



REPUBLIQUE DU BENIN

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MINISTRE DE L'ENSEIGNEMENT SUPERIEUR
ET DE LA RECHERCHE SCIENTIFIQUE

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UNIVERSITE D'ABOMEY CALAVI

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FACULTE DES LETTRES, ARTS ET SCIENCES HUMAINES (FLASH)

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DEPARTEMENT D'ANGLAIS

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OPTION : DIDACTIQUE DE LA LANGUE ANGLAISE

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MEMOIRE DE MAITRISE ES-LETTRES

THEME

AN ASSESSMENT OF THE USE OF INFORMATION AND
COMMUNICATION TECHNOLOGIES IN TEACHING ENGLISH
AS A FOREIGN LANGUAGE TO THE POST BEGINNERS IN
SECONDARY SCHOOLS.

Rédigé et présenté par:

KOUNOU Reine

Sous la co-direction de:

Dr Estelle BANKOLE MINAFLINOU

(Maître-Assistant Didactique de la Langue Anglaise / CAMES)

&

Dr Flavien LANMANTCHION

(Professeur-Assistant Didactique de la Langue Anglaise / UAC)

ANNEE ACADEMIQUE: 2013 - 2014

DEDICATION

I dedicate this work to my parents who have supported me at every step of my life.

ACKNOWLEDGEMENTS

This research work is not my exclusive achievement. Many people, through their encouragement and support of all kinds, took part, to some extent in its completion. Among those people are:

- Dr. Estelle Bankole Minaflinou, who has accepted to supervise this work despite her heavy schedule.
- Dr. Flavien Lanmantchion my co-supervisor, who has kindly accepted to guide me in carrying out this research work and has done it with complete devotion.
- All the lecturers of the English department who have taught me.
- My friends Jeanne Oussa and Laure Houemagnon whose assistance has been of great importance.
- All my colleagues who willingly enabled me to collect data.
- All the students who have joyfully taken part in data collection.

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LIST OF ACRONYMS

ICT	:	Information and Communication Technology
SL	:	Second Language
FL	:	Foreign Language
DVD	:	Digital Video Disc
VCD	:	Video Compact Disc
TV	:	Television
EFL	:	English as Foreign Language
MMS	:	Multimedia Message Service
GSM	:	Global System for Mobile
CD (ROM)	:	Compact Disc (Read-Only Memory)
PC	:	Personal Computer
M	:	Mobile
MALL	:	Mobile Assisted Language Learning
CALL	:	Computer Assisted Language Learning
L2	:	Second Language
GPRS	:	General Packet Radio System
SMS	:	Short Message Service
PDA	:	Personal Digital Assistants
MP	:	Media Players

RESUME

Cette étude a abordé l'utilisation des Technologies de l'Information et de la Communication (TIC) dans l'enseignement de l'Anglais comme Langue Etrangère (ALE) au Benin. L'étude s'est exclusivement intéressée à l'évaluation des impacts de l'utilisation de ces outils sur l'enseignement / apprentissage de l'Anglais dans le Littoral, et a pour cible les apprenants et enseignants des CEG Fiyegnon et Vedoko. L'objectif principal a été d'exposer les impacts en vue de peser l'impacte des TIC et juger leur pertinence ou non dans le processus d'enseignement/apprentissage. Pour cela, il a été élaboré des questionnaires et effectué des interviews, qui nous ont permis d'évaluer les impacts de ces technologies dans les CEG du Littoral. Je me suis rendu compte que ces outils ont des impacts positifs. De même on note des impacts négatifs sur la performance des apprenants. Par rapport aux impacts, des suggestions ont été faites afin d'utiliser rationnellement ces outils et d'en tirer que des avantages.

Mots clés : Evaluation, Langue Etrangère, Technologies de l'Information et de la Communication.

ABSTRACT

This research work has endeavored to approach the use of Information and Communication Technologies (ICTs) to assist the teaching/learning of English as a Foreign Language in Benin context. It has been solely concerned with the assessment of the use of these tools in Littoral region with special reference to learners and teachers in CEG Fiyegnon and Vedoko. The main goal has been to uncover the positive and negative impacts of ICT tools with a view to weighing them up so as to know their relevance or not in the language teaching/learning process. To reach this goal, some questionnaires and interviews have been designed to collect data, which have helped to evaluate the advantages and drawbacks of these tools in Littoral secondary schools. I have realized that these tools have positive and negative impacts on the performance of learners. Therefore suggestions have been made to use these tools effectively and benefit from them.

Key words: Assessment, Foreign Language, Information and Communication Technologies.

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CHAPTER ONE: GENERAL INTRODUCTION

Language is a means by which people communicate and interact. The very first language spoken by a child, acquired from its parents or the surroundings, is its mother tongue. But, the international relationships (private or public) have always constrained people to speak languages which are not necessarily part of their cultural legacy. Thus, French colonizers have imposed their language upon Beninese and the French language is adopted as official or working language, which is learnt in school settings as a Second Language (SL). Meanwhile, the worldwide status of English has also conducted Beninese authorities in charge of education to accept and enforce the learning of English as a Foreign Language (FL) from secondary school to university.

Since long time, it is commonly known that the learning of English as a Foreign Language in Benin has been performed on the basis of traditional methods and through different approaches. Ranging recently from Content-Based Approach to Competency-Based Approach (which is the one currently adopted and used in every Beninese schools), the teaching/learning of English has still been achieved on the basis of some archaic methods through which language teaching is teacher-centered, face-to face teaching, learning based on books, copy books, chinks, and the common reference of both teachers and students is the blackboard. It does not mean that some technologies have not been previously used. Classical technologies have accompanied the process of language teaching and learning for many years. Cassette players and television are traditional technological tools, which are used in some privileged classes as pedagogical aids, but they are not widely spread.

However, the advance of new technologies has revolutionized the pre-existing teaching system as well as other fields (factories, communications and transports). Today, more than ever, advances in technologies influence jobs,

educations, scientific developments, markets and political co-operations, communications, etc. Right is given to Graddol (1997:16) who states that:

“Technology lies at the heart of the globalization process; affecting education work and culture. The use of English language has increased rapidly after 1960. At present the role and status of English is that it is the language of social context, political, sociocultural, business, education, industry, media, library, communication across borders, and key subject in curriculum and language of imparting education.”

Through this quote, Graddol (1997) implicitly uncovers the connection between Information and Communication Technology (ICT) tools and the preponderance of English in global relationships. ICT has therefore entered all aspects of our lives. Education, especially Foreign Language teaching, has to adapt and renew itself to be compatible with the age of information and communication technology. Among the technological tools which influence language learning/teaching, television (TV), CD Rom, computers, the Internet, Electronic dictionary, e-mail, blogs and audio cassettes, PowerPoint software, videos, DVD's or VCD's, smart phones, cell phones can be cited. This rapid rising and development of information and communication technology has offered a better pattern to explore the new teaching system. In actual fact, technology plays a very important role in English teaching. The sheer presence of technological tools in teaching and learning has opened up a whole new world of investigation into the issue of teaching effectiveness. It means that information and communication technology provides new methods to especially teach English. Accordingly, the new technology helps the teacher in the educational process, presents new possibilities of creative works and furthermore presents teachers with a challenge to provide an active participation for all students. Teaching is no longer teacher-centered but students-centered since students are more involved and they strongly and conveniently participate and this instills motivation.

Thus, based on the assumption of the efficiency of ICT in language teaching/learning, many developed countries have heavily invested in the

integration of innovative technological tools into their curriculums to improve the quality of the teaching and learning of English. Following this new trend, governments in developing countries (like Benin) have to be consistent with innovative plans to develop and integrate ICT infrastructures and tools into curricula. The immediate concern of these developmental plans is the improvement of teaching and learning at school and Evenat University. This grand vision is to help the society meet the challenges of information era and cope with rapid changes of life and work style. Since teachers are considered as agents of change and key players in successful implementation of educational reforms, part of this effort concerns empowering and training teachers in computing courses.

Viewed from the perspective that the use of information and communication technology is to improve students' achievement in the language skills (listening, reading, writing and speaking) and its elements (grammar and vocabulary, etc.), the relevance of this work is to assess how these smart tools impact on the teaching/learning of English. Technology has the capacity to afford opportunities for powerful teaching and learning environments and impact students' learning critical thinking. In fact, new technologies are seen as unavoidable teaching materials that provide students with new ways of communication, different ways to access to authentic materials, initiative to individual research and also to the individual and team work.

As a matter of fact, this research work lays special emphasis on the assessment of the use of ICT tools in the teaching/learning of English in EFL classes, namely CEG Vedoko and CEG Fivegnon. More coined, this research work aims at assessing the effective impacts which ICT tools have on the performance of students. Another concern is that the concept 'impact' is bifacial or bi-faceted. It means that the impacts could either be positive or negative. Thus, with the assumption that the use of ICT can negatively impact the

performances of students, when badly used, some measures of caution have been taken to make students aware of such realities.

1.1 Preliminary issues on Information and Communication Technologies

Information and Communication Technologies (ICTs) have flooded the world market and influenced all the fields of our lives and education could not be an exception. In other words, ICTs have potential impacts on the academic achievement of students. The very first concern is to highlight how these technologies influence the performance of students at the level of each language skill and the second is to find out whether the impacts are advantageous or not. With these concerns in mind, I am going to approach the problem statement under these two broad assumptions. On the one hand, the use of technologies to assist language teaching improves the performances of students at the level of the four language skills, which are the great potentiality of these tools for the advance of education. On the other hand, the irrational use of ICT may be detrimental to students unless corrective measures or actions are taken.

First and foremost, when taking writing skill, ICT tools have been recognized powerful. In fact today, when thinking about technology, the first teaching aid that appears in vision is the computer. Likewise, in the field of the teaching of writing, computer is a good teaching aid, since it has been additionally complemented with the connection to the Internet. Technology can effectively impact students' ability in writing since the system of blogging allows students to exchange writing assignments. Clearly, blogging is considered as a journal writing system which ranges from individual work to collaborative work. With a blog set up and a list of classmates' blog addresses, the student blogger posts his/her own writing from any Internet-connected computer and also accesses, reads and comments on any classmate's post. Blogging also becomes communicative and interactive since students achieve multiple roles. The one of writers who write and post, that of readers/reviewers

who respond to other writers' posts, and as writers-readers who, returning to their own posts, react to criticism of their own posts. This system impacts positively on students' performances and are engaged to challenge their mates; it is a kind of competitive writing. This system of e-writing can be done on social networks in our setting (Face book, you space, and yahoo), as they offer a good opportunity for language learners to improve their writing abilities, especially when they type messages.

