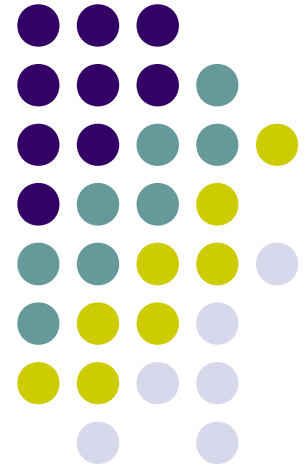


Perspectives of Integrating the Digital Dedicated Language Laboratory in Foreign Language Pedagogy, Reality or Chimera: the Case of Souk-Ahras University, Algeria



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THE STORY BEGINS

A ferocious and frightening creature called 'Chimera' is occupying the place. She will burn anyone who dares turn the handle and open the lab door.



CONDUCTING A SURVEY

Defining the Digital Dedicated Language Laboratory

Integration policy(stages of change)

Case study: Department of Foreign Languages (University of Souk-Ahras, Algeria)



The Digital Dedicated Language Laboratory

Digital: information and data are generated, stored and processed via an electronic device (a computer)

Dedicated: appropriately equipped to deal solely with language teaching and learning.

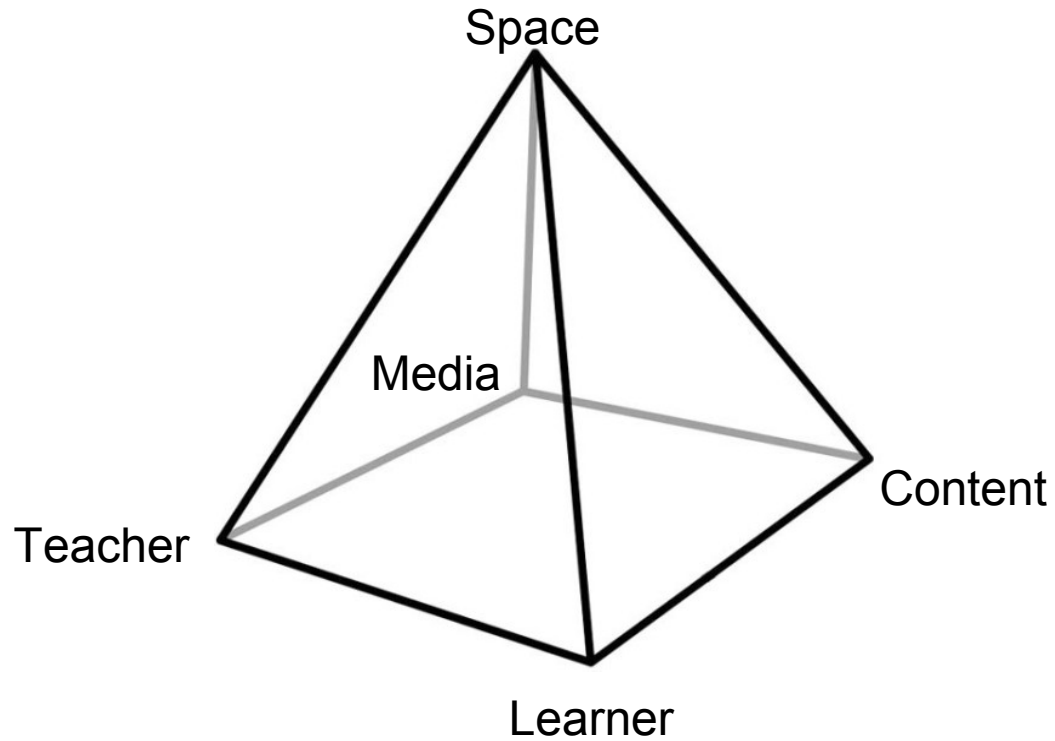
Not a futuristic vision but a classroom for today.

Only a tool, a means and not an end in itself.

Teachers and students share space, equipment, information, and results by working together.

