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**ASSESSING THE IMPACT OF THE USE OF TECHNOLOGY ON  
THE TEACHING –LEARNING PROCESS**

**Case of 1<sup>ST</sup> Year EFL Students at the University of Tlemcen**

Dissertation submitted to the Department of English  
as a Partial Fulfillment of the Requirements for the Degree of Master's in  
Language Studies

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## **DECLARATION OF ORIGINALITY**

We declare that this thesis is our own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. We also certify that the present work contains no plagiarism and is the result of our own investigation.

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**May 17, 2017**

## ***DEDICATIONS***

I dedicate this work to all the members of my family in general, to my dear mother who helped me a lot with her support and prayers, to my father who passed away 5 years ago and it was his dream to see graduate and have my diplomat, to my friend and partner Miss Benheddi Soumia who participated with me in this research work and supported me, and to all my friends and loved ones.

***Ben Hammou Wahiba***

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I.

## ***ABSTRACT***

The 21<sup>ST</sup> century is the age of development and innovation; it is the age of modern technology. Technology is used in every aspect of society; it has become an integral part of our lives. It is used to facilitate our lives and in the domain of education it can be used to simplify and improve the quality of teaching and learning. Thus no one can deny the importance and the benefits of technology in the classroom more specifically the EFL classroom. The purpose of this study is highlight the main impact of using technology in the EFL classroom as well as the role of the teacher in the process and how he can manage to use it effectively and correctly for the purpose of enhancing the quality of learning. Also this work aims at finding out how both teachers and learners view technology and how they feel about using it. In this research work a case study was made in the Department of English at the University of Tlemcen with 1<sup>ST</sup> year EFL students and teachers from the staff as a sample population. 25 students and 10 teachers have contributed in this work. The research tools consist of two questionnaires, one for the students and another for the teachers. The findings of this study are meant to improve the EFL teaching and learning via technology. The result of the investigation show that there are many advantages of technology use in the EFL classroom and that both teachers and learners support the idea of using it. Also teachers are aware of the importance of technology as a means of instruction and they favor its use, however they face some obstacles in the process such as the lack of technological materials and training.

## II.

### **TABLE OF CONTENTS**

Declaration of Originality	
Dedications	
Acknowledgements.....	i
Abstract.....	ii
Table of Contents.....	iii
List of Abbreviations and Acronyms.....	vii
List of Graphics, Figures and Tables.....	viii
<b>GENERAL INTRODUCTION... ..</b>	<b>1</b>

### **CHAPTER ONE: LITERATURE REVIEW**

1.1 Introduction.....	5
1.2 The history of teaching.....	5
1.3 What is technology? .....	6
1.4 The implementation of technology in education.....	7
1.5 The benefits of using technology.....	9
<b>1.5.1</b> The benefits for learners.....	<b>9</b>
<b>1.5.2</b> The benefits for teachers.....	<b>11</b>
1.6 Curriculum implementation.....	12
1.7 Technology and Internet Guidelines for the EFL Classroom.....	13

1.7.1 To choose goals and objectives.....	13
1.7.2 Integration.....	13

### III.

1.7.3 To solve complexities.....	14
1.7.4 To provide advice and support.....	14
1.7.5 To include students in decisions.....	14
1.7.6 Take a Course.....	15
1.8 Technological tools used in the EFL classroom.....	15
1.8.1 Language laboratories.....	15
1.8.1.1 The benefits of using language laboratories.....	16
1.8.1.2 Practicality.....	16
1.8.1.3 Students learn faster.....	16
1.8.1.4 The teacher takes on a more important role in the language lab .....	17
1.8.1.5 Use more resources and varied activities than in a traditional classroom .....	17
1.8.1.6 Language labs allow for diversity in the classroom.....	17
1.8.1.7 Labs foster communication in the classroom .....	18
1.8.2 Audio-Visual aids .....	18
1.8.2.3 Training aids.....	18
1.8.2.2 Presentation slides.....	19
1.8.2.4 Digital projectors.....	19
1.8.2.5 Audio recordings.....	19
1.8.2.6 Multimedia.....	19
1.8.3 Computer Assisted Language Learning.....	19
1.8.4 Social media.....	20

1.9	Successful technology integration.....	20
1.10	Technology and the role of the teacher.....	21
1.11	Learners and technology.....	22
1.12	Conclusion.....	23

IV.

**CHAPTER TWO: RESEARCH METHODOLOGIES and ANALYSIS and INTERPRETATION**

2.1	Introduction.....	25
2.2	Research Methodology.....	25
2.2.1	Re-statement of the Problem.....	26
2.2.2	Research Questions.....	26
2.2.3	Research Hypotheses.....	27
2.2.4	Research Objective.....	27
2.2.5	Research Design /Methods /Procedures.....	28
2.2.6	Sampling.....	28
2.2.7	Data Collection Methods.....	29
2.2.8	Data Analysis Procedures.....	29
2.2.8.1	The Questionnaires' Description.....	30
2.2.8.1.1	The Students' Questionnaire.....	31
2.2.8.1.2	The Teachers' Questionnaire.....	31
2.3	Analysis of the Questionnaires.....	31
2.3.1	Students' Questionnaires.....	32
2.3.3	Teacher's Questionnaire.....	38
2.4	Summaries of the Findings.....	46
2.5	Technology Use in 1 <sup>st</sup> Year EFL Students.....	46
2.5.1	Application of Technology to Language Teaching.....	47



V.

2.6 Discussion of the Main Results.....	48
2.7 Technology integration.....	50
2.8 Recommendation.....	50
2.9 Conclusion.....	51
<b>GENERAL CONCLUSION.....</b>	<b>52</b>
BIBLIOGRAPHY.....	54
APPENDIX A: Teachers' Questionnaire.....	56
APPENDIX B: Students' Questionnaire.....	58

## VI.

### ***LIST OF ABBREVIATIONS***

<b>1st</b>	First
<b>2nd</b>	Second
<b>CALL</b>	Computer Assisted Language Learning
<b>CD</b>	Compact Disk
<b>DVD</b>	Digital Versatile Disc
<b>EFL</b>	English as a Foreign Language
<b>ESL</b>	English as a Second Language
<b>ELT</b>	English Language Teaching
<b>ICT</b>	Information and Communication Technology
<b>LMD</b>	License-Master-Doctor
<b>TV</b>	Television

VII.

**LIST OF GRAPHICS and TABLES**

Graphic 2.1: The Importance of Accessing Technology in Enhancing Learning.....**33**

Graphic 2.2: Using Technology Is a Source Of Motivation To Be Involved In The classroom.....**33**

Graphic 2.3: *Technology and the development of commmunication skills*.....**34**

*Graphic 2.4: Computer Access in the Classroom*.....**35**

Graphic2.5: The frequency of using computers in the classroom.....**36**

Graphic 2.6: The Use of Technology as a Source of Instruction .....**36**

Graphic 2.7: The Type of Technology to Use and to Have Access to.....**37**

Graphic 2.8: The Feeling of Comfort When Using Technology.....**37**

Graphic 2.9: *evaluation of the implementation of technology in the classroom*.....**38**

Graphic 2.10: The importance of having access to technology. ....**40**

Graphic 2.11: The technological tools used in the classroom.....**41**

Graphic 2.12: Computer access in the classroom.....**41**

Graphic 2.13: The frequency of using computers in the classroom. ....**42**

Graphic 2.14: The teachers training to use technology in the classroom.....**43**

Graphic 2.15: The university equipment with the technological materials. ....**43**

Graphic 2.16: The technology use and teachers' motivation.....**44**

Graphic 2.17: Teachers' thoughts about using technology in the classroom. ....45

Graphic 2.18: Feeling comfort with using technology. ....45

VIII.

Table 2.1: The importance of having technology access.....39

Table 2.2: Technology use and teachers' motivation.....44

IX.

***GENERAL INTRODUCTION***

## ***GENERAL CONCLUSION***

## ***DEDECATIONS***

I dedicate this work to my family. A special feeling of gratitude to my loving parents, whose words of encouragements and push for tenacity ring my ears.

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## ***GENERAL INTRODUCTION***

Language is the main means of communication among humans. It's the tool that people use to communicate their ideas and thoughts with each other. It allows people to express themselves and show their points of view .It is a blessing that God gave us. Large numbers of languages exist in this world ,which are specific to certain countries and certain people, alongside varieties of local languages that are spoken and used by people in different regions. Some languages are still alive and used by people while others disappeared and are considered dead languages due to the lack of users.

The most widespread and popular language in the world today is the English language. The English language is the third largest language in the world after Chinese and Spanish. It is spoken in 112 countries by 328 million speakers. The special case is that English is spoken all over the world and is not only restricted to one area. From its homeland, the United Kingdom, it has spread to other countries and continents like America, Australia, New Zealand and Africa and became the lingua franca in many countries.

