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**THE INFLUENCE OF INFORMATION AND
COMMUNICATION TECHNOLOGIES (ICTs) ON EFL
STUDENTS' PERFORMANCE:
A CASE STUDY OF CEG1BANTE.**

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DEDICATION

I dedicate this work:

**To the unchangeable GOD, for
His grace and love. The source of
all intelligence and knowledge.**

Thank you Lord.

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LIST OF ACRONYMS

ICT	: Information and Communication Technologies
ENS	: Ecole Normale Supérieure
CAEB	: Conseil des Activités Educatives du Bénin
BAPES	: Brevet d’Aptitude au Professorat de l’Enseignement Secondaire
CAPES	: Certificat d’Aptitude au Professorat de l’Enseignement Secondaire
UNESCO	: United Nations Educational, Scientific and Cultural Organization
UPN	: Université de Porto-Novo
CEG	: Collège d’Enseignement Général
TECDEV	: Territoire Environnement Culture et Développement Durable
CCNDL	: Collège Catholique Notre Dame de Lourdes
CEDIP	: Centre de Documentation et d’Information Pédagogiques

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INTRODUCTION

Information and Communication Technologies (ICTs) have become increasingly omnipresent in our daily lives. As they have largely been incorporated into every part of our society, education could not be an exception. At the same time, English has become the lingua franca for communication in important sectors such as business, science, politics, trade, etc. The learning and teaching of English, in Benin Republic, is formally mandatory in secondary school. In order to respond to the demands of modern societies and move simultaneously with the advance of information technologies, the adaptation of the teaching and learning methods appears to be essential. There, traditional approaches to language teaching and learning have been challenged by new and innovative approaches based on the latest advances in computer and internet technology.

As regards the influences of information technologies on language teaching and learning, practitioners (teachers and students) abundantly take advantage of them or are deceptively ill-directed by these tools. As entitled by the research topic itself, this study mainly focuses on the influences that information technologies can have on the teaching/learning of English and especially on EFL students' result. As far as the actual influences are concerned, this research work approaches the problem under two angles or perspectives.

On the one hand, it is no doubt that information technologies have very positive influences on language teaching or learning. On this view, the internet provides a lot of supplementary resources and information for both teaching and learning. The use of computer in class increases the students' motivation as there is a virtual environment which is more attractive. It helps students to develop their self-confidence. Information technologies can increase the quality of the students' communication. The use of technological tools also helps students to overcome their shyness and hesitation and gives them a chance to express themselves freely. It also provides students with fun and amusement while doing the tasks.

On the other hand, the addiction to information technologies is unfortunately detrimental to students. When students' aim is to go to the internet to download music, films, games, or look for useless information which have nothing to do with their training, the use of information technologies becomes doubtful. The addiction to multimedia, instead of strong engagement to learn lessons and spend free time to do useful assignments, affects the performances of students. Considering all these parameters, this research work assigns itself the task to uncover the advantages and drawbacks of information technologies on the EFL learners' result at CEG1 Bantè.

To carry out the present research work successfully, it has been structured into five chapters. The first chapter is about the introduction to the study. It mainly deals with the problem statement, the significance and the purpose of the study. The second chapter deals with the literature review and then the third chapter accounts for the methodological step of the research. In the fourth chapter, the data collected during the investigation have been presented, analyzed and interpreted. In chapter five, I have drawn the students' attention to what they should or should not do with information technology tools. To put it simply, this chapter has made recommendations and suggestions to students and teachers. Inevitably, authorities in charge of the educational system and political leaders or rulers have also been concerned with the suggestion and recommendations.

CHAPTER I: INTRODUCTION TO THE STUDY.

This part of the study includes the statement of the problem, the significance and the purpose of the study. It also deals with the limitations of the study.

1.1. Problem statement

Information technologies have recently dominated almost all the fields of our society. As education is not an exception, this crucial field is also influenced by technological tools. In fact, information technologies influence either positively or negatively the performances of students at schools. On the one hand, information technologies favor students to have enormous resources or information in a given learning situation. As computer and internet connection are source of information, students are in position to surf in order to gather necessary information which could then help them to have good results at school. Systematically, this situation influences positively their results at the end of the year. The broad varieties of multimedia tools which serve as listening or speaking means, effectively impact students' listening and speaking skills. Watching television and listening to radio programs also work well for the improvement of students' performances as they automatically repeat whatever they hear. The easy access to these tools arouses the idea of independence and self-engagement in the learning of English. As English is the language of wider communication (and the language of internet is English), the vocabulary background knowledge of students develops when they familiarize with the use of computers. To put it simply, a good and conscious use of ICTs by learners develops in them every possible skill a student could have especially in English Language and this influences positively their learning without even making great efforts.

Teachers are also tooled up additional information to improve their teaching strategies. Despite these advantages, information technologies are not entirely beneficial to students, they are also detrimental.

On the other hand, due to the fact that information technologies consist of information and resources of all kinds, the wrong use of these tools has some drawbacks on students' performances. Since students always watch television set for entertainment, this is not useful for them. Most students are interested in soap opera on television channels. As there are many stations, students spend a lot of time in front of television screen moving from channel to channel to watch films or musical clips instead of watching constructive and educative programs. The smart phones are also to play games or listening/watching audio sounds or erotic films. The use of DVD (Digital Video Disc) devices to only watch useless things is not helpful to students. In the contrary, it destroys their lives especially their learning. On the view of the fact that we use French as working language, all the programs broadcast on mass media are in French. As this fact has no useful impact on students' practice of English, they react badly in English class. It means that students spend most of their time watching/listening to programs which have nothing to do with their learning field. The use of internet and computer is devoted to download films and audio instead of preparing in advance the next following learning situation.

Considering both advantages and drawbacks of information technologies on the performances of students in language learning process, the selective and distinctive uses of these tools appear to be important.

1.2. Significance of the Study

Today, it is undoubtedly recognized that the use and the integration of information technologies in the school environment is a necessity, due to the vast advantages provided by these tools. Firstly, information technologies (computers and internet connection) are reliable sources of urge information the basis of which students do research so as to perform well. These tools are very helpful since they facilitate learning to students, because most of the resources needed for achieving any task are available on the net. Technology offers electronic exercises that promote autonomous learning; it provides students with

tools for using electronic pronunciation dictionaries. Technology also plays a great role in learning the different language skills; it helps students to meet their different language needs like the fluency and the accuracy; in the classroom. Technology helps in promoting cooperative activities for example role play activity, during language learning. Considering these positive impacts of information technologies, this topic rightly finds its living reason. Students have also the possibilities to listen to radio programs which are based on the learning of structures, communicative skills and how to express meanings and idiomatic expressions. From these tools, students stop being spoon-fed and can carry out tasks on their own.

This topic is also relevant since it puts a stress the great advantages provided by information technologies and calls upon authorities in charge of education and political leaders to think about the integration of these tools in language teaching. The traditional face- to- face system which has been used for many decades should be changed. The familiarization of teachers and students with information and communication technologies is compulsory. At the stage of these tools, a need to assist language teaching with computer, video projector, audio or video tapes are of pivotal importance. The use of these tools in classroom makes students more motivated and take an interest in language learning. These tools are very helpful since they positively impact in students' performances and desire to learn, as the learning conditions are not boring but vivid and attractive.