In the same way, students mutually involved in blogging system develop reading skills since when reading the works of peers they try to keep words that they are not accustomed to and likewise they acquire new vocabulary. Before making comments on peers' work, a member of blogger group should understand the main idea of the writer and when he/she has understood it, he can comment. By so doing students improve their reading comprehension skill as well as their oral reading. This reading activity is a great opportunity to involve students in extensive and intensive reading. The immediate impacts are therefore the improvement of vocabulary background, acquisition of syntactic structures and above all reading ability.

As far as listening skill is concerned, several technological tools have been invented to improve students listening ability. With regard to these tools, we have CD rom, DVD players, voice recorder, tape-recorder, dictaphone, TV channel, radio station and above all the use of computers, which provide students with visual and voice inputs and which consequently enhance and develop their listening skills. These tools (tape-recorder CD rom) record native speakers' voice which helps students as well teachers to improve their listening comprehension skills. The direct impacts are the changes in pronunciation, good articulation and connected speech.

Due to the correlation between listening skills and speaking skills, when students ended their listening exercise, they should practice. And it is the resources of listening that are used when speaking. It is the imitation and

application of what is heard that is spoken out. Additionally on Internet, there is also the possibility to have native speaker correspondent with whom one can practice speaking skill. This process is very beneficial to the learner when the correspondent is a native speaker. Gradually, students get good command of English.

Contrary to the advantages of the use of ICTs, the irrational use of these technological tools could dramatically be harmful to students. The addiction of students to technological tools with no relationships with the school syllabus is detrimental to students. In fact, students spend much of their spare time watching television set without learning their lessons. Moreover, the Internet offers all sorts of resources, either good or bad. Some erotic films are downloaded by students for their supposed pleasure. Those films have nothing to do with improvement of language skills. Concerning the use of cell phones, students spend all the night chatting, talking about romantic issues with their pen friends because of the bonuses offered by the telephonic networks such as *Moov*, *MTN* (local GSM) or others. These spare times are supposedly dedicated to sleep or revision of lessons, but students do the contrary. In short, all these wrong behaviors have as consequence, the poor performances of students in English language learning.

1.2 Context of the Study

The study of the impacts of information and communication technologies on the achievements of students mainly in English is initiated in the framework of this research work in order to both expose the advantages and disadvantages. This study comes apropos at the age of computerization when the large majority of activities are done by means of new technologies. It is to draw the attention of policy makers in the field of education that strong actions are expected in the teaching of English through accessible tools to enhance students' level in

English, since computerized teaching methods are appealing and motivating. In the same vein, the bad facets of the use of these tools are clarified so that the common objective which is to improve the performance of students can be an attainable goal.

1.3 The Benin issue

Benin is classified among the developing countries which are trying to reach the goal of the millennium for development. Of the eight main objectives which are set, universal education is a priority for the current government. Ignorance is one of greatest handicaps for development. Then to solve this, a particular attention of rulers is centered on education. The official language in Benin is French. However, the constraints of worldwide relationships and globalization have given priority to English learning from primary schools in some private schools and secondary schools up to the university. Meanwhile, information and communication technologies have flourished in recent years and Benin has experienced the use of these tools in the public administrations. As the ICT tools have also impacts on education, it is important to offer the possibility to actors of the educational system to use these tools to assist language teaching and learning and improve the achievements of students. When considering the Beninese context, it should be stated that, comparatively to the advances made in developed countries as far as the use of these tools in school is concerned, Benin is late. Nevertheless, ICT tools exist and the teaching method should be tailored to these tools, since we are in the age of computerization. In terms of advantages, the use of ICT facilitates and quickens collection of information and impacts on the language skills. In some Beninese private schools, efforts have been made and the use of ICT tools accompanies the teaching of different subject matters. Officially, in state schools, these potentials are not offered to mainly assist English teaching. But the own

initiatives of some teachers and students whose parents can afford these tools are more or less convincing that the use of ICT tools is a necessity today.

1.4 Purpose of the Study

This topic aims at some major objectives which are indispensable to be highlighted. Taking into account the positive impacts of Information and Communication technology, this work attempts to show the effects of the use of ICT tools in EFL classes. When talking of the impacts of ICT on English teaching and learning, I particularly aim at showing the potential advantages ICT has on students' academic achievements. It really points out how the use of ICT impacts students' performances, attitudes, motivation, and determinations to be more involved in the learning of English. I also aim at showing the true effects of these tools on the four language skills and its components. The use of ICT in EFL classes is surely supposed to provide changes in the attitudes of teachers. It may then affect teachers' management of time and class. So this study also tries to highlight readers on the impacts of the implementation of ICT in school setting.

I do recognize that Benin is not currently capable of offering total welfare and great investments are still needed in the field of school. But, due to the advancement of new technologies, the traditional method is going to be progressively replaced by the powerful tools which facilitate the tasks to all the participants in the language teaching and learning processes. So this study calls for the school authorities and government to invest in this field so as to respond to the demand of English nowadays, as the language of the Internet, globalization, international relationships and organizations, science and trade.

In the process of teaching through the aid of ICT tools, learners need a minimum background in the use of ICT. It is therefore by training students in these technologies from the very beginning of their learning process that they

can become ICT literate. So, this study aims at calling on the school authorities to progressively introduce in the curriculum sections of computing classes and provide schools with these mandatory tools. Based on the assumption that the advantage of using technological tools to assist language learning is purely profitable without forgetting that the use of these tools contains some backwash effects; a special attention is also to be paid to these negative effects which are dependent of the irrational use. Above all, to achieve the aims of this study some research questions were used for investigation.

1.5 Research Questions:

1. What is the evidence that the Information and Communication Technologies can be used to positively impact students' learning of English in Benin context?
2. How can the Information and Communication Technologies tools be effectively used to improve students' learning of English in Littoral region?
3. What is the attitude of teachers and students towards the use of Information and Communication Technologies in Littoral secondary schools?

1.6 Scope of the study

The current study calls on strong investments in this era of virtual teaching/learning by educational authorities. It implies training of teachers in computer science, provision of schools with these tools, theoretical teaching of computer science followed by sessions of practice so that students can individually use these tools. The policy of the authorities in charge of education is expected to gradually integrate this discipline in the national curriculum. Knowing that it is not possible to put an abrupt end to the traditional teaching

which is not said to be so bad since it has trained eminent elites, but a need to be consistent with the requirements the technologies demand. That is why the use of ICT tools can offer many advantages to students to make progress in the process of the English language learning. In the framework of this research work, the use of ICT embraces a wide range of issues dealing with the school achievement of students. It chiefly includes the impacts of the use of these tools on the spine of language teaching and learning. It is simply a matter of how these tools affect the performance of students in writing, reading, listening, speaking, grammar and vocabulary. It is an assessment of the potentials of ICT on the achievement of students (spoken or written language) that the current study crucially deals with. This implies that this research work tackles the overall achievement of students when using ICT tools to assist language teaching/learning. It also deals with the strategies and the types of activities that should match with the use of ICT with a view to training fluent speakers of English. For this purpose, the role of the teacher shifts a little bit but remains the referential monitor involving students in tasks-based learning.

The other dimension is that ethical use of these tools is also a facet, which teachers and parents will stress as much as possible, since apart from the huge advantages, there are also some disadvantages in the use of ICT. In actual fact, some students sit in front of television sets for a long time watching a lot of seasons of movies. This is done at the expense of their academic goal. Internet offers all varieties of resources, either good or bad and students are immersed in those backward-moving movies. Those films have nothing to do with improvement of language skills. In lieu of looking for information which can help them, they only download music and enjoy them without thinking of their home assignments. Such behaviors should be discouraged.

1.7 Relevance of the Study

I have approached the impacts of the Information and Communication Technology (ICT) in the framework of this research work. This implies two different consequences: the positive and negative impacts. Actually, ICTs affect positively the academic achievement of students. Firstly, the writing process can be very difficult for learners of English language as they must do tasks like generating ideas, organization, and perfect use of grammar and vocabulary. Some of the technical ways for improving the writing skills are made possible thanks to new technologies. Computers can be used to develop the writing skills of English language learners. The use of computers and graphics-based programs make the writing task much easier and enjoyable, and make students express their thoughts more clearly. Grammar skills are improved with the aid of word processing programs. The learner can highlight a specific part of the written text through underlining, bolding, italicizing, or changing the size and color of the text with the aid of these programs which have the capability of automatically checking the spelling and grammar. So, the use of the computer as a tool in studying writing together with grammar is more motivating for the student than the process of traditional writing with a paper and a pencil.

Secondly, at the speaking skill level, chatting is the process of voice communication between the speaker and the listener through the Internet. This process may be very beneficial to the learner if the other side speaker is a native language speaker. It is in replacement of journeys to English speaking countries which are costly and which are not within reach of everybody. Modern computer programs can generate voice signals and decode human sounds. These types of programs are defined as artificial intelligence computer programs and can be a very useful tool for improving the speaking capability. Practicing with such programs strengthens vocabulary and pronunciation abilities as well.

Thirdly, the use of computers in listening skill provides students with visual and voice inputs which can enhance and develop their listening skills.

Computer-based listening tests are very important in reinforcing the understanding skills of the listener. CD-ROM based learning films can also provide significant advantages over the traditional methods. Broadcasting is a potential way and means to improve listening skills. Listening to TV and radio educational language programs is another technical way for developing the understanding ability. Fourthly, reading as the process of understanding a written text by the learner, it is an important skill which depends on the vocabulary and background knowledge of the learner in the foreign language. During the reading process, the student can improve his/her vocabulary, acquire new information and ideas, and enhance his/her real-world knowledge. Computers can raise the interest of reading for learners. Another modern way for improving the vocabulary of the learners focuses on the utilization of electronic dictionaries designed specifically for English language learners. These dictionaries have several built-in (incorporated) functions and tools that are not provided in book dictionaries. Electronic dictionaries are also easy to use and represent quick tools for vocabulary acquisition. This improvement provided by ICT tools justifies the significance of this topic in the framework of this research work. It is then relevant to immerse students and teachers in the use of new technologies to assist language learning/teaching.

The other face of the coin of ICT is that when a rational use is not made, learners may miss the bare essentials and the wrong use can have negative impacts on their school results. This study is significant as it assigns itself the tasks to aware students on the rationale and convenient use they have to make in order to avoid the drawbacks of these tools. Under such circumstances, the relevance of this topic lies in the fact it goes straightforwardly to aware new technologies users to be skillful. Above all I have put forward three hypotheses on the basis of which the discussion of my findings should be focused. These assumptions are as follows:

- (1) The evidence that ICTs have positive impacts on students' learning at school should be perceivable on their results.
- (2) The attitude of teachers and students towards the use of ICTs in school settings is positive.
- (3) The addiction of students to ICTs is one of the causes of their bad results at school.