English gained an important status around the globe; it became the lingua franca that connects countries and speakers. Thus it is taught in various countries as a second language **ESL** or **EFL** English as a foreign language. However the process of teaching English as EFL is not an easy process at all.



In the past, English was taught using the traditional method which was much more simple and easy ,the teacher relied on using the textbook ,the board and him talking, however things has changed and modern methods are introduced to the educational field as a result to the emergence of technology. The effective use of technology can change the face of education and it can create beneficial educational opportunities. Both teachers and students can profit from implementing different technological tools, teachers will learn how to blend technology with their own style in their classrooms and students will be more drawn to learning with technology.

The present research work aims at finding the outcomes and influence of using technology in the EFL classroom on teachers and learners(the case of 1<sup>st</sup> year EFL students) and how can teachers use it usefully and correctly in their classrooms ,in addition to that it tries to find different points of views regarding it use in the classroom.

To achieve this purpose, the researcher posed three research questions:

1. What are the main impacts of using technology on both teachers and learners?
2. How can teachers use technology effectively in the classroom?
3. How is technology perceived in ELT?

The questions guiding this study have been formulated in order to show the presence of technology in the EFL classroom and how it is used. The above mentioned questions led the researchers to propose the following hypotheses:

**1-** Technology is of primary importance in the EFL classroom, it can make education interesting and spontaneous, and it has major impacts on the teaching/learning process.

**2-** The biggest burden in implementing technology in the classroom falls on teachers' shoulders due to the fact that they hold the authority in the classroom, thus technology can be beneficial if used effectively by teachers.

**3-** Some educators and learners support the idea of using technology while others do not; Technology is viewed differently by teachers.

To boost the degree of the validity of the hypotheses cited above, the researchers have used a variety of tools, including 25 students from 1<sup>st</sup> Year and 10 teachers of English from the University of Tlemcen in the Department of English. In this research study, the researchers have carried out an investigation during the academic year 2016-2017, with a representative sample of 1<sup>st</sup> Year EFL students, a second one from the teaching staff. The survey relies on two questionnaires. One is presented to the students and another to the teachers. Testing these hypotheses can help the researchers to find out how technology is being used in the EFL classroom and provide solutions and recommendations to how to use it properly and effectively in EFL classroom. The questionnaires contain close and open-ended questions as well as multiple choice questions. The study is both quantitative and qualitative due to the use of statistics and descriptions based on numerical observations.

To carry out the present research, the work is structured into two chapters:

The first chapter provides a theoretical outline and description on technology. It presents a comparison between traditional and modern education, and points out the role of technology in education as well the various impacts it may have on both teachers and learners. Also it mentions how it is integrated into the curriculum and what are the guidelines that must be taken into consideration. In addition to that this chapter includes different types of technological tools that can be used in the classroom.

The second chapter deals with the research design and methodology. It explains and describes the research instruments and provides information regarding research design, methods and procedures as well as data analysis methods. In addition to that, this chapter contains the analysis of the collected data and discusses the main results obtained. As a final point it provided some recommendations and solutions relating on the data collected.

In this research the researchers were aware of its limitations. First, the topic contains so much details and information, yet due the issue of timing it was impossible to discuss everything. Second, it was very difficult to find information related to this specific case which is the use technology in the EFL classroom is Algeria. Third, some members of the teaching staff and students teachers did not give back the questionnaires that were administered to them. However, thankfully the research process was not affected.

## ***CHAPTER ONE***

### ***LITERATURE REVIEW***

1.8 Introduction

1.9 The history of teaching

1.10 What is technology?

1.11 The implementation of technology in education

1.12 The benefits of using technology

1.12.1 The benefits for learners

1.12.2 The benefits for teachers

1.13 Curriculum implementation

1.14 Technology and Internet Guidelines for the EFL Classroom

1.15 Technological tools used in the EFL classroom

1.16 Successful technology integration

1.17 Technology and the role of the teacher

1.18 Learners and technology

1.19 Conclusion

# **CHAPTER ONE**

## **LITERATURE REVIEW**

### **1.1 Introduction**

The urge to use various methods to teach EFL motivates teachers to find and implement technology-inspired devices that enable them to make learning smoother and fulfill learner' needs.

This chapter relates to the use of technology in EFL classroom. It presents a comparison between traditional and modern methods in addition to defining technology, and gives a brief history regarding the implementation of technology in education. It also focuses on the benefits of technology for both teachers and learners and put forwards some guidelines for teachers when thy use technology in their classrooms. Finally, it provides a connection between EFL teaching and the use of technology by providing examples of technological devices and tools which are used in the EFL classroom and explaining both the role of teachers and learners in the process.

### **1.2 The History of Teaching**

Teaching and learning are very complicated processes which involve much effort and work, yet they are related because good teaching will lead to good learning and vice versa.

The history of teaching went through a long path; it started from homes, churches and mosques through teaching values and good morals, then the establishment of schools and teachers and the use of chalk and talk until the introduction of technology and modern devices.

Traditional teaching is concerned with the teacher being the controller of the learning environment. Power and responsibility are held by the teacher who plays the role of instructor and decision maker (in regards to curriculum content and specific outcomes). He regards students as having 'knowledge holes' that need to be filled with information. In short, the traditional teacher views that it is the teacher that causes learning to occur (Novak, 1998:24, 25). Learning is chiefly associated within the classroom and is often competitive. The lesson content and delivery are considered to be most important and students master knowledge through drill and practice (such as rote learning). Content need not be learned in context. (Johnson & Johnson, 1991).

Today, various shifts and changes are occurring in every aspect of our life, the world is globalized and modernized; thus the educational system is affected by these changes and teaching has changed from being traditional into being more modern and innovative. Teachers search for new and beneficial technological aids and tools that can be used in their classrooms to achieve effective learning. Hence, modern education technological materials are closely connected. So teaching has become modern and teachers take the role of guiders and counselors with more autonomous learning, self-inquiry and critical thinking, in addition to that learning needs, styles and desires are taken into consideration.

## **1.2 What is Technology?**

Technology is defined as:

- 1) The application of scientific knowledge for practical purposes, especially in industry.
- 2) Machinery and devices developed from scientific knowledge.
- 3) The branch of knowledge dealing with engineering or applied sciences. (Oxford Dictionary).

“We define technology as the organization of knowledge for the achievement of practical purposes.” (Mesthene, 1970).” Bain explains that:

***‘Technology includes all tools, machines, utensils, weapons, instruments, housing, clothing, communicating and transporting devices and the skills by which we produce and use them.’***

***(Bain, 1937:860)***

In 1998 the French philosopher Stiegler defines technology as: “the pursuit of life by means other than life”. Another definition by Stein:

***‘Technology can be defined as the practical application of science to commerce or industry and the discipline dealing with the art or science of applying scientific knowledge to practical problems.’***

***(Stein, 1982)***

#### **1.4 The Implementation of Technology in Education**

Technology nowadays is very widespread, it touches every part of our lives, our societies and our homes. In the time we are living in; the time of development and technology, people have begun to gain knowledge through the internet, television and other types of media. It has become apparent that our world is changing and the way information is gathered and stored is also changing. Although some still rely on newspapers and books to gain information, the majority have shifted to more easily, accessible tools gather data.

One area where technology is causing a large shift is in the field of education. With the number of students possessing smart phones, students are one touch away from having access to the internet, music, and social media sites, which forced educators to keep up with various forms of media that are related to students. So the challenge has become not to possess or access technology, but more importantly to

***“Effective use of the internet will improve teacher creativity as well as reduce the time that is required to plan units or lessons***

be able to navigate through and manipulate this technology to best meet the needs and desires of students. Greenberg, states that:

Although the use of ICT by language teachers is still not widespread, the use of technology in the classroom is becoming very important. Dudeney and Hocky (2008:7) relate this to many reasons, to mention just some:

- ✓ Younger learners are growing up with technology...For these learners the use of technology is a way to bring the outside world into the classroom. And some of these younger learners will in turn become teachers themselves.
- ✓ Technology, especially the Internet, presents us with new opportunities for authentic tasks and materials, as well as an access to a wealth of ready-made ELT materials.
- ✓ Technology is offered with published materials such as course books and resource books for teachers.
- ✓ Learners increasingly expect language schools to integrate technology into teaching.
- ✓ Technology offers new ways for practicing language and assenting performance.
- ✓ Technology is becoming increasingly mobile. It can be used not only in the classroom, lecture hall, computer room, or self-access center, but it can be also used at home, on the way to school and in Internet café.
- ✓ Using a range of ICT tools can give learners exposure to and practice in all of the four main language skills - speaking, listening, writing and reading.

In case of the lack of training and preparation, educational administrators need to ensure the success of all teachers both experienced and novice ones and provide them with professional development opportunities as well as training. ChanLin states that:

***“There is a consensus among educators and various social communities that current educational practices need to prepare students to thrive in an ever changing technological society.”***

This means that, for students to be successful in a world-wide economy based on growing informational technologies, it became an importance for students to be exposed to various media types.

