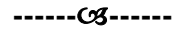




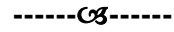
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UNIVERSITE DE PORTO-NOVO



ECOLE NORMALE SUPERIEURE DE PORTO-NOVO



MEMOIRE DE BAPES

THEME

**IMPROVING BEGINNER'S LISTENING SKILLS
WITH ICT: A CASE STUDY OF CEG DOWA**

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DEDICATION

✚ This work is dedicated to the Almighty God, who listened to my prayers and enabled me to ace the contest of Teachers' Training College of Porto-Novo (Ecole Normale Supérieure de Porto-Novo) and who has been providing me with all need to complete my training successfully.

Blessed be your name Lord!

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- I take this time out to thank Mister Pierre MIDOGBE for his patience and assistance.
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May God bless all of you !

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LIST OF ABBREVIATIONS AND ACRONYMS

BAPES : Brevet d'Aptitude au Professorat de l'Enseignement Secondaire

EFL: English as a Foreign Language. It refers to the teaching of English to people for whom it is not the first language.

ICT: Information and Communications Technology (the study of the use of computers, the internet, video and other as a subject at school).

IT: Information Technology

Licence (AB): Bachelor of Arts

MAITRISE (MA): Master of Arts

TICE: Technologie de l'Information et de la Communication pour l'Enseignement

GENERAL INTRODUCTION

We live in a world in which technology has emerged in every aspect of our personal and professional lives and our learners are regularly using it. There is no doubt that technology in language learning is not huger new. Over the use of computers and the internet in foreign language teaching for more than decennium and the debate is still going on. The terminologies "technology" and "ICT" do not differ the one from the other in meaning, but the latter is much broader in meaning than the former because it embraces a lot of aspects namely the information and Communications and it includes Technology itself. Therefore talking of pure Technology might appear too narrow to discuss in terms of the educational field. However the terminologies are not the focus of attention in this research because they have been changing from 'computer' to 'IT' and from that one to 'ICT' with the evolution of time. And it is important to recall that French speaking countries instead of using the term 'TIC' to refer to 'ICT' but when it comes to its use in education, (talk of 'TICE')? The most important thing is that those tools are applicable to education no matter how they are called. Education, especially foreign language teaching, has to adapt and renew itself to be compatible with the principles of globalization of technology in education. After the numerous analyses made of ICT use in the world, it has been noticed that the African continent and mainly black Africans, are still behind in terms of ICT use. A glance at continents like America, Europe and Asia shows how much their unceasing technological progress are of great advantage and beneficial for their educational system; what proves how inescapable ICT tools have become in pedagogical practices nowadays. This work inquires about the use of ICT tools in English language teaching in EFL beginners' classes and factors which blockade it. The beginner learners we have sampled here are mainly those of the third and the fourth form of DOWA secondary school. With that purpose in mind, the study is structured as follows: In Chapter One, which is entitled introduction to the study we have:

the statement of the problem, the purpose of the study, the significance of the study and scope and limitations. In chapter Two, back of related literature, some researchers who have already focused their attention on the topic beforehand have been mentioned. Chapter Three deals with the research process used to carry out the study. Chapter Four displays the different data collected and the analysis of these data. Chapter Five is about discussion, recommendations and suggestions; finally we have the general conclusion, the bibliography and the annex pages.



**CHAPTER I:
INTRODUCTION TO THE STUDY**

1-1- PROBLEM STATEMENT

Nowadays, the importance of ICT in language classrooms is no more a controversial issue. In this research work, the problems which sustain the choice of this topic are clearly exposed. These problems are namely related to the integration of ICT in English language teaching in DOWA secondary school, and the factors which the use of ICT in teaching EFL beginners' classes which could best determine the efficiency of the activities that are being carried out in the classroom and consequently raise learners' level.

EFL teachers of DOWA secondary school in the twenty first (21st) century keep on teaching the English language only with what we can call "rudimentary or traditional" tools namely documents, chinks, boards, pictures etc. in fact it is not meant that these tools are to be done away with or abolished from the educational system. We suggest that they should be assisted (reinforced) by the use of ICT. The importance of ICT tools nowadays is clear yet, what will determine their efficiency is namely that of their appropriate use. We will then examine the use of ICT in DOWA secondary school and the factors which hamper its use; so to carry out the research work, DOWA secondary school has been chosen as the place for the field work.

1-2- THE PURPOSE OF THE STUDY

The goal of this work is to inquire about EFL teachers' use of ICT in DOWA secondary school and factors that blockade it in teaching their beginners' classes. It aims more specifically to get an insight into the reasons why after the numerous efforts the government is making as far as the integration of ICT in education is concerned, a great number of teachers in our country is still reluctant to use ICT their classes. With the aim of

enquiring about hindrances to the use of ICT in EFL beginners' classes, it appears useful to check DOWA secondary school EFL teachers' use of ICT in teaching their beginners' classes while at the time check learners' contact with ICT tools.

1-3-THE SIGNIFICANCE OF THE STUDY

This section which deals with the significance of the research work points out the interest the work generates for the government, school authorities, teachers, learners and learners' parents. This research work is significant for two main reasons. First, it is written with the intent to bring to the attention of every actor of the educational system (learners, teachers, school authorities, and the government included) the factors that prevent ICT integration into Beninese educational system in general and in DOWA secondary school in particular; Secondly, through these study learners' parents should be aware of the role they are to play as far as their children' use of ICT is concerned. It's worth highlighting the fact that the effectiveness of the use of ICT is not based on the number or the quantity of ICT tools available in the environment (classroom, house, cyber etc.) but the effective mastery of them, the good use of the tools.

