Appraising the Use of Integrative Multimedia Computers in Higher Education: A Theoretical Framework and Practice

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Abstract :

Innovative technologies are breaking down barriers at a higher level, as they have made the 21st century society technologically more dependent than ever. This research aims to examine integrative CALL's contribution including Multimedia computers to raise an educational revolution, bringing along with it pretension for EFL learners' self-guided learning by increasing their speed of learning during the education process. With English emerging as a global language over the cultural boundaries, integrating technology in a language class equips learning tools which keep learners familiarized with the changing technology disposition in language and its use. A survey tool has been adopted to conduct the study and for obtaining data of qualitative and quantitative nature which has been undertaken at ENS of Laghouat with fifty respondents. Finally, it has become a common disposition that educationalists urge to integrate these new ICT devices across curricula in order to reinforce teaching efficiency.

***Key Words*:** Cross-culture, Digital learning, EFL Context, Integrative CALL, Interactivity

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Introduction:

Prior to the advances of technology, educators and learners have been accredited by the benefits of using technology in EFL classrooms. Among the supporting issues which moved forward technology is computer use, and this resulted in Computer-Assisted Language Learning (CALL). In the late 1980s, the computer appeared as a new educational device in the English language teaching setting which can provide learners with feedback and preserve their privacy, motivation, and autonomy. Recently, many researchers and scholars along with (Alshumaimeiri, 2008 & Zaytoon, 2005), considered the potential of computer use in teaching English as they admitted that computers could assist boosting language learning and communicative competence. In incorporating this recent learning tool, the learner, the teacher, and the teaching approach are the basic parts of it.

Teaching and learning English language has constantly increased over the last two decades with large use of the internet and the availability of computers at home and at educational institutions. Therefore, for successfully using computers in EFL teaching and learning, recent technologies like Software languages, CD ROMs, and the Internet, social platforms have been flourished with the potential to boost the learners' competencies and performance in acquiring language in the ELT classroom. This has given rise to distance learning or digital learning as communication also advanced across distances and has become reachable to all.

The online context of EFL learning has led to an imperative need for new teaching pedagogies, and teaching materials and skills. Therefore, educators must be retrained to cope with new technologies in the field of English language teaching and learning. As (Compton, 2009) believes that educational stakeholders need to be responsive to rapid changes due to the use of the computer as a tool for language teaching, as they should be aware of training possibilities and facilities for their learners.

I. Problem of the Study

With the advent of new information technologies in educational contexts, the use of EFL has been promoted innovatively. Students in Algeria who are learning the English language through communicative and interactive means, such as CLT, TBA, CBI, and Computer-assisted Language Learning (CALL), could have the opportunity to interact with others along with native speakers of English. Therefore, technology use could provide EFL students with the opportunity to increase their mastery of the language. By incorporating this vision to English language learning, learners became able to get adequate comprehension of the language and its cultural context by establishing a sphere of interculturality.

Advances in communication technology have increased the demand for online language learning which involves autonomous learning and cooperation between learners. Using multimedia computers for both online language teaching and traditional language teaching requires interactive, integrative, and communicative skills to further up the learning process. Students at ENS of Laghouat may lack the adoption of Computer-mediated Communication which

requires the integration of networked computers which may provide chat rooms and other social opportunities like social Softwares which includes both synchronous and asynchronous modes, as (Zaytoon, 2005) identifies them as Softwares in which students are online and chatting at the same time and communicating and interacting without time constraints.

Pedagogically speaking, educators may retain refined knowledge of the online setting through implementing computers to enhance interactive online learning environments. Therefore, sometimes both teachers' and students' knowledge of the internet use should be reflected in the ability to incorporate Computer-assisted language learning into designing the curriculum, and implementing language learning theories and assessment methods. The teachers should be able to implement multimedia computers devices and softwares in order to promote a high level of students' digital awareness and engagement. Also, through incorporating online programs including tasks and courses through which students can reach interactivity, increase cultural exposure, and develop critical thinking ability.

