Promoting the Pedagogical Pyramid through a Technology-Enhanced EFL Classroom: Teachers' Perceptions

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Abstract:

Technology never stops transforming our world. It has been permeating people's lives, prompting academicians, researchers, and teachers to discuss their profile, hold them in high esteem, weigh up the benefits as well as the harms. Traditionally, research has subscribed to the belief that a technology-enhanced language classroom is useful when the teacher knows how to use itskillfully. Such competence must not be swamped by fear, reluctance, or ignorance.

The present descriptive and exploratory piece of reflection is an attempt to report on faculty perceptions on the merits of the technology-enhanced language classroom and the complexity of the pedagogical four-sided pyramid model. The findings revealed thatsuch conceptualization facilitates cooperation, negotiation, socialization, and the acquisition of a certain number of learning skills.

Keywords:*EFL; language classroom; pedagogical pyramid; perceptions; technology*

I. INTRODUCTION

Harmer (2001) observed that there is a close and vital symbiosis between teaching methods and technology use. In fact, teaching aids starting from the coursebook, the board, and the chalk to the overhead projector, the micro-computer, and language laboratory are referred to as technology (from the Greek technē meaning skill or craft) Technology evolves for the human mind is never satisfied with what is occurring around. There are always new habits, ideas, codes and behaviors that intensify our need to new skills, methods, and systems. Technology is everywhere, accessible to everyone.

Today's learners are digital natives or New-millennium learners. They use new technologies not only to learn and work but to socialize, get information, and entertain as well. They are prone to explore and exploit them in unprecedented manner and rate. It is a sterling fact that conducted us to reconsider our viewpoints vis-à-vis these learners, their needs and potentialities, and the urgent implementation of new technological facilities in foreign language classrooms. The present research paper is a descriptive and exploratory attempt that is thoroughly allocated to technology-enhanced language classrooms. It seeks to explore the EFL teachers' attitudes and perceptions towards the richness and complexity of the pedagogical four-sided pyramid model where five main components: space, teacher, learner, content, and media fuse and meet together. Such conceptualization facilitates cooperation, negotiation, socialization, and the acquisition of a certain number of learning skills.

## 1. The technology-enhanced language classroom

With the flow of time, there has been an ever accelerating innovation in teaching tools. Yet, a teaching tool is nothing if pedagogy does not keep pace. A number of researchers have reported that foreign language learning and teaching relies upon three major pillars which are teacher, learner, and content (the classical pedagogical triangle) as shown in Figure 1.

Figure (1):Traditional Pedagogical Triangle

Content

Teacher   Learner
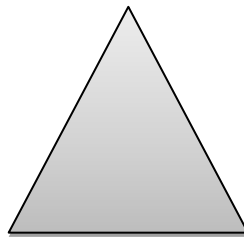
The teacher is endowed with ideas about the subject matter, and teaching and learning as well. The learner, however, in addition to knowledge and interest, has cognitive, affective, and sociocultural abilities. In the meantime, content is transmitted to and fro. Such design can be pedagogical (monologic) when the teacher's role is highly emphasized. Being expert, the teacher chooses and plans the appropriate subject-matter and then instructs the student via some tools. The same design becomes a learning design (dialogic) when focus is particularly put on learning practice and on the way student's innate knowledge will be developed and constructed with a teacher becoming an assistant and a guide.

Nonetheless, we can notice from the above pedagogical triangle, with all its possible ensuing conceptions, that there is still room to think about a third design, a polyphonic one, much more elaborated than the monologic and dialogic models. It is worthy to note that all three forms of teaching are derived from Bakhtin's (1981) philosophy that presents distinct perceptions of the relations between the learner, the teacher, and the content.

The polyphonic design is based on the mutual understanding between the teacher and students who together try to hold and negotiate talks on equal terms. Each one is driven by his own perspectives and perceptions of the world. Several independent voices are heard in a peaceful and serene instructive environment which is the classroom. The polyphonic design is an opportunity for Kipling's 'Six Honest Men' to meet and coexist harmoniously. The teacher and the learners (who) select collaboratively a subject matter (what). Yet, the teacher has to structure, plan, and decide on adequate materials and tools (how) as well as the allocated time (when), define causes and goals (why), in a determined space (where).

