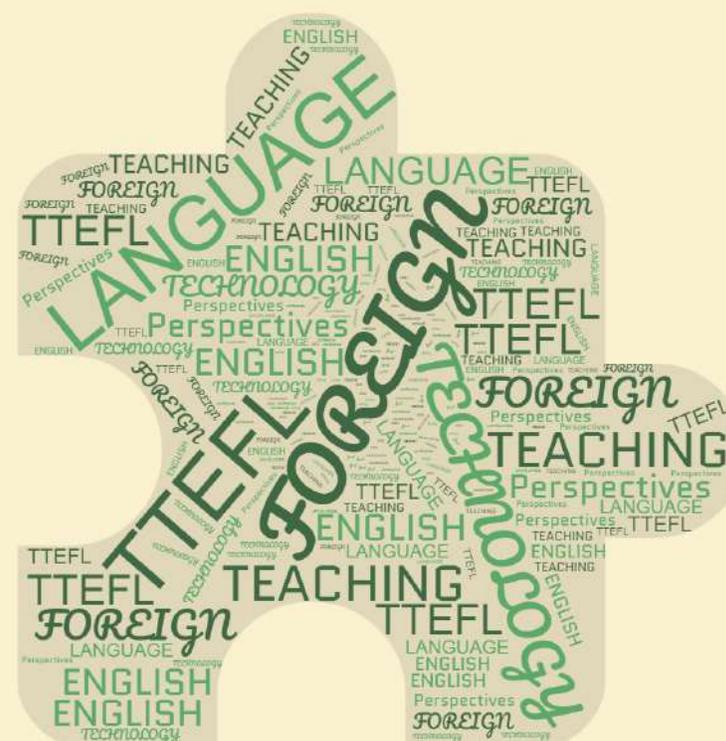
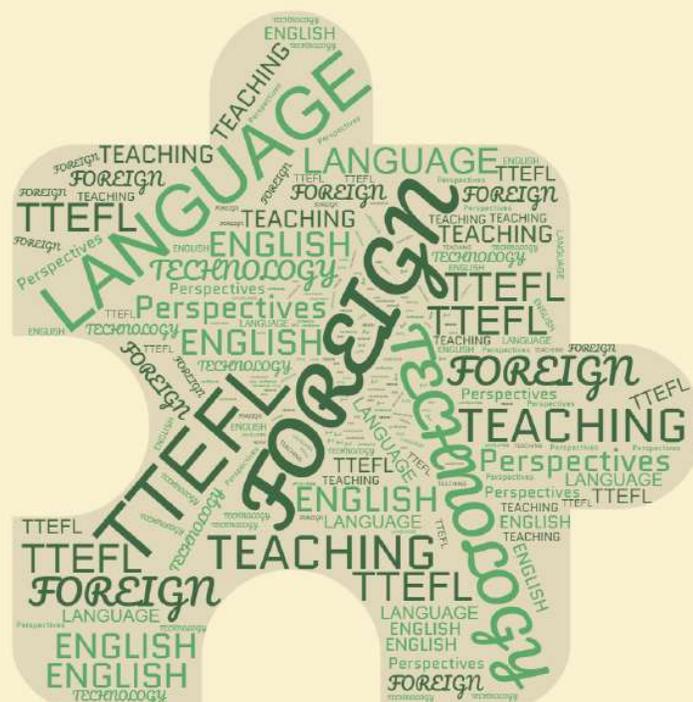




BOOK OF ABSTRACTS

Kasdi Merbah University-Ouargla-Algeria
Faculty of Letters and Languages
Department of Letters and English Language

THE FIRST NATIONAL CONFERENCE ON USING TECHNOLOGY IN TEACHING ENGLISH AS A FOREIGN LANGUAGE: PERSPECTIVES AND CONSTRAINTS



Kasdi Merbah University, Ouargla-Algeria
Faculty of Letters and Languages
Department of Letters and English Language

<https://www.univ-ouargla.dz/ttefl>



BOOK OF ABSTRACTS. The First National Conference on Using Technology in Teaching English as a Foreign Language: Perspectives and Constraints (TTEFL) 2022

February 14th, 2022
Ouargla-Algeria

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BOOK OF ABSTRACTS

Kasdi Merbah University-Ouargla-ALGERIA
Faculty of Letters and Languages
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 **THE FIRST NATIONAL
CONFERENCE ON USING
TECHNOLOGY IN TEACHING
ENGLISH AS A FOREIGN
LANGUAGE**

Perspectives and Constraints

February 14th, 2022
Ouargla-ALGERIA



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The First national Conference on using technology in teaching english as a foreign language

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Conference Description

The Department of Letters and English Language at Kasdi Merbah University-Ouargla is pleased to announce the First National Conference on the use of Tech tools in teaching English as a foreign language. The goal of this conference is to create a platform bringing together teachers and researchers to share their own visions on using technology in the EFL classroom.