1.8 Structure of the Research

This research has an architectural organization. Then, apart from the general introduction and the general conclusion, which constitute each a chapter, I have subdivided this research work in four chapters so as to put my objective in perspective. So chapter two reviews the literatures related to the focus point of this topic. Chapter three sheds light on the research methodology. Chapter four presents, analyses, interprets and discusses the findings of my investigation. Last but not the least, chapter five is devoted to the suggestions made to students and teachers.

CHAPTER TWO: LITERATURE REVIEW

This chapter entitled literature review aims at restating the critical points of current knowledge, substantive findings as well as theoretical and methodological contributions to this topic. In the current case, it approaches the importance and necessity of ICT in the field of language teaching and learning with particular reference to the advantages and the warnings which are expected to be taken into account.

2.1 Importance of Information and Communication Technology

ICT use in general terms is any use of “*computing devices such as desktop computers, laptops, handheld computers, software, or Internet in schools for instructional purposes*” (Hew & Brush, 2007:225). More specifically it refers to the use of technology by teachers for instructional preparation, instructional delivery, and technology as a learning tool for students. When computer technology is combined with the Internet, it creates a channel for students to obtain a huge amount of human experience and guide students to enter the “*global village*”. The novelty of working with a new medium is also a motivating factor. Students become the creators not just the receivers of knowledge; it is the so-called students-centered language teaching and learning process. And, “*as the way information is presented is not linear, second language learners can still develop thinking skills and choose what to explore*” (Lee, 2000:5).

The importance of ICT is quite evident for the educational perspective. Though the chalkboards, textbooks, radios/televisions and films have been used for educational purpose over years, none has quite impacted on the educational process like the computing system. While televisions and films impact only on the audiovisual faculties of users, the computer is capable of activating the senses of sight, hearing and touch of the users. ICT has the capacity to provide

higher interactive potential for users to develop their individual, intellectual and creative ability. The main purpose of ICT then “*consists just in the development of human mental resources, which allow people to both successfully apply the existing knowledge and produce new knowledge (Shavinina, 2001:70)*”. As faster as ICT is, the huge man-hour spent on exercises at the age of chalkboard and textbooks can be drastically reduced with ICT to enhance overall management procedure. Thomas (1987:5) rightly says that “*computers bring great speed and accuracy to each of these tasks, along with the convenience of storing large quantities of information on small disks or tapes*”.

“*In the newly-emerging teaching and learning methods, there has been a growing interest in an effective integration of modern technologies in EFL, especially computers and new technologies*” (Brandl, 2002: 87). According to this strategic plan, the use of technology favors learning in various modes (e.g. virtual teaching/learning, web-based learning, multimedia, etc.) in certain academic programs.

2.2 Multimedia

“*Multimedia cover the use of text, images, animation, audio, and video to deliver information (Zhang and Nunamaker, 2004:450)*”. These different modes of media, which are placed together within the same space are all linked and can be accessed on any computer. Instructional multimedia offer a nonlinear structure and so learners can access the content in a random fashion. This ease enables users to search through the Internet at their own pace, utilizing a variety of media. Al-Hashash (2007:4) points out that “*when multimedia involve the learners' auditory and visual sensations simultaneously, and allow them some sort of doing and participation, they grant them an effective learning tool*”. For the use of video or PowerPoint software for instance, Herron, et al. (1995:775) argue that:

“Video is lauded for contextualizing language (i.e., linking language form to meaning) and depicting the foreign culture more effectively than other instructional materials. Videotapes permit students to hear native speakers interacting in everyday conversational situations and to practice important linguistic structures. Unlike audiocassettes, video's visual dimension is thought to reduce ambiguities present in native speaker voices and to motivate students to want to learn the foreign language.”

Moreover, media technology with its rich environment could serve learners with diverse needs. Najjar (1996: 3) rightly points out that *“computer-based multimedia instruction enables the learners to learn according to their own pace. In other words, computer-based materials are more conducive to effective self-learning as it allows the learners to make progress when they are ready”*.

In the same line, Nunan (1999:26) reports that *“interactive visual media which computers provide seem to have a unique instructional capability for topics that involve social situations or problem solving, such as interpersonal solving, foreign language or second language learning”*. Computer and its attached language learning programs could provide learners more independence from classrooms and granting learners the space to work on their learning material at any time of the day and as many times as they need. Providing the necessary environment, equipments and privacy for students, computers allow both slow and fast achievers to work on their own pace without feeling anxious and worried to catch up or bored as they need to wait for the others. The web-based learning is also of capital value.

2.3 Web-Based Learning

Web-based learning incorporates tools such as e-mail, chat, static Web pages, interactive Web pages, etc. As Boyle (1997:14) suggests, *“a highly flexible access and navigation through an information world, but it also provides a nonlinear structure to the document rather than a linear one such as print-based materials”*. Boyle (ibid.) adds that *“the user gains substantial*

freedom of access to individual nodes and to move between them, which helps him/her to structure the information access depending on his/her needs at a given time". This indicates that hypertext is an interactive technology in which learners receive responses and respond in turn. Harris (1999:154) points out that *"in e-mail, the interactivity comes from sending and receiving e-mail messages. Thus, the instruction is text-based"*. And this concurrently develops writing and reading abilities. Harris (ibid.) argues that *"while static Web pages do not have interactivity built-in, interactive Web pages have built-in interactivity"*. Nowadays web resources are available and accessible to everyone. Web has many advantages such as the existence of hyperlinks on a page to link information together, which will increase learning. Information on the Web is always prone to updating. In Internet-based learning, learners can save time and also save transportation costs too. Lyman (1999: 104) points out that *"Internet-based learning has a tremendous potential for saving time and money as well as alleviating related problems of transportation, childcare, and lack of family support."* The numerous links or web addresses which help very well in researches are namely www.yahoo.com, www.google.com, www.excite.com, etc. The e-learning system is also viewed as the delivery of course content via electronic media, such as Internet, Intranets, satellite broadcast, audio/ video tape, interactive TV and CD- ROM. In a year's time, e-learning will be extended to include English language courses.

2.4 The necessity of integrating ICT in the teaching/learning of English

The knowledge of English is considered as one of the factors that can affect technology use in developing countries as English is the dominant language of technology and computer because *"instructions, messages, and Internet texts are generally in some variant of the English language"* (Navdal, 2007:113). Also, *"English is the most commonly used language among ten top languages exploited for communication and interaction via the Internet"*

(Internet World Stats, 2010) and almost “*two-third of websites on the Internet are in English*” (Global Internet Statistics, 2010).

Moreover, language is a key factor in computer system interfaces and much of computer use entails language including “*reading texts and instructions, seeking information, following hyperlinks and sending and receiving messages*” (Conti-Ramsden et. al 2010:2). English is “*the main computer language*” (Albirini, 2006:378), and “*PC (Personal Computer) users are forced into this language by necessity, if they want to master the most elementary dialogue with their computers or to understand the information they seek*” (Navdal, 2007:111).

Before, language teaching was predominated by empiricist theory, which is defined by Stern (1983:169) as “*pedagogically audiolingualism, psychologically behaviorism and linguistically structuralism*”. Now there are new technologies. One of the new advantages offered by computer is “*Artificial Intelligence*”, which is defined as “*computer systems that simulate human intelligence using techniques of semantic representation and semantic processing*” (Bailin and Levin 1989:4). Computer programs for learning that employ artificial intelligence and intelligent tutoring system enable learners to receive dynamic responds and rather than pre-defined content and branching drills.

2.5 Different advantages provided by ICT to favor learning in various modes

Numerous activities have been made possible thanks to the use of ICT in school setting. By means of ICT various devices contribute to facilitate learning/teaching. Hence, mobile learning system is a system which can deliver education to learners anytime and anywhere they need it. The use of this method of learning is facilitated by the fact that it can be learnt wherever the learner is. M-learning is limitless in terms of the content and geographical extent, so, this

offers dispersed virtual classrooms accessible any time learning is called Mobile Assisted Language Learning (MALL). *“Podcasting is a form of M-learning in which a device is used to listen to or watch an audio or video broadcast. Broadcasts are published on the Internet and automatically download on to a desktop or laptop computer”* (Evans, 2008:492). Evans (ibid) asserted that *“podcasting has a significant potential as a modern learning tool for adult learners in higher education. It is already widely utilized in language learning, especially for offering authentic content and the act of recording it. Myriad types of authentic podcasting are available for English language learners”*.

Although, this is an illustration of technology- based language learning, it is different from computer assisted language learning (CALL) because it focuses on the continuity or spontaneity of access and interaction across different contexts of use (Kukulska-Hulme, 2009:162):

“Computers and CALL materials have been integrated into the education philosophy and especially into English language curricula providing learners and teachers a broad spectrum of opportunities and resources for higher language achievement. CALL represents a matrix of diverse activities, all of which in their many ways support learning (Levy, 1997: 41).”

To provide clarification to the content of Computer Assisted Language learning, Chapelle (2002:498) first wonders: *“How can Computer Assisted Language Learning (CALL) applications best serve the learner within the guiding parameters of current research and practice in L2 pedagogy?”* Chapelle (2002:499-500) finds some solutions and suggests principles for CALL pedagogues including six requirements: *“(1) language learning potential, (2) learner fit (presenting tasks appropriate to learners’ linguistic ability level), (3) meaning focus, (4) authenticity, (5) positive impact (resulting in effects beyond its language learning potential), and (6) practicality»*. Similarly, Warschauer & Whittaker (2002:368) have compiled a set of considerations for teachers planning to implement CALL tasks. Their suggested considerations include the

following: “(1) understanding of one’s goals, (2) aiming for the integration of skills activities, (3) understanding the complexity of CALL tasks, (4) providing strong teacher support, and (5) involving learners in decision-making (Warschauer & Whittaker, 2002:368)”. With these considerations and principles in mind, blogging could be selected as one of the CALL activity that would best serve students. This was done for a number of reasons.

2.6 Blogging as activity generated by the use of ICT to assist language teaching and learning.

According to Williams & Jacobs (2004:232), “[...] Blogs have evolved along similar lines to other forms of human communication in that they are a product of convenience rather than design”. Lamshed et al. (2002:9) connect blogging with journal writing, stating that “like a journal, a blog can be a continually updated resource that grows over time with the accumulation of writing and other content. This archived information is accessed using a simple calendar that highlights the dates on which entries were made”. Williams & Jacobs (2004:232) have also recognized blogging as “a set of... phenomena that has, since its inception as a manner of producing anything from online diaries to academic and reflective journals, emerged to have the capacity to engage people in collaborative activity, knowledge sharing, reflection and debate”.