II. Aim and Research Questions

The purpose of the research is to investigate the effectiveness of using computers and the Internet to teach English as a foreign language among EFL students at ENS of Laghouat. It also aims to investigate the responses and readiness of students to adopt computer devices instead of using traditional methods of teaching. Therefore, the research addresses the following questions:

1. What is the Impact of Multimedia Computers (MC) on EFL Students' Digital Self-learning?
2. To what extent can EFL students' maintain interactivity, motivation, cultural competence, and critical thinking ability through Multimedia Networked Computers (MNC)?

III. Hypotheses

Prior to the research questions, we have set the following two hypotheses:

1. The use of multimedia computers can be helpful in enhancing students' self-learning and digital engagement through effective computer use and other technological devises.
2. Students can increase their level of digital learning competence:
   a. Students can highly promote interaction in the online classroom through cooperative learning including group work, project group, interactive feedback, and peer questioning.
   b. Students can hold high cultural exposure through using multimedia computers in an online learning classroom.
   c. Students can hold positive responses towards developing their critical thinking skills through getting self-access to the internet, as they can make self-evaluation, inferences, synthesis, and analysis effectively.

IV. Integrating Technology into the EFL Learning Classroom

The integration of technology and computer in EFL teaching and learning contexts has been recognized widely. (Ross, et al, 2010, cited in Kenning, 1990)

believe that there is a rapid growth of integrating technology with education, and incorporating various applications of digital learning. (Mogbel & Rao, 2013) Using computers and softwares for teaching and learning a foreign language has become a mean and an essential part of a particular curriculum. (Kessler, 2006) EFL teachers consider the use of technology in their teaching practices. Some of them still have doubts if they retain technological skills to integrate technology in their current and future EFL classrooms.

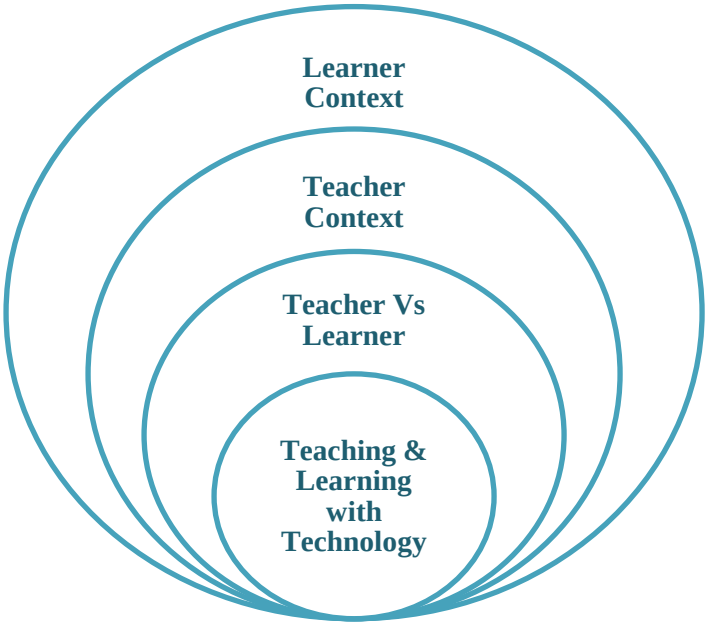


Figure 01. Technology Integration Suggested Model

Using technology resources and technology-based activities in the learning process offers an adequate source of authentic situations to communicate, and also can foster collaborative and cooperative learning. (Richards & Renandya, 2002) Technology yet can help to motivate students and provide them with linguistic input so that they can use the language and communicate in an authentic way.