1-4- SCOPE AND LIMITATIONS

This work related to the use of technological tools in education is of paramount importance and topical nowadays as we are in a world that is expanding rapidly and all this thanks to the implication of tools, methods, machines, systems, technological knowledge, and practical knowledge; to put it bluntly (technology). This topic requires indeed to be dealt with in all its aspects but since the level we are concerned here with is the BAPES *one*, the work is not supposed to go beyond 45 pages in its development. Adding to this the issue of time which didn't allow the case

studies of many secondary schools is at stake. The question of means raises itself as well because I wish I could travel to neighboring countries such as Burkina-Faso, Niger, and Togo and so on in order to see how the use of technological tools in Education is being carried out by the actors of the educational system in those countries so as to make an analytical comparison.



**CHAPTER TWO:
REVIEW OF RELATED LITERATURE**

The purpose of this chapter is to provide a comprehensive review and synthesis of literature and research related to the theoretical framework, the authors who discussed the issue of ICT use in education have been mentioned according to the need and their standpoint. The literature review consists of two sections: the use of ICT tools, and factors Affecting Teachers' use of ICT tools.

2-1- DEFINITION OF KEY TERMS

Hindrance: obstruction of progress : the act of obstructing progress; a person or thing that makes it more difficult for somebody to do something or something to happen p.709 (Oxford Advanced Learners Dictionary 2010) here it is a question of the hindrances to ICT integration in teaching DOWA secondary school beginners' classes.

Beginner: A person who is starting to learn something and cannot do it very well yet: She is in the beginners' class. p. 120 (Oxford Advanced Learners Dictionary 2010). Someone who has just started to learn or do something, a person who has not acquired the necessary experience or skill to do something the target in this research work is beginner learners. Pertaining to this work, as those of the first and second forms cannot provide us with exactitude the answers we need, we got sample of beginners' classes choosing the Junior Secondary School learners of the third (3rd) and the those of fourth(4th) levels (JSS 3 and 4th), to put it bluntly it is the third and the fourth forms.

Technology : scientific knowledge used in practical ways in industry, for example in designing new machines, it also means machinery or equipment designed using technology. P. 1534 (Oxford Advanced Learners Dictionary 2010). It refers to machines, equipment, and ways that are based on modern knowledge about science and computers.

2-2- THE USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY IN EDUCATION

To improve this part of the work, it is necessary to start by uttering a few words about the concept of 'ICT'. ICT stands for Information and Communications Technology. ICT 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.

There are several reasons that sustain the integration of ICT 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 offers a kind of enthusiasm for learners; not because of a 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 like 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 diverse 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

in of their fields and ask for advice. Grabe & Grabe (2005) as cited in Yunus, Lubis and Lin (2009) '*continued asserting that ICT has many 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) '*gave 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 have undergone a number of serious changes alongside the evolution of technology. The computer itself has involved from the status of "tutor" to the one of 'tool'.

The computer as a tool stage refers 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 instruments for understanding and using language through spelling and grammar checkers, desktop editing programs. All these steps belong to CALL (Computer-Assisted Language Learning).

The process 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 an authentic 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 on 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, 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 communication as 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 (Marsh, 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.

They can exchange information in real time, they can participate in blog discussions, work in teams on different projects, exchange emails,

search for information, etc. By using the authentic material provided by the Internet, we will have a better insight into the culture of the country and people whose language we study. The Internet also offers a wide variety of reference materials like online dictionaries, encyclopedias and search mechanisms very helpful 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 roles 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 easily.

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

2.2.1-COMPUTER AS A TEACHER

In the early year 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 records, 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 there and it is more useful for the teacher than the CD ROM because teachers can intervene with their own ideas or materials.

2.2.2-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 programmes are very limited in terms of practice materials. Basically, the practice material refers to multiple – choice exercises, dual – choice exercises, 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 teacher's criticism. They can also work in groups, sitting at the same computer and discussing the answers.

2.2.3-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 all tools in the teaching and learning process.

2.2.4- COMPUTER AS A DATA SOURCE

No long discussion 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 refer to learners surfing the web with no particular aim. That is why teachers should offer them a number of useful websites and guide them in such a way as to find out information as soon as possible and solve their tasks.

2.2.5-COMPUTER AS COMMUNICATION FACILITATOR

Nowadays the Internet is the principal medium by 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. At last they dealt with the advantages of ICT usage in Foreign Language Teaching which they grouped as:

1. *Capacity to control presentation.* This capacity marks the difference between computers and books. Books have a fixed presentation, unlike computers, which can combine visual with listening materials, text with graphics 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.

4. It not only spots the mistake but also corrects it, sometimes even giving the appropriate advice.

5. *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 irrespectively of learners' problems, computer programs are more learner-friendly. We have pointed out the advantages of 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 the aching/learning process. But ICT lessons can alternate traditional classes, or traditional activities can be improved by using the 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 discussions about the purpose, priorities and future of the educational system itself.

'In spite of this, it is only in the last few years that practitioners, theoreticians and researchers have begun to pay serious attention to the challenges and 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 it 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. We will not go into details about using these websites but we will tell you that the more colorful and musical your class is the more pleasant and successful it is.

2.3-FACTORS AFFECTING ICT USE IN THE TEACHING AND LEARNING PROCESS

ICT use in teaching and learning is a good thing, yet it is confronted with some difficulties which affect its integration in the field of education. Dawes (2001)

'is of the view that new technologies have the potential to support education across the curriculum and provide opportunities for effective communication between teachers and students in ways that have not been possible before'.

ICT in education has the potential to be influential in bringing about changes in ways of teaching. However, this potential may not easily be realized.

'When he stated 'problems arise when teachers are expected to implement changes in what may well be adverse circumstances' (p.61). According to ten Brummelhuis (1995) 'as cited in Afshari, et al there is a number of factors influencing teacher's decisions to use ICT in the classroom: non-manipulative and manipulative school and teacher factors. These factors are interrelated'.