Yet most schools are very late and behind when it comes to integrating technology into classroom learning. Many schools started to discover the potentials of technology and its benefits in teaching and learning. Technology, when correctly used, will help students acquire the skills they need to survive in a complex, highly technological, developed economy. Integrating technology into classroom instruction means more than teaching basic computer skills and software programs. Effective technology integration is achieved when the use of technology is routine and transparent.

### **1.5 The benefits of Using Technology**

More and more each day, technology is becoming predominant in the classroom. Tablets are replacing our textbooks, and we can research just about anything that we want to on our smartphones. Social media has become a must, and the way we use technology has completely transformed the way we live or lives. Educators, too, have seen firsthand the benefits of technology in the classroom; they recognize the importance of developing these technological skills in students so they will be prepared to enter the workforce once they complete their schooling.

The influence that technology has on today's schools has been quite significant. This widespread implementation of technology has completely changed how teachers teach and students learn. Teachers are learning how to teach with emerging and trending technologies (tablets, pads, Smart Boards, digital cameras, computers), while students are using advanced technology to shape how they learn. By accepting and integrating technology in the classroom, we are preparing our students for a successful life outside of school. Here are a few benefits of using it.



### 1.5.1 Benefits for Learners

- ***Student workplace readiness:*** students who use technology in the classroom today will be more adapted to using it in the future; it is without question that students will need the skills and knowledge of using technology to communicate and collaborate in their future careers. All jobs require technology literacy; to master the use of computer, tabs, and social media, so students need to be comfortable and familiar with using it.
- ***Technology increases student engagement and motivation:*** because technology allows teachers to engage and motivate students in new ways, like taking students on a virtual field trip to other parts of the world.
- ***Access to information for everyone:*** technology gives students instant access to different types of information that is beyond what's in their textbooks. Giving students access to technology also helps remove each school's burden of attempting to provide a fully up-to-date research library. Nowadays, instead of spending time searching through outdated books, students can immediately access the latest information by using tablet or computer. Also, putting coursework in an online class portal makes it easier for sick students to remain current in their studies.
- ***Technology promotes learner's autonomy and students' activeness:*** Using a computer, tablet, or other device encourages self-directed learning and helps students to take responsibility for their own learning by selecting the best way or method to learn and understand information and lectures, and to be independent learners and researchers who search and seek experience and knowledge constantly. Also, it creates an active participant in the learning process, a one who is present the same way the teacher is rather than a passive learner who only receives information.

- ***Technology supports collaboration skills:*** Students can practice and master collaboration skills by working in pairs or in groups on projects or presentations using conferencing technologies or their social media accounts such as Skype. This allows collaboration to happen outside of the classroom or between classrooms in different locations. Technology can also encourage collaboration with students in the same classroom; same school and even with other classrooms around the world.
- ***Technology develops necessary life skills:*** By using technology in the classroom, both teachers and students can develop skills essential for the 21st century. Students can gain the skills they will need to be successful in the future. Modern learning is about collaborating with others, solving complex problems, critical thinking, developing different forms of communication and leadership skills, and improving motivation and productivity.
- ***It helps to expand develop many practical skills:*** including creating presentations, learning to differentiate reliable from unreliable sources on the Internet, maintaining proper online etiquette, and writing emails. These are very important skills that can be developed in the classroom.
- ***It introduces fun to the classroom and amusement:*** Students prefer technology because they believe that it makes learning more interesting, enjoyable and pleasant. They especially like laptops and tablets. Subjects that students deem challenging or boring can become more interesting with virtual lessons, through a video, or when using a tablet.

### 1.5.2 Benefits for Teachers

Technology is very beneficial for teachers as well, it:

- **Makes teaching easy:** Technology has the power of simplifying tough and complicated concepts; it makes things comprehensible and understandable for everyone. Thanks to audio-visual presentations, students can understand exactly how the knowledge is applied in practice. Teachers can use projectors and computer presentations to deliver any type of lesson or instruction and improve the level of comprehension within the class; hence his job will be much easier and simpler.
- **It improves teaching:** Teachers can use different apps or trusted online resources to enhance the traditional ways of teaching and to keep students more engaged.
- **It saves time:** Virtual lesson plans, grading software and online assessments can help teachers save a lot of time. This valuable time can be used for working with students who are struggling; also it enhances collaboration and knowledge sharing between teachers.
- **It helps to track students' progress:** Teachers are no longer limited to using a plain-old diary and a note book to take notes about every student. Today, teachers can rely on platforms and tools that enable them to keep track on the individual achievements of students. Schools can also develop personalized software that would serve that purpose.

## 1.6 Curriculum Implementation

When using modern technology, there must be clear guidelines and conditions in the curriculum so that the process and the results expected are supervised and controlled. The use of modern technology must be directed towards a particular direction, otherwise harm will occur. There are two main negative effects which may happen:

- The first one is that teachers can become lazy and rely overly on using technology, for instance they may present a very long film that runs for the period of the entire session.
- The second one is that, if the teacher is not very selective in what students' access on line, students usually end up looking at non-English content on line or even inappropriate things just to pass time.

By providing teachers and giving them clear instructions and guidelines as to what is to be expected from the use of modern technology in their classrooms, progress can be made and the EFL students will benefit from it.

### **1.7 Technology and Internet Guidelines for the EFL Classroom**

Technology and the internet are two limitless and complicated topics therefore guidelines and standards must be put forward. It may be difficult and even frustrating especially for students when they do not know what to expect. In the case of the absence of guidelines; they may spend too much time looking and either end up with too much meaningless information or nothing at all. For this reason clear guidelines and objectives are necessary when using technology and the Internet in the language classroom. Here is a brief summary of guidelines, which was taken from a research conducted on dozens of teachers around the world who actually use the Internet in their classes.

#### **1.7.1 To Choose Goals and Objectives**

Teachers have to decide and select what they want to accomplish during each class, and what desirable goal they want students to learn and acquire., for example, one of the teacher's goals is to teach students new computer skills, the teacher should choose Internet applications which will be more beneficial and easier for them to use. Having clear goals in the beginning is necessary and will alleviate unnecessary problems

### **1.7.2 Integration**

When using modern technology and the internet in the classroom, the EFL students need to be exposed to an English environment to increase their English skills. Therefore, the activities that are centered on the use of technology must be well integrated into the curriculum.

### **1.7.3 To solve Complexities**

Many teachers are proficient and experienced with using the Internet as well as the computer, keyboard, mouse etc., and therefore they have no problems when utilizing the net. However, this may not be the case for some EFL students which will cause some issues and problems. Therefore this must be taken into consideration when planning activities. Also there is the problem of the computer lab and its availability. Finally and most importantly which is a problem all over, is equipment malfunctions. The CD Rom, the headphones, microphone do not work. The PC's continually lock up, also when the internet is slow or does not work at all. All these points must be considered when planning a lesson which centered on technology.

### **1.7.4 To provide Advice and Support**

Providing guidance and support along the way when using technology is a key to achieving success. This will play a major part in eliminating problems that might occur. There are various methods which can be used to support and guide students. One is giving them detailed handouts so that they can refer to and rely on when they have a problem. Also to prepare and deliver technology training sessions programmed within the class once in a while. In addition to that, there is assigning students to work in pairs or groups so that they can help each other. Moreover, an important element is to teach students how to receive help inside and outside of class when they face

any technical problem. Plus the teacher must make himself available to help students when they most likely will need it. Obviously, other methods may exist in order to help or support students, but these are some basic guidelines that can be employed easily.

### **1.7.5 Include Students in Decisions**

Getting students to participate when designing technology based projects or assignment is very important and beneficial as well. This will help to facilitate things and make the process much more smoother somas well as eliminate possible complexities that may come up. This can be done through the use of surveys, class discussions or similar means where it involves the student expressing their opinions, desires and wishes about the implementation process. In order for great and successful learning to occur there must be communication between students and the teacher.

### **1.7.6 Take a Course**

If necessary, the teacher needs to take an online or a real course to learn about teaching and learning with technology. There are tons of tutorials on the Internet on a variety of topics. Also he can attend local workshops on software or hardware he might want to use.

## **1.8 Technological Tools Used in an EFL Classroom**

Technology has very strong effect in education; it is used as an important instrument for EFL teaching and learning because it provides enormous tools such as language laboratories, audio visual aids, computer assisted language learning (CALL), social media.

### **1.8.1 Language Laboratories**

A language laboratory is a room in a school or college where you can learn to speak a foreign language by listening to tapes and recording your own voice (Longman Dictionary of Contemporary English). The language laboratory is an audio or audio-visual installation used as an aid in modern language teaching; it consists of audio-visual aids such as computers, videos, projectors and audio-recorders. Modern language laboratories are known by many names such as multimedia language laboratory or digital language laboratory.

#### **1.8.1.1 The Benefits of Using Language Laboratory**

Language labs are becoming highly valued at colleges and universities because they offer students a structured eLearning environment that is successful and reliable. New technologies are increasingly more present in classrooms as they facilitate the teacher's role in creating a more attractive learning environment for the student and can offer their students more practice hours and up to date exercises than can be found in language books.