Implementing technology based projects can also help learners to develop their language skills in learning the English language; this also can improve their metacognitive strategies such as autonomy, self-evaluation, and self-reflection. (Graddol, 1997) acknowledges 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, socio-cultural, business, education, industries, media, library, communication across borders, and key subject in curriculum and language of imparting education. (p.16)

On the other hand, Information and Communication technologies (ICTs) contain audio-visual aids, computers and the internet which are parts of multimedia computers (MC). ICT provides technological equipment which help the learners to obtain information and increase their motivational awareness and interaction in the online classroom and develop their communicative skills. (Grace & Kenny, 2003) Meanwhile, computer networks involve the use of the internet which has different networks, and through which learners acquire information rapidly and easily. Thus, the learners can develop their learning skills by having the access to different internet sites and networks.

1. Computer Assisted Language Learning (CALL)

Computer assisted language learning provides EFL students with learning environments in which they can make meaningful communications and interactions. According to (Kenning, 1990), computer Softwares may provide particular tools which allow students to request modification of the input they receive in order to aid their comprehension. Softwares are web-based learning software tools through which tasks and lessons are designed and developed for the particular needs of a target learning community**.**

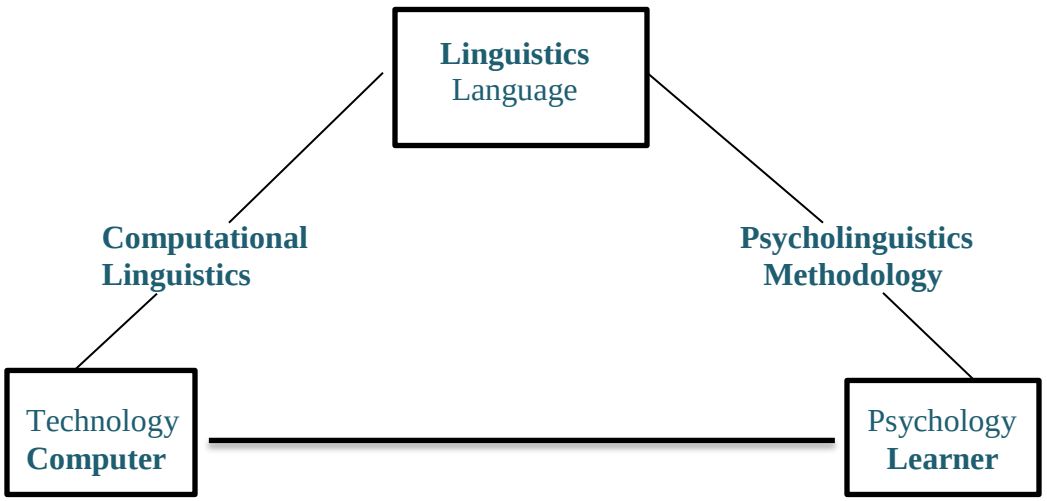


Figure 2. CALL Components (Language, Learner & Computer)

The major advantages of using the computer are providing instruction, interactive learning, and interactive feedback. When the computer started to grasp attention in educational classrooms, educational research was conducted to measure the impact of computer use on students' learning input. Many researchers explored the effectiveness of computers assisted language learning in this traditional manner. The computer as a technological device can offer explanations, glossaries, dictionary, and translation to construct the meaning of a text which contains unfamiliar lexical items and make input comprehensible for them. (Watkins, 1992) It manages to integrate the learners' individual particular needs.

2. Integration of Language Skills

Computer-assisted language learning aims at developing EFL students language skills including reading, writing, speaking and listening. It also seeks to develop their cultural awareness. Language curricula tempt to emphasize developing the students writing and communication skills, problem solving activities, critical thinking ability, and creativity. Yet, the integration of the educational arts and literature is of interest. (Ryan and Cooper, 2001) Also, through interacting and communicating through language, students can be able to treat and solve the problems they face in their future classrooms. (Brown, 2001)

Computer-assisted language learning is an instrument which helps developing students' acquisition of language skills as it gives the chance to know about what is happening in the world around them. Accordingly, through interaction, students become familiar and aware about the other culture. As (Rivers, 1987) states:

> Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skit, joint problem-solving tasks, or dialogue journals. In interaction, students can use all they possess of the language, all they have learned or casually absorbed in real-life exchanges… Even at an elementary stage, they learn in this way to exploit the elasticity of language. (p. 04)

(O'Malley & Chamot, 1990) classified susequent ordinal stages of learning EFL which include the cognitive stage and the associative stage. Computer-assisted learning can contribute in helping the students to progress through these stages. Through the cognitive stage, the learner acquires a language skill with the help of experienced linguists elucidating that particular skill. Then the learner becomes aware of the skill but is yet not able to systematically use it to make self-expression and be able to interact with an experienced person.