It is quite obvious that by space, we mean the classroom as once defined by van Lier (1988) "the gathering for a given period of time of two or more persons (one of whom, generally assumes the role of instructor) for the purpose of language learning." (p. 47) Research has made it clear that the classroom setting plays an important role in learning (Egbert, 1993). Its conception and role are increasingly interrelated to the used teaching method. It is a space where students, instead of being present for taking notes passively, they have to nurture and develop relationships with others through interaction, as well as build self-confidence. It is a space where necessary human and material resources are made available to learners in order to promote not only an autonomous access to knowledge, but a firmly-rooted socialization through interpersonal communications, and cooperative autonomy rather than an elitist individualism.

Henceforth, a classroom as a well-defined institutional space that allows learning in an authentic context can range from small groups to hundreds of students. A lecture hall is a classroom, the same as a gymnasium for sports, a laboratory for chemistry or biology. The computer laboratory destined for information technology in schools and universities as well as the language laboratory are also classrooms.

There is the traditional classroom where desks are arranged in rows with the teacher's desk at the front which is always under the attack of the proponents of alternative education. Maria Montessori (1912) used to write, '"stationary desks and chairs are proof that the principle of slavery still informs the school." (p. 16) In contrast, the modern classroom is the one where furniture is arranged for the purpose of facilitating and affecting positively students' learning. Optimal use of lighting, colour, and acoustics has been adopted.

These days, however, a considerable interest has been taken in the technological-enhanced language classroom (TELC). It is no more a futuristic vision but a classroom for today where "all computing resources are networked and integrated to make information sources available to everyone who needs them." (Heide& Henderson, 1994, p. 14). It is a setting where language is taught and learnt differently from a classical classroom. In reality, this TELC is a notion that denotes the combination of the physical space and media. A classroom whether it is indoors or outdoors, where learners sit on chairs or on floor, have desks to write on or make do with their own legs, use course books and copybooks or just wooden boards, will undoubtedly remain a classroom. The TELC, however, must be equipped appropriately to deal solely with language teaching and learning. A teacher of biology cannot exploit its facilities in order to make experimentations; neither does a physics or chemistry teacher. Henceforth, it is a dedicated language classroom. If inadvertently or on purpose, the tools are not exploited, it will become a simple classroom. It will become a dull, lifeless décor where learners sigh with discontent while time flies. Hence, a very fundamental characteristic of a TELC in addition to teaching and learning is sharing. People share the space, the equipment as well as information, and results by working together. Is it not true that new and good ideas will emerge when

shared?

A room devoted for language teaching and learning is commonly referred to as technology-based classroom or laboratory. According to The American Heritage Dictionary of the English Language (2011) it is "a roomdesignedforlearningforeignlanguages,havingaudioequipmentthatallowsstudents to listenandrespond to recordedlessonsandspokenexampleswhile an instructormonitorstheirprogress."

1.1. History

Most researchers who dealt with the birth and development of technology-based classroom agreed on the fact that this evolution goes hand in hand with the most popular second language teaching theories, approaches, and methods. There is a kind of balance between pedagogy, linguistic content, and technology (McCarthy, 1999)

Stern (1992) observed that one of the main features of the development of language pedagogy has been the continuous attempts to renew language teaching through changes in teaching methods. The evolution of second and foreign language teaching and learning has been chronicled and delineated on the basis that although the application of new methods means a certain break from the old, they nonetheless, maintain a link with the past by incorporating positive aspects of previous paradigms.

The technology-enhanced language classroom progressed in three main phases: behavioustic, communicative, and integrative. These three stages reflect, firstly, research interests in the fields of new technologies, linguistics and language teaching. Secondly, the TBC is not a method but a medium or an environment in which a wide variety of methods, approaches or pedagogical philosophies may be implemented. The Grammar-Translation activities, Audio-Lingual drills or cognitive analysis of language, or a communicative syllabus can benefit from its resources. It is the way it is used, and the context in which it is used that determine the efficacy.

