

## Foreign Language Teaching/Learning Under the Influence of New Didactic Factors

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**ABSTRACT:** *The teaching/learning of foreign languages is now under the influence of technologies of information as in every field of life. Didactic materials are increasingly digitized and we have passed the period of connectivism in the teaching field (David Villacres. 2016). It is claimed that the new technologies in this field have made the teaching and learning process more efficient, simpler, easier and faster, but what prompted us to take a closer look is exactly which aspect of teaching of a foreign language, reading and writing skills, these characteristics of the use of TICE affect more or if it has the same impact in all of them. For the purpose of this study, the results of two groups of first-year bachelor students of the faculty of foreign languages who study French as a second foreign language were analyzed. The groups have an equal number of students and in the A level in French. Group 1 is defined as the group where "classical" teaching is applied where TICE is not used and group 2 where TICE is the main basis of the didactic tools used. Their results were analyzed in terms of reanding and writing skills, acquisition of grammar rules as well as active participation in class. The statistical method spss and googleforms were used for data processing. In data results, it was found that the use of TICE in the classroom has a greater impact on active participation in the classroom. Also, from their answers, it was noticed that the methodology used is not essential for their success, but rather the role of the teacher in this process.*

**KEY WORDS:** teaching-learning, foreign languages, technologies, didactic materials, TICE

### INTRODUCTION

The teaching/learning of foreign languages, like any other aspect of education, has taken a completely different turn since the integration of new digital tools (Francisco Javier Palacios Hidalgo, M.<sup>a</sup> Elena Gómez Parra, Cristina A. Huertas April.2020).

The predominant model of teaching based on books for several centuries has been greatly shaken and even challenged since the advent of digital technology. (Virginia b. Ekwere. 2021)

Digitalized materials have led to the rediscovery of new methods of teaching and learning languages which touch on the four skills emphasized by the CEFR: oral expression, oral comprehension, written expression and comprehension of written material. Language teachers themselves are convinced that the current era is an extremely stimulating and motivating time of change for their discipline. (Virginia b. Ekwere.2021).

Two postulates emerged on the use of new teaching methods:

-new technologies have made learning foreign languages simpler, easier, faster and more effective,-the use of these technologies presents numerous advantages that have improved the teaching and learning of foreign languages while propelling it forward ( Francisco Javier Palacios Hidalgo, M.<sup>a</sup> Elena Gómez Parra, Cristina A. Huertas Abril.2020 ).

The use of TIC promotes permanent interactivity, individualization without isolation, allows multi-channel sound, image, text, multi-references, immediate consideration of the effects of the strangeness of messages in L2, providing flexibility and creativity at the task level, in particular, allows the learner to design their own tasks. (Milburga ATCERO. 2013)

The purpose of this study is to see if the impact of using TICE is as expressed above, in the entire teaching process or in a certain component such as: in understanding and writing skills, in acquisition of grammatical rules or in the level of activation in the class.

## **LITERATURE**

Teaching materials can be defined as all objects and devices used in a training process and intended to raise the performance of teaching and training and education, information and awareness and entertainment. They are divided into auxiliary (visual and audio-visual), and primary such as printed, structured materials used in a learning process (for example, reading-writing booklets, calculation booklets, lexicons, dictionaries , guides, fact sheets, leaflets, novels, poems...) (Soumana Kané. 2000.)

Quality teaching resources promote the development of students' skills, support independent learning, contain varied and stimulating learning tasks, offer adequate treatment of content, are written in clear language, are designed in such a way as to encourage the learning process, integrate new media, support faculty members, can be used in a versatile way, include tools for diagnostics and assessments. (Beat Döbeli honegger, dr. Michael hielscher, prof. Dr. Werner hartmann. 2020)

The use of TIC in a school context requires that learners have more skills than when the same TIC is used in another context. This skill varies from one learner to another depending on their social setting and their level of exposure to the tools in question. They are accompanied and supported by the teacher, through reflective activities, or through mutual assistance between peers. Digital technology has entered the field of letters and human sciences and teaching/learning methods have accepted the challenge of combining the tools from digital to the tools to which they were already accustomed, namely books, notebooks, manuals, black or whiteboard exclusively (Virginie b. Ekwere. 2021)