Using technology in teaching foreign languages has become a necessity in nowadays' education. This need is due to a number of factors that make tech tools a good way to involve language students in the learning process. Therefore, many teachers of English as a foreign language have recourse to these tools to motivate their learners to participate in the classroom and to go forward in learning. Technology offers new ways for practicing language and assessing performance. Therefore, the implementation of technology in the classroom is important to the development of productive learners in today's technological society. Thus, the value of new technologies in teaching is undeniable. However, issues related to strategies of using technologies in TEFL remain controversial since teaching situations are different.

The National Conference welcomes submissions on-but not limited to- the following themes:

- Reasons behind using tech tools in TEFL
- Strategies for using tech tools in TEFL
- Blended learning
- Flipped classrooms
- Web 2.0/3.0 tools in TEFL

Proposals on other topics related to teaching English as a foreign language may also be considered.

Call for papers

Interested researchers are cordially invited to participate in the conference by submitting research abstracts (of no more than 300 words) addressing one of the topics which fall within the conference themes, or topics closely related to the general framework of the conference. In the abstract, the research problem(s), the objectives and the method(s) should be clearly outlined where appropriate.

Abstracts should be sent to the following email address:

TTEFL.KMUO@gmail.com

abstracts

N° **01**

February 14th, 2022

THEME :

**USING EDUCATIONAL TECHNOLOGY IN TEACHING
ENGLISH AS A FOREIGN LANGUAGE DURING COVID19**

Strategies to Change EFL Students' Attitudes towards Learning through the Moodle Platform

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The present paper aims to test EFL students' attitudes towards the use of educational platforms in learning. It also attempts to explore the effects of these learning platforms, mainly Moodle on students' achievements. The paper also endeavours to propose some useful strategies to change students' attitudes towards the introduction of educational platforms in learning. To collect data, the researchers selected randomly 80 EFL Master's students at Saida University. The study depended on two questionnaires distributed to students and teachers and observation on Moodle. The findings revealed that most students displaced negative attitudes towards the use of Moodle in learning. These negative attitudes were the results of many reasons, mainly problems in accessing the platform, the content of the online courses, and the failure of the asynchronous online mode. It was also found that these negative attitudes impacted the students' learning achievements. The study suggested some strategies to change students' attitudes towards the use of educational platforms in learning.

Key-words: Asynchronous learning, attitudes, EFL learners, educational platforms, strategies.

Challenges Faced by EFL Teachers in Using ICT Tools in Class at the Department of English, University of Bejaia

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The digital era has revolutionized every aspect of our life. The integration of different ICT tools has become vital. However, the use of these materials has emerged a lot of challenges and difficulties. Teachers of English from all levels run most of the time into the wall. The purpose of this study survey teachers' perceptions of the challenges and difficulties they face in integrating ICT tools in their classrooms as well as the solutions they suggest, if any, in order to remedy to such issue. A quantitative research design was adopted in order to collect data; hence a questionnaire was handed to teachers of English at the department of English, university of Béjaia. The results obtained show that the respondents encounter a list of obstacles, among which: unstable internet connection and limited accessibility; lack of training; lack of technical support from the institution; damaged or lack of necessary materials such as data show; limited time for sessions. Moreover, most of the respondents suggest training and technical support for effective use of ICT means as a major solution, in addition to necessary equipment and session lengthening.

Key-words: ICT tools, EFL teachers, challenges, solutions.

Reasons behind Using Educational Technology in the EFL Classroom

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English nowadays has become a universal language and it is used in different domains. In order to improve the domain of teaching English as a foreign language (TEFL) and make learning interesting and teaching more productive, educational technology has been utilized. Technological materials like computers, language labs and audiovisual aids are useful for EFL teaching and learning. Also, their use can lead the learner to be more motivated. The use of technological tools is essential in EFL teaching and learning. Educational technology can be used as a tool of creativity. It can provide many advantages which make the teaching and learning process more effective.

Key-words: EFL, educational technology, language teaching, language learning.

The Status of E-learning in Algerian University during Covid - 19 Pandemic

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This paper aims to show the effective role of ‘e-learning’ in teaching and learning as well. The research problem is based on how e-learning could contribute to the learning process and develop the learner’s level without a real teacher. Methodologically, this study is working through descriptive and analytical methods since it is mainly based on descriptions and analyses of case study that requires defining, explaining, comparing, describing, and interpreting. In addition, the methodological theory we intend to work through is the analytical approach since we will be focusing on e-learning as a global phenomena that is increasing due to certain circumstances.