A few is known on the use of TELCs during the period of the 20s. Perhaps, the first one was at the University of Grenoble in 1908. However, it has been reported that two American universities made attempts to use them: The Mississippi State College for Women and Ohio State University. Both universities used them in order to teach pronunciation, grammar, games, songs, poems, dramas and conversations. There were twenty four students in each classroom with a student assistant for each seven students. The teacher supervised both the students, the assistants, and planned what to be done. It was possible for students to study in small groups under the supervision of assistants rather than the teacher. They learnt how to pronounce words correctly and how to use the phonetic transcription. The TBCs, at first, were not very well equipped. Sixteen students were gathered around only one phonograph and time for individual use was managed by time cards. Yet, the classroom stayed open late so that students could practice and do tasks

After World War II, technology-enhanced classrooms started to be more popularized and accessible to a large audience. Green Mountain Junior College in the United States was the first to use the well-known Specialized Army Training Program (SATP) based on the same principles as today's TELCs among which we can cite:

- Individualized instruction at each student's level of ability.
- Intensive instruction.
- Training for listening with model speeches on records.
- Developing expressions with repetitions.

- Arrangement of instructional materials according to difficulty level.
- Instruction by teachers and assistants through hour class.
- Evaluation of students' levels of proficiency.
- Efforts to increase motivation.

The classroom was viewed as a mechanical tutor that never got tired. Warschauer (1996) explained that it "serves as a vehicle for delivering instructional materials to the student. The rationale behind drill and practice was not totally spurious, which explains in part the fact that CALL drills are still used today" (p. 8).Indeed, that rationale comprises three main notions:

a. The language learning is beneficial if exposed to the same material repeatedly.
b. A TELC is ideal for carrying out repeated drills, since the machine does not get bored with presenting the same material and since it can provide immediate non-judgmental feedback.
c. A TELC can present such material on an individualized basis, allowing students to proceed at their own pace and freeing up class time for other activities.

In the late 1970s and early 1990s, the behaviouristic language came under criticism because of two important factors. Firstly, behaviouristic approaches to language learning were being rejected at both theoretical and pedagogical levels. Their detractors were disenchanted with the Audio-Lingual Method and behavioural psychology to which they highlighted various defects:

a. The teaching method in the TELC was based on repetition and standardization of speech. Students far from creating and being spontaneous repeated sounds and utterances like parrots. They were unable to use what they practiced in natural speech situations. Accuracy was the goal and fluency.
b. The practice of drilling was mechanical, mostly out of context and devoid of any real meaning. Students were unable to any link between what they did in the TBC and in the traditional classroom. For them, the time spent in the laboratory was boring and tedious.
c. Audio-lingual materials were considered as methods and not just teaching aids.
d. The existing instructional materials such as textbooks were very few and they focused on oral and aural skills, neglecting reading and writing.
e. Frequent technical problems such as managing time, space, the use of materials and equipment malfunction and failure which urged teachers to avoid using the laboratory.

Consequently, language teaching specialists showed more interest in Communicative Language Teaching stressing on the fact that "the value of the language laboratory lies not so much in the kind of equipment you have, but in the way you make use of it." (Croft, 1972, p. 396). It was the role of the teacher to find out the most efficient ways of using the technology-based classroom and applying new teaching methods. The objective was to restore its potential benefits like the possibility to use authentic native speech retrieved in various voices, the feasibility to compare students' repetitions with the original as well the opportunity for the students to work individually.

The second factor was the advent of the micro-computer and its full implementation as an essential component of a TELC where a comprehensive set of principles have been developed for Communicative CALL. Underwood (1984) argued that this latter should:

a. Focus on communication rather than on the form and avoid drilling.
b. Allow and encourage the students to generate original utterances rather than merely manipulate prefabricated language.

c. Not judge or evaluate everything the student does.

d. Avoid telling students they are wrong Use the target language exclusively.

e. Be flexible and avoid having only one response.

f. Allow the student to explore the subject matter by providing an environment in which the student plays with the language or manipulates it.

g. Create environment in which using the target language feels natural

The third stage also termed multimedia CALL (Davies, 1999), integrated CALL (Bax, 2003), facilitation CALL (Wyatt, 1987) was marked first by the introduction of two innovations in technology: multimedia computers (MPC) and Internet, and second, by the reassessment of the Communicative language teaching theory.