Marie GÉRARD (2009) affirms that “the school textbook still remains the most widespread and undoubtedly the most effective learning support”. The school textbook constitutes a basis of agreement between, on the one hand, the teacher and the institution (i.e. the Ministry of Education), and on the other, between the teacher and the learners. According to this agreement, the teacher undertakes to transmit, in a limited time, knowledge, information, skills and know-how in a logical order and following educational steps designed to be effective (Hussain Bilhaj.2020) .

## **METHODOLOGY**

For this study, two groups of the first year of the faculty of foreign languages of the bachelor cycle who study French as a second foreign language were analyzed:

Group 1, the group where the teaching is based on the text book and not on the use of TICE

Group 2, the group that has developed teaching based mainly on TICE and on digitized teaching tools.

For the purpose of this study, the results of the final exam of two groups, with an equal number of students, were taken into analysis, regarding their performance skills in FLE. The students of both groups are A-level and have started the course with zero knowledge of French, as foreign language. The teaching in Group 1 is mainly based on the methodology that we can call "classic", on text books, while Group 2 is based on the use of TICE.

The improvement of skills will be measured through the assessment of comprehension and oral expression skills in class, comprehension and written expression, the acquisition of grammatical knowledge as well as activation in the class.

In order to have an accurate overview of the characteristics of the selected groups, several questions were addressed to the students.

Regarding how much they like the French language, 35.3% of the students of group 1 like the French language, 52.9% somewhat, and 11.8% a little and 66.7%. of students in group 2 like French very much, 26.7% considerably and 6.7% not at all.

From the answers, we noticed that group 2 appears to have a better predisposition than group 1 to learn the French language.

When asked if they want more activities that use information technology tools: Group 1- 47% students want to do language activities using different platforms to learn foreign languages, 41.2% considerably and 11.8% not at all.

As for the students of group 2, 48.7% of them say that they would like it in every teaching session, 46.7% sometimes. Regarding the recognition of different digital platforms or formats for learning the French language, 70.6% of the students of group 1 do not know such platforms and for group 2, 73.3% of the students state that they know digital platforms related to learning a foreign language.

23.5% of group 1 know some like Memerise, online quiz, kahoot games, duolingo and 26.7% of group 2, youtube, Pimsleur, digital audios, social media/ We note that with regard to prior knowledge of the technologies used in foreign language learning, both groups show the same characteristics, most of them do not know enough programs, platforms or digitized materials for foreign language learning.

## **RESULTS AND DISCUSSION**

Data are collected from the results of both groups based on participation, activation in the class, understanding and expression in writing, understanding and expression speaking as well as the acquisition of grammatical rules.

Data collection can be done using language proficiency tests, graded assignments or assessments by the teacher during the class. For data processing, the spss statistical processing method was used, as well as a questionnaire processed through googleforms.

The determination of the significance level is  $\alpha = 0.05$ . The calculation of the T-test allows to determine whether the means of the two groups are significantly different in terms of the improvement of the foreign language skill. For the interpretation of the results, if the value of  $p$  is lower than the level of significance ( $\alpha$ ), then we reject the null hypothesis and conclude that there is a significant difference in the improvement of foreign language knowledge between the groups that use technological tools and those that do not use

### **Formulation of hypotheses**

H0= "There is no significant difference in the improvement of foreign language skills between the groups that use technological tools and those that use classical teaching",

H1= "There is a significant difference in the improvement of foreign language skills between the groups that use technological tools and those that use traditional methods"

### T test analysis

The T-test is used to investigate whether there is a difference between two groups of samples in terms of means. The T-test determines whether the mean of one group is significantly different from the mean of the other group. In the T-test, the critical point is 'two'. The T-test always compares two means or two different values. When examining group differences at the level of significance in the T-test, it is important to consider one-tailed and two-tailed tests. In the two-tailed test, the positive or negative direction of the difference in the mean of one group from the other is not important. But in a one-sided test, in a certain direction (positive or negative) it is expected that the average of the first group will be different from the average of the second group. (Şeref kalayci. 2017)

### Independet test-T

For the averages of the two groups for the 5 components: participation/activation in the class, understanding and expression in writing, understanding and expression speaking as well as the acquisition of grammatical rules.