#### **1.8.1.2 A Language Laboratory is Practical**

Learning a new language just by studying the theory is not enough to guarantee a successful language learning experience. Language labs provide practice in an entertaining and interactive way to acquire the 4 main language skills: listening, speaking, reading, and writing. Students learn more comprehensively through a language lab, using more class time instead to achieve these three main objectives:

\*Self-learning: The student progresses in a self-guided but structured and progressive training to achieve the goals and objective set by the school or educational body.

\*Complementary: Language labs allow students to reinforce material learned in class by putting them into practice through interactive activities.

\* Monitoring and Evaluation: Teachers know the progress of each student and receive reports of strengths and weaknesses to better adapt the classroom activities.

### **1.8.1.3 Students Learn Much Faster in the Language Lab**

Practice leads to language learning success! Language labs' interactive courses help students learn much faster than in a regular classroom setting. The methodology of the classroom language network uses a progressive model to promote natural learning, where students learn the different concepts of language in an intuitive way. The language lab boosts the motivation of students achieving higher levels of language retention and progress.

### **1.8.1.4 The Teacher Takes on a More Important Role in the Language Lab**

There is a big fear in education worldwide that technology will replace the role of the teacher and the position will become obsolete entirely. The language lab debunks this myth because it provides supplementary materials that only facilitate the role of the instructor rather than compete with it. The teacher can then focus on the important parts of the course rather than waste time explaining everything. The structure of the language lab courses also facilitate the work teacher puts in when preparing lessons and allows them to prepare them in less time and with a greater volume of interactive resources. The course then collects the student information and provides instantaneous reports of the lesson's progress against objectives; the teacher uses this information to guide the direction of the class.

### **1.8.1.5 Use More Resources and Varied Activities than In a Traditional Classroom**

Language labs allow students to practice the language with a much wider variety of activities and exercises based on the computer. Learning occurs in a structured way, in a real context and visually attractive way that immerses the student in the language learning environment and promotes language use. The students can watch



videos, practice their pronunciation through a speech recognizer, learn new vocabulary, and much more.

#### **1.8.1.6 Language Labs Allow For Diversity in the Classroom**

Language laboratories provide teacher attention to students, especially in the case of schools with different levels because as interactive courses, language labs are tailored to the individual needs of students. On the other hand, thanks to monitoring and evaluation in real time, the teacher knows exactly what course objectives pose major difficulties for the student time and can reinforce the class accordingly.

#### **1.8.1.7 Labs foster communication in the classroom**

Language labs also encourage communication student-teacher as well as student-student with activities and exercises essential to oral communication and the understanding of the language. The labs include tools for creating groups, host conversations via chat, promote messages on the board, access to a community of students who are also studying the same language, etc.

In short, language labs are a very comprehensive and cost-effective tool for educational institutions to monetize their language training and also offer students effective language learning via the latest technology and educational content. They are the perfect solution for designing a structured academic curriculum in accordance with the objectives of an educational center with an international vocation audience that seeks the highest quality in teaching.

### **1.8.2 Audio-Visual Aids**

Audio-visual aids are those sensory objects or images which initiate or stimulate and reinforce learning. (Burton). Audio visual materials are produced, distributed and used as planned components of educational programs. It helps the process of learning that is motivation, classification and stimulation. Audio-visual aids are multisensory materials which motivate and stimulate the individual. It makes dynamic

learning experience more concrete realistic and clarity. It provides significant gains in thinking and reasoning. There are a lot of types of audio-visual aids that can be used .Among them, there are training aids, digital projectors, audio recordings, multimedia and presentation slides.

### **1.8.2.1 Training Aids**

Usually instructors will use training aids, for instance, instructional videos, to help students understand a particular subject or idea. DVDs or videotapes cover an assortment of topics, allowing the teacher to select premade material to enhance his subject. Training aids can be played on an MP3 player, laptop, TV or CD player.

### **1.8.2.2 Presentation Slides**

Teachers create their own presentation slides to add personality to lessons. They can use graphics, music, photos and charts as needed for each component of a topic. Computer programs that create slides include Microsoft PowerPoint, Goggle Presentation, Adobe Publisher and Apple Keynote.

### **1.8.2.3 Digital Projectors**

Digital projectors allow instructors to display 3-D images large enough for the audience to view and to demonstrate material or simulate assembly of components for a particular project.

### **1.8.2.4 Audio Recordings**

Instructors who want to include a speech or lecture from an authoritarian source use audio recordings to supplement class discussions.

### **1.8.2.5 Multimedia**

Multimedia combines elements from a variety of audiovisual aids, allowing a teacher to use his own materials with others. Multimedia may use websites, slide shows, computer-based training courses and TV in one teaching session. Multimedia offers an arrangement of communication tools for an audience that may include several learning styles.

### **1.8.3 Computer Assisted Language Learning**

EFL materials producers and curriculum developers have taken interest in the inclusion of computer-based and electronic materials in their syllabi since technology has revolutionized the ways materials are produced and employed in EFL classrooms. CALL materials can include “tasks, websites, software, courseware, online courses, and virtual environments”. In general, the use of electronic materials will provide EFL practitioners with various types of affordances, including interactivity, easiness of access and storage, authenticity, collaboration, instant feedback, control and empowerment, and facilitation of learning. Perhaps, the most important merit of using electronic materials is that they give teachers and students a myriad of choices and introduce flexibility to both teaching and learning .

More importantly, what makes electronic materials more beneficial and popular in language teaching is that they are more accessible than materials used in face-to-face language teaching courses.

### **1.8.4 Social Media**

Social media is the tool that can allow individuals to participate in, comment on, and share various media such as texts, images and videos and audio recordings as means of communicating with other users online. When applied to language learning, a wide range of social media, including blogs(e.g. Word Press),social networking sites (e.g. Facebook),Micro blogs (e.g. Twitter) , Wikis (e.g. Wikipedia), Video podcasts ,RSS Feeds, Virtual worlds (e.g. online games),and photo sharing

(e.g. Instagram), means that ample opportunities to improve language learning will be provided to language learners.

Social networking offers teachers and learners exciting opportunities to communicate, and its synchronous communications platforms provide new avenues for teachers to deliver curriculum and facilitate learning. Further, they provide new avenues for students to engage and intensify their own learning.

### **1.9 Successful Technology Integration**

Technology integration is the use of technology resources, computers, and mobile Devices like smartphones and tablets, digital cameras, social media platforms and Networks, software applications, the Internet, etc., in daily classroom practices, and in The management of schools. Successful technology integration is achieved when the Use of technology is:

\*Routine and transparent.

\*Accessible and readily available for the task at hand.

\* Supporting the curricular goals, and helping the students to effectively reach their goals.

When technology integration is at its best, a student or a teacher doesn't stop to Think that he or she is using a technology tool, it is second nature. And students are Often more actively engaged in projects when technology tools are a seamless part of the learning process.

### **1.10 Technology and the Role of the Teacher**

“Technology is just a tool; the teacher is the most important.” Bill Gates (As cited in Rao, 2012: 1). In any learning environment teachers must play the role of facilitators of the learning process, they should allow students to experiment with the language by themselves. Teachers should understand that technology is just a “tool”

in which students have the opportunity to expand their language? Practice in different environments and not only in the classroom by itself.

Teacher must become creative and “modern” when using technological resources in class, because they cannot just be dependent on them, besides, instructors must be well trained in order to be able to use technology in the best way.

If teachers are properly taught how to use technology before they enter a real classroom, their technological skills will increase, and their likeliness to use technology in the classroom will improve. Studies have shown that when teachers attend educational technology courses that emphasize technology use skills as part of the curriculum, the teachers’ computer self-efficacy improves (Koh & Frick, 2009: 214). When students are able to use technology in class the generational gap is diminished and teachers are seen as part of their daily life.

In an era in which technology is an everyday issue for adolescents and young adults, the fact that technology should be implemented by teachers in their classes is a must. For these reasons, language teachers need to find the right ways to give students their feedback in order to help them to increase their linguistic level.

Teachers need to be aware of the things that technology can’t do well such as five: appropriate translation, providing appropriate feedback to learners, voice recognition, grammar checking and essay marking ., professors must have in their minds the pros and cons of using technological tools in the EFL class to fulfill their role as language facilitators successfully.

### **1.11 Learners and Technology**

The most important aspect about using technology in the class is how students are able to incorporate it in their learning process. Through time it is seen that students feel more confident in using different technological resources in their language classes, since they are immersed in era in which technology plays an important role in their lives, they adjust themselves in order to use this resource in their learning environment. Most students benefit from it, even when they are at home, for example students are able to continue their practices or communicate with

Other peers when doubts arise, so technology becomes a type of tutor for the Students. At the same time, technology helps students to learn at their own pace.