The second edge of the sword views information technologies as detrimental owing to some fundamental reasons. On this view the caveat of this study is to draw students' attention to the right use of these tools. The information available on the internet is not entirely for academic purposes. This study recommends that students should only go to surf or to search for information needed for their classes; resources which will help them to improve their learning output. Even though they have possibilities to send email to

friends, they are not required to download erotic, awful and horrible films which are, in reality, useless. Instead of wasting time to listen to useless sounds or playing games, students' attention is henceforth drawn to the drawbacks of such practices. So, the overall significance of this study resides in the fact that, not only does it stress the necessity and importance of information and technologies, but it also lays emphasis on the attitude students should have in order to gain the benefits of these tools.

1.3. The purpose of the study

This research work aims at bringing out or over covering the impacts of technological tools on English as a foreign language students' learning. As far as the influences are concerned, it is noteworthy to take a step back and see if the influences are either positive or negative. Therefore this topic has dual purposes.

First, it stresses the usefulness of information technologies in language teaching and learning field. It shows how the right use of information technologies can help students in many fields. It makes clear how students will use these tools to better their performances in class. As the access to these tools is not a rest cure, this study grasps the opportunity to call up the conscience of political leaders or rulers to invest in this field so as to change the look of the language teaching and to make it digital and virtual. This research work stresses the activities students should perform during their free time so as to take advantage of radio and television programs.

Next, it lays emphasis on the use of information technologies for useful purposes. In this perspective, opportunity to browse should be devoted to collect data which are in line with their academic training. A particular stress, in this study will be put on what they should do with the tools so as to take advantage of them.

This research work also aims at making strong recommendations and suggestions to the leaders of Benin Republic on the marriage between education and information technologies. The investment in this field is compulsory today.

The use and the integration of these tools are governed by the training of the practitioners of language teaching or learning. So, this research work also puts a special stress on this aspect.

1.4 Limitation of work

We have been able to undertake this study to the end. But like any human work is not perfect and free from difficulties, certain obstacles blocked this study. However, these difficulties have not been able to blur our determination to go at the end of this work.

Indeed, the period during which we carry out the surveys is the period of the end of the year when it is necessary to mark the papers, to calculate the averages and to prepare the enclosure of the college which is a center of exam. These posed the problem of availability of the teachers, of learners for the cards of questionnaire and of the administrative staff for the conversations. All this has seriously delayed us in this work. It was then necessary to make the sentinel to be able to manage questionnaires and to take again the same process for recovery of these questionnaires. This situation created for us a serious handicap especially by the fact that all the actors of colleges and lycee in particular the intermediate classes which constitute the great mass of our targets population , were shared between the idleness and the hasty departure to the great holidays. In the current of May and June, the exam followed one another and the practice tests. All this did not allow us to quickly gather learners. In the same way, we have not been discharged from our hours of having class in order to have more time for research. All this constitutes an embarrassment for major investigations. Having class in a Simultaneous way at ENS with that of research on the field makes that we missed either some appointment of our investigations because of the importance of these courses .We are sometimes obliged to miss significant courses at ENS taking into account the honesty and the rigor which the research impose to us. Inquired often do not make the task easy for us. They may push back the same rendez vous several times; and this idle the work.

Courses cumulatively given and teaching inspections carried out on May 3rd, 2016 did not allow us to get profit from certain appropriateness's meeting with resources people, and this would have widened the field of knowledge on the subject of this study. The remark made during the admission and especially at the time of the investigations card recovery is that colleagues teachers are reticent to answer spontaneously taking into account the time that they judge inappropriate for them to receive us. Those who agree to take them return them with difficulty. As for learners, we were almost on holiday before we could recover the questionnaires that have been addressed to them. But it is necessary to point out that the desire to give pleasure, the mark of respect toward us and sometimes little pressure helped us to recover the cards which are addressed to them.

CHAPTER II: LITERATURE REVIEW.

2.1. Operational Definitions

Under this heading , some key definitions have been provided in order to understand more the pamphlet of this subject. The definitions will be widened around the most significant syntagma.

* **Influence:** action that a person exerts on another; that a thing exerts on a person or on another thing; ascending, authority. In psychiatry, we speak about syndrome of influence to indicate a delirious conviction to be subjected to an external force which orders the thoughts and the acts. According to the **Oxford Learners' Dictionary; International student's Edition**, the Influence is the effect that somebody or something has on the way a person thinks or behaves or on the way that something works or develops. In other words, it is the power that somebody or something has to make somebody or something behave happen in a particular way. Being given that the word influence is multidimensional and that it varies from a context to another, it is then question to put it in the context of our study. Here, influence is understood as a positive action as well as negative that exert the ICTs on learners and on their school results. This influence is often characterized on learners by an increased dependency of the ICTs.

***ICTs:** it simply signifies the Information and Communication Technologies. The ICTs are the whole of the means of diffusion of information of mass, publicity and culture i.e. techniques and instruments audio-visual and graphic able to quickly transmit the messages to destination of a very many public. Indeed, the ICTs are named to be a means of diffusion of information (as the press, the radio, television, the Internet, the cinema, mobile phones, the social networks...) which are used to communicate. The ICTs make it possible to disseminate information towards a great number of individuals without the possibility of personalization of the message. That is why we can also say mass media (in French media de mass).

***Learning:** According to Oxford Advanced Learners' Dictionary, learning simply means the knowledge that you get from reading and studying.

2.2. Scholars' views about ICTs

The information technologies tools are targeted at in this study are computers, videos smart phones, radio and televisions.

Human beings have dominated the world and it was full of scientific discoveries in the early fifteenth and sixteenth centuries. The world has recently progressed to Information and Communication Technologies (ICT). In that perspective, Tanguay (1997) says, *humans are powerful and computers are powerful, and together, they are extremely powerful(p.3)*.

The use of these tools is of significant importance. But, before using them, a specific training must be undergone. There is a computer literacy training phase before the formal use of these tools. Knowledge about modern database, information retrieval rules and symbols, and some other related technologies and skills such as the use of agent server, popular down load software, document styles and required. As Shakeshaft (1999, p.4) notes, *Just because ICT is present does not mean that students are using it*.

The field of foreign language education has always been in the forefront of the use of technology to facilitate the language education process. Teachers of English need to be familiar with these tools. Access to technology increases teachers' opportunities for successful teaching experiences, thereby contributing to greater confidence in their instructional ability. It is also notice that teachers who interpret their interactions with computers as indicative of high ability grow in self-confidence, regardless of their experience (Ross, Hogaboam-Gray, & Hannay, 1999: p.93).In assisting language teaching with technological tools, teachers' roles are reduced. Ely and Plomp (1986) argue that:

The teacher will less of an information-giver and more of a learning facilitator. Fewer professional teachers may be required if roles are modified and teachers aids or assistants are used alongside professional teachers. In no way

should the teacher denigrated: he/she is still primary resource person who serves more as a manager than as a fountain of knowledge (p.246).

The integration of teaching styles supported by technologies *appeared to indicate that both personal theories of teaching and the level of competence with technology play a major roles in our teachers' implement technology and in their perception of their own and their pupils' motivation*(Gobbo & Girardi, 2001, p.63).

Roblyer (2006) presents direct models of using computers, such as *integrating computers to remedy identified weakness or skills deficits, to promote skill fluency or automaticity, to support self -paced instruction and to support self-paced review of concepts* (p.48)

Considering that language learning requires a considerable amount of input and negotiation, computer-mediated communication such as email, computer conferencing, online discussion could bring great benefits in language teaching and learning.

There is a dynamic creation of collaborative and more attractive works in using computer to assist language teaching and learning. Pedagogical knowledge also needs to include ideas about how to *develop students' abilities to work collaboratively or to take control of their own learning in an ICT-rich environment* (Webb & Cox, 2004, p.277).