Group Statistics					
	grupi	N	Mean	Std. Deviation	Std. Error Mean
mesataret	1	5	5.7460	1.67154	.74753
	2	5	7.5460	.23671	.10586

The aim is to measure the averages of both groups, group 1 (classical education, without using information technology tools) and group 2 (which constantly uses TICE). From the results, the average of group 1 is 5.7460 and of group 2 is 7.5460. We see that group 2 highlights that there is a difference between both teaching methods.

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	Lower	Upper
						One-Sided p	Two-Sided p				
mesataret	Equal variances assumed	4.677	.063	-2.384	8	.022	.044	-1.80000	.75499	-3.54101	-.05899
	Equal variances not assumed			-2.384	4.160	.037	.073	-1.80000	.75499	-3.86471	.26471

Even the result of Sig. (2-tailed) ( $p=0.063$ ) shows that there is no significant difference between the averages of the groups, in this way, hypothesis H0 is accepted and H1 is rejected. Two-Sided p 0.044 is greater than 0.005

### Listening comprehension

Group Statistics					
	group	N	Mean	Std. Deviation	Std. Error Mean
score	1	15	6.2000	2.21037	.57071
	2	15	7.5333	1.35576	.35006

From the results, the average of group 1 is 6.2000 and of group 2 is 7.5333. From the results it is noted that; group 2 has a difference between both teaching methods.

Independent Samples Test												
		Levene's Test for Equality of Variances		t-test for Equality of Means							95% Confidence Interval of the Difference	
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	Lower	Upper	
						One-Sided p	Two-Sided p					
score	Equal variances assumed	3.180	.085	-1.991	28	.028	.056	-1.33333	.66952	-2.70478	.03811	
	Equal variances not assumed			-1.991	23.228	.029	.058	-1.33333	.66952	-2.71758	.05092	

Even the result of Sig. (2-tailed) ( $p=0.085$ ) shows that there is no significant difference between the means of the groups. From the result of the assumed equal Variance points and the equal changes that are not assumed, it is shown that there is no difference between the means of the groups, in this way, the hypothesis  $H_0$  is accepted and  $H_1$  is rejected

### Oral expression, participation in class activities

Group Statistics					
	group	N	Mean	Std. Deviation	Std. Error Mean
score	1	15	2.8000	1.42428	.36775
	2	15	7.2000	2.83347	.73160

The average of group 1 is 2.8000 and that of group 2 is 7.2000. From the results it is noted that; group 2 has an obvious difference between both teaching methods on oral expression, participation in classroom activities

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	Lower	Upper
						One-Sided p	Two-Sided p				
score	Equal variances assumed	5.827	.023	-5.374	28	<.001	<.001	-4.40000	.81883	-6.07729	-2.72271
	Equal variances not assumed			-5.374	20.650	<.001	<.001	-4.40000	.81883	-6.10460	-2.69540

Two-Sided p is <.001, that is, smaller than 0.005, which means that the result between the two groups is significant, so the participation among the second group is greater than that of the first group. So, accept H1 and reject H0. The relationship is weak with positive values (less than 0.005), which means that with the increase in school attendance, the academic result increases, and with the decrease in class attendance, the academic results decrease.

### Reading comprehension

Group Statistics					
	group	N	Mean	Std. Deviation	Std. Error Mean
score	1	15	6.9333	2.40436	.62080
	2	15	7.8000	2.14476	.55377

The average of group 1 is 6.9333 and of group 2 is 7.8000. From the results, it can be seen that the difference between the two groups has a difference that is not very strong on written comprehension

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	Lower	Upper
						One-Sided p	Two-Sided p				
score	Equal variances assumed	.220	.643	-1.042	28	.153	.306	-.86667	.83190	-2.57074	.83741
	Equal variances not assumed			-1.042	27.642	.153	.307	-.86667	.83190	-2.57174	.83840

Two-Sided p is 0.306, so greater than 0.005. H0 is accepted, so, there is no difference between g1 and g2. The connection is weak.

