

ICT in EFL Learning: How to Help the Comprehension and Production of Explicative Texts in a Multilingual Context

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Abstract

In the present context of globalization education tends to go beyond the traditional limits in order to optimize the learning process and answer the new international requirements. In this perspective, over the past two decades Information and Communication Technology has gradually been integrated in the foreign language learning environment.

Nowadays, there are many electronic tools available that help and motivate learners in the process of learning notably while dealing with the reading and writing skills.

Children learning to read and write in their first language (F1) generally face difficulties in making out coherence at the local (microstructure) and the global (macrostructure) semantic levels of the texts.

The same difficulties are to be found while dealing with the reading comprehension and the writing skills in a foreign language (FL); however, the situation is much more complex since learners have to activate not only linguistic knowledge about the target language (TG) but also about the representations mentioned in the text and built in the mother tongue (MT). These latter are necessary to activate the corresponding inferences for the construction of the coherence of the text.

The present paper tackles the issue of computer-assistance in the comprehension and production of EFL texts; it presents a case study that took place in Algeria with first year university students. The analysis of the data shows that many parameters intervene in the comprehension and the production of a text in the TL: mainly the initial level of the students in the TL and the language used to insert additional information.

The aim of this study is to create and propose systems of hypertexts (closed hypertext systems) supported by an integrative theoretical background.

This procedure will allow drawing conclusions concerning the memory process in multilingual and diglossic contexts of EFL learning. It will also show that such assistance fosters creative writing and enhances cultural awareness.