In the associative stage, the learner subsequently has readiness to engage in discussions with others who speak the new language, with learning new vocabulary and linguistic structures. The learner can use the Internet to chat with friends, as well as for writing and speaking. Computer-assisted learning allows the learner to overcome fear about writing and speaking start to communicate effectively. (O'Malley & Chamot, 1990)

3. Social Interactivity and Cross-Cultural Competence

CALL helps the students learn not only the foreign language, but also the culture of that language, which is efficient for language learning. (O'Malley & Chamot, 1990) According to (Skinner, 2010) the learner needs to construct knowledge actively in order to be actively involved in the learning process. Subsequently, they can be able make decisions in the classroom and outside. According to Constructivists including (Bruner, 1990; Piaget, 1973; Vygotsky, 1978) Constructivism evokes that educators and learners construct groups and cooperate to work on any project which involves an individual or a pair or group. EFL teaching and Learning takes place within a social context which encourages

engaging in social interactions and exchange ideas among individuals and increases their level of competence.

This Knowledge construction is to think about an experience in order to create knowledge. This can occur through the exchange of emails through which students can enrich their vocabulary and exchange ideas on various topics. This leads to cooperative learning to solve problems and allow students to cooperate with their peers. (Campbell, 2004) Through cooperation, allows students to implement scientific tools in looking for solutions. This tool involves meaningful interactions within the scope of knowledge which help the learner acquires the particular skills they need for social interaction. (Mishra & Juwah, 2006)

Constructivism theory can allow students to discover new integrated multimedia environments and engage in digital learning communities. For Constructivists, the learner is guided by the educator who is a facilitator to construct their knowledge, and accomplish tasks through engaging in an interactive and active environment. Evidently, constructivists believe that students learn and construct knowledge by solving and analyzing problems.

(Rakes, et.al., 1999) argue that the incorporation of multiple technological tools and the teacher's expertise on using these tools are related the constructivist approach use by admitting that: "technology can provide the vehicle for accomplishing constructivist teaching practices" (p.03). Thus, learning through multimedia can provide different tasks through collaborative work between both teachers and learners.