### Writing skills

Group Statistics					
	group	N	Mean	Std. Deviation	Std. Error Mean
score	1	15	6.2667	1.62422	.41937
	2	15	7.7333	1.79151	.46257

The average of group 1 is 6.2667 and of group 2 is 7.7333. From the results, it can be seen that the difference between the two groups has a difference that is not very strong on the written expression

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	Lower	Upper
						One-Sided p	Two-Sided p				
score	Equal variances assumed	.127	.725	-2.349	28	.013	.026	-1.46667	.62437	-2.74564	-.18770
	Equal variances not assumed			-2.349	27.735	.013	.026	-1.46667	.62437	-2.74619	-.18715

Two-Sided p is 0.026, so greater than 0.005. H0 is accepted, ie there is no difference between g1 and g2. The values are positive, the connection is weak

### Grammatical skills

Group Statistics					
	group	N	Mean	Std. Deviation	Std. Error Mean
score	1	15	6.5333	1.80739	.46667
	2	15	7.4667	1.72654	.44579

The average of group 1 is 6.5333 and that of group 2 is 7.4667, which means that there is not a strong difference between the two groups. From the results, it can be seen that the difference between the two groups has a difference that is not very strong on language skills

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	Lower	Upper
						One-Sided p	Two-Sided p				
score	Equal variances assumed	.137	.714	-1.446	28	.080	.159	-.93333	.64537	-2.25532	.38866
	Equal variances not assumed			-1.446	27.942	.080	.159	-.93333	.64537	-2.25545	.38878



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Two-Sided p is 0.159, so greater than 0.005. H<sub>0</sub> is accepted, there is no difference. The results show that the relationship is weak, the values are positive

Regarding the two hypotheses, H<sub>0</sub> and H<sub>1</sub>, we find that H<sub>1</sub> is verified only in terms of active participation in the class. While for the other factors such as understanding and expression in writing, understanding and expression orally and acquisition of grammatical rules, H<sub>0</sub> is verified, meaning that there are no fundamental differences between the two groups.

To the open-ended question that they consider as the most important factors in their performance in learning the French language, the teaching method, the didactic tools and the role of the teacher, 78% of the students of group 1 and 83% of the students of group 2 state that learning is the most important factor.

This answer is confirmed by the analysis of the correlation between these factors, where the teacher-motivation relationship is positive.

## **CONCLUSION**

The main factors that influence the acquisition process are language ability, age, motivation, previously acquired languages, the type and volume of data in the target language to which the learner is exposed, the nature and frequency of activities in the target language in which he is involved, the learner's abilities and his mastery of an alphabetical system (Cyrille Granget. 2021).

Having a desire to learn is a necessary (but not sufficient) condition for acquisition and the teacher has the means to reinforce, support or bring out the learner's motivation: by opting for desirable thematic content, by arousing the learner's appetite, by ensuring the establishment of a climate of trust in the class, by promoting the linguistic or encyclopedic knowledge of learners, by establishing symbolic rewards, etc. If the learner's motivation dies, no more learning is possible.

TIC in education allows students to learn in a more varied and interactive way through software offering role-playing games and programs directly evaluating their work. ICT also have disadvantages because they create in users of the computer the habit of using computers to do exercises and practice texts.

From the results of the study, we see that the use of TICE contributes visibly and immediately mainly to active participation in the classroom. The degree of motivation does not change from one group to another. From the answers of the students, 78% group 1 and 72% group say that their motivation and results in the subject they are studying depends directly on the teacher rather than on the tools and methods used.

The use of TICE should be seen as a didactic aid, like the use of the manual, and it should not be claimed that it replaces the basic source of teaching and the teacher.

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