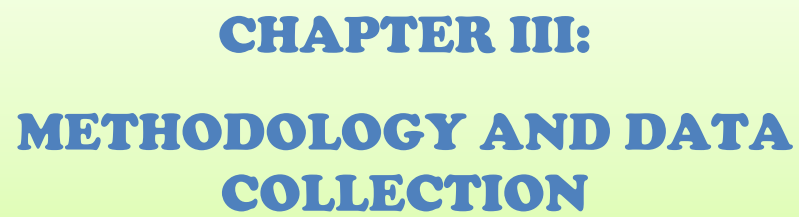
The success of the implementation of ICT is not dependent on the availability or absence of one individual factor, but is determined through a dynamic process involving a set of interrelated factors. Talking of non-manipulative factors, they are pointing at factors that cannot be influenced directly by the school, such as age, teaching experience, computer experience of the teacher or governmental policy and the availability of external support for schools. Manipulative factors refer to the attitudes of teachers towards teaching and ICT, ICT knowledge and skills of teachers, commitment of the school towards the implementation process and availability of ICT support. We notice from this perspective that teachers' use of ICT may not only depend on teachers' will to use ICT but there are factors that do not depend on teachers themselves.

Anderson (1997) and Hennessy & Onguko (forthcoming) as cited in Hennessy, Harrison and Wamakote (2010) have identified a range of physical and cultural factors that affect ICT use by teachers, including lack of reliable access to electricity, limited technology infrastructure (especially internet access, bandwidth, hardware

and software provision), language of instruction and available software; geographical factors such as country size, field and communications; demography factors such as population size, density and dispersion. indeed many studies indicate that it is teachers' attitudes, expertise, lack of autonomy and lack of knowledge to evaluate the use and role of ICT in teaching (or technophobia in teachers) that are the prominent factors hindering teachers' readiness and confidence in using ICT support.

According to (Keengwe, Onchwari et al. 2008) as cited in Khan, Hasan & Clement (2012) *barriers are categorized as external (first-order) or internal (second order).* Soyinka and Ertmer (2001) as cited in Khan, Hasan & Clement (2012) *define as first order barriers, Lack of equipment, unreliability of equipment, Lack of technical support and other resource-related issues. Second-order barriers include both school level factors, such as organizational culture and teacher level factors, such as belief about teaching and technology and openness to change.*

Though the use of ICT in education has a lot of benefits, it finds some obstacles on its way and this is already at the stage of the integration. After all the researches on barriers or factors that could influence teachers' adoption and integration of ICT in their teaching, we have noticed that not all the factors depend on the teachers and thus we can understand that the responsibilities are shared among the government, school authorities, teachers, learners and even learners' parents.



**CHAPTER III:
METHODOLOGY AND DATA
COLLECTION**

This chapter is about the methodology that has been used to collect data for the study. The instruments used for the research are, the questionnaire and the interview. Through these instruments the work happened to be implemented and the data collected served to complete the work, investigating in the field work in order to draw convenient conclusions.

3.1- DESIGN OF THE STUDY

Theoretically, these research methods have been used quantitatively and qualitatively. There are many explanations to the quantitative research, yet Aliaga & Gunderson (2002)

'describe it as 'explaining a phenomenon by collecting quantitative (numerical) data that are analyzed using mathematically based methods such as statistics' (p.3).

Creswell (1998) 'defines qualitative research as the process of understanding a social or human phenomenon, based on methodological research traditions. Researchers aim at generating a complex, holistic view, at analyzing and describing the stand point of the subjects within a natural context'. (p.4)

In this research, we are exploring the factors that affect teachers' use of ICT as far as their use in EFL classrooms is concerned. We have chosen DOWA secondary school in Porto-Novo as the site of the research because it was the place for our teaching practices and I had the opportunity to observe and to leave a certain number of things which brought into my mind certain questions such as : why doesn't the teacher use

a computer sometimes to show the real thing he means to the learners? This thing that can scarcely be seen in the pictures that he is showing his learners. How do EFL teachers perceive the use of ICT in teaching beginners' classes? All this urged me to write my dissertation choosing DOWA secondary school as my field work, because I want to know more about ICT integration in this school.

3.2- SETTING

The study has taken place in DOWA secondary school in Porto-Novo in the republic of Benin. Created in 1981, it is one of the biggest public secondary school in the city of Porto-Novo. The headmaster of the school is Mr. Leonard N. BALADJA and the supervisor is Mr. Salako Pascal ZANKRAN. The school is made up of 3433 learners in the academic year 2015-2016. 2311 learners (gentle: 1166 - girls: 1145) from the first (1st) to the fourth (4th) form and 1122 learners (gentle: 668 – ladies: 454) from the fifth (5th) to upper sixth (6th) form.

3.3- PARTICIPANTS/POPULATION

To carry out this work, I have directed questionnaire to 10 EFL teachers teaching beginners' classes in DOWA secondary school especially in the third and in the fourth forms because the learners I am concerned with in my research are beginners. To some learners as well a questionnaire has been addressed and they are specifically learners in the third and in the fourth form because I presumed they are mature enough to provide me with the answers I am expecting from them. Some members of the administration of DOWA namely the headmaster and the supervisor have been interviewed, their contribution has been judged necessary and important in addition to the questionnaires addressed to teachers and learners.

3.4- DATA COLLECTION INSTRUMENTS

3.4.1-QUESTIONNAIRE

Questionnaires are a set of written questions that are given to the respondents. They are very useful instruments in carrying out research works, because they use quantitative data, and also usually involve a lot of respondents. Quantitative data are useful in the implementation of a research work, because they are reliable. Questionnaire is the most commonly used method of gathering information because it is the less costly way to reach more people. Before writing the questions, it is obvious to base on the purpose of one's research.