Key-words: Virtual, e-learning, challenges, education process.

Switching to Online Learning: From Myth to Reality

Case study: Second Year Undergraduate Students at the University of Ouargla, Department of English

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This study sheds light on the online educational journey experienced by students at the University of Ouargla due to the COVID-19 emergency. Such sudden transition to e-learning had urged university teachers to post courses using Moodle on university online platforms. The purpose of the study was to collect data and identify the main challenges students faced while interacting online. The results of an online survey answered by 48 undergraduate students revealed the main critical issues they met and ways to overcome them. This unplanned distance learning revealed many barriers students met during the learning process in which they felt unprepared and not guided enough. Their worries and academic struggles were identified and used to find out ways for better future online practices.

Key-words: e-learning, online platforms, Moodle.

The Future of Digital Education:

Effective EFL Teaching through Gamification during Corona Pandemic

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The crisis of Coronavirus called for the application of digital education in different parts of the world. Algeria was one of the countries that embraced blended education where online teaching and learning were conducted through one of the most common platforms and software packages known as Moodle. However, teachers encountered difficulties in terms of engaging learners in an online content which was totally a new experience to them. The challenging factor was how teachers can promote e-learning and actively engage and motivate their learners in the virtual learning process. With the emergence of technological advances, game playing principle or gamification is believed to be one of the most interactive techniques and powerful tools that boost the learners' engagement in the EFL learning process. The study aims at finding out whether or not gamification was useful and interactive to EFL learners at the University of Setif2. It also aims at identifying whether or not game-style practice improved the students' performance. The study was henceforth conducted on a total of 148 students through the application of a test based on gamification and administration of questionnaires to the sample which was exposed to the test. Results divulged that students strongly promoted the use of gamification to learn a particular EFL content and that the game playing technique helped them improve understanding as being reflected in their performance. The study represents a further enrichment to literature and areas of EFL teaching and learning.

Key-words: Blended education, digital education, Coronavirus, gamification, Moodle.

THEME :

**STRATEGIES FOR USING TECHNOLOGY TOOLS IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE**

Limitations and Solutions to Successful Technology Implementation in an EFL Setting

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Technology is rapidly evolving and introduced to children at an early age. Youngsters are more likely to play on games, consoles, tablets, and cell phones rather than playing outdoors. At school, this can be a major distraction too. Instead of paying attention in class many students are on their phones texting and using social media. This misused interference of the digital world can cause the learners' grades to slip and obviously impact their learning negatively. Therefore since technology use is inevitable, educators should benefit from integrating these advancements into their curriculum. Concerning the Algerian educational system, many schools and universities are enhancing levels of technology in the classrooms to meet the needs of this digital generation. While teachers generally make sure to deliver knowledge through a medium their students feel comfortable with, they regularly come across challenging limitations for this technology integration. In view of that, this paper presents common constraints met by foreign English teachers in integrating technology in the classroom, and eventually suggests possible solutions to those hindrances.

Key-words: Technology in the classroom, teaching English as a foreign language, challenges and solutions to technology implementation.

Techniques of Language Teaching in Technology-enhanced EFL Classroom

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Given future prospects, the use of technology has become a necessary and an essential part in the EFL environment. Despite there being questions and concerns of whether we should integrate technology or not, data show how inevitable and crucial Technology has become, particularly because it has become widely used in our daily lives. Usually, however, debate end up recommending technology. The fact that learners are born in the age of digital technology entails to a certain extent the prerequisite role of Technology in EFL classrooms. However, efficient usage of technology lies not only on sheer integration of technology, but also on how it is used. Furthermore, it also raises the question of how can we better integrate Technology in English Learning classes, and what specific techniques can be used to facilitate language learning. Researchers have devised creative Teaching techniques that make use of applications pertinent to language learning. Technology has been regarded as a solution to some education problems; it has been used to create tools for learning and develop skills. Since teaching techniques form and show how learners encounter language and learn it better, considering them meticulously provides better chances of overcoming any hurdles. This article argues for the necessity of Technology-enhanced language learning and teaching, and the extent to which Technology assists language learning. This study aims at presenting current techniques of teaching English by using technology as means to teach English efficaciously.

Key-words: technology, language learning, teaching techniques, EFL classroom.