There is evidence that technology favors those students who are shy of present difficulties in interacting in class with their peers, Nunan (1999 :26) stated that “interactive visual media which computers provided seem to have a unique instructional capability for topics that involve social situations or problem solving , such as interpersonal solving, foreign language or second language learning” .

These facts make technology a useful tool for students and help their learning practices to become more interesting and challenging, not only for acquiring a second language but also to be able to reinforce their technological skills. Students can get various authentic reading materials either at school or from home by connecting to the Internet. And, those materials can be accessed 24 hours a day.

In a word, technology also provides the interdisciplinary and multicultural learning opportunities for students to carry out their independent studies. Learning a language is a continuous process as well as technology, this let us to understand that both processes can become together to improve students’ language skills and make them to feel that language classes are becoming part of their daily lives.

## **1.12 Conclusion**

This theoretical chapter has focused on providing a general view concerning the use of technology and its influence on the EFL teaching learning process .It has explained the historical background of technology and how it is implemented and integrated into education. It has described some benefits and advantages of technology and their influence on the teaching-learning process.

In addition to that, this chapter has provided a set of guidelines and advice for teachers on how to use technology appropriately in the EFL classroom.

Also there is a description of both learners and teachers parts when integrating technology into the educational system, and a list of technological tools and methods which can be implemented in the world.

**CHAPTER TWO**  
**RESEARCH METHODOLOGY, DATA**  
**ANALYSIS and INTERPRETATIONS**

2.1 Introduction

2.2 Research Methodology

2.2.1 Re-statement of the Problem

2.2.2 Research Questions

2.2.3 Research Hypotheses

2.3 Analysis of the Questionnaires

2.4 Summaries of the Findings

2.5 Technology use in 1<sup>ST</sup> year EFL students

2.6 Discussion of the Main Results

2.7 Technology integration

2.8 Recommendations

2.9 Conclusion

**CHAPTER TWO**  
**RESEARCH METHODOLOGY, DATA**  
**ANALYSIS and INTERPRETATIONS**

**2.1 Introduction**

The second chapter presents an explanation of the research methodology and design, emphasizing on data collection and analysis. It collects information regarding The impact of using technology in the EFL classroom and the way it is used. It attempts to provide an analysis and an overview regarding the topic by gathering data from both teachers and learners questionnaires.

Teachers and students from Tlemcen University completed two questionnaires which were analyzed to reach the purpose of this research. The students' questionnaire was presented to a representative sample of twenty five (25) students chosen randomly for the purpose of preventing bias. Ten (10) teachers also were given a questionnaire designed to judge all the issues treated in this study.



At the end of the data gathering process, the students' questionnaire, the respondents participated to an excellent rate of 80% which is in part due to the availability of this population visibly higher than the one of teachers. The latter responded, to the questions they were asked, to a rate of 70%.

## **2.2 Research Methodology**

The term "methodology" is defined as "the analysis of the principles or procedures of inquiry in a particular field" (Merriam Webster Dictionary) .In this research they are the specific explanations regarding the research design, research instruments, population, and much more information.

This study is based on the statement of the problem, research questions, research hypotheses, research objective, the study of the participants (or respondents), data collection and analysis procedure, a much more detailed explanation is in the following in the paragraphs.

### **2.2.1 Re-statement of the Problem**

Technology has taken an important part in our lives, due to its role in today's world and its impact on every aspect of society; from economy and politics to medicine and education.

Technology can be very advantageous especially in the domain of education; it can affect the type of the educational process as well as the perception of students and teachers towards the learning-teaching process, due to the development of technology new innovations have been introduced to this domain ,for instance there are several technological devices that can be used to facilitate teaching and serve learners' needs, that is why it is up to the teacher to choose between employing modern techniques in his teaching or using traditional methods such as the blackboard and chalk as the famous saying goes "chalk and talk".

The integration of technology will assist in transforming traditional teaching methods with a technology-based teaching method, and will help teachers to be part of the global technological movement.

When speaking about the Algerian context, Algerian teachers are no different from other EFL teachers; they must be up to date with the current trends and

changes in this domain. In our research we will be focusing on the use of technology in the University of Abou Bakr Belkaid in the city of Tlemcen.

### **2.2.2 Research Questions**

The research question plays a major role in the research work, it is the preliminary step in conducting a research study, it provides a plan for the work, In addition to that, it helps to understand the research procedure in a better manner, plus, the question should have great precision since the research process in itself generates more questions. Also, it has to be impressive so that the researcher become well engaged in his research.

For this research work the questions are:

- 4.** What are the main impacts of using technology on both teachers and learners?
- 5.** How can teachers use technology effectively in the classroom?
- 6.** How is technology perceived in ELT?

### **2.2.3 Research Hypotheses**

The questions guiding this research have been formulated in order to show the importance of using technology inside the classroom and the effect it has on the teaching-learning process.

From the above research questions, the researcher hypothesizes that:

**H01-** Technology is of primary importance in the EFL classroom, it can make education interesting and spontaneous, and it has major impacts on the teaching/learning process.

**H02-** The biggest burden in implementing technology in the classroom falls on teachers' shoulders due to the fact that they hold the authority in the classroom, thus technology can be beneficial if used effectively by teachers.

**H03-** Some educators and learners support the idea of using technology while others do not, Technology is viewed differently by teachers.

#### **2.2.4 Research Objective**

This research work tries to provide data that can help to enhance the use of technology in the EFL classroom. It aims at showing the role of technology by presenting learners and teachers' reactions and opinions about it use. This study aspires at detecting the technological tools that teachers and students may benefit from using. It also tries to show the after comes of adopting the use of technology and the role of teachers in the process.

The primary objective of this study is to collect different points of view regarding the use technology for teaching and learning English at University of Tlemcen.

#### **2.2.5 Research Design /Methods /Procedures**

To confirm the validity of the previous hypotheses, different tools will be implemented. In this particular research, an investigation was conducted during the academic year 2016-2017. The participants included 25 students from 1st Year LMD in the Department of English at the University of Tlemcen, as well as 10 other respondents from the teaching staff.

The target population was selected because it is in the 1st Year when students are exposed to the use of technology as a means of instruction in certain classes with certain teachers

The survey will be based on two questionnaires. One will be given to the LMD teachers of English and another one presented to their students.

The selection of questionnaires was due to the fact that students will be given much more freedom to answer and will feel comfortable. The questionnaires are

based on open-ended, close-ended questions as well as the multiple choices. So, quantitative and qualitative data were gathered. The close-ended questions will require answers with “Yes” or “No”, the multiple choices questions involve the set of responses and the respondents will have to select one answer.

### **2.2.6 Sampling**

The target population is (1<sup>st</sup> Year EFL students), a sample was selected to represent the study”, it includes 25 students of 1<sup>st</sup> Year who helped a great deal in emphasizing on the importance of technology in the EFL classroom.

To guarantee the success of the research, the researcher formulated two questionnaires one presented to students to get their opinion regarding the use of technology in the EFL classroom and how they feel about the entire process, and another one given to English EFL teachers, to get opinions and views from both sides.

The students’ questionnaire aims at finding how students feel about the use Of technology in the classroom and which methods they like the most .The teachers’ questionnaire asks the teachers which technological t methods they use in teaching And they face any problems in the process

The participants (teachers and students) were chosen randomly

### **2.2.7 Data Collection Methods**

In this section of methodology, a precised and logical explanation of data, and how it was obtained must take place.

Regarding this particular research, useful data must be provided through managing the use of the selected instruments, so that the research questions are answered .The data is collected from students and the teachers.

The questionnaires were filled by EFL teachers and 1<sup>st</sup> Year EFL students at the University of Tlemcen, where the study was carried out during the academic year 2016-2017.

## 2.2.8 Data Analysis Procedures

The questionnaires were administered questionnaires to students and teachers. to the students' questionnaire aims at finding how students feel about the use of technology in the classroom and which methods they like the most .The teachers' questionnaire asks the teachers which technological t methods they use in teaching And they face any problems in the process

The two different questionnaires were used so as to investigate the impact of technology on teaching-learning process.

### 2.2.8.1 The Questionnaires' Description

The instrument selected for this research study is the questionnaire.

***“If administered properly, questionnaires can prove to be an excellent method to obtain quantitative data about people’s attitudes, values, experiences, and past behavior”***

***(Bell, 1999:136)***

The questionnaires have so many advantages:

- They are practical
- They allow collecting large amounts of information from a large number of people in a short period of time
- They can be carried out by the researcher or by any number of people with limited affect to its validity and reliability.
- The results of the questionnaires can usually be quickly and easily analyzed 'scientifically' and objectively than other forms of research
- They permit anonymity.
- They are inexpensive and save money.

For this particular investigation, the questionnaires were presented to 1<sup>ST</sup> Year EFL students and EFL teachers of the University of Tlemcen so that to get a correct and clear idea on the actual use of technology in the EFL classroom and on the tolls used in the process.