There are different forms of questions: closed questions and open questions. A closed question or closed-ended question is a question for which the researcher provides a suitable and list of responses. This produces mainly quantitative data. As far as open question or open-ended question is concerned, it is a question where the researcher doesn't provide the respondent with a set answer from which to choose. The respondents are asked to answer in their own words. As a result, this produces mainly qualitative data. For this work, I have prepared a set of closed questions. Which there are questions to which a limited range of responses is suggested. These kinds of questions are useful for questionnaires because they are quick to complete, and they provide answers that are easy to analyze. I have addressed learners and teachers by distributing questionnaires to them: one for learners and one for teachers. A sample of each questionnaire can be found in the annex pages. About 60 copies of questionnaires were distributed to beginner learners and 10 copies of questionnaires to teachers. At the beginning, the questionnaires appeared as tests according to some learners and teachers.

Actually, some considered the questionnaires as traps. As a result, many respondents were wavering to fill in the questionnaires. But after some explanations to convince them, they all accepted to cooperate. I told them

that their identity is not needed and only the answers that they will provide would be used as illustration for my research. Indeed, I explained the purpose, the interest and the importance of the study. As a result, the explanations generated a trustful atmosphere between them and me.

Through the questionnaires the learners I intended to find out beginner learners' view about ICT, the atmosphere of their learning process in an environment where ICT is in use. As far as teachers' questionnaire is concerned, I intended through it to find out their opinions about ICT use in teaching EFL beginners' classes. The questions were so clear that teachers had no difficulty in filling the questionnaires. I helped the learners to understand the questions when a word or expression seems difficult for them to understand. The questions addressed to the teachers are five (05) and those addressed to the learners are three (03). I did not succeed in getting back all the questionnaires I handed out. But the number of questionnaires collected was quite sufficient for the success of the research work. The returning rate is 80% for teachers' questionnaire and 93% for learners' one.

3.4.2-INTERVIEW

The Interview is a systematic way of exchanging verbally with people in order to collect information. It is carried out 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.

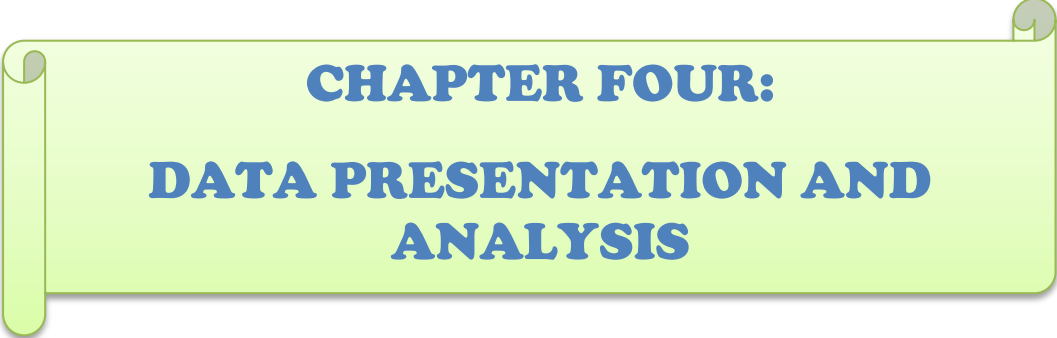
There are different forms of interview: general interview, formal interview, informal interview and semi-structure interview. For my study, I have used the informal interview.

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 ICT use in teaching EFL beginners' classes. I 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 interviews, I intended to get the respondents' views of the use of ICT in teaching EFL beginners' classes. To carry out 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 it necessary to interview some of the members of the administration as being part of the representatives of the school, the school authorities and who are well placed to provide me with any relevant information.

They have been helpful to me in the achievement of this study because of their permanent availability.

To sum up we could assert that the data collection has not been an easy task, yet the goals set have been reached. Though some of the respondents were reluctant in the beginning, they ended up cooperating and giving us the answers to the questions we asked them. The data collected in this chapter will be analyzed in the following one in order to shed light on areas of shadow.



**CHAPTER FOUR:
DATA PRESENTATION AND
ANALYSIS**

This chapter presents data collected from the questionnaires and the interview and their analyses. The results from these analyses explain this research work.

4.1- DATA PRESENTATION

4.1.1-PRESENTATION AND ANALYSIS OF TEACHERS' RESPONSES TO THE QUESTIONNAIRE

Table I: DOWA secondary school EFL teachers' qualification and training in the framework of ICT use in education

Highest qualification		Respondents	Percentage
BAPES	Already got	05	50 %
	In process	03	30 %
CAPES	Already got	02	20 %
	In process	00	00,00 %
Total		10	100 %

Source : Josaphat TONOUKOUEN, 2016

A glance at DOWA secondary school EFL teachers' qualification revealed that the minority of DOWA EFL teachers that is to say 30% of them are in process to BAPES . Consequently, their pedagogical ability will have definitely a negative impact on the performance of their learners' results. Assuredly the next questions will reveal some other factors attributed to the Lack of ICT use by EFL teachers in DOWA secondary school.

Table II: DOWA secondary school EFL teachers' use of ICT while teaching in EFL beginners' classes

Question's content	Suggested answers	Respondents	Percentage
How often do you use Information and Communications Technology (ICT) tools while teaching EFL beginner's classes (4 th form)?	1- Always	00	00.00%
	2-Usually	00	00.00%
	3-Occasionally	01	10%
	4-Rarely	01	10%
	5-Never	08	80%
Total		10	100 %

Source : Josaphat TONOUKOUEN, 2016

As far as DOWA secondary school EFL teacher's use of information and Communications Technology (ITC) while teaching in EFL beginners' classes is concerned, it is discovered that 80% of the teachers never use ICT tools while teaching in beginners' classes. 10% asserted that they use ICT while teaching in their beginners' classes but rarely and the use they make of it is mainly to browse the web so as to look for some information. 10% asserted that they use ICT occasionally in their beginners' classes. We can notice that still the mayouts great number is not using ICT in teaching beginners' classes.