The Integration of Technology Tools in Teaching English as a Foreign Language

The Case of the Department of English at the University of M'sila-Algeria

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Most institutions and educational systems have witnessed a great shift towards the use of ICTs during the Covid-19 pandemic. Due to the restrictions that governments around the world have imposed in order to maintain social distancing and decrease the spread of this virus, schools, universities and colleges are now being closed. In the context of TEFL, educational practitioners are turning now to the use of E-learning platforms including Mooc, Moodle, and video conference applications such as Google Meet, Zoom, and Webinar to hold the teaching-learning process. Within these online video conference applications, new technology tools are particularly designed in order to insure a high level of students' autonomy and E-learning engagement. Along this line of thought, the main focus of this investigation is to explore the effect of implementing new technology tools available in video conference applications such as Zoom, Google Meet, and Webinar on EFL students' autonomy and E-learning engagement. For this purpose, a case study including 30 second year students from the English Department of M'sila University was undertaken. To collect and cross-check the data, a triangulation method was used, including a questionnaire, an interview and an observation. The data analyses of the research findings revealed that the use of different technology tools which are provided in the video conference applications help the participants to process information in meaningful ways, make them more independent by developing effective learning strategies, transfer skills, and provide them with a great sense of responsibility. The research demonstrated also a welcoming sign of interest among the students when using these different video conference application tools.

Key-words: Covid-19 pandemic, information and communication technologies, E-learning, video conferencing applications, autonomy.

Computer Technology Roles in Teaching English Language Skills during Covid-19 Lockdown

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At the beginning of the 2020, the world was challenged by the rapid expansion of Covid-19 pandemic that affected all sides of life. Education as a vital area was touched deeply by this situation in which teachers and students were obliged to leave their classrooms and move into distant teaching. In these conditions, teaching English language skills as a significant part of languages' instruction constructed a challenge for EFL teachers who encountered difficulties to instruct their students during this period. Computer technology, in this case, was adopted as a means to facilitate the teaching of language skills and enhance their acquisition. EFL teachers invested in the advantages and the progress of this technique within the Covid-19 emergency period to offset the absence of face to face teaching. For that reason, the present work aims to identify the roles of computer technology in teaching English language skills during Covid-19 period. It highlights the different technological devices that can be adopted by EFL teachers to teach English skills. Thus, the present paper clarifies the urgency of computer technology and its crucial functions in teaching English language skills during urgent cases such as Covid-19 pandemic.

Key-words: Computer technology, Covid-19, EFL teachers, English language skills, distant teaching.

Tools for Education:

Technology as a Pedagogical Strategy for English Language Teaching and Learning

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The development of new technologies aims to improve the education system at all levels, which means that their effective use, along with professional learning, can enhance cooperation in foreign language teaching by discovering many ways in assisting language learning. In Algeria, the use of educational technology still needs to be studied and explored in order to benefit from the tremendous benefits it provides in the teaching and learning process. In order to develop students' performance of all four language skills, it is essential to integrate technology tools along with appropriate teaching strategies in EFL classes. Therefore, the current research addresses various elements of technology used in English language teaching by providing teachers with technological skills to ensure effective teaching, providing operative ways to exploit the use of open-access applications in order to develop students' language skills, including the use of the Internet, intranets, satellite broadcasts, audio and video conferencing, bulletin boards, chat rooms, and webcasts, and to create platforms for students and teachers that increase positive language learning outcomes. In this regard, this study helps teachers to become more aware of the important role technology plays in the process of teaching English as a foreign language and to have more dynamic and interactive EFL classes. In addition, this study helps students to better prepare for the changing world we live in. The paper concludes with a number of recommendations that may contribute further to improving teaching strategies through the development of the broad application of modern technology.

Key-words: EFL teaching, EFL learning, educational technology, technology strategies.

Making Use of Technology in English as a Foreign Language Pedagogy

Perspectives, Strategies and Limitations

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It is hardly surprising that technology has occupied a paramount position in education in recent years. The advancement of educational technology has brought with it undeniable significant changes in English as a foreign language pedagogy. As technology use continues its steady growth inside and outside the classroom, its influence on students' academic performance has become an inevitable question to address. The frequent use of technology among university students has made higher educational institutions acknowledge the earnest need for integrating it in the teaching of foreign languages, including English. However, does this widespread of technology contribute in positive ways to students' academic performance and pedagogical outcomes? Does blended learning necessarily foster students' engagement and learning experience? To what extent could educational technology be relied on in attaining teaching and learning goals? Putting it differently, what are the major limitations of technology use in the educational context? The present research discusses various perspectives on the role of educational technology in English language teaching/ learning, highlighting the findings of a number of studies on this issue. In addition, light is shed on the major limitations and challenges encountered by teachers and students when using technology in teaching and learning English as a foreign language. Last but not least, this paper puts forward some practical guidelines and useful strategies for enhancing the use of technology in teaching and learning English, with a special focus on the significant roles of both the teacher and student in employing such strategies.