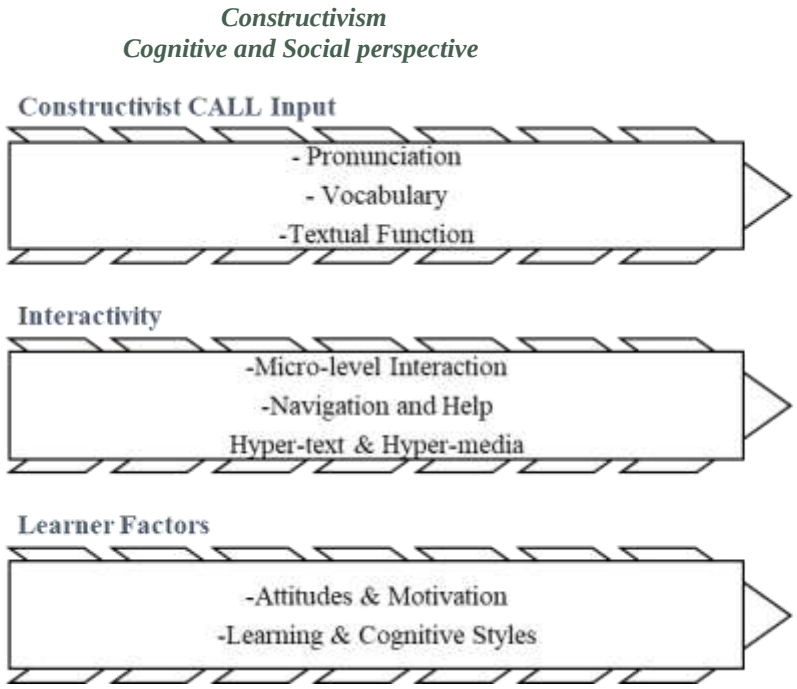
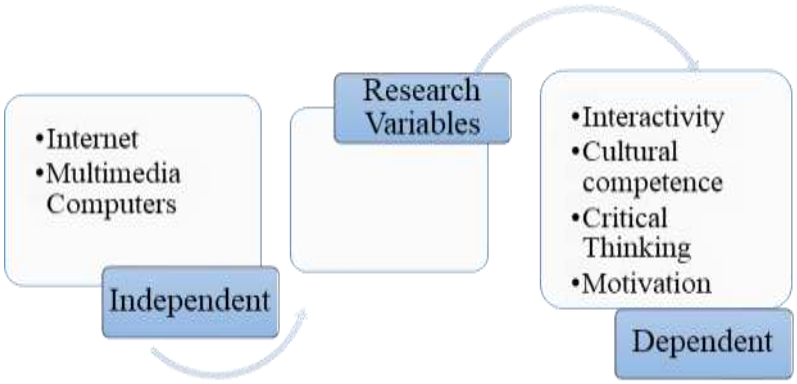


Figure 03. Constructivist Framework for CALL Software Design **(**Alsofyani, 2008, p. 06)

This above framework illustrates the relation between Constructivism and Computer Assisted Language Learning. The figure shows how interaction occurs between the learner and the learning community, which involves the students and their teacher who interact through cooperation while engaging in problem solving tasks or activities. This leads to solving the problem and constructing new ideas. (Jiajin, 2003) As (Duffy & Jonassen, 1992) advocate that cooperation between learners of different abilities and skills can develop the level of comprehension and acquisition of knowledge, and can help in developing critical thinking and creativity in digital learning environments. As through cooperation, students can be able to construct new knowledge within the learning environment and in the real world.

V. Research Method and Design

The design of the study adopts a survey aiming at finding out the effects of multimedia networked computer on developing students' digital self-learning in the EFL learning context, also on enhancing the students' interactivity, critical thinking ability, and cross-cultural competence. The survey is "a systematic method for gathering information from (a sample of) entities for the purpose of constructing quantitative descriptors of the attributes of the larger population of which the entities are members" (Groves et al., 2004, p. 04). The descriptive study survey was conducted at ENS of Laghouat with the contribution of fifty (50) participant students to the study.



A random sampling procedure was used to select students as respondents for the study who represent part of population. Through a comprehensive review of the literature on the integration of multimedia and technology in the language class, the researcher adopted certain variables on the use of communication technologies and their efficiency which were used and compiled to be scored on a descriptive survey and Likert scale, ranging from agree and disagree as follow.

Strongly disagree= 1, disagree= 2, agree=3, strongly agree= 4

To carry out the analysis process, the researcher manages to conduct an inquiry of particular aspects for interpreting the findings through a quantitative inquiry. The research tools consisted of four sections designed to investigate

different aspects of the research and help answer the research questions which aspects are as follow:

a. Variable 01: Multimedia Computers
b. Variable 02: Motivational Awareness
c. Variable 03: Critical thinking ability
d. Variable 04: Interactivity and cultural exposure

VI. Analysis of Data

All sections include likert-scale survey tables as they are intended to measure students' attitudes and feedback towards multimedia computers and media in the learning process. Participants were asked to rate their feedback about computer and media use in the EFL classroom. This aspect was represented by a mean score on a 4-points likert scale ranging from 1 (strongly disagree) to 4 (strongly agree). The first aspect is about Multimedia computers which consists of three (03) items which are represented in table 01