1.2. The physical arrangement

The latest TBLC is a versatile language learning setting that requires only one computer for the instructor station. The micro-computer consists of a central unit with an operating system, a screen, a keyboard, a mouse and dedicated software used to run the class and present lesson activities as well as the usual programs, applications and utilities usually needed when using a computer. This latter is related to a mass storage unit (MSU) a device that stores data, an audio panel and a headphone. There are various sources from which data and information can be manipulated: the computer's hard disk, CDs and DVDs, the system MSU, the Web, USB flash drive. In addition, the system includes a tape recorder in case the teacher chooses a tape cassette as a source.

The student's carrel station is endowed with an audio panel with high-quality digital audio, and a headphone. One important characteristic of a CALL is that sound is digitalized. Contrary to the analogue, the digital sound can be recorded on digital equipment such as a computer, CDs, and DVDs. When it is played, it keeps the same high quality even after hundreds of times. It is also free from any interference.

From then on, digital one-computer assisted language laboratory has been given a new lease of life because of improvements in technology. New laboratory designs have been devised with full computer control. All students are equipped with PCs or laptops. The basic functionalities of the audio panel are upgraded into easy-to-use multi-track multimedia recorder software. All computers are networked and have access to Internet.

As for the space management and equipment arrangement, the TELC is designed according to the width of the room, number of students, flexibility in case of individual, pair, group or whole work and accessibility to resources and equipment. Thus students desks arranged in rows, along the wall, in a circle or a U-shape.

2. The Pedagogical Pyramid

An effective use of a TELC depends on five components: the space, the teacher, the learner, the content, and the media. For that very reason, it is thought that the classical pedagogic triangle has to be reexamined so that the classroom will be in the foreground and the whole teaching and learning process will result in a pedagogical four-sided pyramid instead of a triangle as it is shown in Figure 2.
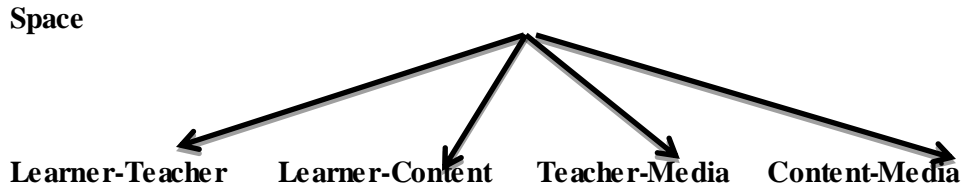
Figure(2):The Pedagogical Pyramid
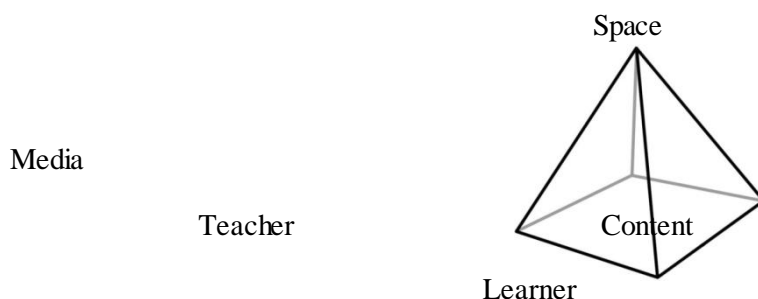
Space was put at the top of the pyramid (Figure 2) in order to reinforce the notion that it is dedicated i.e. it is made for just one purpose and the four other components revolve around it much like satellites. They coexist for a unique goal which is learning language. Such conceptualization will lead to bring about four modeling pedagogical situations. The first side concerns the relationship between the teacher and the learner sharing a predetermined 'locus' endowed with specificities which both can exploit and share. It is a space where the number of students is limited; a fact that facilitates enriching teacher-student, and student-student communicative skills.

The second model concerns the learner and the way they deal with the subject matter (content) in a space totally different from a traditional classroom. The learner driven by good intentions will independently benefit from all resources placed at their disposal in order to mobilize knowledge, and acquire new ideas and concepts. Such conceptions exist in a number of universities and schools where the student is given free access to data sources and full use of all facilities and equipment.