Despite the paramount importance of information technologies, they present some deficiencies. The limitations of computers in language teaching, such as constraints of providing feedback (Salaberry, 2000), lack of nonverbal cues (Ferrara, Brunner, & Whittemore, 1991), and language learners' limited language (Lee, 2004), seem to reduce the value of computer use in language teaching.

There is a fact that the time to learn lessons or to do exercises is used at the expense of internet surfing. The question is to know if what they are

searching for is useful for their academic training or not. The concern about wasting students' time surfing the internet matches the statement that, *student-centered activities are more time-consuming than teacher-directed ones* (Pedersen & Liu, 2003, p.69).

Similarly, (Nelson, Ward, & Kaplow,(1976) say:

The unique property of the computer as a medium for education is its ability to interact the student. Books and tape recordings can tell a student what the rules are and what the right solutions are, but they cannot analyze the specific mistake, but also to understand the principles behind the correct solution (p.32)

With regard to this, the solution should be to try to find out judicious reasons to implement the teaching and learning of English at the age of information and communication technologies.

For Fernandez & Dominquez (2006) *the tasks to be carried out on the computer cannot be considered as a complement or an add-on to the curriculum, but, instead they must be an integral part of it* (p.22).

It is therefore on the basis on such prerequisites that language learning and teaching at the age of information technologies could be made easy.

2.3. The use of Information and Communication Technologies in Education

To better understand this part of the work, it is necessary to start by saying a few words about the concept of ICT. ICTs stands for Information and Communication Technologies. ICTs refers to any device or system that allows the storage, retrieval, manipulation, transmission, and receipt of digital information. For example, personal computers, digital television, email, robots etc.

There are several reasons that sustain the integration of ICTs in foreign language classrooms. As for the reasons to integrate technology in foreign language classrooms, Lam (2000) as cited in Merç (2015) advocates that

language teachers use technology because it submits an altered manner of demonstration and offer a kind of enthusiasm for learners; not because of lack of knowledge about teaching with technology, but due to a lack of contact with technology. To put it bluntly, ICT use in the classroom gives more motivation to learners, it gives them the pleasure of learning because it transforms the learning environment into a place of entertainment; “children” in one word just adore everything related to technology. Yunus, Lubis and Lin (2009) noted that Information and Communication Technology has made it possible for learners, teachers, specialists, and researchers to collaborate with each other in different ways. (p.1453)

In addition, to the fact that ICT use motivates learners in the learning environment, the use of ICT could allow people to get in touch with specialists of their fields and ask for advices. Grabe & Grabe (2005) as cited in Yunus, Lubis and Lin continued asserting that ICT has beneficial uses in education. For example, ICT is a powerful tool in presenting or representing information in many different ways. It can be presented through different forms such as texts, pictures, tables, graphs and even multimedia which can make the class more interesting and lively.

Padurean and Margan (2009) give an explanation of foreign language teaching via technology and they first discussed the use of computers and the internet in foreign language teaching and by the way they said that there has been much debate over the use of computers and the internet in foreign language teaching over the past few years. The techniques offered, the activities and the degree of application in the language teaching syllabus has undergone a number of serious changes alongside the evolution of technology. The computer itself has evolved from the status of “tutor” to the one of “tool”.

The computer as a tool stage offers to the usage of computers as vehicles for delivering instructional materials to learners (through drill and practice). The development of computer-based activities developed learner-computer and

learner-learner interaction, engaging the learners in a wide range of communicative tasks. This was the moment computers assumed the role of stimuli in language learning. “The computer as a tool stage” refers to using computers as instrument for understanding and using language through spelling and grammar checkers, desk editing programs. All these steps belong to CALL (Computer-Assisted Language Learning).

The methodology of language learning has developed a new way of using ICT in teaching the Hypermedia. Hypermedia provides the language teacher and the language learner with multimedia resources, such as texts, graphics, sound, animation, video linked together. It also has a number of advantages omitted by CALL. It offers a vivid learning environment, it combines listening with seeing. Skills can easily be integrated in the teaching/learning process; reading, writing, speaking, listening, can be combined in task-based learning. It is also better for learners to use hypermedia in classes. They have greater control over their learning because they can go at their own pace, they can do some activities for their own, can skip some parts of the text or revise the ones they find difficult. Another major advantage of hypermedia usage is that the learner can focus on the content and access different links with grammar explanations, exercises, vocabulary, pronunciation, etc. But, above all, hypermedia brings variety to one’s class. Learners get used to learning the foreign language in a new and pleasant way, not just by interacting with the teacher and reading from the book. The application of ICT gives more opportunities for communication between peer learners. Particularly significant here are the opportunities that digital technology affords to pupils. Digital technology is heavily used by many young people in their lives outside the classroom and they demonstrate familiarity with such forms of communicative and essential features of everyday life. Various studies have noted the autonomy and creativity with which young people engage in such practices; much online activity is marked by identity play and textual innovation (March, 2005: Merchant, 2001, Merchant 2005a), Snyder (2002)

notes, such opportunities bring the outside world into the home. According to Grabe & Grabe (2007) technologies can play a role in students' skills, motivation, and knowledge. Students can exchange information in real time, they can participate in blog discussions, work in teams in different projects, exchange e-mails, search for better information, etc. By using the authentic materials provided by the internet, students will have a better insight into the culture of the country and people whose language they study. The internet also offers a wide variety of reference materials like online dictionaries, encyclopedias and search mechanisms very helped for developing learners' individual work. They can find, alone, the missing information, the meaning of new words, synonyms, antonyms or can communicate with the rest of the group online, via e-mail or in any other ICT environment. The computer can play different role in a language classroom which are the following:

- Teacher: it teaches learners, new language
- Tester: it tests learners on the already learned structures
- Tool: it assists learners to do certain tasks
- Data source: it provides learners with the information they need to solve different tasks communication.
- Facilitator: it allows learners to communicate with others.

The role the computer plays in language class has been discussed in detail.

Computer as a teacher: in the early years of CALL in schools some reluctant teachers made assumptions that in a few years teachers would no longer be needed in schools, their role being taken over by computers. It is not the case, as we can very well see. Computerized teaching (computer as a teacher) uses multimedia CD ROMS, in such programs, learners can listen to recordings, watch videos, speak into the microphone, record their progress or learn words by clicking on pictures and hearing their pronunciation. An alternative to CD ROMS is the World Wide Web. Learners can practice all their

skills their and it is more useful for the teacher than the CD ROM because teachers can intervene in their own ideals or materials.

Computer as a tester: Learners can practice their knowledge of a specific language using different internet websites. A problem these sites have is the fact that the practice programs are very limited in terms of practice materials. Basically, the practice material refers to multiple –choice exercises, dual –choice exercises and true or false. The only answer the computer can give is Right or Wrong. Despite these limitations, computer grammar or vocabulary practice is enjoyed by learners because the latter feel like playing and get the feedback without fearing the teachers’ criticism. They can also work in groups, sitting at the same computer and discussing the answers.

Computer as a tool: Computers are seen as tools because they provide tools for acquiring a foreign language. The large number of web-sites, pictures, projects, exercises, audio and video materials is welcomed in the teaching and learning process.

Computer as a data source: Little should be said about computers as information providers because we all know that, due to computers and the internet, we can access almost any information we need. A particular aspect that we want to highlight is random internet navigation. It refers to learners’ surfing the web with no particular aim. That is why teachers should offer them a number of useful web sites and guide them in such a way as to find out information as soon as possible and solve their tasks.

