THE USAGE OF ICT IN LANGUAGE LEARNING

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Abstract: *The world of communication has recently become easier in all forms, such as audiovisual content, web services, conversations, email and advanced e-learning. This revolutionary reality cannot be separated from the professional world, as well as from the world of job opportunities. ICT has had a significant impact on language use, language acquisition and related pedagogy.In fact, the inclusion of ICT in EFL classes led to the creation of a "more interactive and student-oriented classroom environment" (Chou, C. 2010). This fact, in turn, contributed to the emergence of various educational management systems that encouraged foreign language teachers to use them to successfully transfer knowledge.*

Key words: *technology, teaching, language learning, methodology, IT.*

Zhou, C. (2010) noted that any attempt by researchers to learn the effective use of ICT in language classes "shows that Foreign Language teachers are interested in evidence-based evidence that demonstrates the effectiveness of e-learning tools. Foreign Language teachers are increasingly interested in learning about the ICT's effective contribution to Language Teaching and learning "acceptance by language learners", as well as possible problems with the use of this electronic equipment. However, only a few studies have attempted to propose solutions related to ongoing problems and obstacles in the field.

Indeed, many participants and researchers at various national conferences have supported the widespread use of ICT in EFL classes. This article is aimed at EFL students in the context of the University of Algeria. The continuous development of ICT use in EFL classes has contributed significantly to the integration of ICT into accepted teaching methods. In fact, theses lead to recurring problems such as the nest-net curriculum, tasks and activities developed online for teaching the subject, electronic assessment, constructive feedback on online education, etc. It follows from this that this article explores the views and insights of teachers and students on technology and Elear's capabilities, the obstacles they face, and the know-how of these technologies in the context of the EFL.

Researchers such as Melor, Maimun& Chua Pin (2009) have commented on the teachers ' opposite position on effective methods of using ICT in EFL classes and removing potential barriers. In their opinion, " although the debate about the advantages and disadvantages of using technology in countless ways in all aspects of life continues in full swing, Language teachers struggle to capture newly invented digital gadgets to collect or effectively adopt them.own agenda of language pedagogy". Thus, this document outlines a number of obstacles and difficult factors that can be divided into three main areas: administrative, technical and pedagogical.

The fact is that the use of ICT in EFL classes opens the way for new strategies and methods of developing curricula and curricula.3 teachers and administrators must develop effective strategies to find relevant digital content, follow electronic security guidelines,

and assess the potential effectiveness and compliance of digital content, tools, and platform to achieve the desired learning outcomes. However, in EFL classes, care should be taken to argue that technology is "very important to ensure that there is healthy pedagogy behind the movement, rather than the desire to use new toys", as claimed by Arabaszet al (2003). Students may be overwhelmed by too much technology or confused by poorly used or poorly tuned technology".

Education for success is a correct and convenient connection between educational goals and ICT tools and rudiments. This is how the call made by Arabasz and et al (2003) defined it as "the logic of combining the means of e-learning in language pedagogy". In addition, the overwhelming nature of EFL training, under LMD mode, sounds good to be dealt with through innovative teaching methods, yet 10/30 teachers involved prefer to use traditional strategies such as chalk-and-walk and white-board-and-marker for better classroom management. Researchers such as Tanveer (2011) reported that many EFL teachers are more inclined towards a mixed method of classroom education such as discussion boards, classroom response system (CHR), voting pads, Moodle/Virtual learning environment, blogs, chalk and board clutter with etc ' e-learning tools.

In the end, good motivation and motivation, administrative and technical mechanisms are necessary for the development of autonomous education, using digital content and technologies, both inside and outside the formal learning environment.

This study proved the importance of ICT and the great need for its integration in EFL settings. Both teachers and students expressed a desire and passion for mastering technological and digital strategies for professional development and access to meta-cognitive knowledge. In addition, it is believed that any attempt to combine the four language skills depends on the inclusion of modern modern technologies in curricula to achieve effective student-oriented pedagogy.

However, the teaching-learning process is a complex enterprise and requires a reasonable balance between existing technological tools and the educational needs of students. Thus, difficulties can be overcome gradually, and the positive use of human and electronic resources can meet the needs of academic contexts and new generations of students.

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