***“A questionnaire is essentially a structured technique for collecting primary data. It is generally a series of written questions for which the respondents have to provide the answers.”***  
**(Bell, 1999:138)**

#### **2.2.8.1.1 The Students' Questionnaire**

The students' questionnaire (see Appendix A) consists of nine (09) questions, presented to assist in collecting important information about students.

The 1<sup>ST</sup> Year EFL students' questionnaire is prepared to include three (03) types of questions: open, close-ended questions as well and multiple choice questions. The designed questionnaire is meant to find how students feel about the use of technology in the classroom and which methods they like the most.

#### **2.2.8.1.2 The Teachers' Questionnaire**

Wilson and McLean defined the questionnaire as follows:

***“The questionnaire is a widely used and useful instrument for Collecting information, providing structured, often numerical data, being able to be administered without the presence of the researcher and often being comparatively straightforward to analyze.”***

**(Wilson and McLean, 1994:245)**

The teachers' questionnaire consists of nine (09) questions, organized under three types of questions: open-ended questions, close-ended questions and multiple

choice questions. The teachers' questionnaire asks the teachers which technological methods they use in teaching and if they face any problems in the process.

### 2.3 Analysis of the Questionnaires

The questionnaires presented to both teachers and students were designed to provide a real description concerning the use of technology and the different technological devices and their effect on education in the EFL classroom in the Department of English at the University of Tlemcen.

In the following section, the questions are going to be analyzed one by one and the results obtained are going to be used to find better solutions and alternatives.

#### 2.3.1 Students' Questionnaires

The students' questionnaire was directed to find information concerning the existence of technology in education and its impacts on the teaching –learning process. Ten questions of three types constitute the students' questionnaire. There are open-ended question, close-ended questions and multiple choice questions.

The questionnaire was divided into three main parts:

- ❖ **Part One:** This part is composed of questions 1, 2 and 3 related to the first section of the problematic which is concerned with the impact of technology on students.
- ❖ **Part Two:** This group of questions contained questions 4, 5 and 6 which have a connection to the second part of the problematic that are the access to technology and how to use correctly.
- ❖ **Part Three:** Questions 7, 8, and 9 are concerned with how students feel about technology and how they perceive it which concerns the third part of the problematic of this study.

The following questions are going to present students' point of view regarding the use of technology in their classroom. Each question is going to be treaded and analyzed to provide detailed explanations.

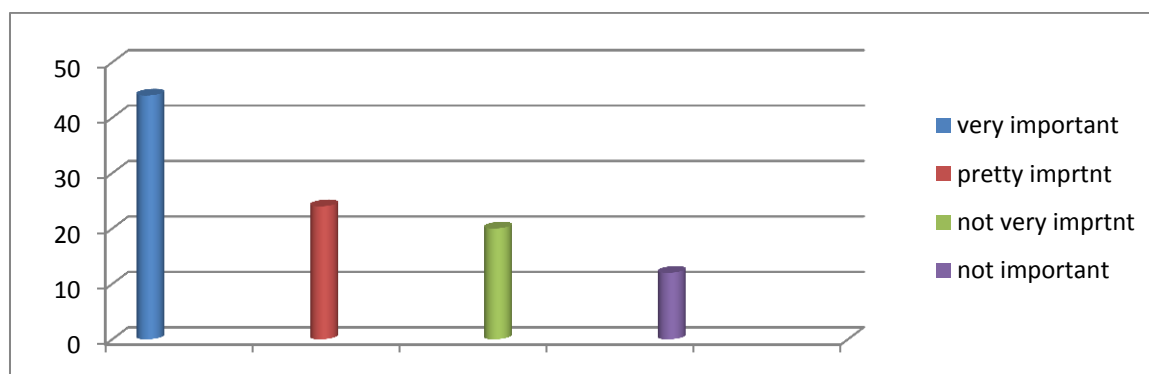
**Part One:**

**Question 1: The importance of accessing technology in enhancing learning**

Having access to various technology tools and devices can result in so many advantages for a learner, it can make learning easier, smoother and even entertaining. This multiple choice question was asked to find out if students think that having tech in the classroom is important or not.

Students were given four choices ranging from **very important**, **pretty important**, **not very important** until **not important at all**. Out of a total of 25 students, **12%** of students view technology as not important at all, **20%** of them say it is not very important, **24%** of students answer pretty important, the strongest percentage which is **44%** believe that technology is very important in the classroom.

The answers can be displayed as follows:



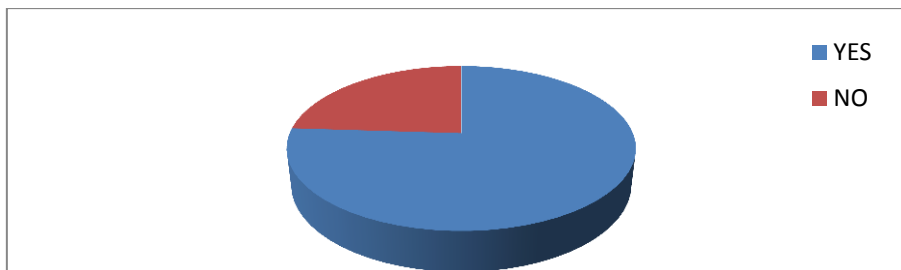
**Graphic 01: The Importance of Accessing Technology in Enhancing Learning**

**Question 2: Using technology is a source of motivation to be involved in the classroom**

Students are asked whether they view technology as a source of motivation and encouragement to talk and participate in the classroom or not. This question is a direct question, asked to measure technology's effectiveness, **76%** of students answer



yes, while only **24%** answered no. These numbers are illustrated in the following graphic:



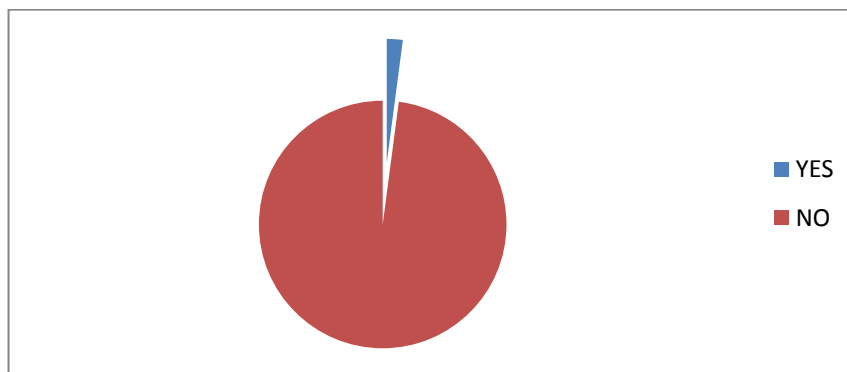
**Graphic 02 :Using Technology Is a Source Of Motivation To Be Involved In The Classroom**

***Question 3: Technology and the development of communication skills***

Technology can have a big effect on students' learning and their general level of education , it can contribute to enhancing several skills which they will need not only inside the classroom but in their everyday life and careeres as well, among these skills there are communication skills which include everything from presentation skills ,group working skills , to debating and public speaking skills.

Forthis close ended question , a strong percentage of **68%** answered YES ,while **32%** of students answerd NO.

Let's see the following graphic:



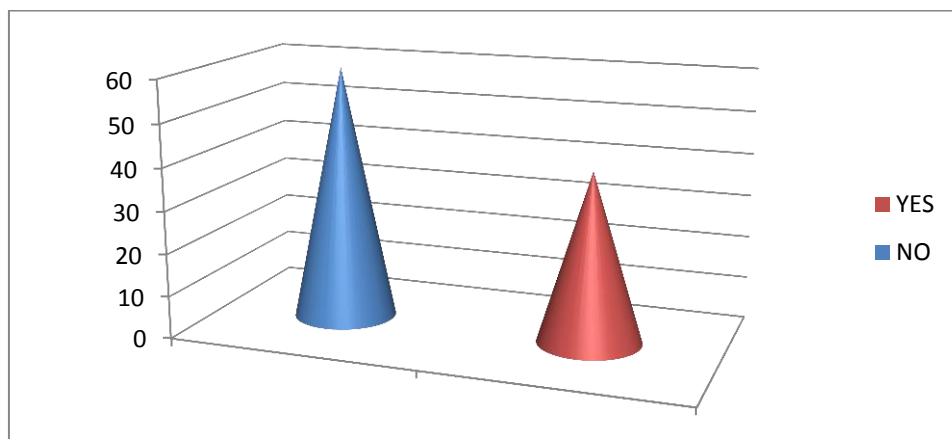
### Graphic 03: Technology and the Development of Communication Skills

#### Part Two:

#### **Question 04: Computer access in the classroom**

In order to assess technology use in the classroom, it is important to check computer use and access. Computers are a very important part of technology. They can provide students with different type of information, and training, it can also facilitate work and various tasks and make completing them easier and faster. Unfortunately 60% of students say that they do not have access to computers all the time, yet 40% of them say that they do.