Computer as communication facilitator: Nowadays, the internet is the principal medium through which learners can communicate with others. This can be done by e-mail, by chatting, or by participating in discussion forums. Teachers can set up discussion forums and use them to communicate with their learners. Or learners can exchange didactic e-mails, discussing a topic presented in the classroom or any other topic of interest.

To finish with the explanation on the different role of computer in education, I'm going to deal with the advantages of ICT usage in Foreign Language Teaching which is grouped as:

1. *Capacity to control presentation.* This capacity the difference between computers and books. Books have a fixed presentation, unlike computers, which can combine visual with listening materials, text with graphic and pictures.
2. *Novelty and creativity.* A teacher can use different materials for each lesson, not like in teaching with textbooks, where all classes presenting a certain topic are the same.
3. *Feedback.* Computers provide a fast feedback to learners' answers through error correction. It not only spots the mistake but also corrects it, sometimes even given the appropriate advice.
4. *Adaptability:* Computer programs can be adapted by teachers to suit their learners' needs and level of language knowledge. Unlike books, which are produced in a single uniform format and need to be taught irrespective of learners' problems, computer programs are more learner-friendly. It has been pointed out, the advantages of using ICT in the classroom. But, we also want to state that they cannot replace traditional teaching methods. Textbooks and any other printed materials are very necessary in teaching/learning process. But ICT lessons can alternate traditional classes, or traditional activities can be improved by using computer or the internet. As we have mentioned before, we are not yet in the position of using the computer for all our classes. There is a curriculum that must be followed and the relationship between English and ICT within the school curriculum lies at the heart of current educational debates. The debate brings together arguments over the nature of each of these subjects and their presentation within the curriculum, as well as discussion about the purpose, priorities and future of the educational system itself. In spite of this fact, it is only in

the last few years that practitioners, theorists and researchers have begun to pay serious attention to the challenges and the opportunities that new technology presents for English teachers and English teaching (Lankshear and Knobel, 2003a; Andrews, 2004)

But, using computers and the internet from time to time makes the class more vivid and pleasant. It is a way of escaping routine and awakens the interest of our learners. Computers can be used with young learners too, because there are a lot of songs and fairy tales on the internet. I will not go into details about using these websites but I will tell that more colorful and musical one's class is the more pleasant and successful it is.

CHAPTER III: METHODOLOGY OF THE STUDY

It is compulsorily required that I clarify how I have undertaken this research work. The methods and means that have been used to gather data needs are also detailed here in this chapter. As this research work is based on empirical data, it is necessary to state the experimental group and the procedure. The determination of the population and the investigation procedure, the instrumentations, the process of the data collection, the process and the organization of the findings are the purposes of this part of my work.

3.1. Target Population and sampling

Target population consists of teachers teaching English and learners of CEG1 Bantè. Considering that information technologies have not overlooked any language learners/ teachers in modern life, all the students and teachers are pointed at. The sample technique is the classical method (random sampling). It simply means that teachers and students, provided that are in this secondary school, have the chance to be sampled.

3.2. Research instruments

The first tool of this investigation is questionnaire. By means of this tool I have collected data needed for the achievement of this investigation. I have associated some teachers to help me during the collection of data. Students have been helped during the filling of the questionnaire whenever they are confronted with difficulties. Apart from questionnaire forms, Interviews and classroom observation have also been used.

3.2.1 Questionnaire to Students

To collect data regarding students, a questionnaire has been administrated to the experimental group in May 2016. The questionnaire consists of ten (10) questions. It globally aims at finding out if students know what is meant by ICTs is and if they are accustomed to the use of information technologies and also if they are aware of their impacts on their learning process or on their school

results. It seeks to know what students really do with technological tools when they have access to them. It also stresses the advantages and drawbacks of the use of these tools on the school performance of EFL students' learning.

3.2.2 Questionnaire to Teachers

Here, teachers have to respond to seven (07) questions in May 16th 2016. Teachers are asked to say if they know the ICTs and if they use them for the planning of their lesson. The questionnaire seeks to find out the viewpoints of teachers as far as the integration and the use of information technologies in the teaching and learning process are concerned. The questionnaire proceeds to know if the use of information technologies is the cause of students' failure. In the same questionnaire, teachers are asked to account for the positive and negative influence of technological tools on the teaching and learning of English in secondary schools. Despite the fact that information and technologies are double-edged, teachers are asked to say if these tools are more advantageous than disadvantageous.

3.2.3. Classroom observation

Classroom observation has been fundamental for this study. It has been the opportunity to see real-life teaching context, to focus on the particular attitudes of the different participants (teachers and learners) in the process of EFL teaching and learning and to consider EFL class behaviors through direct contact. The observation has been during the whole period of my internship at CEG1 Bantè. At this level, several elements have been taken into account. These include: the setting (form and time), the purpose for the observation, the specific observational focus. From all these, it has been possible to get data about the EFL teaching/learning events. Therefore, during the classroom observation, it was clearly revealed to me that in beginners' classes and even at higher level students pay more attention when a course is carried out with ICT tools. The atmosphere is more relaxed for them to not only ask question on the course but it also allow them to easily memorize what have been taught just because of the

visual aids. Unfortunately, teachers rarely carry out courses with ICTs tools. They justify this fact saying that traditional method is their habitual strategies and this is also due to the insufficient even the lack of the ICTs tools in their Schools.

Within the framework of this observation and with the concern to collect relevant data regarding the desire to know the real influence of ICTs on EFL students' learning, an experiment has been initiated on Thursday may, 19, 2016 with students in fourth form F (3eme F) in CEG 1 Bantè, as well as those in form 3 and 5 in the same CEG on Tuesday may, 24, 2016. This experiment consists in making the students watching a movie. Then, the students are given a copy containing five questions based on the movie. The sample of participants involved in this study is composed of 35 students and 30 out of them have got good mark. Through this result we can then confirm that students pay more attention when courses are carried out with ICTs tools and this fact appears clearly on their results.

3.2.4. Interview

The interview is a systematic way of exchanging verbally with people in order to collect information. It is carried on Thursday 19th May 2016 in order to get knowledge from individuals. Interviews are also ways for participants to get involved and talk about their views. In addition, the interviewees are able to discuss their perception and interpretation in regards to a given situation. There are different forms of interview: general interview, formal interview, informal interview and semi-structure interview. For my study, informal interview have been used. With the informal interview no predetermined questions are asked in order to remain as open and adaptable as possible to the interviewee's nature and priorities. This enables me to get numerous and relevant information so as to deal with the matter of the influence of ICTs on EFL students' learning. I have tried to select the appropriate method for addressing the needs of the research question. My role has been to start over the discussion and to make the

informants generate answers to my questions. Through the interview, I often negotiate the day, the time, and the place some days before the interview. Indeed, I explained them the purpose, the interest and the importance of the interview. These explanations generated a trustful atmosphere between them and me. I found necessary to interview some of the members of the administration as being part the representatives of the school, the school authorities and who are well placed to provide me with any kinds of information so long as it has to do with the school affairs.

They have been of great importance to me in the realization of this study because they showed plain collaboration with me and their contribution enabled me to get information I was in need of to get ahead with the research work.

3.3. Documentary research

During the present research, some general written works, scientific articles, reports and theses which have already tackled the same subject of our study have been revised. These works enabled me to give a description of carried out work on the ICTs. The synthesis of the various works allows me to identify the aspects of the subject which were already studied and those which need less attention. With a view of complementarity, I judged worthy to put an accent on these aspects that the predecessors did not pay attention to. I have gone through the following resource centres: the library of the Higher Teacher training school of Porto-Novo: Ecole Normale Supérieure de Porto-Novo (ENS), the Center of Documentation and of Teaching Information: le Centre de Documentation et de l'Information Pédagogique: (CDIP), the center of the Advise of Educational activities of Benin: le Centre du Conseils des Activités Educatives du Benin (CAEB) and the national library. I have also consulted past theses which are related to my thesis.