Table III: DOWA EFL teachers teaching experience

Question's content	Suggested answers	Respondents	Percentage
How long have you been teaching now	1-From 0 up to 5 years	06	60%
	2-From 5 up to 10 years	02	20%
	3-From 10 up to 20 years	02	20%
Total		10	100%

Source : Josaphat TONOUKOUEN, 2016

Relating to DOWA EFL teachers teaching experience study, as far as the teaching profession is concerned this is important for this topic,

because it helps to know if their practices of the "traditional tools" might have an influence on their uneasiness like trying ICT tools in teaching their beginners' classes. About 60% of the EFL teachers have been teaching for Five (0) up to Ten (5) years at least and even more. Most of them have been newly recruited and they do not have a favorable status. They are in majority part time teachers so even if they have a mastery of ICT tools, they cannot afford a personal Computer with their meager salary. 20% have been teaching now from (5) up to (10) years. This may explain why they do not feel concerned or comfortable with the use of ICT in teaching their classes, because they might have been deep-rooted in their traditional ways which have become a routine for them. The same thing is valid for those who have been teaching now from (10) up to (20) and from (20). It is worth mentioning that some of the teachers after a period of teaching service, they are very often appointed to an office, that's the reason why the more the years pass, the more we deal with newly recruited teachers.

Table IV: DOWA EFL teachers' opinions about ICT integration in teaching DOWA secondary school beginners' classes

Question's content	Suggested answers	Respondents	Percentage
Why do you think that ICT has not been fully integrated in teaching DOWA EFL beginners' classes yet ?	1-Lack of motivation from :		
	a- The government	01	10%
	b- School authorities	01	10%
	c- teachers	01	10%
	2-Lack of means from		
	a- the government	02	20%
	b- School authorities	03	30%
	c- teachers	01	10%
	3-Lack of training for teachers	10	100%

Source : Josaphat TONOUKOUEN, 2016

After an investigation about the factors constituting an obstacle to ICT integration in education it was found out that a great number of teachers (for the first suggestion) think that the lack of motivation comes most from teachers themselves (10%); this can be proved in so far as though the government provided the schools with a computer science room with a computer scientist, teachers are not still using ICT in their classes. Secondly as far as the lack of means is concerned, 10% of teachers asserted that teachers are most concerned. They argue that their minimal salary does not allow them to afford a computer. Lastly, 100% of the teachers that the questionnaire has been addressed to, think that the lack of training for teachers has a big influence on EFL teachers not using ICT in teaching their beginners' classes in DOWA secondary school.

Table V: The ICT tools DOWA secondary school EFL teachers use while teaching their beginners' classes

Question's content	Suggested answers	Respondents	Percentage
Which of these ICT tools do you use while teaching EFL beginners' classes (4 th from) ?	1-The Internet	02	20%
	2-personal computer	00	00%
	3-personal computer (+overhead projector)	00	00%
	4-Smartphones or mobile phones	03	30%
	5-None of these tools	05	50%
Total		10	100%

Source : Josaphat TONOUKOUEN, 2016

Concerning the ICT tools DOWA secondary school EFL teachers use while teaching their beginners' classes we discovered that 50% of the teachers' respondents don't use any of these ICT tools (Personal computer, tablet, internet, mobile phones smartphones) in their beginners' classes. This is really serious. It is quite logical and probably that the lack of training and the teaching experience has to do with their lack of interest in the use of ICT in their beginners' classes. Very few of them are in touch with ICT, but not all of them use ICT tools in their classrooms.

4.1.2- PRESENTATION AND ANALYSIS OF LEARNERS' RESPONSES TO THE QUESTIONNAIRE

Table VI: The ICT tools learners have access to.

Question's content	Suggested answers	Respondents	Percentage
Which of these ICT tools do you have access to?	1- Desktop or laptop	30	50%
	2-Tablet Smartphones or mobiles phones	60	100%
	4-The internet	45	85%

Source : Josaphat TONOUKOUEN, 2016

Concerning the ICT tools EFL beginners have access to the survey shows that 50% of the respondents have access to computer whether it is a desktop or a laptop: 100% of them have access to tablets, smartphones or mobiles phones that could help them browse the web and 85% of them confirmed their use of the internet. We can understand through these assertions that learners have already appropriated Technology and are in daily touch with it.

Table VII: The ICT tools learners own

Question's content	Suggested answers	Respondents	Percentage
Which of these ICT tools do you own?	1- Desktop or laptop	30	50%
	2-Tablet, Smartphones or mobiles phones	60	100%
	3-The internet	60	100%

Source : Josaphat TONOUKOUEN, 2016

In the table above, we can see that 50% of the students selected (30) own a computer, and we can understand through this that not all of them can afford a computer or tablet, the fact is that they didn't buy the computer by themselves but with the help of their parents. 100% of them own a smartphone or a mobile phone and thus own the internet connection even if

it is not all the time they have access to it from their devices.

Table VIII : The ICT tools learners are asked or allowed to use in the classroom by their English

Question's content	Suggested answers	Respondents	Percentage
Which of these ICT tools are you asked or allowed to use in the classroom by your English teacher while he/she is teaching you ?	1-Personal Computer	00	00.00%
	2-mobile phones	00	00.00%
	3-tablet	00	00.00%
	4-The internet	00	00.00%
	5- none of these	60	100%
TOTAL		60	100%

Source : Josaphat TONOUKOUEN, 2016

When learners were questioned about the ICT tools they are asked or allowed to use among (Personal Computer, Smartphones, or Mobile phones, Tablet, the Internet) in the classroom by their English teacher while he/she is teaching them, we discovered that, none of the learners we addressed the questionnaire to are ever asked or allowed by their teacher of English to use ICT tools namely the internet, personal computer or a mobile phone in their classes what could facilitate learning and improve performances by creating, using and managing appropriate technological processes and resources.