These numbers are illustrated in the following graphic:



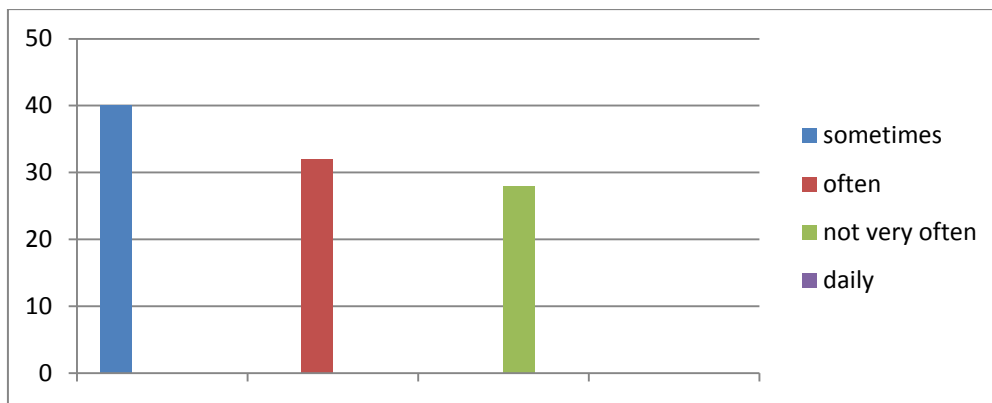
**Graphic 04: Computer Access in the Classroom**

#### **Question 05: The frequency of using computers in the classroom**

The frequency of using computers in classroom is a very important indicator in judging the degree of technology presence in the EFL classroom.

This multiple choice question provided students with answers ranging from: **Daily, Sometimes, Often** until **Not very often**. No students answered daily, **40%** say sometimes, **32%** answer often, and **28%** do not use it very often.

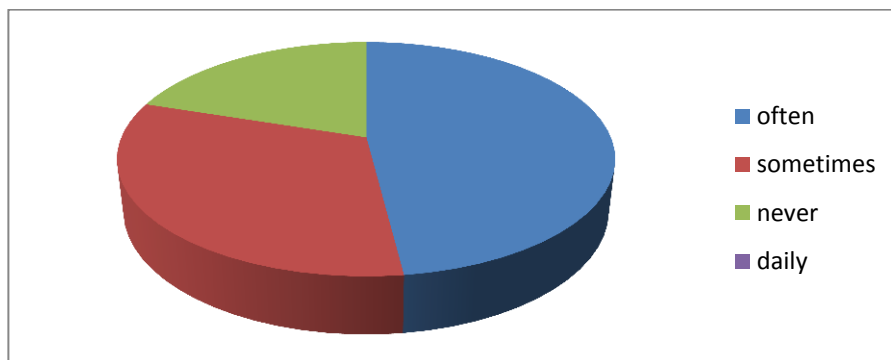
This is better illustrated in the following graphic:



**Graphic05: The frequency of using computers in the classroom**

***Question06: The use of technology as a source of instruction***

Technology can be very beneficial when used inside the classroom, especially by the teacher as a source of instruction. Different types of technology can be implemented such as computers, projectors and pads. When asked about how often the teacher uses technology to instruct them, students answer **48%** often, **32%** say sometimes, **20%** say never, and none of them answered daily. This is better

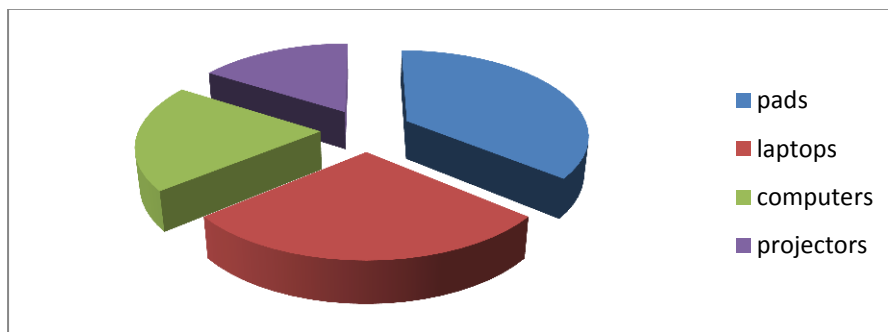


**Graphic06: The Use of Technology as a Source of Instruction**

### **Part Three**

#### **Question07: Type of technology to use and to have access to**

The selection and use of a particular type of technology to be used inside the classroom, is also of high importance. The implementation of the appropriate tool can achieve successful teaching and learning as well, and result in satisfying learners' needs and demands. Four options were given to students in this question: **Computers, Projectors, Laptops** and **Pads**. **20%** prefer computers, **16%** say projectors, **28%** chose laptops and the higher percentage **36%** say pads. The graphic below shows clearly students' answers:

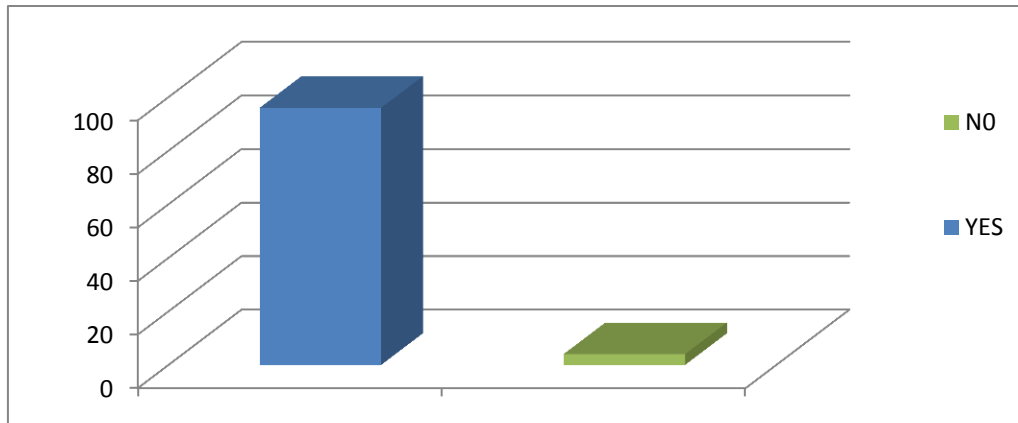


**Graphic07: The Type of Technology to Use and to Have Access to**

#### **Question08: The feeling of comfort when using technology**

Using technology in the classroom is not only beneficial in a particular subject but in all aspects of education, that is why learners must feel comfortable and at ease when using it. When asked about whether they feel comfortable or not, **96%** say yes, while only **4%** answer no.

Let's take a look at the following diagram:



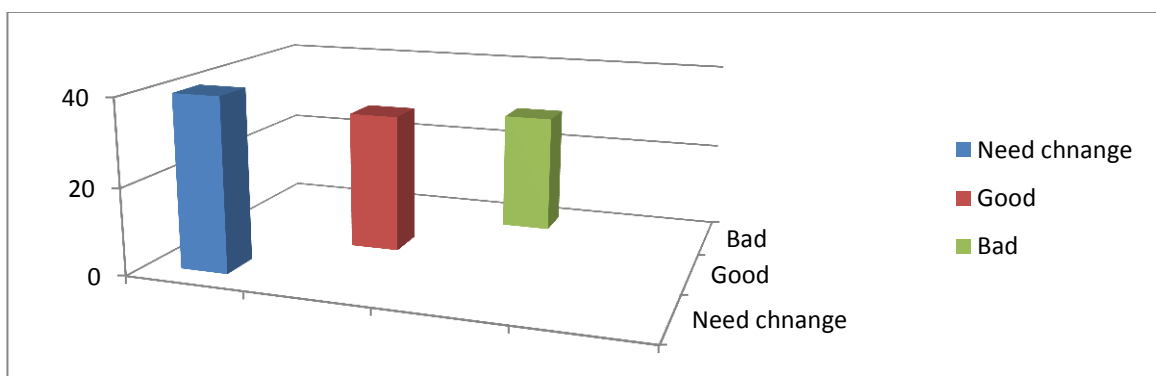
**Graphic08: The Feeling of Comfort When Using Technology**

**Question09: evaluation of the implementation of technology in the classroom**

This open-ended question gathered views from 21 out of 25 students. The rate of participation to this question was then **84%**. The answers given should be grouped into two main categories:

- **Good (8/25):** they are satisfied with the degree of using technology in the classroom and they do not think that any change is needed.
- **Not so good (7/25):** they think that technology is not well used in the classroom.
- **Needs improvement (10/25):** they demand improvement and enhancement to the current situation.

The majorities of students are not pleased with the present situation and believe that changes must be done for better learning and better education in general.



**Graphic09: *evaluation of the implementation of technology in the classroom***

### **2.3.3 Teacher's Questionnaire**

The second questionnaire, in this research work, was addressed to 10 first year EFL teachers. This questionnaire was designed to collect data from the teachers about the use of technology and its impacts on the teaching learning process. The sample has been given 9 questions. Concerning the forms of the questions used in this research work; the researchers have used close-ended questions, multiple choice -questions and open-ended questions.