CHAPTER IV: PRESENTATION, ANALYSIS, AND DISCUSSION OF THE FINDINGS.

4.1. Presentation and analysis of findings

4.1.1. Presentation and analysis of students' findings

The students to whom I have addressed questionnaires have not integrally filled in them all. I have globally collected 242 questionnaires. So, this figure stands for the total number of students really sampled.

QUESTION 1: Do you like the ICTs?

Table 1: Students' answers to question 1

Suggested answers	Total (242)	Percentages (100%)
Yes	242	100
No	00	00

As can be indicated in table 1, one could simply understand that all of the sampled students like information and communication technologies.

Question 2: Which type of the ICTs do you use?

Table 2: Students' answers to question 2

Suggested Answers	Total (242)	Percentages (100%)
Radio	49	20.24
Television	68	28.09
Computer	42	17.35
Cell phone	63	26.03
Video or tape recorder	20	8.29

As indicated in table 2, there are some technological tools which students have tried to choose according to their preferences. 49 (20.24%) students have more access to radios, 68 (28.09%) students have more access to television channels,

42 (17.35%) students have possibility to access computers; 63 (26.03%) students are very conversant with cell phones whereas only 20 (8.29%) students are accustomed to the use of videos or tape recorders.

Question 3: How often do you use it?

Table 3: Students' answers to question 3

Suggested Answers	Total (242)	Percentages (100%)
Always	130	53.71
Sometimes	112	46.28

As indicated in table 3, 130 (553.71%) always use at least one of the ICTs tools. It is not the case for 112 (46.28%) other students. For them, they sometimes use it.

Question 4: What do you use it for?

Table 4: Students' answers to question 4

Suggested answers	Total (242)	(100%)
Seek information	112	46.28
Distraction	130	53.71

In table 4, it is asked to know what students use ICTs tools for. The results clearly show that 112 (46.28%) students use ICTs tools to seek information whereas 130 (53.71%) students use it for distraction. The results then reveal that the majority of the students use ICTs tools for distraction.

Question 5: Do you think that ICTs are effective tools for learning English language?

Table 5: Students' answers to question 5

Suggested answers	Total (242)	Percentages (100%)
Yes, because learning English with ICTs tools is more active and authentic	242	100
No, they are not effective for English learning.	00	00

As illustrated by table 5, 242 (100%) students agreed that ICTs are effective in English language learning. None of them have said that ICTs tools are not effective in learning English language.

Question 6: Does the use of ICTs prevent you from learning English language?

Table 6: Students' answers to question 6

Suggested answers	Total (242)	Percentages (100)
Yes	221	91.32
No	21	8.67

Apart from 21 (8.67%) students who agree that they are not prevented from learning English language by the use of ICTs, the remaining 221 (91.32) students affirm that the use of ICTs prevents them from learning English language. It is then cleared that almost all the students spend many of the time using ICTs tools than learning English language.

Question 7: Have you ever missed a course because of your attachment to a cellphone?

Table 7: Students' answers to question 7

Suggested answers	Total (242)	Percentages (100%)
Cell phone	63	34.95
Film	118	42.01
Cinema	1	1.65
Others	60	26.03

Through this table, It can be noticed that 118 (42.01) students miss classes because of their attachment to a film. 63 (34.95%) students miss courses because of their cell phones, only one (1.65%) student declared have missed a course due to his attachment to cinema. And finally, 60 (26.03) students have ever missed courses because of their attachment to others ICTs tools especially internet.

Question 8: Is information provided by the ICT often reliable?

Table 8: Students' answers to question 8

Suggested answers	Total (242)	Percentage (100%)
Yes	168	69.42
No	74	30.57

Information provided by ICTs is often reliable according to 168 (69.42%) students. On the contrary, this information is not reliable as far as 74 (30.57%) students are concerned. This is due to the fact that they seldom find what they really want to find on the internet. The internet present different kind of information and this does not allow them to know what the real information is.

Question 9: Can other information provided by the ICTs constitute a handicap to your school success?

Table 9: Students' answers to question 9

Suggested answers	Total (242)	Percentage (100%)
Yes	221	91.32
No	21	8.67

As seen through the table above, 221 (91.32%) students declared that other information provided by the ICTs constitute a handicap to their school success, whereas 21 (8.67%) students are not aware of the handicap that information provided by the ICTs constitute to their school success.

Question 10: Which essential information do you draw from the ICTs?

Table 10: Students' answers to question 10

Suggested Answers	Total (242)	Percentages (100%)
Download, games, films audio, and video music.	167	68.42
Download dictionaries and other documents.	75	31.57

Through this table 167 (68.42) students' essential information is to download games, films, and video music. Whereas 75 (31.57) students' essential information from ICTs is to download dictionaries and other constructive documents. Based on this result, I understand that students are more interested in downloading distractive software than downloading constructive one.

4.1.2. Presentation and analysis of the teachers' findings

In this part of my investigative approach, I have succeeded in collecting back 20 responses from teachers. Then, the total number of the sampled teachers is 20.

Question 1: Are you familiar with the ICTs?

Table 11: Teachers' answers to question 1

Suggested answers	Total (20)	Percentages (100%)
Yes	20	100
No	00	00

As can be indicated in table 10, one could simply understand that all of the sampled teachers are familiar with the information communication technologies.

Question 2: Do you often use them to prepare your lessons?

Table 12: Teachers' answers to question 2

Suggested answers	Total (20)	Percentages (100%)
Yes	16	80
No	04	20

16 (80%) teachers declared that they prepare their lesson with ICTs especially the internet, this is not the case for 4 (20%) other teachers, who have never prepared their lesson with any of the ICTs tools.

Question 3: Do you often direct learners towards the ICTs for research on various situation of learning approach throughout the school year?

Table 13: Teachers answers to question 3

Suggested answers	Total (20)	100%
Yes	18	90
No	02	10

This table shows that 18 (90%) teachers are used to directing learners towards the ICTs for research on various situations of training approach throughout the school year the remaining 2 (10%) teachers who do not see the

pivotal importance of the role technologies play in the improvement of students' performances at school do not direct learners towards ICTs for research.

Question 4: Does that influence the school result?

Table 14: Teachers' answers to question 4

Suggested answers	Total (20)	Percentages (100%)
Yes	17	85
No	03	15

As far as the influence of ICTs on learners' result is concerned, 17 (85%) teachers affirm that by directing students towards ICTs for research they perform well in class and they have good results at the end of the year just because when they are continuously directed towards these tools, they not only find other useful information to improve their learning, but they also easily keep this information in mind. So, the improvement of their performances could be made easy and possible by means of these devices. Only 3 (15%) teachers deny that the fact that students are directed towards ICTs influence negatively their results because they make bad use of it.

Question 5: Do you think that the use of the ICTs by learners constitutes the principal cause of their failure?

Table 15: Teachers' answers to question 5

Suggested answers	Total (20)	Percentage (100%)
Yes	15	75
No	05	25

From table 14 above, 15 (75%) teachers think that the use of ICTs by learners constitutes the principal cause of their failure because when they are directed towards these tools in order to search information, instead of doing so, they begin searching other information which have nothing to do with their learning. Surprisingly even in class, despite the fact that it is forbidden for

students to come to school with their cell phone, they come in the classroom with it and when the teacher is explaining the lesson they will be playing with this phone and at the end of the day, they fail. ICTs may not be the principal cause of their failure if only they use it in a conscious way. For 7 (35%) other teachers, the use ICTs by learners does not constitute the principal cause of their failure in the contrary it helps them in improving their learning.