4.2-DATA COLLECTED FROM THE INTERVIEW

The data collected from the interview with the vice principal of DOWA secondary school, confirmed that most EFL teachers in service at DOWA secondary school are not accustomed to ICT while teaching in their classes. The vice principal argued that "ICT has not crossed the gate of the school yet". He is always in contact with teachers in general and he

should have an idea of the tools they might use each of them in their respective classrooms. He asserted that there is no overhead projector for the school and he admitted that the school Wi-Fi (wireless fidelity, a local area network that uses high frequency radio signal to transmit and receive data over distances of a few hundred feet.) is not at the disposal of learners and even most of teachers do not have the password to access it. The general supervisor who is in charge of learners' discipline when asked about the use of ICT in DOWA secondary school affirmed that no teacher uses these tools in their classes. Pertaining to learners' use of ICT, he said that they are not even allowed to carry any kind of mobile phones on them in their classrooms, because it has been prohibited by the Administration of the school. He asserted that if ICT tools have not been integrated into the teaching and the learning process in DOWA secondary school it is mainly because EFL teachers themselves do not feel like modernizing their teaching methods. He concluded saying that the government has done a lot as far as the integration of ICT in the school is concerned. The school is equipped with a Wi-Fi and a computer science room for computer science classes for the students of the second (2nd) and those of the third (3rd) forms, with a computer scientist in charge of the students training as far as the use of ICT tools are concerned.

4.3- SUMMARY OF DATA ANALYSIS

After the analysis of the data I collected for my research work, have come to conclusions that most of the EFL teachers at DOWA secondary school, do not have ICT tools at their disposal, first because the majority are part time teachers and the amount of money they earn at the end of every month may not be sufficient enough for them to buy

a computer if they didn't have it before. Second, they are not interested in ICT tools because most of them already have a teaching experience over 5 years at least so they no more feel like bringing any kinds of modification to their teaching habits and moreover they perceive ICT tools as luxury things; teachers' lack of training is an important factor that constitutes a hindrance to ICT integration in teaching EFL beginners' classes at DOWA secondary school because even if they have the materials and they are not able to use them, it is quite useless. Consequently, having not access to ICT, it will be difficult for them to know how to use it. Learners on the contrary are even more interested in technology than their teachers and if only the latter could adapt their teaching to ICT, let's imagine how successful the teaching would be just because it has taken into account the interests of the learners. DOWA secondary school so far, is not yet part of the global village in terms of the use of technology in education, in view of everything noticed through the results of the questionnaires; this is to say that, it is not yet part of the whole world as single community meaning the whole world considered as a single community served by electronic media and information technology. The question that automatically arouses from the setback of DOWA secondary school towards the use of ICT in beginners' classes is to know if it is not just the true image of the whole country as far as ICT integration in education is concerned.

From the survey, we can conclude that ICT was not widely used when teaching EFL beginners' classes. A high percentage of the teachers stated that they do not use ICT tools while teaching their beginners' classes. However we notice that learners are ready to use ICT tools in their classrooms and this is even true when we have a glance at the computer science courses they are given in the second and the third form which should be to help them keep in touch with ICT tools.



**CHAPTER V: DISCUSSION,
RECOMMENDATIONS AND
SUGGESTIONS**

5.1- DISCUSSION

'Teachers will not be replaced by technology, but teachers who don't use technology will be replaced by those who do'. Sheryl Nussbaum-Beach

From this quotation we can easily understand that the use of technology in education has become an emergency and compulsory in almost every aspect of our life. So the ones who are not ready to abide by this new rule of success will be obliged to give way to those who are.

ICT is very often considered as something for the young generation and older people tell themselves that they have no interest in it. This is proved through the percentage of EFL teachers who have not integrated ICT to their teaching; they have been teaching for 10 years at least and even perhaps more. They already have some teaching habits that it will be difficult to get them to change so easily. They are not in fact against the integration of ICT in education but the fact is that they are afraid to start over with a new teaching habit that get them to alter their old way of teaching which they will take time to integrate in their new ways of teaching.

The issue of training the use ICT in classes raises and is a very crucial one. The essential is not to buy a personal Computer and introduce it into the classroom. The teacher should first know what to do with, how to use it so reach its the goal. This is not the responsibility of the permanent teacher to get trained in the framework of ICT use in education. The service in charge of the success: and the good functioning of education in the country should think about the integration of ICT in schools and colleges to remain up-to-date with knowledge, because it is the trend of globalization.

The integration of ICT into education is not the role of a single

individual but a mutually beneficial relationship should bind the ones to the others, that is to say those concerned with the educational sector, from the government to teachers, including school authorities have all a role to play.

It is important to know that technology is developing, and the more it develops, the more we change. This change has an impact on almost everyone namely learners, employers, teachers, careers, distractions etc.

It is important to know that technology is developing, and the more it develops, the more we change. This change has an impact on almost every namely learners, employers, teachers, careers, distractions etc.

If teachers are not first to make learners discover the importance of ICT in their learning, learners will discover ICT by themselves but unfortunately use it for other purposes. How will our "children" adapt and survive in this modern world? We need to prepare them for the future. We need to change the way we teach and learn. We need to integrate ICT into teaching and learning. But ICT help our children? Using in the classroom will enable them to:

a°) Investigate, analyse and reflect on their learning

b°) Be engaged in their learning

c°) Be provided with access to up-to-date collaborative and remote learning resources. Using ICT in teaching and learning, allows" learners to investigate, analyse and reflect on their learning and ultimately improving their performance. This gives the learners the best opportunity to achieve the desired outcome. The best opportunity to experience success!

Learners may use iPads in classes to record, analyse and reflect on their learning. Using ICT in teaching and learning engages learners by providing interesting, fun, interactive, experiences.