Key-words: Educational technology, English as a foreign language pedagogy, blended learning, perspectives, strategies, limitations.

Integrating Technology Tools in Teaching English as a Foreign Language:

A Blessing or a Curse

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Using technology in teaching foreign languages has become a necessity nowadays. This need is due to a number of factors that make tech tools a good strategy to involve students in the learning process. Therefore, many teachers of English as a foreign language have recourse to these tools to motivate their students to participate in the classroom. Technology offers new ways for practicing language and assessing performance. The implementation of technology in the classroom is important to the development of productive learners. Thus, the value of new technologies in the EFL classroom is undeniable. However, issues related to strategies of using technology tools in TEFL remain controversial since teaching situations are different. Therefore, the present paper comes to shed light on the key factors behind using technology and the main strategies how to use it effectively in teaching English as a foreign language.

Key-words: technology, TEFL, EFL classroom, teacher, learner.

Social Emotional Learning :

New Opportunities to Overcome

Academic and Emotional Difficulties in Middle School EFL Classes

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Middle school EFL classes have been always engrossed in framing and promoting learners' knowledge, attitudes and competences, notably investing manifold gadgets which strive not only to enhance academic achievement but also to ensure learners' psychological and social well being. In fact, Social Emotional and intellectual competences have been always viewed as two interlaced and integrated facets of the human psyche. Accordingly, coordinating the two areas is thought to amplify the potential of success at school and in life as well. In this vein and in correlation with the observations held at the level of many Algerian middle schools and EFL classrooms in particular which reported a set of negative phenomena including social withdrawal, violence, academic underachievement, dropouts, anxiety,...etc , it becomes necessary to look for alternative learning practices to cope with the delicate and fragile nature of learners at this interval of age to enhance students' capacities in recognizing emotions, managing conflicts, solving problems, establishing relationships and handling social challenges. The current study aims at implementing Social Emotional Learning in Algerian middle school EFL classes to scrutinize its impact on enhancing learners' interpersonal, intrapersonal and cognitive competences which could set the pillars of promising future reforms that work on ensuring and improving learners' academic performance and life well-being as well.

Key-words: Social Emotional learning, middle school, EFL classes.

THEME :
BLENDED LEARNING
AND EFL FLIPPED CLASSROOMS

Blended Learning:

Advantages and Disadvantages

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As English has become the lingua franca, many courses have been designed to meet a variety of needs and objectives of millions of learners around the world. To this end, the teaching of English has witnessed remarkable developments in terms of approaches and methods used in the English language classroom. The basic teaching media used in an English language class include the chalkboard, the slate and the whiteboard. Teachers have also been encouraged to use the various types of technology that have emerged in recent years such as the data projector, the smart board, mobile devices, audio and video recordings and computers in order to show students words, pictures and texts. Moreover, many ways of learning have appeared such as distant learning and blended learning to enable students learn. Blended learning that uses both online and in-person learning has been adopted in the Algerian universities right after the Covid 19 pandemic emergence. The aim of this paper is to shed light on blended learning in the Algerian university context, highlighting its benefits and drawbacks.

Key-words: blended learning, teaching English, technology.

Flipping the EFL Classroom to Promote Learners' Reading Skills

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Reading is a significant language skill that EFL learners need to accurately develop. Flipped classroom is what helps the learners come to the classroom armed with questions. It helps them preview the lesson content at home and then extend learning at the classroom. This study is therefore an endeavour to promote learners' reading skills through flipped classrooms. To gather the necessitated data, a pre and post-tests in addition to an attitude questionnaire were chosen for a conveniently selected sample of 46 fourth-year learners at the middle level. The test was opted for primarily to examine the effect of the flipped classroom on enhancing learners' reading skill. The questionnaire, on the other hand, was chosen to cross check the data gathered from the posttest and to get in-depth insights about learners' attitude towards the flipped classroom. Learners were divided into two groups. Learners in the experimental group were asked to prepare the lessons of reading at home. Conversely, learners in the control group were introduced to the texts of the reading lessons in the classroom where they have to read the texts silently and do the provided tasks. The results obtained from this research indicated that flipped classrooms have significant effect on middle school learners' reading skill. It also highlighted the positive attitude of the learners towards the incorporation of this pedagogical instruction into the reading assignments. A number of pedagogical implications are therefore mentioned as a key step towards the development of the reading skills amongst the EFL learners.

Key-words: EFL learners, flipped classroom, learners' attitude, reading skill.