Moreover, the exchange can be almost instantaneous (during class time) or at the leisure of the student bloggers. This combination of planned and spontaneous communicative exchanges inside and out of the classroom makes blogging a meaningful and engaging social exercise. It is within this context that Williams and Jacobs (2004:247) contend that blogging has “the potential to be a transformational technology for teaching and learning”. As for Nardi et al. (2004:41), they relate how a rhetoric instructor/ researcher using blogs explained that for students “blogging created a sense of community that would be less likely to emerge in a conventional classroom setting”. According to Darabi

(2006:53), “*the core principles of learning communities focus on integration of curriculum, active learning, student engagement, and student responsibility [...]*” Blogging activities realize these principles. Blogging has potentiality to become communicative and interactive mainly when participants assume multiple roles in the writing process, as writers who write and post, as readers/reviewers who respond to other writers’ posts, and as writer-readers who, returning to their own posts, react to criticism of their own posts. Dieu (2004:26) reaffirms this by stating that “*blogging gives a learner the chance to maximize focused exposure to language in new situations, peer collaboration, and contact with experts*”.

Lam & Wong (2000: 245) maintain that “*learners should also exhibit appropriate cooperative behavior and peer support to compensate for the ineffective use of interaction strategies due to limited language proficiency*”. Lam & Wong (ibid) additionally contend that “*without adequate peer support, learners might lack the confidence and motivation to use such interaction strategies effectively*”.

Cooperative language learning seeks to foster cooperation among learners through structured interaction activities. Advocates of cooperative learning give the following definition: “*Cooperation is working together to accomplish shared goals. Within cooperation situations, individuals seek outcomes beneficial to themselves and all other group members (Richards & Rodgers, 2001:195)*”. “*Ideally, the purpose of [...] computer-assisted cooperative language leaning classrooms is to provide a space in which the facilitation of learning, and learning itself, can take place*” (Shi, 2008: 76).

It is important that educators motivate students by using materials and implementing activities that students consider meaningful through the use of technologies in class. As one of Pinkman’s students wrote, “*...once or twice a week I check my blog and then other students write comments for me, my motivation is up, usually teacher checks my blog, so if I read teacher comments*

my teacher thought about me, my motivation up” (Pinkman, 2005:20). The particularity of the use of blogs is that it is highly motivating. What better way than combining language teaching and learning with the use of technology. The notion of the blogging activity as a student-centered process is one in which a student develops *“active learning, student engagement, and student responsibility (Darabi, 2006:53)”*. Blogging opens up the possibility of regular peer assessment and breaks down the barriers of the four-walled classroom, helping achieve the aims of the 3rd millennial classroom: collaboration, inclusiveness, flexibility and bringing more relevance to learners.

With such advantages teachers are of course convinced that students are *“broadly in favour of the continued use of blogs as an effective aid to teaching and learning”* (Williams & Jacobs, 2004:11), but it also called for providing students with greater direction. On this view, one could take risk and suggest the promotion of blogging in this country (Benin), which needs some preliminary steps (providing schools with ICT tools and training students and teachers in computer science).

In actual fact, the sole objective of teachers is to train students so that they can become competent. In that perspective, Hall & Beggs (1998:37) contend that *“the main objective of teaching is to facilitate students becoming legitimate producers of language within social groups both inside and outside the classroom”*. I then recognize that in blogging, students create written posts in the target language that are shared and can be commented upon with regard to various aspects, whether content, organization and/or usage, by classmates, the teacher and anyone else with the blog address.

2.7 A careful attention with regard to the use of ICT tools

It is commonly known and attested that media contribute to the teaching/learning; however, a selective choice is of great importance. Accordingly, Evans and Hawkrige (2002: 13) point out that *“to select media*

for education, you need to understand which media may be best for what forms of teaching and learning, but there are also questions of interests, values, power and social change involved.” Similarly, Bates (1993: 221) asserts that “we need to pick out the medium which best suits the given mode of presentation and the main composition of the subject matter”.

Moreover, the appealing and indefatigable aspects of technological tools tend to sometimes do wrong to students who become addicts of some games at the expense of the lessons. *“Research has found that students at the elementary level used computers overwhelmingly in an exercise mode, doing drills and playing various educational games, rather than in a productivity mode”*(Berg, 1998:120).Likewise, Reynolds (2001:2) in his keynote presentation lamented that [...]

“we are trapped in a cycle of classic innovation failure – a low quality implementation of a not very powerful new technology of practice produces poor or no improvement in outcomes, which in turn produces low commitment to the innovation and a reluctance to further implement more advanced stages of the innovation...that are more likely to generate the improvement in outcomes that would produce the commitment to ICT utilization”.

There is still little evidence about how it (ICT) impacts on cognitive learning outcomes. According to Carlson and Firpo (2001:109) *“teachers need effective tools, techniques, and assistance that can help them develop computer based projects and activities especially designed to raise the level of teaching in required subjects and improve student learning”.* Globally analyzed most secondary school teachers lack the skills to fully utilize technology in curriculum implementation; hence, the traditional chalk and duster approach will still dominate in secondary school pedagogy (in Benin) for some years before government really invests in education field so as to satisfy this fundamental need. This obstacle requires authorities in charge of education to struggle against

and to solve the problem. In this context, this research work provides strategic and innovative recommendations which will assuredly provide a drastic change in the process of English language.

2.8 Concluding remarks

Through this review of literature, I have tried to shed light on the significance of Information and Communication Technologies and its backwash effects by the help of the works achieved by writers who have approached the question of Information and communication technologies with reference to Foreign Language teaching and learning. The next chapter is about the methodology used to perform the investigation

CHAPTER THREE: METHODOLOGY

This chapter describes how the survey has been carried out and the procedures and the methods used to perform the investigation. It comprises the research population and sample the research instruments which are chiefly interviews and questionnaires addressed to teachers and students, as well as observation of class. I have also dealt with the validity and reliability of the instruments used, the contact procedure and method of analysis.

3.1 Research Methods

It is noteworthy that I elaborate on the methods used in this investigative study. I have first targeted a population from which I have expected samples. I have then based the investigation on random sample which consists in probing on any students or teachers in the littoral region with special emphasis on the ones (students and teachers) at Fiyegnon and Vedoko. Questionnaires, interviews and class observation have helped me to collect data. The contact procedure is rested on appointments arranged depending of the timetables of students and teachers together with the consent of the head of CEG Fiyegnon and Vedoko.

3.2 Research Population and Sample

The participants of this investigative study are EFL students and EFL teachers of CEG Fiyegnon and Vedoko. This target population because of the fact they are at the heart of Cotonou which is/supposed to be the first area where the use of new technologies is for the time being more performed since the Internet connection and computing system are not well enough expanded and developed all over the country. This is to say that the new technologies are not so available in most of the remote rural areas such as Kari mama, Agonlin

Covéor Houégbo, except for the availability of televisions, telephones, DVD players and the other traditional multimedia tools.

Teachers of English in charge of these secondary schools are solely consisted of the experimental group. Naturally, the use of these new technologies to assist language teaching and learning in school setting should be firstly performed by teachers. So, it is not unreasonable to include teachers in the target populations. Considered that both teachers and students have once come in contact with and used new technologies, the sampling technique I have used in the framework of this research work is random sampling.

3.3 Research Instruments and Procedure

This research is based on questionnaire, class observation and interviews. These instruments have been used to gather information. 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 face with difficulties. I have carried the interview on my own.

3.3 .1 Questionnaires

3.3.1.1 Questionnaires to students

To collect data regarding the EFL learners, a questionnaire is administered to the experimental group. The questionnaire is consisted of a few questions, which globally aim at finding out the relevance and impacts of ICT use on the performance of students in class. The questionnaire survey aims at finding out what difference students make between the traditional teaching/learning methods and the modern ones in which technological tools assist, mediate and accompany language teaching/learning. It seeks to know the impacts that students notice on their performance, motivation and determination to learn English when these tools have been used for a period of time. The

questionnaire survey also tries to know if students are more satisfied that ICT can improve their level in English language skills. The questions are also concerned with the plausible negative impacts of the use of these tools in or outside of class. Questions eventually try to find out the attitude of students toward the use of ICT tools in class and their capability to afford and successfully use them.

3.3.1.2 Questionnaire to Teachers

A series of questions is administered to teachers to allow me to find out how they effectively judge and assess the use of ICT tools in class. It seeks to know if teachers realize that there are more advantages in the use of ICT tools to assist English language teaching than the teaching of English through the traditional existing methods (chalk-board and pencil-paper as teaching aids). More particularly, the questionnaire proceeds to know if teachers have noticed some improvements at the level of students when the ICT tools have been used. The questionnaire seeks to know if teachers are more relaxed in the implementation of ICT tools in class or they are more constrained to work harder before reaching their goal. A special question seeks to know if the question of insufficiency of time is solved when ICT tools are used or the problem is still recurring. A part from the aforementioned questions, teachers have shared experiences with me and raised critical questions which have also helped me to gather information.

3.3.2 Class observation

The aim of class observation is to compare the lessons taught by the help of technological tools in the experimental stage and the traditional method which does not use any ICT tools. Are the students more motivated in computerized lessons mainly with the use of power-point? Is the task of the teacher reduced? How does the indoor experience have impacts on the

commitment of students and consequently their performance in terms of advantages? Is technology assisted language teaching faster, appealing or time consuming than traditional method? In actual fact, it is the feedback of teachers and the reactions of students which are concerned and from this, the different conclusions I am aiming can be drawn.

3.3.3 Interviews

The use of interviews as instrument to collect information in this research work has been necessary because of the fact that its resources have substantial impacts on the investigation. The interviews consist in collecting qualitative data which are connected with each participant. The relevance of the interview lies in the fact that it has helped to share the individual opinions of participants as far as the use of these ICT tools is concerned. Owing to the social status and different social classes, some participants have all the advantages to use these tools and individually improve the quality of their language teaching and learning process. So, the aim of the interviews consists in sharing experiences of these participants with mine.

3.4 Validity and Reliability of Instruments

The instruments used in this investigation (questionnaire, interviews and class observation) are some of the classical tools used to carry a research work based on collection of quantitative and qualitative data. As such, these instruments are not expected to be prototypical. These tools remain the ones among others judged more adapted to unveil and point out the impacts of ICT on the performance of students.