'Tell me and I forget, teach me I may remember, involve me and I learn'

Benjamin Franklin. This famous quote from Benjamin Franklin explains and justifies the importance of the use of ICT in teaching and learning process.

Indeed it gives the learners the opportunity to learn by themselves, it teaches them how to be autonomous. It is believed that people construct their own understanding and knowledge through experiences and reflecting on those experiences. These experiences stimulate and engage learners in their learning.

Using ICT in teaching and learning exposes learners to up-to-date, collaborative, remote resources that can be accessed at any time. Do you remember when you needed to do research at school? Searching the bookshelves of the library and looking up the encyclopedia only to find out the information was completely outdated; by using ICT learners can access information instantly, at any time. The World Wide Web gives learners access to over 200 million websites.

When connected to the internet for instance learners can access the latest research and statistics on health issues, sport and physical activity, diet and exercise, everything related to their curriculum. ICT will enable collaboration with classmates and the wider community to enable the learners to be the best they can be in their classes. It is vital that we integrate ICT. Basing on this great thought that states that

'Man is still the most extraordinary computer of all' **John F. Kennedy.**

We can say that depending on how we use technology, it can be a blessing or a curse. On the positive side, technology connects learners from diverse social and cultural backgrounds and helps them gain and develop research skills at a young age. After all, many of our young learners are technically savvy. Both learners and teachers have access to a variety of knowledge that can be utilized by both groups. Teacher can also collaborate and share their thoughts and resources through email, blogging or other on line transmitting devices. However, much of the research claims that technology has not really helped learners be more successful academically. It is after all a tool and not a means to an end. Nevertheless the use of ICT has some problems connected with it. We can find many examples of

native influences of technology on the people: For example, today there are more people who text more than write, and many do not have good spelling skills because they can just use a spell checker instead of actively trying to spell. Additionally, Cell- phones are a great distracting factor in classrooms which challenge teaching and learning. The problem is that technical devices are multifunctional devices that learners are often tempted to use various applications that have nothing to do with the content being taught. Learners are often tired in class because of surfing and chatting all night long with friends living on the other end of the globe. This can challenge the teaching process. Nevertheless, I am convinced that a very selective use of technology can improve learning and teaching. Technology is a tool and not a means to an end. It should be used when it can help the learning and teaching process. I think, technology does not change the content that you wish to transmit to the student, the way it is delivered or integrated into the class activity can affect how the information is processed by the learners.

5.2-RECOMMENDATIONS TO THE GOVERNMENT

For the use of the ICT tools to be fully integrated into the teaching of English classes in the Beninese educational system in general and at DOWA secondary school in particular there are some conditions that are necessary to be fulfilled . These are to be translated into some perspectives that the government, Educational authorities and teachers should consider and work on.

5.2.1-PROVIDE SCHOOLS WITH TEACHERS IN QUANTITY AND QUALITY

Before we talk of ICT use in education we should think of Teachers because they are the instruments or the means used to convey knowledge to learners, and that is the reason why they should be in

sufficient number to cover the large number of learners that we have in our schools but also they should be well trained to be efficient in their teaching job. It is therefore imperative that the government takes seriously the training of teachers in charge of secondary schools. Such can be ranged in the pre-service training which always proves its effectiveness because anyone who undergoes such training feels confident and at ease in his job. He/ she will definitely know the demands of his profession.

Moreover, in-service training can also contribute to a better quality of EFL teachers. Since we are talking about English, a foreign language, it will be highly appreciated of the government, if a partnership between foreign educators and the responsible of English language for Beninese EFL teachers could be established. This will help benefit from the professional rich experiences of the foreign teachers. We know well that technology and science are well developed in western context, and if we really want to be part of the global village, we'll have to go hand in hand with ICT. It will also be very good if the government could invite experts in the field of ICT to train EFL teachers, it is true that all of the EFL teachers cannot be trained at the same time because of their number, but some could be trained first and the remaining will be trained later. This is true in so far as if the teachers themselves find it difficult and hard to manipulate ICT tools by themselves, they will have no infatuation in using it in their classes or make it interesting and motivating for learners to use. Assuredly, the problem of the lack of qualified teachers will be somehow solved when the government engages new professional teachers who have undergone the initial and integrated training. This recommendation should not be neglected because these teachers have been trained purposely for a period of 3 years. Addressing the issue of teachers in quantity, the government should plan or organize a periodical recruitment.

5.2.2- BUILD ATTRACTIVE INFRASTRUCTURES WITH ADEQUATE EQUIPMENT AND FURNITURE

One of the important factors which must be taken into account for successful use of English language in EFL classrooms is the availability of well-equipped classrooms. Indeed, a good class management requires from the teacher to have in his charge a reduced number of learners. To solve the problem of overcrowded classroom in a language class, the government should build many schools and equip them with adequate furniture in quantity. Talking of furniture I include ICT tools namely the internet, a cyber in the school equipped with computers. Furthermore, for individual oral practice, the establishment of English language laboratory in our secondary schools will be very helpful. Also it is our government's responsibility to supply secondary schools with audio and video materials and libraries for advanced English language practice and usage. For this, the supply of electricity must be an asset.

5.2.3-IMPROVE TEACHERS' WORKING AND LIVING STANDARDS

Some say that the best investment is the one involved in the field of education. Therefore, the government should be more interested in the teacher's working and living conditions. The former implies a better physical environment that affects directly the teaching / learning process. The latter involves a regular paid and remunerated salary. The most important one is about teachers' training to the use of ICT tools in education. This is part of the good working conditions so that teachers feel at ease doing their job. Moreover the salary of the teachers should not be delayed; the salary is by the way a source of motivation. The teachers who are well and regularly paid are more attached to their job. In addition to that if they are not well paid, they will not have the required means to buy a computer or internet connection to improve their teaching habits.