Table 01. Multimedia Computers

	N	Minimum	Maximum	Mean	Std. Deviation
Languge skills are easily combined through media	50	3,00	4,00	3,3800	,49031
Students can have high control over their learning	50	1,00	4,00	2,9200	,92229
Students can ehance their learning through multimedia resources	50	1,00	4,00	2,7800	,97499
Valid N	50				

Multimedia Computer access was represented by a mean score on a 4-points likert scale ranging from 1 (S. disagree) to 4 (S. agree) As it can be revealed from table 1, most respondents (n=31) agree that language skills are easily combined through media which represented their agreement of computer access with mean of (M= 3,38) and standard deviation of (SD= 0,490) as some of them (n= 19) stated that they can have high control over their learning, the fact that resulted in a high mean score of 4 points with standard deviation of (SD= 0,922). Meanwhile, (n=25) students state that they learning through multimedia resources can enhance their learning with a mean score below the average (M= 2.78)

The second aspect is motivation which incorporates nine (9) items which are revealed in table 02. The respondents were asked about the extent to which the independent variable, multimedia computers, is relevant enough for increasing their motivational awareness in their learning context.

Table 2. Motivational Awareness

	N	Minimum	Maximum	Mean	Std. Deviation
Problem solving ability	50	1,00	4,00	2,9800	,76904
Flexible learning	50	1,00	4,00	2,6400	,87505
Flexible time for using computer	50	1,00	4,00	2,9000	,76265
Interactive feedback	50	1,00	4,00	2,8000	1,01015
Helping students avoid misconception	50	1,00	4,00	2,5000	,73540
Computer can analyse particular errors	50	1,00	4,00	2,6000	,72843
Enable students learn concepts in subject areas	50	1,00	4,00	2,8600	,75620
Guided and repetitive practice	50	1,00	4,00	2,4800	,67733
A predetermined tool to process syllabus	50	1,00	4,00	2,2200	,95383
Valid N	50				

Except for item nine which is, A predetermined tool to process syllabus, with Mean (M= 2.22), all items' Mean scores ranged between (M=2.48) and (M=2.98) which are relatively high. Yet, standard deviations for almost all the items remained at the level of one significance meaning that responses were to a particular extent inconsistent as Mean scores varied between 1 scale (Min value) and 4 scale (Max value).

The items in the table below were intended to measure critical thinking ability of students and their attitudes towards using computers in learning. Students' responses ranged between strongly agree and agree. Therefore, respondents believed that searching from the internet can improve critical thinking ability (M = 3.60) allows them to expand their thinking process (M = 3.38), and can provide the opportunity to increase their skills (M = 3.08) as they can have self-access ability (M =3.36) With 4 and 3 scale points as a sign for what could be regarded as a positive attitude, the overall mean score cropped by all the items combined can be considered a positive sign regarding attitudes towards critical thinking ability of students.

Table 3. Critical Thinking Ability

	N	Minimum	Maximum	Mean	Std. Deviation
Searching from the internet	50	3,00	4,00	3,6000	,49487
Allow students expand their thinking process	50	2,00	4,00	3,3800	,56749
Provides the opportunity of this material to be part of the skills	50	1,00	4,00	3,0800	1,06599
Offers students self-access ability	50	2,00	4,00	3,3600	,52528
Valid N	50				

Table 4 depicts respondents' responses regarding their interaction and the level of their cultural competence. While most respondents (n=33) agreed with being able to interact through computer access (M=3.02), can develop communicative skills (M= 3.36), and enhance interactive feedback (M= 3.12), encouraging debating (M= 3.28), and develop social learning strategies and peer questioning (M=3.22) only few disagreed about the usefulness of computer tools, this makes responses vary majorly, and the overall mean score can be considered a positive attitude towards the impact of computer tools use on their interactivity in class and on the level of their cultural exposure.