3.5 The contact Procedure

At the very beginning of the study, permission was gained from the principals of CEG Vedoko and CEG Fiyegnon who show a strong willingness to collaborate in this study. To guarantee a positive participation, the teachers and students have been informed that they will be given questionnaire which they will sincerely fill in and that their answers to questions will determine the validity and quality of this research study. So, teachers and students were aware of the serious character of this investigation. The questionnaire were filled in during English class. Students were told that their participation in the investigation will help to uncover the advantages and disadvantages of the use of ICT tools in class. As for teachers, I met them during their English class. The questionnaire was explained and the expected results were also elucidated in order to meet my needs. It is noteworthy recalling that the questionnaire has were filled in rightly after the experimental use of ICT tools in class. At the end of the investigation, I thanked all the participants for their various contributions to my research work.

3.6 Method of Data Analysis

Data collection were made on the basis of the questionnaire and interviews administered to students and teachers. After having collected them, I recorded the statistical data. Data related to each question are displayed in a table under the related question, followed by an analysis. The participants gave me the opportunity to investigate on the issues I evoked.

3.7 Concluding remarks

In the current chapter, emphasis were mostly laid on the different methods and instruments which helped me to collect data. In short, this chapter has provided overall details about the methodology used to carry out this research investigation.

CHAPTER FOUR: PRESENTATION AND INTERPRETATION OF FINDINGS

This chapter presents, analyses, interprets and discusses the findings I have collected from the investigation. The presentation and analysis of the results come first. Afterward, I have interpreted and discussed the findings.

4.1 Presentation of Findings

The presentation of the findings is related to the questionnaire administered to teachers and students, the class observation and the answers of the interviewee.

4.1.1 Presentation and Analysis of the Findings of the Questionnaire

Questionnaires are of two types: the one of students and that of teachers.

4.1.1.1 Presentation and Analysis of the Findings of the Questionnaire related to Students

It is noteworthy mentioning that the number of students who have wholly answered the questionnaire are 229. The responses to each question are displayed in tables under which I have made comment.

Table 1: ICT tools often used

		frequency	Percentages
ICT tools often used	Telephone	80	34.93
	Television	79	34.49
	Computer	24	10.48
	Internet	46	20.08
Total		229	99.98

Table one shows that 80 students (34.93%) mostly use telephones, 76 students (34.49%) mainly watch television, 24 students (10.48) are skilled at the

use of computer and 46 students (20.08%) regularly surf. These results show that students are used to the above mentioned technological tools.

Table 2: Necessity of ICT tools in English learning

		Frequency	Percentages
Necessity of ICT tools in English learning	Yes	132	57.64
	No	97	42.35
Total		229	99.99

The results in Table 2 reveal that 132 students (57.64%) approve the necessity of the use of ICT tools in the process of the English language learning while 97 students (42.35%) do not see the usefulness and necessity of these tools.

Table 3: ICT tools, motivation and concentration

		Frequency	Percentages
ICT tools, motivation and concentration	Yes	178	77.72
	No	51	22.27
Total		229	99.99

As can be seen in table 3, 178 students (77.72%) believe that the use of ICT tools can strongly motivate them to learn English whereas the other 51 students (22.27%) do not figure out that their motivation to better learn English depends on the use of these tools in class.

Table 4: For or against the integration of ICT tools?

		Frequency	Percentages
For or against the integration of ICT tools?	Yes	197	86.02
	No	32	13.97
Total		229	99.99

197 students (86.02%) agree while 32 students (13.97%) are against the integration of these tools in the educational system to facilitate their daily tasks.

Table 5: ICT tools and English improvement

		Frequency	Percentages
ICT tools and English improvement	Yes	158	68.99
	No	71	31.00
Total		229	99.99

The results of table 5 show that 158 students (68.89%) figure out that their improvement in English through the different language skills can quicken by the means of the use of these tools in class to assist language teaching; but this is not the viewpoints of 71 students (31.00%).

Table 6: Spending of spare-time

		Frequency	Percentages
Spending of spare-time	Yes	134	58.51
	No	95	41.48
Total		229	99.99

The appealing and interesting facets of television, musical show, films is more preferable than the learning of lessons and the performing of home assignment for 134 students (58.51%) who like spending their free time on such useless activities. However, it is remarkable that 95 students (41.48%) prefer doing home works and learning lessons than watching television, video clips, films and listening to radio.

Table 7: Interest in computer and the Internet

		Frequency	Percentages
Interest in computer and the Internet	Information downloading	107	46.72
	Clips or music downloading and games playing	122	53.27
Total		229	99.99

The objective of students when accessing internet varies from one student to another. That is why 107 students (46.72%) browse with a view to collecting information while 122 students (53.27%) surf for their leisure and pleasure because they take an interest in musical clips and games playing.

Table 8: Knowledge of English program broadcasts

		Frequency	Percentages
Knowledge of English program broadcasts	Yes	87	37.99
	No	142	62.00
Total		229	99.99

Table 8 displays that students do not master the hours of English programs on ORTB (Office de Radio Television du Benin), Golf TV or Ocean FM. In other words, 87 students (37.99%) know that on Saturday at 11 o'clock on ORTB there is English class or show, there is news on Golf TV from Monday to Friday at 8:30 am and 10:30 am as well 6 pm. The large majority of students (62%) do not know the different hours of English programs on these local channels.

Table 9: Knowledge of serial broadcasts

		Frequency	Percentages
Knowledge of serial broadcasts	Yes	188	82.09
	No	41	17.90
Total		229	99.99

As for the question to know the serials broadcast on ORTB and Canal 3, nearly all the students (82.09%) master with the precision the times and dates of these serials which they enjoy very much. Very few respondent students (17.90%) have no knowledge of the serials broadcast on ORTB and Canal 3 for some veiled reasons.

Table 10: Addiction to serials or films?

		Frequency	Percentages
Addiction to serials or films?	Yes	192	83.84
	No	37	16.15
Total		229	99.99

Table 10 displays that 192 students (83.84%) have once missed their average in test because of the fact that they have spent time watching serials, interesting films or midnight second broadcast of films they did not have time to watch before. Only 16.15% of the students have not had bad marks because of watching films the day preceding the test.

4.1.1.2 Presentation and Analysis of the Findings of the Questionnaire related to Teachers

Teachers have really participated in and contribute to this investigation. There are 21 in number.

Table 11: Assistance with ICT tools

		Frequency	Percentages
Assistance with ICT tools	Yes	08	39.09
	No	13	61.90
Total		21	99.99

The results in the table above show that 8 teachers (38.09%) assist English teaching by means of Information and Communication Technology tools while 13 (61.90%) teachers are not accustomed to that innovative practice.

Table 12: ICT tools and improvement of students' performance

		Frequency	Percentages
ICT tools and improvement of students' performance	Yes	14	66.66
	No	7	33.33
Total		21	99.99

The results in table 12 reveal that teachers' opinions were controversial. 14 teachers (66.66%) claim it useful and therefore unavoidable in the current millennium, but 07 teachers (33.33%) see no link between the improvements of the performance of students in English with the use of ICT tools.

Table 13: Opinions about the integration of ICT tools in didactic materials

		Frequency	Percentages
Opinions about the integration of ICT tools in didactic materials	Yes	21	100
	No	00	00
Total		21	100

Contradictory to the results of the preceding table, table 13 shows that all the respondents (100%) are for the progressive integration of ICT tools in the future didactic materials for the sake of students' success and the reduction of teachers' work.

Table 14: Reasons for surfing

		Frequency	Percentages
Reasons for surfing	Yes	17	80.95
	No	4	19.04
Total		21	99.99

The results in the above table show that 17 teachers (80.95%) surf in order to collect information related to the lessons or syllabus they are responsible for.

But 04 teachers (19.04%) are confined to their training and the required readings.

Table 15: Teachers' probe into students' use of ICT tools

		Frequency	Percentages
Teachers' probe into students' use of ICT tools	Yes	9	42.85
	No	12	57.14
Total		21	99.99

The role of teachers has been played by 09 teachers (42.85%). But, 12 teachers (57.14%) did not care about it for some unknown reasons.

Table 16: Knowledge of students' interests

		Frequency	Percentages
Knowledge of students' interests in using ICT tools	Doing researches on educational information	2	9.52
	Clips, music, films downloading and game playing	19	90.47
Total		21	99.99

It has been useful to ask if teachers are in position to guess what their students really do when they have access to ICT tools. Not surprising, 90.47 % of the teachers (19/21) confessed that students are more interested in pleasure to such an extent that they forget their home works and lessons learning. However, 02 teachers (9.52%) argued that some students take an interest in educational information.

Table 17: Positive or negative impact on students' performance

		Frequency	Percentages
Positive or negative impact on students' performance	Positive	13	61.90
	Negative	08	38.09
Total		21	99.99

The positive and negative impacts of ICT tools are shared between the respondent teachers. 13 teachers (61.90%) expressed that ICT tools may have positive impacts on the performance of students when they are rationally used. But, 08 teachers (38.09%) argued that ICT tools negatively impact on students if they do not use them for only educational purpose.

Table 18: Advice to users of ICT tools?

		Frequency	Percentages
Advice to users of ICT tools?	Yes	18	85.71
	No	3	14.28
Total		21	99.99

As it can be seen in table 18, 18 teachers (85.71%) advise students to pay attention when they have access to ICT tools which have flooded the world market, and that what they should be concerned with are data having relationships with their academic training. But this parental role is not the objective of 03 teachers (14.28%); they do not care for that.

Table19: Students' low performance and ICT tools use

		Frequency	Percentages
Students' low performance and ICT tools use	Yes	15	71.42
	No	6	28.57
Total		21	99.99

The results in table 19 show that 15 teachers (71.42%) link the low performance of students to the irrational use of ICT tools. But for the other 06 teachers (28.57%), they confessed that the reasons for the poor performance of students in English are linked to many other reasons and that the irrational use of ICT tools may be just one of them.

4.1.2 Findings of Class Observation

As I previously mentioned, this study is a pilot one. To carry out the objective of the observation of lessons, I contacted some teachers to experiment the use of PowerPoint software in their class. They made things easier for me. They got training in the use of ICT, so together with the equipments provided by a technician in computer, the lessons were taught with the aid of a computer. Lessons were related to the language skills. First, the text to be read appears on the board as projected by the tools. All the students were carefully reading silently as required by the teacher. I realized that all the students had their entire mind focused on the text. As the atmosphere of the boring “*teachers and chalk method*” was changed, I noticed that there was no noise as in the case. After the silent reading, the teacher asked volunteers to read aloud the text, many fingers showed up to read. The teacher was obliged to select some of them to read the text. Questions were asked on the text. It is at that time that I realized the involvement of each of them to participate in and react when questions were asked. As a result, it could be mentioned that students were very enthusiastic having such a tool within their classroom.