Question 6: What are the deviances related to the use of the ICTs by learners?

Table 16: Teachers' answers to question 6

Suggested answers	Total (20)	Percentages (100%)
Many deviances, such as downloading pornographic films, non-stop chatting, etc.	20	100
Any deviances.	00	00

It is clear through this table that many deviances are related to the use of technological tools by students, which become harmful for their academic training; (100% of the sampled teachers acknowledge it).

Question 7: What are your suggestions to bring learners to a catch of conscience toward this phenomenon in order to direct them toward an effective and serious use of ICTs?

Teachers' answers to question 7

Despite some deviances related to the bad use of technological tools by some students, which becomes harmful for their academic training and judging the pros and cons of these electronic tools, it can be retained that information technologies are more advantageous and that it is only a very careful attention that should be cast on the users of technological tools especially learners.

4.2. Interpretation of the findings

4.2.1. Interpretation of the students' answers

The availability of technological tools and their use in different areas of our daily life have allowed students to like ICTs and to briefly know what they are. Even if students do not have all technological tools at hand, they have once heard about them and then like them. That is why all of the sampled students (100%) have responded in a positive way.

Though all the students have once heard about, seen or used one of the technological devices, they do not have however access to all these tools. Each of them has the type of ICTs that he/she uses. Clearly, it means that 49 (20.24%) of the students use Radio; 68 (28.09%) students use television; 42 (17.35%) students use computer; 63 (26.03) students use cell phone and finally 20 (8.29%) students use video recorder. It is so because not all of the students' parents are in position to buy all these devices. Considering the number of students who use television 68 (28.29%) those who use cell phone of all varieties 63 (26.03%) and those who use computer 49 (20.24%) it could be globally explained that students have more opportunity to access television, computer and cellphone.

As a result, these tools could influence positively or negatively the students' performances depending on the use they made of them.

They take huge advantages of these tools so much that they are addicted to them. Therefore, they spend all their time using these tools at the expense of their lessons whose consequences are harmful. This is justified by the fact that 130 (53.71%) students always use these tools and 112 (46.28%) sometimes use ICTs tools. What is worse is that students are more interested in distraction than seeking for constructive information. This is justified by the fact that 53.71% of the students go to browse because they want to just be distracted. Students (46.28%) devoted to use the internet as source of useful information collection are not negligible however. But, the fact still remains that the results reveal that

students are more interested in using internet to collect data which have nothing to do with education. Browsing, watching television or listening to radio programs for academic purposes is not what draws the attention of 53.71% of the students. Rather electronic devices are used for entertainment.

However, some students have already come to notice that using technological tools is not only for entertainment. These students are aware of the use they have to make of these tools.

During this investigation it has also been necessary to know if students are prevented from learning English Language because of the use of the ICTs. And effectively (91.32%) students have acknowledged that they are really prevented from learning English language due to the use of ICTs. Only 8.67% declared that they are not prevented from learning English Language by the use of ICTs. Some students 63 (34.95%) due to their attachment to their cell phone have missed a course. 118 (42.01%) students because of their attachment also to a film they missed a course. Due to their attachment to others ICTs tools 26.03% of students missed the class. Only one student affirmed that he missed class because of his attachment to cinema. It is necessary to know through our investigation if information provided by the ICTs often reliable. Based on this question 168 (69.42%) gave the positive answers. The remaining 74(30.57%) say that this information is not often reliable. Furthermore, students are asked to say if other information provided by the ICTs constitute a handicap to their school success. To this question, students themselves are aware of the fact that there is some information provided by the ICTs that can be a handicap to their learning. This percentage justifies it; 221 (91.32%) students out of 242. Just a few number 21 (8.67%) of students affirm that there is no information provided by the ICTs that can constitute a handicap to their school success. Among all the information they find on the internet, I tried to ask students to tell me the essential information that they draw from the ICTs. 167 (68.42%) students stipulate that their essential information is to download games films, audio and

video music. In the contrary, 75 (31.57%) students affirm that their most essential information is to download dictionaries and other constructive documents. That means that despite of the fact that a great number of students used ICTs tools for distraction, others students know the advantages of its use. However, this advantage could be generalized to every student if they are selective and they know that the integration of technological tools in language teaching is to facilitate language teaching and learning but not to use them abusively or become technological tools addicted.

4.2.2. Interpretation of the teachers' answers

It is not because we are in the era of technological expansion and innovation that we are going to say that everybody is aware of ICTs tools or everybody is familiar with ICT. That is why, it has been important to ask if teachers know or are familiar with ICTs tools. Regarding that question, all the sampled teachers 20(100%) have answered yes to this question. This simply means that they all know what ICTs is. The usefulness of information technologies is of fundamental importance for the improvement of language teaching and learning. As science expands with a great deal of inventions, the field of education has also benefited from these innovations, and it is thus important to adapt the teaching method to such new devices by preparing courses with them. That is why 16 (80%) of the sampled teachers have given positive answers proving that they used to prepare their lesson with ICTs tools especially internet. Only 4 (20%) declared have never prepared their lesson with ICTs. It is then undeniable that information technologies are of great usefulness in the teaching/learning process.

90% sampled teachers confirm that they used to direct learners towards ICTs for research on various situations of training approach throughout the school year and the 2 (10%) remaining teachers have never do so. ICTs tools is a very helpful tools which can contribute to improve the level of the students

and that if a conscious use of the tools is made by students, it will undoubtedly help them in their learning process. But unfortunately, directing students towards ICTs is like directing them toward a danger because it influences negatively their learning. The fact is that students are not so trustful, they are preoccupied by other things when using these tools, and they do not use them only for educational purposes. Most of the time, students are interested in entertainment data such as films, music and video clips.

One can acknowledge that information and communication tools have both positive and negative impacts. Then, it is indispensable to aware the users of these tools to make rational use for their own intellectual well-being. Moreover, it can be seen that these tools constitute the principal cause of their failure. 15 (75%) confirm this and in the contrary 5 (25%) of the surveyed teachers says no to statement. This is justified by the fact that students do not have their mind present in class when the course is going. Their mind is, may be, on the pornographic film they watched last night or on the film they are going to watch very soon. All these avoid them to pay attention to what their teacher is explaining in class. Many deviances are related to the use of the ICTs by learners. Among these deviances, we have the downloading of pornographic films, non-stop chatting, etc. Based on this question all the surveyed teachers (100%) declared that students are exposed to many deviances when using ICTs because a selective use is not made of these tools. And when a non-selective use made is made, these tools are however more disadvantageous than advantageous. Then, what is important is to make students distinguish between information that is concerned with their academic training and data that have nothing to do with their training. It is clear that televisions, radios, cell phones, DVD players, computers display huge varieties of information that only conscious students could select what is in perfect relationship with their training. In case of dependence on these tools and addiction to useless information students' performances in school are simply poor.

4.3. Discussion of the findings.

Through the data analysis it is then up to me to deduce that information and communication technologies are advantageous for EFL students' learning. But the bad use of these tools by learners influences negatively their learning. The fact is that, students spend all their time on these tools rather than any other activity except sleeping. As the games or pleasures offered by these are appealing and luring, they are not tired of them, but this is at the expense of their academic objectives.