Table 4. Interactivity and Cultural Exposure

	N	Minimum	Maximum	Mean	Std. Deviation
Giving chance to interact in the world	50	1,00	4,00	3,0200	,68482
Developing communicative skills	50	1,00	4,00	3,3600	1,00529
Enhancing interactive feedback	50	1,00	4,00	3,1200	,77301
Encouraging debating and discussion	50	2,00	4,00	3,2800	,49652
Developing social learning strategies and peer questioning	50	1,00	4,00	3,2200	,64807
Valid N	50				

VII. Discussion

Prior to the findings, questionnaire analysis revealed that around 85% of students' sample population are satisfied of using multimedia computers including computer devices and most of them are consistent with improving their motivational awareness, critical thinking ability, and increasing their interactivity and cultural competence. While a considerable proportion of respondents 15% do not agree with the effective use of multimedia computers and computer devices. This can be due to lack of using technology appropriately and also lack of interest, and lack of multimedia resources. Based on the findings from Table 1, respondents demonstrated positive attitudes as they assumed that they have apprehension towards multimedia use in the learning process, they felt comfortable around computers, they appreciated the fact that they can integrate their language skills through media computers, and they can have control over their learning using computer tools, respondents' affective attitude towards multimedia computers can be said to be positive.

On the other hand, the lack of interest of some respondents may be due to some reasons. The first one is the emphasis on multimedia computers as part of all technologies, as today students and educators may favor other small devices along with smartphones and PCs. The second reason may be some respondents' inability to own a computer and other technological tools. The second reason applies for the students who do not have access to computers at home when studying online. Nevertheless, students' questionnaire results concerning multimedia resources prove some students' most favorable place of computer access which home, and

because of the absence of computer laboratories and internet connection at university.

Findings are yet congruent with multimedia computer use as 85% of students revealed that they have used it whereas the remaining 15% responded by disagree and strongly disagree. Considering the fact that the English language receives a huge awareness from software users, this had the outcome of creating considerate numbers of English language learning websites, platforms, and other multimedia tools, most of which are free and easy to access. Neglecting of CALL can be due to a set of reasons including lack of the required means such as computers, internet, and other devices, low digital competence.

Yet, educators and institutions are not training and guiding students in how to use computers; this resulted in students' lack of autonomy and their dependence on the teacher. However, respondents who agreed with having experience with CALL devices including educational websites, videos, and applications seem to be their favorites. This disposition towards these highly online tools can be invested in developing students' digital learning competence.

Students' attitude towards multimedia computers use was measured in terms of three aspects. The survey revealed that students increased their motivational awareness through solving problems (M=2.98) and interactive feedback opportunity (M = 2.80) as they did not show any sense of apprehension towards computer use and seem to appreciate multimedia devices.

On the other hand, some respondents displayed some uncertainty about having the ability to ward off misconception (M=2.50) and being able to analyze particular errors (M=2.60) by obtaining an overall mean score of (M= 2.72). While most respondents show that computers and other learning devices are much useful in their classrooms and may help them have flexible time and efforts, others seem unsure whether those devices should be implemented across all subjects and what impact it would have on them. This inclination towards the use of multimedia computers across all the subjects and the uncertainty students have regarding computer effectiveness stem from their lack of awareness of the various applications and benefits of it. This also results from lack of contact with educational technologies, and teachers' awareness about its use by either d not incorporating CALL properly or reducing its use.

As for students' likelihood to use computers, it was exploited through measuring the level of their critical thinking ability. With a mean score of (M=3.60), respondents' perception of computer usefulness is obviously positive through having the ability to make research on the internet. This perception is related to the confidence they have regarding their ability to cope with a an online learning environment while thinking critically, as some respondents look uncertain whether this device can be part of their skills (SD dv= 1.06) a significant number admit that they can develop their critical thinking ability because they are having self-access facilities with a mean of (M= 3.36), thus by developing their critical thinking skills, students can give confirmatory answers, supporting evidence, and can challenge the arguments of others. Through enhancing critical thinking skills,

students can be self-regulatory and reasoned as they can solve problems, make inferences and thoughtful decisions in an online learning environment.