The teacher-space-media component highlights the primacy accorded to the teacher's role. Even in the above model, the teacher is there through a set of instructions, tasks and assignments to be performed by the same student. In reality, the TELC requires an ongoing and well established expertise and supervision from the teacher's part. A considerable and worthwhile work is done permanently also on the basis of good intentions that such a facility is a good ally and not an imposition by the administration or an extra-burden to daily teacher's tasks and routines.

Such reaction is born from a common reluctance to accept the inevitability of change and a sense of bewilderment and fear from the unknown. Davies (2012) asserted that, in order to overcome such attitudinal problems, teachers need training, information and clear demonstration that the use of such technological facility enhances the existing teaching by leading students to better understanding, manipulation and use of the target language.

The fourth and last side brings together the space, the media, and the content focusing on the technical and organizational characteristics necessary to preparation and presentation of content. As it has been explained before, a TELC is not at all an ordinary room where teacher and students meet to discharge the obligation of being together. It is much like a biology laboratory where the content is learnt without being observed under a microscope. Henceforth, a TELC will stop existing when the subject matter is no more transmitted with the help the available media.

Figure (3): Four Modeling Pedagogical Situations

Space

Learner-Teacher   Learner-Content   Teacher-Media   Content-Media

The pedagogical pyramid is the ideal conceptualization for the polyphonic design where the five components meet together; where there is no room for the old-fashioned transmittable paradigm but rather an enriching fusion that facilitates cooperation, negotiation, socialization, and the acquisition of a certain number of competences and skills.

The richness and complexity of the pedagogical pyramid is quite apparent when the basis is also taken into account. Four other main interactions can take place:

a. learner ; teacher ; content
b. learner ; teacher ; media
c. teacher ; media ; content
d. learner ; media ; content

All four interactions are likely to take concrete form either in a traditional classroom or a technological classroom. In (A), the learner is indoctrinated by the instructor with a set of beliefs, ideas. (B) shows the interaction between the two protagonists and the selected media to transmit content. By media, we mean the material resources placed at the disposal of everyone in the school or the classroom in order to communicate information and ideas. We may think of the coursebook, the TV set, the tape-recorder, etc.

Interaction (C) denotes the strategic role of the teacher in connecting what to be taught (subject matter) with the way to do it. This has proven to be a very hard and demanding task for the teacher because of a series of factors and variables such as: time, space, groupings, and furniture availability. The last conception (D) highlights the free access to the content and media far away from the teacher. This is commonly referred to as autonomous learning that could take place at anytime and anywhere. The leaner decides on what to learn and chooses adequate resources, and tools for that goal.

In reality, all eight interactions that follow from the four-sided pedagogic pyramid attest the infallible workability of the technology-based classroom through a well-defined polyphonic design. Another important factor is that technology has always been evolving. For instance, the blackboard has been replaced by the whiteboard that the teacher writes on with ink that can be washed off. Now, we are turning to the digital board commonly known 'Interactive Whiteboard' that is connected to a computer controlled by students by the use of a stylus, or finger. The term 'digital' refers to the fact that data and information are generated, stored, and processed via a new electronic technology. We can speak of digital satellites, television, recordings, computers, and tablets. Henceforth, today's TELCs are said to be digital because, teachers and students can use all the facilities.

As it has been explained previously, a TELC is devoted only to teaching and learning a language, most of the time, a foreign language. It is where computers replace the traditional, analogue audio cassette and/or video and allow a whole range of material to be delivered in digital format over a network to the student positions. Compared to other instructional aids such

as the textbook whose content is mainly texts and images presented in a static manner and the old-fashioned audio-lingual language laboratory whose primary equipment is the tape recorder which provides sound information but not text or image; the new foreign language dedicated TBC integrates texts, video, sounds, graphics, and animation. It is the role of teachers, authors of multimedia language learning software and theorists to understand the its scope, its prominent areas of focus, the theoretical sources and conceptual frameworks, and the possible weaknesses or gap between theory and practice. (Levy, 1997)

Furthermore, it has been claimed (Levy, 1997; Davies, 1999) that the TELC is a three-pronged concept which implies firstly, that the technology used is digital and exemplified by the computer; secondly it is used as a tool, as a means and not an end in itself and thirdly it is exploited in the very formal context of foreign language teaching and learning. Numerous articles and research handbooks on Second Language Acquisition as well as Foreign Language Learning have been attempting to set up a solid basis for the creation of a theoretical framework for TELCs. It is also well-grounded that any emergence of new paradigms will necessarily affect the way these classrooms are used.