After this activity, a recorded audio visual material was played by the teacher. Students listened to this audio visual file about a grammar lesson (reported speech). The virtual aspect of the class, the change in the teaching method and the clear voice of the recorded lessons contributed to bring the attention of students to the class and to be more concentrated and listening to the grammar lesson. As traditionally remarked, there was no disinterest but strong

motivation in the attitude of students. After listening, the teacher gave free access to students to ask questions about the lessons. Explanations and clarifications were provided by the teacher so that students can comprehend the lessons. I realized that students were more motivated to both listen and look at the virtual teacher. The particularity of this virtual teaching is that the motivation increases and the interaction becomes vivid and competitive between students. In this process the task of the teacher was much more confined to a facilitator or mediator.

4.1.3 Presentation of the Interviews

With reference to the interviews, all of the opinions of the interviewees were complementary and similar. I have selected therefore nine different interviewees. In fact, students and teachers were asked to react in relation to the use of ICT tools. The results of the interviews have varied from student to student and from teacher to teacher. Here the opinions of students and teachers are about the impacts of ICT tools on the English language learning/teaching. The interviewees also expressed their attitudes about whether or not the use of information and communication technologies can allow them to improve the teaching and learning of English at school.

4.1.3.1 Presentation of students' Interview

Student 1: *“when I have access to internet I can download files in English and automatically translate them in French thank to Google. Some say that the translation is not reliable, but I think it is better than running from word to word and from page to page in book dictionary. In any case, I find it more profitable”.*

Student 2: *“email sending helps me to practice writing with my classmates and other people who are in higher level than me. And with the computer I can quickly check out my mistakes either in spelling or in grammar since the*

computer auto-corrects the mistakes as they are underlined in red color; and when I click on the underlined word the right spelling is offered to me without difficulty. It helps also to punctuate the writing. It is enjoyable and practical”.

Student 3: *“I like listening to audio CD ROM, watch English films and news on television. This helps me to better my listening skill, and when I do not understand the actions of the actors or the speech of journalists and I come to guess the meaning of actions or the content of the images then I relate them to the context which helps me to have a bit understanding of the news. This encourages self-training”.*

Student 4: *“I heard that if you have a decoder and television with many channels, a computer, and even a smart phone you can listen to English speakers, you can browse and do other things. You can therefore swiftly improve your level in English. But, I do not have any of these tools and the fees of internet connection are costly”.*

Student 5: *“I am sorry teacher, but I do not see the importance of these tools in my learning of English because since the time I started learning English I used to get good marks. So, it is no use speaking of ICT tools as important means to help us in school, I do not see the importance anyhow”.*

Student 6: *“ICT tools may have impacts on my learning of English, but I have never used them and it is only once my former English teacher has brought a computer in class and he uses it to play an audio CD rom. Just one once, how can it have impacts on my performance? I do not think so. Below are the opinions of the interviewed teachers who I have taken into account”.*

4.1.3 Presentation of teachers’ Interview

Teacher 1: *“I have been teaching English for more than twelve years and I think that I have tried my best to train many classes of students who have done well. To the best of my knowledge, ICT tools may be additional and accessory*

means to teach English but, it is not so necessary since even electricity supply is not yet sufficient. All the classrooms are not well electrified. Talking of the internet and computer, I think it will take long”.

Teacher 2: *“I have strongly welcomed these tools since I have taken a lot of advantages in their use. Downloading of information, browsing and email sending are great advantages for me and why not for the students. I think these tools will gradually reduce our tasks as teachers”.*

Teacher 3: *“It is nowadays easy to listen to many channels radio, record compact disk, watch English movies and correspond with native speakers. Even if the fees are sometimes expensive, the advantages are encouraging, so, ICT tools can positively impact on students’ performance, if their use in school setting is made official. For the time being, many parents know that these tools are important, as a consequence, they offer students these devices to do their researches. Other students, with their telephones, try to listen to English shows and to be connected with the internet and search for information for their own progress. In conclusion, it is not only English that these tools will impact on but all disciplines”.*

4.2 Interpretation of the Findings

The interpretation of the findings is structured in two sections. The first one refers to that of students and the second one is about the teachers’.

4.2.1 Interpretation of Findings related to students

The interpretation of findings of students takes into account the questionnaire, class observation and the interviews. Looking deeply at the results derived from the instruments used to collect data, it could be mentioned that all the students know and have once used or heard about some of the ICT tools available from the time being in Benin. Due to the myriads of televisions, telephones of different kinds, cybernetics, radios and other devices, students have constant access to these tools. This means that they have had at least once the opportunity to use them. They are familiar to these tools; this means that

they know how to use some of them. But, it should be remarked that computer use is not so mastered by all the students since only 10.48 percent of them know how to manipulate computers. As students are accustomed to these tools, 57.64 percent of them think that they are necessary for learning English. Some of the interviewed students have also confirmed it, since they confessed that through email they develop writing and reading skills; and with their correspondents they exchange in English. Considering the atmosphere of the observation of the classroom which shows that all the students showed interest in the lessons, and due to the fact that 77.72 percent of the students have confirmed that the use of technological tools in class motivate them, it should be asserted that these tools are opportune and necessary. For the same reason of the importance and necessity, 86.02 percent of the students are for the integration of these tools in the educational system. It can be recognized through these findings that most of the students view these tools as potential means of improvement of their performance. It is naturally the cause defended by 68.99 percent of the students who have already taken advantage of these tools.

Contrary to the educational end pursued by the use of these tools by enlightened students, these tools have their negative sides. In other words, ICT tools are also means which offer games and time of pleasures to students; and these pleasures or games have attractive sides which make students spend more time than needed using these tools than learning their lessons. This is the case of 58.51 percent of the sampled students. But, it should be noticed that this is not the behavior of 41.48 percent of the students concerned with this investigation. In the same perspective, the great majority of students (53.27 percent) are interested in downloading computer games, films, pornography or only chatting with mates about useless things. Nevertheless 46.72 percent of the students frankly browse in order to collect information to perform a presentation, to do some researches about the biography of some famous writers who they really need or many other researches.

In connection with the programs broadcast on our local channels, I have tried to seek to know if students master the shows dealing with English news or lessons. Surprisingly, 37.99 percent of the students know the hours and days of these shows, which are occasions to learn English (listening or pronunciation at least). But, to the question to know the hours and days of serials broadcast on some of our local channels (ORTB and Canal 3 for instance), 65.06 percent of the students reacted in the positive, which means they master by heart the programs of western or eastern serials and films broadcast on our channels. And due to the fact that some students have privileged western films or serials, the statistics show that 83.84 percent of the students have been trapped by the negative effects of these tools which are both advantageous when they are rationally used and harmful when they are used without discernment. On the view of the failure due to the bad use of these tools at the expense of academic success, some students have made their minds up to never be confronted with such situations. But, the fact remains that the impacts of ICT tools are both positive and negative and only conscious students can succeed using them discernibly. That is why parents and teachers must respectively sensitize their children or students.

4.2.2 Interpretation of the Findings related to Teachers

Teachers were given series of questions which firstly gauge their ability to use technological tools to assist language teaching. This questions aims at knowing the average of teachers who combine traditional teaching method with computerize done. The results show that 25.80 percent of the teachers sometimes assist English teaching with technological tools despite the fact that 66.66 percent of them think that ICT tools are capable of improving the performance of students in the language skills. It is for this same reason that all of them (100 percent) applaud the integration of these tools to assist language

teaching since they make it easier. But for the time being the use of ICT tools is under the own initiative of teachers, since it is not made formal in state schools and it is up to the government to provide schools with these tools to reinforce didactic materials. It should be however mentioned that 80.95 percent of the teachers surf with a view to collecting information and reinforcing their capacities and abilities as Internet is a source of information; it is the digital library par excellence. That is why 100 percent of the teachers browse so as to collect educational information to improve their competence.

Considering that ICT tools have both positive advantages as recognized by 61.90 percent teachers and negative ones as argued by 38.09 percent, 85.71 percent of the teachers try to draw the attention of students on the right information available on the Internet, and what they should prioritize when they watch television, listen to radios and use telephone. As ICT tools have negative impacts on the results of students, 71.42 percent of the teachers suggest that the poor performance of students at school have something to do with the addiction of some students to ICT tools. As teachers are the first parents whose dignity and honor depend on their positive academic yearly results, they play the role of advisers to hamper students from going off the rails. Wholly, teachers are aware of the fact that ICT tools have both positive and negative impacts so they do everything they can to preserve the most essential: the success and mastery of English. Let us now discuss the findings based on the hypotheses I have put forward.

4.3 Discussion of the Findings

I have put forward some hypotheses at the beginning of this research work. They are three in number. The first one is: *“the evidence that Information and Communication Technological tools have positive impacts on students’ learning at school should be perceivable on their results”*. Basing on the qualitative data related to the interviews, the class observation where I have

assessed the degree of interest of students. 77.72 percent of the students confessed that they can be more motivated to learn English by the help of ICT tools. 68.99 percent of the students argued that their level can be improved by means of ICT tools, because of the different advantages they offer; hypothesis one is validated.

The second hypothesis is: *“the attitude of teachers and students towards the use of ICTs in school settings is positive”*. When I consider the 100 percent of teachers who are for the integration of ICT tools in school settings so as to combine the existing didactic materials with these digital tools, and the 86.02 percent of the students who judge necessary that the integration of ICT tools in school setting, I can contend that hypothesis two is also validated.

Hypothesis three, refers to: *“the addiction of students to ICTs is one of the causes of their bad results at school”*. The results confirm that the dependence on ICT tools mainly for non educational purpose is detrimental. That is why 83.84 percent of the students have sincerely confessed that they have at least once missed their average in a test due to the fact that they watched serials, films, playing games and chatting on telephone at the expense of lessons learning. This is also backed up by the fact that teachers are conscious of the detrimental effects of these tools on students. As a consequence, 85.71 percent of the teachers try to bring the attention of students to the selective use of these tools. On the whole, hypothesis three is also validated.

4.4 Concluding remarks

This chapter has focused on the presentation, analysis, interpretation and discussion of findings. I have globally found out that teachers and students are not only conscious of the necessity and significance of Information and Communication Technologies but they are also aware of the detrimental effects of these multifunctional tools.