The Applicability of Flipped Classrooms in Algerian Secondary Schools:

Dimensions and Limitations

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Technology has invaded all domains; it gets more and more to be a central part of the human condition. Educators, thus, had to play on that ground to meet their objectives. The present discussion focuses on the flipped classroom model and verifies the extent to which it can be effectively applied for Algerian students of English from all socio-economic backgrounds. Students in Algeria lack research capability and motivation to learn outside classrooms. Inside classrooms, they have a traditional and a very limited exposure to the language. On paper, reversion of the process in the way the students are encouraged to grasp the language in their technological quest outside the classroom and mold it inside the classroom, would certainly result in productive learners and better results. Reality, however, may enforce some divergent paths that would harden the task. Thus, this paper will attempt to understand how the model is supposed to work for Algerian students in secondary schools. Then, it will check the readiness of those students, the availability of the needed sources and the capability of teachers to provide the required conditions. Most importantly, the paper will suggest solutions that would break down the barriers that prevent the proper use of the model in the Algerian context. The paper is expected to conclude that the model can be customized within the present conditions in a way that it will, to some extent, free learners from the teacher's monopoly and involve them in, at least, the first stages of active learning.

Key-words: Flipped classroom, active learning, Algerian school, TEFL.

A Reflective Practice on a Blended Teaching through Open-Source E-Learning Platforms

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Technology in language learning is not the future, but the present of education. The global pandemic has raised new challenges for the research and teaching community. The public health measures positioned the social distancing doctrine as the new normal. As educators and researchers, we are compelled to conduct more of our teaching activities online. This electronic mediated instruction came to the forefront and has been enriched by a variety of open learning platforms, providing useful resource for teaching and learning. On one hand, the use of new technology in the classroom, is considered as a learning device necessary to mastering or gaining command of a language. On the other hand, courses accompanied by technological support are the most attractive to students. This paper adopts a reflective practice on e-learning methodology aiming at extracting the lessons learned during this pandemic. We first to explore both the challenges faced and the opportunities offered in this virtual learning context. We then present an overview of open source e-learning platforms and explore the virtual learning in the Algerian context between accessibility and the drawback of feasibility.

Key-words: E-learning, technology, language teaching, blended teaching, Open Source platforms.

Developing EFL Learners Language Skills in the EFL Classroom via ICTs

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With the advancement of the means of communication and that of technology, TEFL has witnessed sharp progress at the level of teaching materials. ICTs (Information and Communication Technologies) are considered among the most effective tools of developing the learners' language skills in the FL classroom. The computers, IPods, smart phones, and other teaching materials can encourage them to take part in the learning situation. TEFL, as a complex, extensive, and intensified domain, needs necessarily these materials as a support to facilitate the teaching/learning process: new words/concepts of the TL could be easily acquired by the learners if they were able to activate their aural and visual senses via pictures, videos, and the computer. Multimedia facilities can also provide teachers with the opportunity to vary their teaching methods and techniques. In the light of this, this article deals with the problematic of how can EFL teachers/learners exploit effectively ICTs in the ESP classroom. It also aims at raising the Algerian university teachers' awareness of the importance of these means for improving the language skills of their students.

Key-words: ICTs (Information and Communication Technologies), TEFL, technology, language skills.

Exploring Teachers and Students' Attitudes towards the Use of Blended Learning to Enhance Paragraph Writing:

The Case of Third Year Students of English at the Department of English at Mohamed Lamine Dabaghine Setif2, University

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Blended learning approach has become an emerging trend in the field of education, attracting the attention and interest of many scholars and educators as a novel way to engage students in their learning. This scrutiny, as a corollary, purports to explore teachers' and students' attitudes towards the implementation of blended learning (face to face learning and online learning) to improve paragraph writing. To this end, a structured questionnaire was administered to 50 students of third year classes at Mohamed Lamine Dabaghine Setif 2, University. A follow-up interview was conducted with 7 teachers who teach third year written expression to gain an in-depth picture of the subject matter. The findings revealed that both teachers and students reveal positive attitudes towards the use of blended learning to enhance paragraph writing. According to these findings, teachers are invited to adapt and integrate this type of learning not only in the written expression classes but in other modules as well to learn the English language adequately.

Key-words: Blended learning, writing paragraph, teachers' and students' attitudes.