It is also clear that a selective use of information and communication technologies could contribute a great deal to the improvement of students' performances. In reality, students are more interested in using these tools for leisure and past time. They do not entirely use them for academic researches.

Eventually, judging the pros and cons, the use of Technologies of Information and Communication is beneficial for both students and teachers. Seeing that students and teachers have acknowledged that the use and integration of these tools are of paramount importance in the teaching field, it could be assumed that these electronic tools are more advantageous than disadvantageous. In short, considering the advantages it is easy to say that these tools are more indispensable than they appear to be harmful. The only thing we need is to make students' aware of the helpful use they have to make of these tools.

CHAPTER V: SUGGESTIONS AND RECOMMENDATIONS

This chapter makes suggestions and recommendations to teachers, parents, curriculum developers and government or political leaders.

5.1. Suggestions to teachers

Teachers should be given the opportunity to become acquainted with newly introduced technologies. If technology is to be integrated into the classroom and play a significant role in an educational reform, teachers need to be prepared to use emerging technological devices, including computers in ways that will facilitate teaching and learning.

Teachers should be able to use technology because it motivates students and offers a different mode of presentation. Instead of using computers for drill and practice, more confident teachers use technology as an instructional tool to enhance students learning. For the benefit of students, teachers in position to use these tools can improve their teaching with such tools. In using such tools, students can be partially provided with face-to-face instructions for some basic course such as contextual grammar, oral communication skills, advanced reading and writing, listening and pronunciation.

Since teachers are the key figures to use ICTs in educational settings productively and to help to integrate ICTs into the curriculum, they need support and training to disseminate ICTs integration into their classrooms.

Through information and communication technologies students and teachers can collaborate by using the net. There is also possibility for teachers to make students learn on line. That is why online language learning environment is ideal for:

- *Motivating language students
- *Encouraging them to produce English orally and in written form
- *Making students interact socially with their classmates in English
- *Creating a constructive and cooperative English learning community
- *offering individualized instruction

- Dealing with students' learning styles
- Accessing the class anytime and anywhere.
- To achieve technology integration that targets students' learning, teachers need knowledge that enables them to:
 - Identify which technologies are needed to support specific curriculum goals
 - Specify how the tools will be used to help students meet and demonstrate those goals
 - Enable students to use appropriate technologies in all phase of the learning process including exploration, analysis, and production
 - Select and use appropriate technologies to address needs, solve problems, and resolve issues related to their own professional practice and growth.

With the use of multimedia and the internet, language teachers can present divers mode of input for students. Through multimedia tools, teachers have easy access to the internet, which contains audio, graphic, video, and textual materials, which help them to find effective teaching materials that match students' learning styles. Arguably, computer technology is a tool to be used by teachers to create, present, and modify their teaching materials.

Most of the time students are exposed to media all day long except sleeping. As educators, teachers should explain the bad effects of exposure and excessive use of multimedia tools. They should tell students that their poor performances in school are linked to the excessive use they made of media tools. This should be done so that students can take actions so as to minimize media time using and maximize learning time.

5.2. Suggestions to students

Through meaningful activities, computer can enable students to engage with materials in authentic environments to integrate various language skills and usage.

Language learners should try to identify various use of ICTs including the use of the web as tool for obtaining information, a project writing, communication among a group of students through e-mail or an online chat-room, web-based course programs and publishing project work.

Then, with the aid of computers and the internet, learners can publish, revise, move or delete any part of their own language performance conveniently.

At the same time, when facing a computer learners have more time to think and can work at their own pace, their anxiety of being of making mistakes or losing face seems to have reduced to an optimal level.

Using information technologies in classroom encourages students' participation and communication by reducing the sense of fear or intimidation that often occurs in face-to-face communication.

The use of computers for language learning highlights and increases communication among students via computers and focuses more on the motivation aspect, outweighing cognitive advantages of interaction generated during collaborative learning activities.

As computers are tools for resources, students should use them to seek and gather useful information resources. The internet provides a lot of supplementary resources and information for both teaching and learning. So, the use of the internet gives authentic materials and increase students' exposure to input of the target language.

Since computers are also tools for communication, they could encourage students to communicate with their peers by providing them with a convenient communication tool. Computers foster meaningful and authentic interaction among students and with native speakers of target language.

Through CALL (Computer Assisted Language Learning) the motivation of students increases. Computers allow students to choose their own learning materials based on their interests, to adjust their learning speed, and to practice more exercises if needed be. So, students should be provided with such

electronic tools that could help them to get involved in Language learning process.

Through the use of computer, students' learning environment is empowering and they control their own learning process and this fosters collaborative and interactive learning.

However, materials which are available on internet should be selected according to the needs and the interests of the students.

When the students have opportunities to browse, their only aim is to download useless information which naturally has nothing to do with their academic achievement.

Students should not spend all their time using the servers to search films (war, erotic, love films, pornographic films and so on). Internet should not be used to chat or to send instant messages, through whatsApp, messengers, Facebook, twitter and so on, which provide nothing for school programs. As a reliable source of information, internet connection should be used only to collect data relevant such as researches on a project, topic or news.

Most of the time, students are connected to chat with mates in French. Despite the fact that the language of internet is English, students spends all their free time chatting on Facebook, talking of nothing than leisure and pleasure. In effect, if students grasp such opportunities to use English language to communicate, they would be in position to improve their language skills (writing and reading in particular).

Students should not consider the appealing aspect of computer games for instance at the expense of their lessons.

The priority of all priorities should be their academic training and apart from that nothing else should preoccupy them.

The addiction of students to television viewing should be avoided. In fact students know by heart all the programs of our local channels, and are always connected to television stations without thinking of the lessons the following

day. They should therefore avoid television watching during precise time during which they are expected to learn their lessons.

Students have to pick up radio stations which deal mainly with instructions. Instead of wasting time on media, students should take time to do their homework.

Students should abstain themselves from watching endless films, playing DVD or video games during official days during which they go to school. It does not mean that they do not have to watch television, listen to radio or to play video games, but they have to moderate the use of electronic media tools.

They should not go to school with cell phones as they do not help them to be concentrated in class and disturb neighbors. Students should not use smart phones during class time, neither should they listen to music nor watch recorded films.

With hundreds of channels that students receive from cables or satellites, the entertainment from these media are endless. This phenomenon affects their time managements, and influences their tendency to keep on watching televisions or listening to radio stations. Thus, students should avoid spending time on useless programs at the expense of their education.

Students should pay unbroken attention to English news in order to take advantage from television or radio programs. One reason why media can be such a powerful educational tool is that those programs can easily and cheaply be repeated. Literal repetition of episodes can enhance comprehension and subsequent learning. So, apart from the detrimental effects only when it is badly used, multimedia tools have great opportunities when they are rationally used.

5.3. Recommendations to parents

Students have almost constant access to media often at times and in places where adult supervision is absent. As a result, students spend more time using media than they are engaging in any single activity other than sleeping. So,

parents should take strict measures on the types of programs their children could be allowed to watch.

The struggle for media literate and selective use is the combined actions of parents and teachers. In fact, parents are the one who fill home with electronic devices. Most of the parents are either civil servants or traders or farmers, when they leave home they do not come till night, so students at home are exposed to media and make excessive use of these tools. The abusive use is the worst thing. So, parents should be strict and tell their children what they can watch on television channels or radio stations. Even if possible put pass words on certain channels to avoid children to watch them.

The personal media should be controlled over time. Children should not use cell phones at school. Parents should forbid students to use them as instruments of leisure at the time they have to learn their lessons.