II. Methods and Materials:

It is worthy to note that the objective of this study is not to support or challenge a theory but rather find out better ways of doing things. It aims at describing the merits of the pedagogical pyramid within a technology-enhanced language classroom and exploring the EFL teachers' attitudes and perceptions towards the full and urgent implementation of such teaching and learning facility. It has to be reassessed as a valuable setting of daily English language instruction where students will be more productive, self-determinant, and responsible of their learning. Moreover, with a certain degree of willingness, welcome and awareness, teachers will become more technologically competent.

Hence, an applied, structured, exploratory research method was chosen in order to elicit what participants knew and understood, which actions they took, and what they needed and desired. Focus was brought on a qualitative research method in order to gain insight into the target populations' motivations, behaviours and aspirations about the promotion of the pedagogical four-sided pyramidalong with its integrated five components namely: teacher, learner, content, media and space.

It was thought necessary to triangulate data sources. An interactive combination of both qualitative and quantitative gathering tools was necessary to render the research findings more valid and reliable. Teachers were encouraged to take part, share their experiences and viewpoints. Such design was based on an in-depth questionnaire for teachers at the Department of Foreign Languages as well as interviews and meetings with those who were inclined to integrate the TELC as a facility in their teaching.

The target population consisted of N31 teachers. They represented the total population targeted by the research study in the Department of Foreign Languages. They were given enough time to answer the questions and they did it anonymously in order to avoid any type of litigation. The questionnaire was made up of 16 questions dealing with information and communication technologies in general as well as the benefits of exploiting the technology-enhanced language classroom in teaching and learning English as a foreign language.

As for the interviews, a convenience sample was adopted made up of only three voluntary and cooperative teachers who were ready to give it a try and share their own viewpoints and concerns. Indeed, the interviews were purpose-oriented semi-structured discussions referred to as 'group interviews' or 'conversational interviews' (van Manen, 1990).

III. Results and discussion :

The descriptive statistical analysis of the questionnaire was handled with the help of SPSS 23 software.The tables used are mainly frequency tables which display counts and percentages for each categorical value.Some questions were open-ended necessitating a qualitative analysis. The results showed first that all respondents were aware of the ongoing changes and improvements in L2 teaching and learning. They added that these changes are inevitable, useful and motivating. New philosophies and theories are reflected in the emergence of new teaching methods. For that reason, they argued, well-informed L2 teachers had to change and consolidate their attitudes towards new ways of teaching as well as break the routine and adopt any new strategies, procedures and instructional technologies.

Moreover, they are aware that nowadays, the most tremendous technological revolution has been experienced. It is a transition into a High Technology Age where new sophisticated products are always taking over previous ones. So, they have to be adapted to this new deep era or they will certainly remain behind the times and miss the way things are going on. Surprisingly, nevertheless, many showed an unfounded reluctance to use technological tools. A wide range of responses about their feelings and opinions are summed up in the following points:

- The participants found it difficult and dared not try for fear of failure.
- A technology-enhanced language course is time consuming, exhausting, and required many hours to get ready.
- A computer-assisted language course would not work with overcrowded groups.
- The unavailability of laptops and video-projectors within the Department of Foreign Languages. Only one laptop and three projectors were at the disposal of 31 teachers, they went on arguing.