CHAPTER FIVE: SUGGESTIONS

The suggestions go to students and teachers. They have to do with different instructions and strategies which students and teachers should implement to take advantage of the use of information and communication tools in the framework of language learning/teaching.

5.1 Suggestions to students

The suggestions to students are worded in terms of positive and negative outcomes which emanate from the use of Information and Communication Technologies. I have structured this section in a number of subtitles which firstly deal with the advantages and thereafter the drawbacks.

5.1.1 Use of Computers to develop writing skill

When we think about technology, the first teaching or learning aid that appears in our vision is the computer. Likewise, in the field of English language learning, computer is a good learning aid, since it has especially been complemented with the connection to the Internet. Computers can be used to develop the writing skills of English language learners. Writing statements and paragraphs in a foreign language can be very challenging for students. However, the use of computers and graphics-based programs can make the writing task much easier and enjoyable, and can make them express their thoughts more clearly. Grammar skills can also be improved with the aid of word processing programs. The learner can highlight a specific part of the written text through underlining, bolding, italicizing, or changing the font size and color of the text with the aid of these programs which have the capability of automatically checking the spelling and grammar. So, the use of the computer as a tool in studying grammar is much more motivating for the students than the process of traditional writing with a paper and a pencil.

Still, more electronic mail is a modern way for writing and transferring messages through the internet. Using e-mails can be a very effective means for improving writing skills. Students can use e-mails to learn how to respond to the incoming messages using some formal statements and meaningful language. This can be developed by a relationship established between students.

To develop writing skills, blogging also is an activity of interconnected students (bloggers) who write and post their writing to members of a blogger group who read, review, edit, and criticize before posting again. Clearly, blogging has the potentiality to become communicative and interactive mainly when participants assume multiple roles in the writing process, as writers who write and post, as readers/reviewers who respond to other writers' posts, and as writer-readers who, returning to their own posts, react to criticisms of their own posts. Moreover, the exchange can be almost instantaneous or at the leisure of the student bloggers. This combination of planned and spontaneous communicative exchanges inside and out of the classroom makes blogging a meaningful and engaging social exercise. Due to the advantages of the computer and the Internet technology, it is expected that learners would also find the use of blogs in their English language study highly motivating. With these considerations and principles in mind, I have suggested blogging as a Computer Assisted Language Learning activity that would best serve students.

5.1.2 The practicability of blogging for the development of writing and reading skills

In blogging, students do exactly as if they create written posts in the target language that are shared and can be commented upon with regard to various aspects, whether content, organization and/or usage by classmates. Some programs are designed specifically for educational purposes, which are generally used for exchange between students only when they have a web address. The blogger can quickly set up his/her own blog on one of the available free web

spaces and then upload personal writing (known as a blog “post”) and receive comments from readers regarding each post that has been made. In other words, with a blog set up and a list of classmates’ blog addresses, the student blogger can send his/her own writing from any internet-connected computer and also access, read and comment on any classmate’s post. Such activities can be done at a student’s leisure time in a classroom, a dormitory room or an apartment, providing the maximum versatility and a broad scope for interaction among students.

Blogging most significantly increases traditional paper-based activities when it provides students with the opportunity to participate in a meaningful, largely autonomous forum where they can exchange ideas, while practicing previously learned skills and developing new ones. For this reason, a strong follow-up activity to having students post writing on their blogs is to have their classmates read those posts and respond with comments, whether informal feedback or assessments based on pre-determined criteria (content focus, organization, language use, etc). In addition to posting a writing assignment on his/her blog, each student is required to read and respond to a set number of classmates’ posts. When peer commentator reads those posts and responds with his/her own viewpoints, it develops critical thinking and provides an opportunity to learn from the strengths and weaknesses of classmates.

Moreover, the blog posts serve as motivation for students to make specific improvements in content and organization and correcting careless mistakes. Some students are undoubtedly motivated by the fact that, while posted online, their writing was in essence published, and could be accessed and read by any number of classmates, the teacher, and indeed anyone around the world with an internet connection. Wholly, three features of the blogging activities make students attractive and motivated.

The blogging activity is accessible beyond the limits of the traditional classroom, it is personalized, it is student-centered and facilitate the interactions,

it also develops capacity for motivating students to work autonomously (whether alone, in pairs or small groups) to consider, produce and react to more content more frequently than a teacher might expect. These features combine to make blogging a highly productive, communicatively meaningful and effective approach to helping students refine and develop reading and writing skills.

5.1.3 Use of Computer Reading-Based Programs to especially develop reading skills

Reading-based computer programs can be used to improve vocabulary, fluency, and comprehension of the students. This also can enable students to increase their interaction with texts, pay their attention to individual needs, and enhance their abilities to read texts they would not otherwise be able to read. Computers can perform several tasks simultaneously and run programs at a very high speed. Learning computer programs can check exercises after they are performed by students, move students gradually from easy to more difficult problems according to their abilities. As reading is either oral or silent, learner both develop good pronunciation since there are the phonetic transcription available on the screen of their word processor and comprehension as the translations are also displayed on the screen. There are also computer programs that use a mixture of text, graphics, sound, video, and animation. Multimedia computer programs can increase the motivation for learners to develop their vocabulary and reading skills.

There are many Internet web sites prepared solely to enhance the reading abilities of English language learners. There are also a huge number of resources available in the form of newspapers, magazines, journals, electronic libraries, dictionaries, encyclopedias, and newsletters. Browsing these resources and sites should obviously enhance the learner's vocabulary and reading ability. So, students can improve their reading ability.

Through the application of ICT, students are given more opportunities for communication: they can exchange information in real time, work in teams on different projects, search for information, and so on. By using the authentic materials provided by the Internet, students have a better insight into the culture of the country and people whose language they learn.

5.1.4 Mobile learning as a means to develop the language skills

Mobile learning is considered as a worthy tool in distance education. Mobile phone is a more popular technology because a majority of students own mobile phones which are equipped with services such as Bluetooth, Wireless Internet (Wi-Fi), General Packet Radio System (GPRS), Global Systems for Mobile (GSM) and Multimedia Message (MMS). Mobile learners are then presented with direct access to the information they require on their mobile phones. The innovation of mobile devices has changed the shape of English language teaching and learning by focusing on portable devices known as “mobile learning” or M-learning system.

Hence, mobile learning system can deliver education to learners anytime and anywhere they need it. M-learning is limitless in terms of the content and geographical extent. So, this offers dispersed virtual classrooms accessible any time. Another variety of M-learning which is applied exclusively for language learning is called Mobile assisted language learning. Mobile learning focuses on the continuity or spontaneity of access and interaction across different contexts of use. Mobile learning is an audio-based learning project that allows learners to participate in an asynchronous learning discussion on mobile devices instead of the text-based discussion. Through the different tools offered by ICT mobile learning can be made possible through the following appliances.

- **Cell phones**

Short Message Service (SMS), voice-messaging, cameras, video-recording and even Internet access for cell phone users are practical for language

learning. All of these features allow language learners' access to authentic content, communicative language practice, as well as completion of a cell phone is the most popular and accessible mobile device in language learning as it is widely used by individuals regardless of their ages. Cell phones provide some programs including translation of words and phrases, vocabulary practice, access to live talking tutors and quizzes. Mobile phones are effective for quiz delivery carried out in small segments because quizzes and voice vocabulary lessons have great potential in the learning of language.

- **Personal Digital Assistants**

Personal Digital Assistants (PDAs) are pocket-sized computers that are expandable with some hardware components like keyboards and wireless networks and can be equipped with software programs such as word processors, flash-cards, databases, and bilingual dictionaries. One of the primary roles of PDAs is a translator in a language-learning classroom. It is like in word processor when the student presses the key "*translate*" after pressing the right key of the mouse, with the cursor on the word, the translation displays together with the phonetic transcript. So, learners just type new words into the machine repeatedly and they have access to the information. In order to recognize the word stems, they can type the full words into the machine. Gradually, they look up for phrases and words in English and quickly their English spelling improved significantly.

- **IPods for listening and speaking development**

Another form of mobile devices is the iPod which was produced by Apple Company. It is a portable media player of digital audio files or MP3s that enables users to listen to them with high quality sound. Students can download language learning software easily and share texts and images or audio/video files with their peers. iPods application enables the practice of English language

skills, for instance, voice recording and speaking/listening exercises. Furthermore, listening to authentic materials such as songs and news in English is also possible via iPods. Not only that, writing skills can be enhanced when the instructor sends text messages and the students can read and answer those messages.

- **Podcast for developing listening and speaking skills**

Podcasting is also classified as a variety of M-learning. The term podcast is formed through the combination of iPod (portable digital audio player) and broadcasting. It is mainly digital audio programs that can be downloaded from the Internet. Podcasting is a form of M-learning in which a device is used to listen to or watch an audio or video broadcast. *“Broadcasts are published on the Internet and automatically download on to a desktop or laptop computer”* (Evans, 2008, p.492). Podcasting has a significant potential as a modern learning tool for learners. It is already widely utilized in language learning, especially for offering authentic content and the act of recording it.

5.1.5 Use of Electronic Dictionaries to improve vocabulary

Another modern way for improving the vocabulary of the learner focuses on the utilization of electronic dictionaries designed specifically for English language learners. These dictionaries have several built-in functions and tools that are not provided in book dictionaries. Electronic dictionaries are so easy to use and represent quick tools for vocabulary acquisition.

5.1.6 Use of Internet Voice chatting to enhance interaction

Chatting is the process of voice communication between the speaker and the listener through the internet. This process may be very beneficial to the learner if the other side speaker is a native language talker. Modern computer

programs can generate voice signals and decode human sounds. These types of programs are defined as artificial intelligence computer programs and can be a very useful tool for improving the speaking capability. Practicing with such programs strengthen vocabulary and pronunciation abilities as well.

5.1.7 Use of radio and Television to develop listening skill and improvement of Pronunciation

Radio plays an important part in developing people's imagination, in creating pictures in the mind through the power of words; it stimulates the imagination to fill in the visuals, etc. The listeners see the drama in their heads. Thus, when radio is used in the classroom it helps students to promote their imagination, to voice their creativity. A lot of radio programs contribute to language learning. Besides getting new information and entertainment, in language classes, radio helps the pronunciation, the intonation, the pitch of voice, etc. Students gain a feeling of satisfaction from having understood something of an authentic broadcast. With radio, students develop greater confidence in their ability to cope with English as it is spoken outside the classroom. Students should use our local channels such Ocean FM on Wednesday 8 pm, Golf Television at 8:30 am and 10:30 am (Monday to Friday), Office de Radio et Television du Benin (ORTB) on Saturday at 11 am, news on Sunday at 7 pm, BBC World Service news, bulletin, Voice of America or other foreign radio stations.