Parents should control the use students make of breakfast money, since some students keep them to watch films in video clubs or play computer games. In fact, students like watching actions, horror or pornography films. Parents should advise their children to avoid watching such films which impact negatively on their interpersonal relationships.

Parents should have particular look on intellectual development of students. It means that they should regularly control the school performances of their children to see if they are successful in what they learn at school so that they can assess the strengths and weaknesses. This will allow them to take, if need be, strong actions so as to put students on the rails.

Parents are the first caregivers. So, they have to prioritize children academic training even though they are busy with their occupations. Their role is to know the reasons why students are not good at given subject and solutions to problems raised. If it is the media excessive use, they should then advise children to make rational use of medial tools and take advantage from them

since electronic media are not totally bad. It is the use one makes of them which could be harmful.

5.4. Recommendations to curriculum developers

A good teaching- learning process should be supported by technological equipment, which will provide students with more interest and motivation.

Since the software program aims at:

- Facilitating students' understanding of English grammatical structures by presenting them in a more lively way.
- Increasing students' motivation to learn English naturally.
- Helping students developing their self-confidence.
- Helping students overcome their shyness and hesitation and giving them a chance to express themselves freely.
- Providing students with fun and amusement while doing the tasks.

Curriculum developers should endeavor to incorporate in the future syllabus the teaching of computer science from at least primary four up to secondary school. Then, from secondary schools, teaching should be assisted by electronic tools.

Brief, technology should take place in English language curriculum, which can create a lively classroom atmosphere and facilitate learning.

5.5. Recommendations to the government

Information and Communication and Technologies (ICTs) present a powerful teaching/learning for teachers and learners in the classroom. Many countries make investments in ICTs integration ICTs is viewed as an effective tool for renewing educational practice in any field. Benin government should not be an exception. So, in program of the three ministries in charge of Education, the investment in technologies field to equip classrooms or school with technological equipment is a requirement. So, in making the annual budget, education authorities should privilege investment in information technology field.

Together with the investment to be made in information technologies field, the use and manipulation of these technologies are also compulsory. Here the stress is laid on how to use ICTs pedagogically in the language teaching and learning processes.

Thus, prospective EFL (English as a Foreign Language) teachers should have the opportunity to experience ICTs training or ICTs literacy. It is an inescapable component of a powerful language learning and teaching.

Computers have made many of our everyday tasks easier and faster and made our society productive. Education views ICTs as a tool to help them to learn many new things, so the incorporation of these smart tools in language learning and teaching should make simpler the task to the students and teachers.

Computers are increasingly widespread, influencing many aspects of our social lives, as well as many of our leisure activities. As more tasks involve human and computer interaction, computer skills and knowledge have become more positively correlated with both occupational and personal success. Therefore, as we move into a technology based society, it is important that classroom experiences with technology be equitable and unbiased for students, since instruction rests on the shoulders of classroom teachers. The prior condition is the computer literacy of all participants in the education system.

The training of teachers in the use of technology should focus on special software which is destined for academic purpose. Knowing how to use technology hardware and software is not enough to enable teachers to use the technology efficiently in the classroom. For example, when using technology as an instructional tool, teachers must know how to: develop plans for teaching software to students, select appropriate computer applications to meet the instructional needs of the curriculum and the learning needs of their students, and manage computer hardware and software.

Teachers and students should be given classes on the internet search engine, modem database, information retrieval rules and symbols, and some

other related technologies and skills such as the use of agent server, popular download software, document styles and so on. After being empowered of efficient knowledge of information retrieval, learners or teachers can be able to find any information they want on the internet or in some specific databases.

The government should try to adapt the teaching and learning methods to the demands of the millennium at this age of expansion of information technologies so that traditional teaching method could be gradually replaced by computerized teaching methods.

CONCLUSION

The teaching and learning of English nowadays is influenced by the innovation provided by electronics tools which have flooded the world market. With the relevant efforts of researchers, some of the technological tools have crucial impacts on language teaching and learning indeed. This coincidence is not a fruit of chance. Researchers have seen the value of language in the development of a country, and through the bilateral relationships language barriers should be broken. So, it is not noteworthy to facilitate the learning of language by means of technological devices. It is then the reign and age of information and communication technologies, which therefore affect positively and negatively language teaching and learning.

Throughout this research work, I have been dealt with the influence of ICTs in EFL students' learning. The outcomes and implications of this investigative study reveal that these tools are multifaceted. Information technologies provide a great deal of advantages which are undeniable; and a call for a dynamic integration and use of these tools by political leaders are more than ever compulsory in the education system. Technologies make simpler the tasks for both teachers and learners and contribute to make students autonomous learners, as well as well-motivated in classroom than the traditional boring teaching method.

As for the opposite edge of the sword, the addiction of students to electronic tools impacts negatively their performances at schools. As they give priority to these appealing and attracting favors (game, entertainment, enjoyment, etc.) at the expense of their academic achievements, they have poor performances at school.

It would be then too simplistic to say that information technologies are more advantageous by forgetting backwash consequences. Thus, the possible thing to do is to make students become aware of the kind of use they should make, so that they can fully and only take advantages of these powerful and very

expedient tools in this age of technological expansion. It is clear that only awareness, selective use and moderation are potential remedies to cure the ailment of our students.

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APPENDIX 1

QUESTIONNAIRE TO LEARNERS

Dear learners, below is a questionnaire designed for you. It aims at investigating on the topic: **“The Influence of ICTs on EFL Students’ Learning: A Case Study of CEG1 Bantè”**. Its objectives are to evaluate the positive impact and the negative impact of ICTs on EFL learners’ results in Benin, particularly, on those of CEG1 Bante. For this purpose, we will be very grateful if you agree to answer the questionnaire hereafter. A strict anonymity is guaranteed for you and I thank you in advance for your honest and pleasant collaboration.

School.....

Form.....

Age.....

1- Do you Like ICTs? Yes No

2-Which type of ICTs do you use?.....
.....
.....

3-How often do you use it? Always Sometimes

4- What do you use it for? Seek Information Distraction

5- Do you think that ICTs are effective tools for learning English Language.....
.....
.....

6-Does the use of ICTs prevent you from learning English Language?

Yes No

7- Have you ever missed a course because of your attachment to: a cellphone
A film Cinema internet Others

8- Is information provided by the ICTs often reliable? Yes No

If no why?.....
.....
.....

9- Can other information provided by the ICTs constitute a handicap to your school success? Yes No

10-Which essential information do you draw from the ICTs?.....
.....
.....

THANKS!

APPENDIX 2

QUESTIONNAIRE ADDRESSED TO TEACHERS

Dear teachers, this questionnaire relates to the topic: **“The Influence of the ICTs on EFL Students’ Learning. A Case Study of CEG1 Bantè”**.

It aims at evaluating the positive and negative impact of ICTs on EFL learners’ results in Benin, in general, and those of CEG 1 Bantè in particular. A strict anonymity is guaranteed for you and we thank you in advance for your honest and pleasant collaboration.

School.....

Subject.....

1-Are you familiar with the ICTs? Yes No

2-Do you often use them to prepare your lessons? Yes

If yes, which one?.....

.....
.....

3-Do you often direct learners towards the ICTs for research on various situations of training approach throughout the school year?

Yes No

4 Does that influence positively or negatively the school result?

How?.....

.....
.....

5-Do you think that the use of the ICTs by learners constitutes the principal cause of their failure? Yes No

How?.....

.....
6-What are the deviances related to the use of the ICTs?.....

.....

.....

7- What are your suggestions to bring learners to a catch of conscience toward this phenomenon in order to direct them toward an effective and serious use of ICTs?

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