As for the use of the technology-enhanced language classroom, the most striking result that emerged from the N31 teachers' answers is that no one has ever exploited or even had access to it.The collective unexpected and alarming response is due to the following causes:

- Most teachers asserted that they did not have any idea how to exploit the TELC. They lacked skill and craftsmanship. Very few were lucky to turn the handle and open its door but used it as an ordinary classroom where most of the time thirty or more students felt cramped and uncomfortable. What a deplorable situation that would breed uneasy and frustrating feelings, and eventually cause the deterioration of its equipment.
- Most teachers argued that they did not get any in-service training.
- Most teachers replied that they were given instructions not to try it and to keep away from it. One teacher wrote ironically that the TELC was said to be infected and its equipment was kept in quarantine. Another one said that apparently a ferocious and frightening creature called 'Chimera' is occupying the space. She would burn anyone who dared go near. A third teacher reported that nobody in the administration took the right decision or the responsibility to start a whole process of true integration. Instead, the administration persisted in its blatant refusal and kept the TELC safeguarded against degradation and clumsy manipulations. Consequently, it has become simply a dust-covered décor for the sake of prestige and pride. A fourth commented that the administration had never consulted teachers when planning to purchase and install a new technological piece of equipment.
- Some of them said that they knew nothing about the availability of such facility.
- Many other teachers consider that the TELC does not conform to their ideas. It represents a frightening unknown and another heavy teaching burden that can be added

to others. So, they will feel safe and good if they keep going on with conventional routine teaching practices.

The outcomes of the conversational interviews that were recorded using a free open source digital audio editor and recording computer software application called 'Sanako Study Lite recorder' showed that the three willing teachers made a few attempts to use the TELC and exploit its components. They had the opportunity to make comments and voice their concerns about what occurred in this language classroom. They believed that such equipment can be accessible if they know its components and characteristics and hence become an opportune fact that motivates them to teach in a better way and hopefully make things change at the Department of Foreign Languages.

All of them expressed very strongly their perception that the TELC was totally different from the traditional classroom and they were very pleased to experience English language teaching there. They said:
-"The first impression that I had when I went into this language classroom was how such space could exist in the Department. No one told us about it."
-"I found it different. Desks and chairs are not like those in a normal classroom. The U-shape is very practical. Students can see each other without looking behind"
-"I liked the idea that each student has his/her own desk."
-"I would like to spend as much time as possible teahing English in this class. Only a few students, that sounds interesting"
-"the classroom is well arranged."
-"Learning English in this lab is motivating. I want to be one of the first teachers to use this technology."
-"I'm lucky to be in this lab and I'm ready to do my best."
-"To tell you the truth, I was a little frightened. I don't know a lot about technology but I'm determined to learn more."

In all, the interviewees believed that teaching in a TELC renders the atmosphere more pleasant and supportive. It can have a psychological influence on teacher-student and student-student rapport based on prevailing mutual respect, tolerance, and support. Their presence inside this technology-enriched environment whetted their appetite to make more efforts, and participate actively. Theydid, certainly, notfeel bored or overtaken. They enjoyed their participation and felt more involved as they escaped monotony and the dreary climate of foreign languages instruction.

Most importantly, their teaching was more stimulating because everything inside the DDLL was different. The styles and procedures were different, the learning materials were different, and the classroom's spatial organization was different (Dörnyei, 2001). The tasks (content) presented were indeed very appealing because they were connected to some agreed topics and they dealt with both the grammatical components and the sociocultural patterns. An activity or a task becomes boring not because of the content but rather the way it is presented. The TELC gave them a good opportunity to test its motivating potentialities that changed simple tasks chosen from a course book into interactive, challenging, and authentic tasks. They confessed that they learnt a lot and did not regret being active participants in this study. They added that they felt sorry for the other reluctant teachers who refused to give it a try. Learning English in the TELC was very motivating for them and the students. They noticed that on their

faces every time they went in. They made the resolution to keep on exploiting the TELC facilities in the future.

IV.   Conclusion:

The present research paper claims to provide an account of the utility and the potentialities of the technology-enhanced language classroom as a teaching tool in EFL instruction. It explores the classical pedagogical triangle consisting of three basic pillars: teacher, learner, and content along with three main designs: monologic, dialogic and polyphonic. Yet, this reflective piece examines in detail the theoretical and practical issues in relation to the pedagogical four-sided pyramid as a legitimate alternative and an ideal conceptualization for the polyphonic design leading to bring about four modeling pedagogical situations as well as four basic interactions where five components meet together: space, teacher, learner, media and content.

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