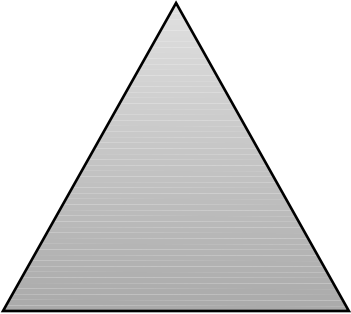


DDLL's Components



THE PEDAGOGICAL PYRAMID

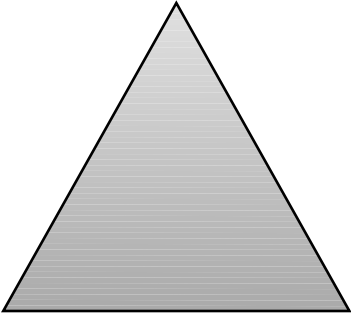
Space



Teacher

Learner

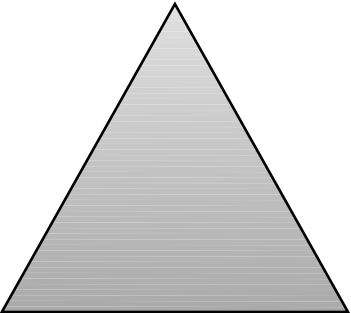
Space



Learner

Content

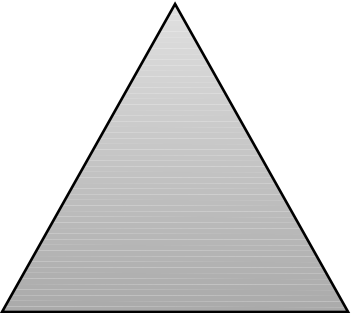
Space



Teacher

Media

Space



Media

Content

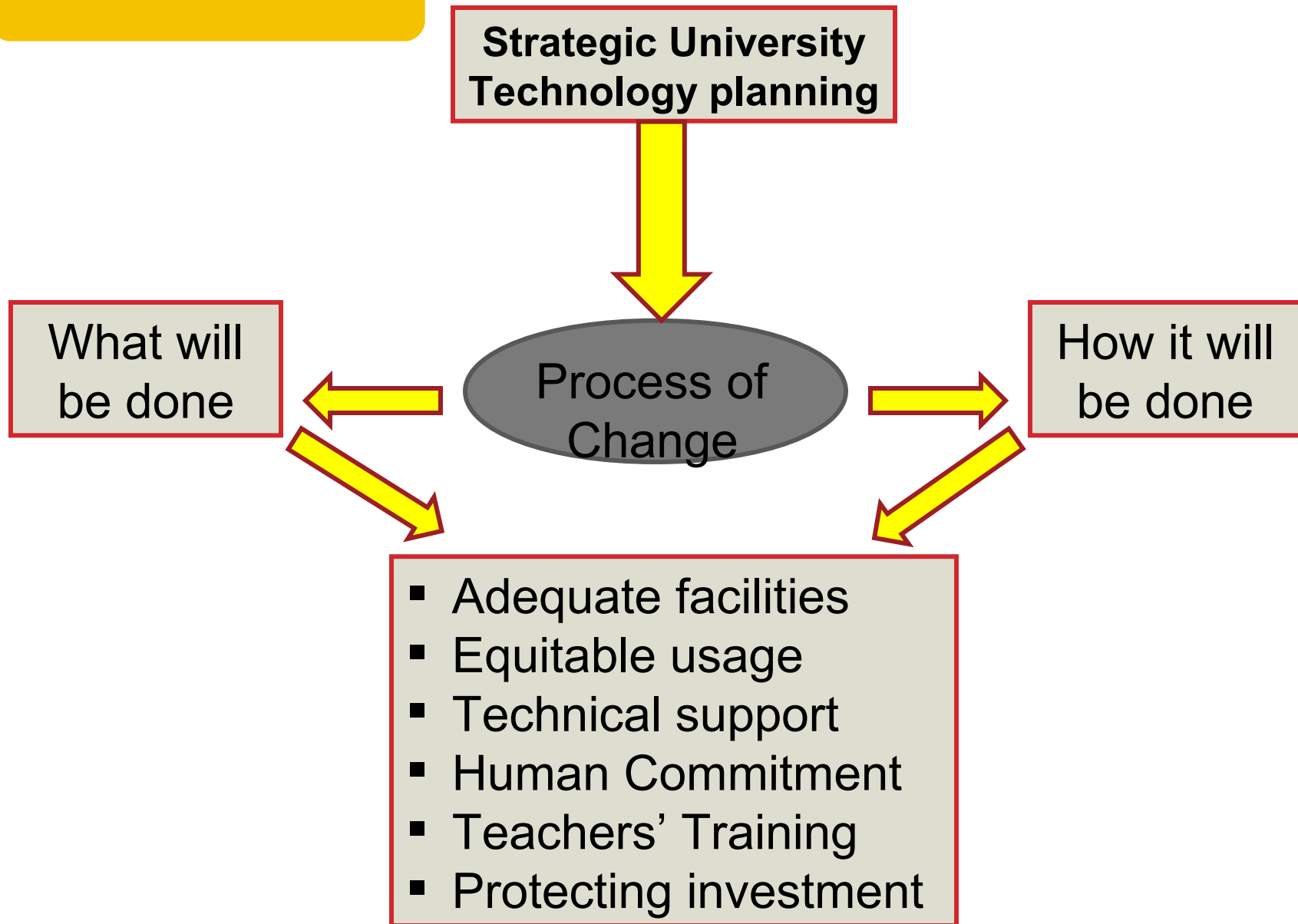
Integration Policy of DDLLs

1. Governmental Level

- *New curricula
- * Financial commitment
- *Centrality of ICTs: technological infrastructure
- *subject-specific software and online services development
- *Teachers' Training
- *Innovative partnership



2. University Level





3. Individual Level

- Understanding DDLI characteristics.
- Balance between technology, linguistic context and pedagogy
- Training
- Appropriate use = successful learning

Case Study
Department of Foreign Languages
University of Souk-Ahras, Algeria

SANAKO Lab100 (2007) – (DZD 4,000,000)

Year	Number of Students	DDL