5.3-SUGGESTIONS TO THE AUTHORITIES OF TEACHERS' TRAINING COLLEGES

As far as EFL teachers' use of ICT in teaching beginners' classes is concerned, it is obvious that this cannot be possible without them being trained. Though their training is to be organized by the government, the authorities of teachers' training colleges have an important role to play as far as its effectiveness is concerned. Therefore we suggest that the authorities of teachers' training colleges of Porto-Novo and Natitingou take seriously teachers' training as far as the use of ICT in their classes. There should be more emphasis on practice rather than theory and to make this possible they should recruit experts in the field for the training of EFL teachers.

5.4- SUGGESTIONS TO EFL TEACHERS

It is vital that EFL teachers know that ICT tools play important roles in EFL classrooms, and as far as those roles are concerned we can cite the one of teacher, tester, tool, communication facilitator, and data source it is no more the moment to recall the importance of ICT use in education in general and beginners' classes in particular. But before we talk of ICT use, we should first talk of ICT appropriation by EFL teachers, that is to say that I suggest that all of the EFL teachers at DOWA secondary school have at least their personal computer and internet connection at their disposal. I suggest EFL teachers should know about their role in the classroom with the help of ICT. That is to say that ICT is not meant to replace the teacher in the classroom but rather help him. The teacher is supposed to use ICT tools to do his teaching job; he should supervise his learners' use of ICT in the classroom so that they use ICT tools appropriately in the classroom. All this, more than suggestions are pieces of advice.

5.5- SUGGESTIONS TO LEARNERS' PARENTS

Learning is a long process and teaching is not an easy task so to speak teachers have the responsibility to educate their learners but without the help of learners' parents that will be very difficult even quite impossible for teachers to reach their goal which is the success of learners. That is to say that, parents should assist teachers in the realization of this task. Parents should then follow learners at home, be a kind of tutor for them. Parents should put the necessary materials that learners might need at their disposal so that the learning be effective. Talking of materials I am pointing to ICT tools (the internet, personal computer iPads, tablets etc...).



GENERAL CONCLUSION

Today, the goal of English in BENIN is to make students listen and speak English in real life. To succeed in all teaching activities the different actors have to fulfill some responsibilities. The use of ICT in English classes is really important and has a lot of advantages for teachers and learners. Teachers must first be interested in it; if they are interested, then they have to learn it because every teacher has to know about it. The Government must equipped all schools with technological tools, especially smart boards, so all teacher candidates must be provided with the necessary knowledge about technology integration in teaching English. However, those teachers who will not be ready to integrate teaching technology into their classrooms as they did not have the necessary know-how related to the different aspects of ICT. In agreement with this idea, this study was sufficient to document the existing mismatch between teacher training and the needs of the real world. The rise of technologies has complicated its adoption and integration by teachers in classroom. The effective integration of technology into classroom practices poses a challenge to teachers than connecting computers to a network. The main factors which hinder ICT use in Dowa secondary school are related to teachers' poor qualification, teachers' teaching experience, and teachers' lack of motivation as far as ICT use in education. However we should know that the use of ICT in the classroom is very important for providing opportunities for learners and to learn to operate in an information age. Analyzing the obstacles to the use ICT in education may assist educators to overcome these barriers and become successful technology adopters in the coming years.



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ANNEX PAGES

QUESTIONNAIRE TO TEACHERS

The questions below are designed to help me get ideas and opinions about my research work. Please, tick off only the appropriate box which expresses most your viewpoint. Your identity will be kept confidential if necessary, only your answers will be used as illustrations in this research work. Thanks for understanding and frank collaboration.

Question n°1: What is your highest qualification?

- | | | |
|--------------------------------------|----------------------------------|-------------------------------------|
| 1- BAC <input type="checkbox"/> | 2- DUEL <input type="checkbox"/> | 3- LICENCE <input type="checkbox"/> |
| 4- MAÎTRISE <input type="checkbox"/> | 5-BAPES <input type="checkbox"/> | 6- CAPES <input type="checkbox"/> |

Question n°2: How often do you use the internet or your personal computer in Teaching EFL beginner's classes?

- | | |
|--|-------------------------------------|
| 1-Always <input type="checkbox"/> | 2- Usually <input type="checkbox"/> |
| 3- Occasionally <input type="checkbox"/> | 4- Rarely <input type="checkbox"/> |
| | 5- Never <input type="checkbox"/> |

Question n°3: How long have you been teaching now?

- | | |
|---|--|
| 1-From 1 up to 5 years <input type="checkbox"/> | 2- From 5 up to 10 years <input type="checkbox"/> |
| 3-From 10 up to 20 years <input type="checkbox"/> | 4- From 20 up to 30 years <input type="checkbox"/> |

Question n°4: Why do you think ICT has not yet been fully integrated in teaching DOWA secondary school beginners' classes?

- 1- Lack of motivation from a-the government b-school authorities c- teachers
- 2-Lack of means from a- the government b- school authorities c-teachers
- 3-Lack of training for teachers

Question n°5: Which of these ICT tools do you use while teaching in EFL beginners' classes (4th form)?

- 1-The Internet 2- personal computer (+ overhead projector)
3- Tablets 4- Smartphones or mobile phones

QUESTIONNAIRE TO LEARNERS

The questions below are designed to help me get ideas and opinions about my research work. Please, tick off only the appropriate box which expresses most your viewpoint. Your identity will be kept confidential if necessary, only your answers will collaboration.

Question n°1: Which of these ICT tools do you have access to?

- 1-Personal computer 2- Tablet
3- Smartphones or mobile phones 4- The internet

Question n°2: Which of these ICT tools do you own?

- a- Personal computer c- Tablet
b- Smartphones or mobile phones d- The internet

Question n°3: Which of these ICT tools are you asked or allowed to use in the classroom by your English teacher while he / she is teaching you?

- 1-Personal computer 2- Tablet
3- Smartphones or mobile phones 4- The internet