A Review on the Use of the Flipped Classroom Model to Boost EFL Students' Writing Skills

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This study explores the efficiency of using the flipped class model in writing classes to improve EFL students writing skills. In such classes the teacher allows students to discuss the content of paragraphs, which they are given before the class, together so that they can share their points of view about the topic of the paragraph. The teacher guides and students and gives them instant feedback to make sure that they benefit from what they read. The aim of the implementation of this model is to give students more time to consider the learning material before the class then they can share their viewpoints about it with the teacher. This research seeks to examine the extent to which students are engaged in writing classes, as they become the centre of the learning process. The purpose of this study is to investigate the functionality of flipped model to involve students and help them enhance their abilities in writing after their discussion with the teacher. The present study describes the flipped class Model and its characteristics by discussing various attitudes towards it. To do so, this model will be analysed through different researchers' standpoints, showing its usefulness in writing classes. It is concluded that the use of flipped class model in with EFL students allows them engage more in the learning process, which can develop their writing skills.

Key-words: flipped class, writing, EFL students, learner-centered.

THEME :
INTEGRATING TECHNOLOGY
IN TEACHING CONTENT BASED COURSES

Digital Humanities and Literature:

Can Technology Reinvent Literary Criticism?

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Milad Doueihi, the author of *La grande conversion numérique* (2008), was the first to demonstrate how our culture has been transformed and revolutionized by digital conversion. Learning and teaching practices are subject to constant criticism, reexamination, and renovation. In Algerian universities, new technologies are continuously introduced especially after the outbreak of the corona virus epidemic which has seriously affected educators and learners in all disciplines. As far as the discipline of literature is concerned, the use of new tools by teachers to teach literary texts seems to be a little challenging because of three main reasons. The first has to do with the idea of ‘Digital Humanitie’; the word ‘digital’ seems to be unharmonious with ‘humanities’. Literature and literary studies are all but experimental and objective. Literature and literary studies are about human values and emotions. The second reason is that the new technologies are creating new types of readers who have different attitudes towards literature and literary criticism. “Hot” and “cool” media may negatively affect readers and reading experiences when used excessively. Close reading and textual analysis require the reader to be alert and dynamic. The last reason is our fear of being replaced by digital devices that would interpret literary texts. Interpreting literary texts has always been tough, so using statistical tools and technology-based methods like lexicometry, computational linguistics, and text mining in literary criticism can be apprehensive and sacrilegious according to the most radical teachers. Can technology help teachers and learners to perform better in text analysis?

Key-words: Digital humanities, literature, technology, literary criticism, text analysis.

Teaching History in the Foreign Language Classroom:

Traditional vs. Technological Tools: The Case of First-Year Master Students at 8 May 1945 University-Guelma

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Teachers of Civilisation and history are using multiple methods and techniques to teach historical events. The aim behind these methods and techniques is to facilitate learners' understanding of historical content and increase their motivation and engagement in Civilisation courses. Both American and British history are taught in the department of English, 8 May 1945 University, Guelma. However, some learners are struggling to understand Civilisation lessons due to the perpetual use of traditional methods, techniques, and tools. The aim behind the current research is to compare traditional tools with technological tools in order to see which tools are more effective in enhancing learners' understanding of history. It also surveys learners' opinions about the obstacles they face in comprehending historical input in the foreign language classroom. To reach the aforementioned aims, this research will be conducted through the descriptive comparative method by administering a structured questionnaire to first-year Master students to collect quantitative data about this issue.

Key-words: civilisation, history, historical events, traditional tools, technological tools.

Teaching Literature via E-Courses during the Pandemic

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This paper aims to show the effective role of ‘e-learning’ in teaching and learning as well. The research problem is based on how e-learning could contribute to the learning process and develop the learner’s level without a real teacher. Methodologically, this study is working through descriptive and analytical methods since it is mainly based on descriptions and analyses of case study that requires defining, explaining, comparing, describing, and interpreting. In addition, the methodological theory we intend to work through is the analytical approach since we will be focusing on e-learning as a global phenomena that is increasing due to certain circumstances.

Key-words: Virtual, e-learning, challenges, education process.

Technology and the Teaching of Literature:

Prospects and Challenges

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In this digital era, it has become crucial to harness the power of technology to enhance every aspect of life and teaching is no exception. The modern generations of students are brought up in a media-saturated world. Their learning experiences and their methods of acquisition have diverged from traditional approaches. Hence, it has become necessary to employ innovative and modern approaches in teaching English for Foreign Learners notably the teaching of English literature. The use of technology provides teachers of literature with powerful and flexible tools to create an authentic and immersive learning experience to inspire and engage students. In this regard, this paper aims at shedding light on the most recent fundamental technological processes employed to help with students of English learn literature in addition to dissecting the prospects of these innovative approaches and the exposing the challenges that the teachers face in the course of their teaching journey.

Key-words: EFL, Technology, ICT, Literature, Immersive Learning.