5.1.8 Warning students about the use of Information and Communication Technologies

Materials which are available on the Internet should be selected according to the needs and interests of the students. When 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, and so on). Internet should not be used to chat or to send instant messages which provide nothing for school programs. As a reliable source of information, the internet connection should be used to collect only data relevant for education 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 spend all their free time chatting on Face book, talking about nothing but 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 (mainly the serials of Indians and Latin Americans), and are always connected to television stations without thinking of the lessons they have the following day. They should therefore avoid television watching during precise time during which they are expected to learn their lessons.

Students should prevent themselves from watching endless films, playing DVD or video games during week 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 the electronic media tools.

Students are very interested in computer game programs which have nothing to do with their academic objective. This waste of time lower their

performance at school. So students should not waste time on the appealing games of computers.

They should not go to school with cell phones as they do not help them to be concentrated in class and disturb classmates. Students should not use smart phones during class time; listen to music or 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 management, and encourages addiction to 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. A 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.

5.2 Suggestions to Teachers

Teachers are expected to master the use of ICT tools so that the implementation can be made easier.

5.2.1 A necessity to master browsing or use of the Internet

Internet is not merely a source of authentic material in English but also a source of information about all sorts of topics teachers may want to discuss in the classroom and at the same time a source of professional knowledge for teachers in the form of bibliographies, articles, courses and conferences. But to get all these teachers need to have some practice and experience. Often teachers spend a lot of times searching the Internet, and feeling that they are wasting time and finding nothing that they really want. So, it is crucial to have some tips

about the ways how to search the Internet, especially the keywords of research. The Internet helps teachers to compare and classify information, to induce and deduce ideas, to analyze errors, to extract concepts, to analyze perspectives, to gather information, etc. Information on the Internet has three characteristics that distinguish it from traditional classroom materials such as books, supplementary readings, videos and films. The information on the Internet is extensive, dynamic and quickly accessible. Acknowledging these characteristics will provide a better understanding of the potential as well as the challenges this new instructional tool offers to teachers.

Teachers should also make students listen to English show because nearly all the news, especially international news, is almost the same for those who get decoders. So, if the content is somewhat known to the students, they will be more motivated and the success of the task will be easier. Teachers should oblige students to listen to our local channels such as Ocean FM on Wednesday 8 pm, Golf Television 10 am (Monday to Friday), Office de Radio et Television du Benin on Saturday at 11 am, news on Sunday at 7 pm, BBC World Service news, bulletin from 8 pm, Voice of America or other foreign radio stations.

5.2.2 Using Movies to Teach English

Teachers should encourage students to see as many English films as possible outside the classroom or parts of films in the classroom. Watching films is very important as it increases their visual and critical awareness. Watching films in the classroom can be realized through recording them. Teachers should try to make the activity of film-watching an active rather than a passive one. This can be done in a variety ways as setting questions about the film, promoting discussions in small groups, asking the students to comment on various things, inviting criticism, etc. Teachers should also stop the film from time to time and ask the students what has happened so far or guess what might

happen next. Another way might be turning the sound down and asking the students to imagine or make up dialogues.

While using a film in the classroom to help students in the process of English learning, teachers should pay attention to the accent, voice, body language, choice of the words, ear and eye training, lifestyle, plot idea, summary, what is going on, why and how, and many other things depending on the aim to achieve. The overall aim has always been to maximize comprehension and learn more English. But teachers should all know that watching a full feature film needs more time than teaching hours. So, they need to be able to fit films into a classroom schedule organizing different activities that help this aim. In order to save time, teachers might tell the story of the film, illustrating it by showing three or four key scenes without telling the end. Another way is the use of video-cassette. The students may watch the film themselves in the video-classroom or at home and come the next day and present what they watched and what happened in the film.

Teachers should also give assignments to students, to write about their favorite film, favorite characters, favorite actors, what makes them ‘favorites’, the differences they see if a book has been made into a film, etc. When a preliminary work is done before watching the film the above activities may produce interesting writing activities. These kinds of activities also contribute to the promotion of critical thinking especially in evaluating films and improving language skills. Other ways of using films in the classroom are: Segmenting the film, pre-watching, while-watching and post-watching activities, which are very useful as cloze exercises, quizzes, related readings, websites, film presentations, discussions, research work, etc. Through these activities, teachers contribute to better the level of students.

5.3 Concluding remarks

This chapter has made suggestions which may possibly be used skillfully by teachers and students to respectively improve the quality of teaching and the performance of students which is expected to be creed of dignified teachers.

GENERAL CONCLUSION

The aim of this research work is to assess the use of Information and Communication Technologies in the teaching and learning of English as foreign language in CEG Vedoko and Fiyegnon. An exploration of the use of ICTs brought into perspective advantages and drawbacks. Under consideration, ICTs eases the tasks to both teachers and learners. The four language skills are suitably impacted when ICTs assist in the language teaching process.

As any science, an irrational use of ICTs tools severely affects the performance of students. This is then the two sides of the same coin, which constitute the main problem I contrive to provide alternatives to. Another aspect of the evaluation of ICT uses is that a large number of schools are not provided with these tools, despite the commitment of the government to equip schools with these tools, the coverage areas are negligible. This calls upon much investment on the part of the government.

Regarding the state of the art, many writers have shown in their masterpieces the importance of assisting language teaching with ICT tools, and their findings have proved to be relevant. Web-based learning, multimedia use, blogging have been proposed and can be helpful. That is why most of the works exploited in research work this emphasize the integration of these tools in school as teaching and learning aids.

The methodology adopted, after noticing the problems evoked in the present research work, is first to target a population from which main participants were sampled. Therefore investigation questions were designed and I collected data by means of questionnaires, class observation and interviews. After analysis and interpretation of the findings, I have realized how information and communication technologies in their broad diversity help teachers to make teaching and learning digital or computerized. This implies that there is evidence that ICT tools can have positive impacts on students' learning (77.72 percent) in school. Through computer and other multimedia tools, students (68.99percent)

find more easiness in reminding and memorizing the words. Since a picture does not only tell a thousand words but it also helps students improve their thinking and observation skills, it equally promotes imagination and favors good atmosphere in classroom.

The current computer technology has many advantages for foreign language learning. One way for teachers to integrate information technology into their classrooms is through the use of computer-assisted language learning (CALL), through software programs, CDs, websites, blogs, to name some but a few. Teachers (100 percent) recognized that utilizing computer technology and its attached language learning programs can be convenient to create both independent and collaborative learning environments and provide students with language experiences as they move through the various stages of foreign language learning.

However it is advisable to remind language learners these tools are not designed for their leisure and pleasure, but for the sole end of improving language skills. In other words, the warning I put forward in direction of students is not to use ICT tools at the expense of their academic goals mainly during the school year unless there are in holidays, otherwise the immediate consequences are bad performance and failure. So, despite the huge advantages of ICT tools in the academic world, students should pay attention to the use of ICT tools and avoid being ICT tools addicts.

In the light of the problem raised so far, curriculum developers should gradually integrate computer technology in foreign language instruction since they are valuable and beneficial for all actors of the education system. Teachers and students have warmly welcomed the use of information and communication technologies in school setting.

As a matter of fact, computers or related technological tools can facilitate practices for students through the experiential learning, offer students more learning motivation, enhance students' achievement, increase authentic materials for study, encourage greater interaction between teachers and students and students and peers, emphasize the individual needs, regard independence from a single source of information, and enlarge global understanding. Computer- assisted language learning programs can administer precious stimuli for language learning. They provide multisensory input and higher-level tasks. It has tons of visual and audio materials.

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APPENDICES

Research Instrument N°1: Questionnaire Addressed to EFL Students

Chers élèves, les présentes questions vous sont adressées dans l'objectif de recueillir vos impressions sur l'utilisation des technologies de l'information et de la communication dans le milieu scolaire. Ces questions visent également à connaître l'usage que vous faites de ces instruments lorsque vous y accédez.

1. Among the below Information and Communication technology tools, which one do you mostly use?

Telephone

Television

Computer

Internet

2. Are Information and Communication technology tools necessary for the learning of English at school?

Yes

No

Justify if your answer is yes:

.....
.....

3. Do you believe that the use of Information and Communication Technology tools in class can arouse and motivate you to be concentrated and learn a bit better English?

Yes

No

4. Are you for or against the use and the integration of Information and Communication Technology tools in the educational system of your country?

Yes

No

5. Can your improvement in English through the language skills be possible by the means of Information and Communication technology tools use in class?

Yes

No

6. Do you like more spending your spare time watching television, video clips, films, listening to radio than learning lessons or doing home assignments?

Yes

No

7. What are you mostly interested in when you have access to computer and internet connection?

Information downloading

Clips or music downloading and games playing

8. Do you know and master the hours of English shows or programs broadcast on ORTB, Golf TV or Ocean FM?

Yes

No

If your answer is yes, please give the different programs and their hours.

.....

9. Do you master the hours of serials broadcast on our local channels such as ORTB and Canal 3?

Yes

No

If your answer is yes, please give the different serials and their hours.

.....

10. Have you ever missed your average in English tests because you watched serials or films the day before the test?

Yes

No

11. From that day on, what have you done to avoid failures caused by the fact of watching serials, films or ICT entertainments?

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Research Instrument N°2: Questionnaire Addressed to EFL Teachers

Dear teachers of English, these questions are asked in order to find out the positive and negative impacts of Information and Communication Technology tools on the teaching and learning of English in our classes.

1. Do you sometimes assist English teaching by means of Information and Communication Technology tools?

Yes

No

2. Do you think that Information and Communication Technology tools are mandatory and necessary for the improvement of the performance of students?

Yes

No

3. Are you for or against the integration of Information and Communication Technology tools in the didactic materials?

For

Against

4. Do you surf with a view to collect information related to the English syllabus you are in charge of?

Yes

No

5. Do you sometimes ask students what they do when accessing Information and Communication Technology tools?

Yes

No

6. In what are your students more interested in when accessing Information and Communication Technology tools?

Doing researches on Educational information

Clips, music, films downloading and game playing

7. Does the use of Information and Communication Technology tools positively or negatively impact the performance of students?

Positively

Negatively

8. Knowing that ICT tools have both positive and negative impacts; do you draw students' attention on what they should do in order to only improve their English level when using these tools?

Yes

No

9. Do you think that the low performance of students in English have something to do with the irrational use made of ICT tools?

Yes

No

10. As an educator, what do you do to help students' parents concerning the negative impacts of ICT tools?

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