Furthermore, consistent with the overall mean score that respondents obtained when asked about the compatibility of multimedia computers use with their learning practices increases matters further. Yet, despite their high satisfaction and interest in computers and their benefits in the EFL classroom, some still doubt whether multimedia fits into curriculum goals and the online classroom limited time. This contradictory disposition is a direct outcome of the lack of awareness of multimedia computers different uses and limited exposure with constructive and potent educational technologies.

Students have access to some useful CALL tools such as computers, internet, smartphones, and free educational websites and software, yet their inability to make proper use of these tools and exploit them effectively discourages them and hampers any endeavor to incorporate CALL in their learning pursuit. Hence, making full use of CALL and amplifying its effect on learning necessitate proper training and guidance (Chien, 2004, cited in Wang et al., 2008). Nevertheless, if we take a closer look we will notice that students' computer competence results confirm their inclination towards the use of internet and CMC tools. Two major CALL tools that might have a tremendous positive effect on students learning pursuit if exploited properly and effectively.

Conclusion and Recommendations

Students' responses towards multimedia computers use tempted to be distinctly positive with an overall mean score of (M= 3.26). This positive attitude is supported with a set of significant factors which show the likelihood of future multimedia computers use among students if the online learning environment is favorable. Accordingly, students' perception of computer usefulness is evidently positive, though their response towards multimedia ease of use remained somewhat under the standard of 3 points mean score. the analyses of data gathered through the survey tool resulted in emphasizing a set of issues considered to be the main reasons which impede multimedia computers use among the respondents. The issues can be represented through financial issues which can prevent multimedia use, the second issue involves the lack of technological devices equipment and facilities including computers and data projectors and this is due to poor management.

Consistent with the first hypothesis, the findings of the study confirmed that the English language learning environment for most of the respondents is appropriate although integrating modern technologies is not very applicable in Algerian higher institutions, as ICTs are somehow neglected, and sometimes only educators who manage to make efforts to alter the situation and to solve the complex issues. Ultimately, as the researcher expected, respondents managed to have much positive attitudes as they adopted multimedia computers, thing that signifies their high digital self- engagement in learning in an online environment.

For the second hypothesis, changes in pedagogy of teaching are accompanied with the change of the role of both teachers and students. Accordingly,

technological changes contributed to increasing students' problem solving abilities, decision making, inferences, creativity, and innovations. Critical thinking indeed can highly involve the intellectual relationship with the learner's self, the other learners, and the learning context. Students' critical thinking development is related to their teacher's efforts to use the effective teaching pedagogies which can increase their critical abilities in both the traditional and online classrooms.

According to Vygotsky (1978), students can construct knowledge through discussion and problem solving, exchanging ideas, reasoning, and identifying the problems to be solved. Therefore, during the interactive learning environment, the students can use their prior knowledge and their social and cultural values, by relating them to their life experiences. Students also can engage in debates, share information, ask questions, and identify errors and arguments. Yet, (Chaudron, 1988) believes that interaction is fundamental because through interaction students can construct meaning from classroom events, debates, and discussion.

Introducing Multimedia computers requires involving all the necessary equipment and taking a set of measures at various levels. Introducing Multimedia as a subject is an efficient means to getting them familiar with different devices of educational technologies and familiarizing them with practical tools that they could use in their learning journey and apply them later on in their teaching profession. Such a move should also help break the vicious cycle of CALL avoidance among teachers and students in the future. Meanwhile, multimedia computers can be uncertain to the academic staff at the level of the English department at ENS of Laghouat, introducing multimedia devices to all educators and students through cooperative groups inviting computer experts should reduce the problem of ICT disregard, raise educators and students' positive responses and reflective beliefs, and encourage them to use multimedia devices in their classrooms. Considering the nature of all the issues which obstruct the incorporation of computer at the level of EFL classrooms in Algeria, the researcher recommends the adoption of a blended learning model or the Flipped Classroom approach which can affect teaching and learning positively as it encourages active and independent learning through debating and problem solving, interactive feedback.

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