2007  2015	More than 2,000	Only 1 with 14 carrel stations 

METHOD

PARTICIPANTS



31 teachers
(14 males, 17 females)

08 teachers of English and 23 teachers of French,

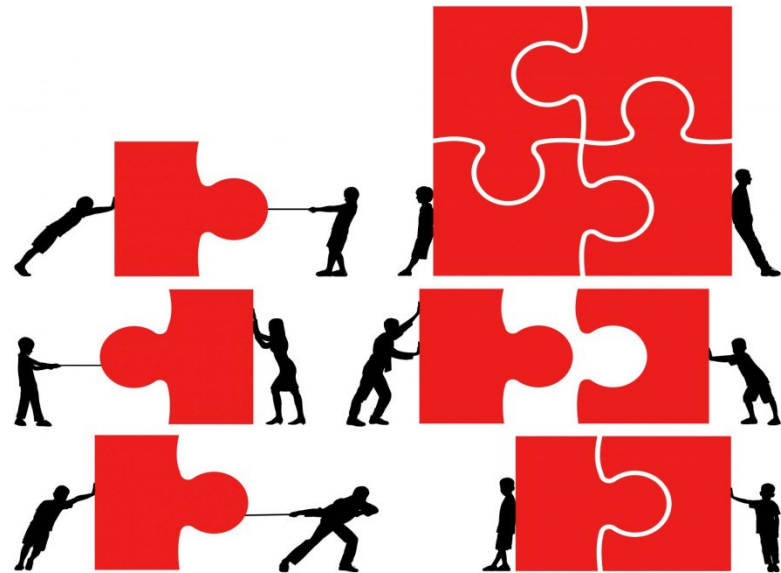
PROCEDURE



Questionnaire survey

RESULTS AND DISCUSSION

- ❑ No strategic plan of integration
- ❑ No decision-making team



- ❑ DDLL used as an ordinary classroom
- ❑ Students never manipulated this facility
- ❑ Instructions not to touch it





❑ No training for teachers

(Very limited absorptive capacity)



A fact that led to a total reluctance and disinterest

Instructed not to try it

A decor for the sake of prestige / Source of pride

Safeguarded against clumsy manipulations



Does not conform to their ideas

Fear of the unknown

Another heavy burden added to others.

Worthless, unnecessary, uninteresting.



THE STORY ENDS

Integration policy of DDLL



Delusion / Pipe dream / A chimera



No Bellerophon to kill the Chimera



THANK YOU