THEME :

**USING WEB 2.0/3.0 TOOLS
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE**

Technology Tools in the EFL Classroom:

Teachers' Use of Smart-phones

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Technology touches almost every field of the human life. It revolutionizes the quotidian life on a gigantic scale. Education is also taking part in this revolution. The educational arena embraces changes and is constantly welcoming every new technology that serves to facilitate instruction. Teachers of English as a Foreign Language (EFL hereafter) are required to keep abreast of every new technology that is serviceable to their job in order to guarantee their effectiveness and to secure the learning to be taking place. Inserting technology tools is a dominant aspect of modern teaching. Smart mobile phones are used to support instruction. The major target of this paper is to exhibit the importance of mobile phones in helping facilitating the process of teaching English as a foreign language. It also aims to spotlight the effect of teachers' use of smart phones on improving EFL learners' skills and lightening some of the profession's burdens.

Key-words: Technology, smart phones, EFL Teachers, language skills.

The Important Role of Integrating Web 2.0 Tools in Developing EFL Teaching Practice

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Over the past years, EFL educators were facing different difficulties such as using electronic technologies in their daily lives in general and in educational institutions in particular. At the dawn of the 21st century, the world has witnessed an increasing evolution of electronic technologies use since the emergence of the internet, which is considered as the essence of life and plays a great role in education either for teachers or learners. One of the most vital technologies which have changed the role of the World Wide Web, in the last few years, and the way of using the internet from only an information retrieval mechanism into also a social mediation and communication tool is so-called web 2.0 tools. Web 2.0 refers to newly developed generation of online services and applications such as Google, YouTube, Facebook, twitter, Blogging, Wikis etc, that permit for social or educational interaction, communication or participation among people and especially to bridge the scientific/academic gaps between teachers and learners either in the classroom or in the academic teaching environment as a whole. Therefore, the present study aims at presenting the important role of integrating Web 2.0 tools in developing EFL teaching practice.

Key-words: Web 2.0 tools, EFL teaching practice, Electronic technologies.

The Culture of Using Mobile Phones in EFL Classroom:

Challenges and Solutions The Case of Master Students at Kasdi Merbah University- Ouargla

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Mobile phones are used widely by students in different settings including supermarkets, restaurants, offices, public transportation, streets and even classrooms. Mobile phones offer important opportunities for learners of English as a foreign language to boost their language skills. This paper investigates the use of mobile phones in the process of learning English Language by master students. It also describes the actual practice of mobile phone by students. Thus, this study aims to explore students' attitudes toward the use of mobile phones in language learning. Fifty (50) Master students were administered a questionnaire to carry out this investigation. The interest of the study lies in students' attitudes towards using mobile phones in EFL learning and the main challenges they face. Results revealed that most of students frequently use mobile phones but using mobile phone distracted them from their learning unless social media applications are blocked.

Key-words: phone, learning foreign language, attitudes, student, teacher.

Teaching in the Mall:

Perspectives and Constraints

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The pandemic of COVID-19 has changed learning and teaching from face-to-face to blended to, in worst cases, distance learning. Teachers and students are forced to communicate via social or communicative media to achieve the learning outcomes, yet the lack of teachers' command of technology and technical issues might stand in the way of communication. This may now be avoided owing to mobile applications that make studying more comfortable outside the classroom, yet also more sophisticated. This study examines the perspectives and constrains of Smartphone apps for university oral language learners. Results show that the approach mobile assisted language learning (MALL) seems promising but also challenging. A needs-analysis is undertaken to highlight the way in which students need to have speaking activities available on their mobile devices to improve their oral language skills.

Key-words: MALL apps, technology, perspectives and constraints, oral skills, learning approaches.

Using Google Apps to Make Flipped Classroom More Effective

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The COVID-19 pandemic forced teaching to be shifted to the online mode. Since the flipped teaching (FT) model has been shown to engage students through active learning strategies and adapt both in real-time and offline, it was a convenient choice for educators who were familiar with this instructional method. One can depend on Google free educational apps to make an effective flipped classroom. During the pre-class phase, Google Classroom can be used to provide students with materials to read and prepare; this step happens online in most cases. During class, one can rely on Google Jamboard and ICT (Information-Communication-Technology) hardware devices such as iPad, dongles and projector; these could make discussions more engaging. Flipped classroom provides adequate time and space for EFL students to come to class with a prior knowledge because they explore, experiment, analyse and develop a solid understanding on any given topic. Flipped classrooms can help students to develop critical thinking that excels during discussions.

Key-words: flipped classroom, Google Apps, ICT, critical thinking.