The questionnaire was divided into three main parts:

- Part one:** This part includes question 1 which is related to the first part of the problematic which is concerned with the impact of technology on teachers.

- Part two:** The questions 2, 3,4,5,6 and 7 are related to the second part of the problematic that are the access to technology and how to use correctly.

- Part three:** This group of questions comprises of questions 8 and 9 which are concerned with how teachers feel about technology and how they perceive it which concerns the third part of the problematic of this study.

The following questions provide the viewpoints of teachers concerning the use of technology in their classrooms.

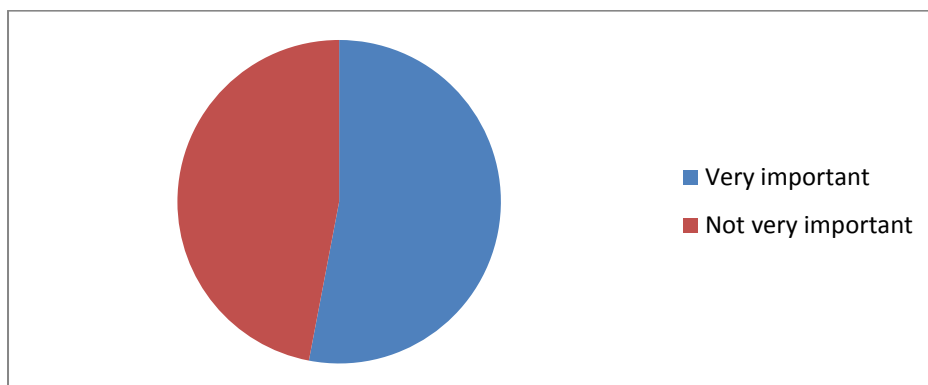
#### **Part one:**

##### **Question one: The importance of having access to technology.**

When learning is mixed with technology; wonderful outcomes will be there .Regarding this question the teachers were asked about the importance of technology in learning, teachers were given two choices including; **very important, not very important** **40%** of the teachers asked said it is not very important while

**60%** believe that technology is very important in an EFL classroom as illustrated in the following table:

	<b>Number of teachers (10)</b>	<b>Percentage</b>
<b>Yes</b>	<b>6</b>	<b>60%</b>
<b>No</b>	<b>4</b>	<b>40%</b>



**Graphic 01: The importance of having access to technology.**

### **Part two:**

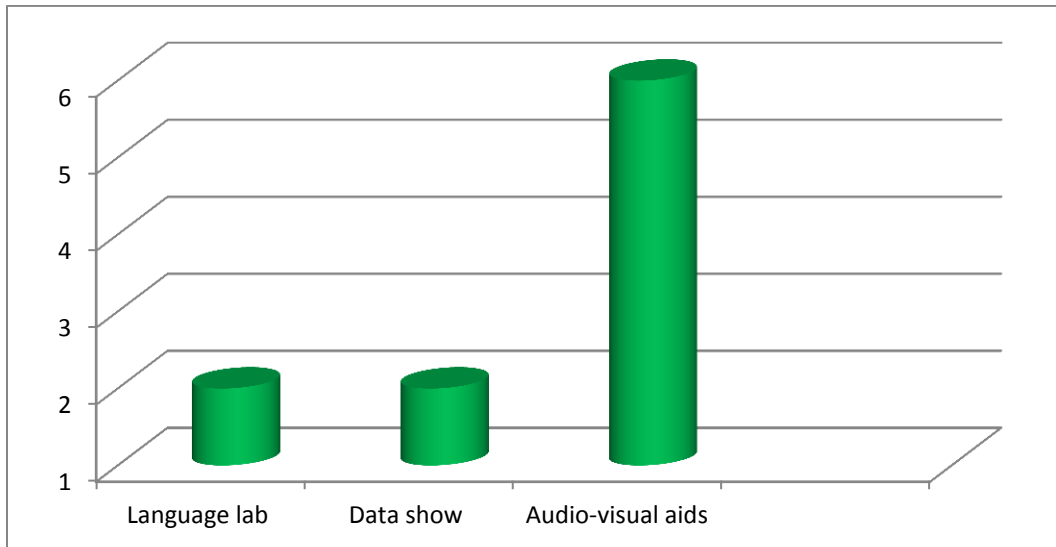
#### **Questions two: The technological tools used in the EFL classroom.**

The second question aimed at knowing the types of technological tools that teachers used in their classrooms. This open-ended question gathered views from 10 teachers. The rate of participation to this question was then **100%**. The answers given should be grouped into the following categories:

- **Language laboratories (2/10).**
- **Data show (2/10).**
- **Audio-visual aids like PowerPoint presentation in the classroom (6 /10).**

The previous statistics show that the majority of teachers tend to use the power point presentations in their classrooms.

The results are illustrated in the following graphic:



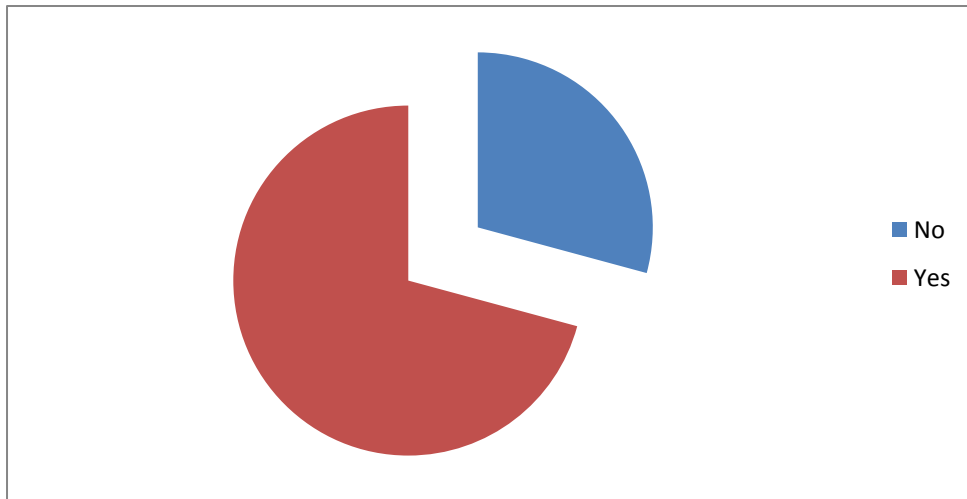
**Graphic 02: The technological tools used in the classroom.**

**Question three: Computer access in the classroom.**

The application of technology and the use of computer in language classrooms have made foreign language materials easy to access and use. When asking teachers if they have computer access in their classrooms, **20%** said **yes** and **80%** said **no**.

The graphic below illustrates more on these statistics:



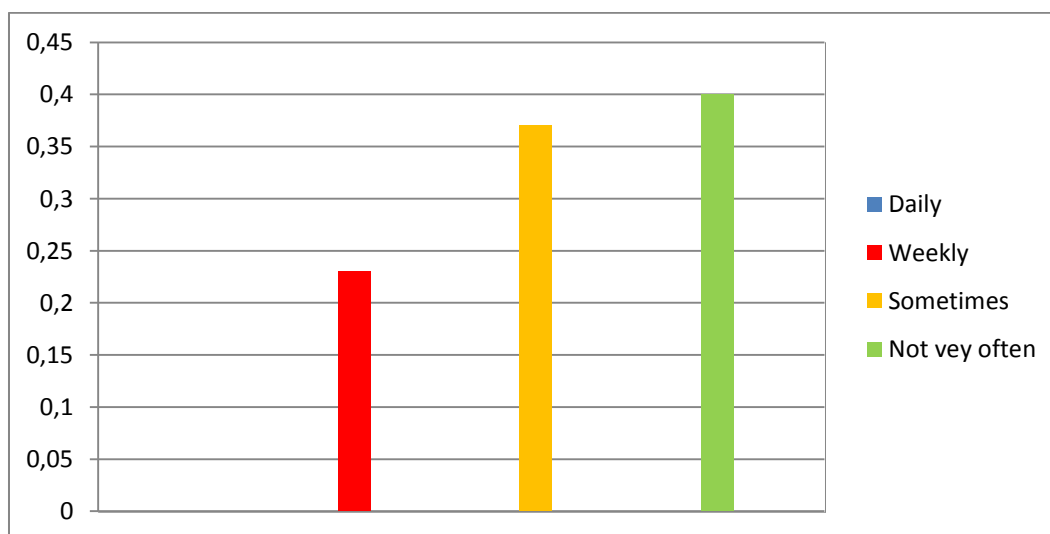


**Graphic 03: Computer access in the classroom.**

**Question four: The frequency of using computers in the classroom.**

The aim of this question was to investigate the frequency of computer use in the classroom. The respondents were given a multiple choice question includes four options: **daily, weekly, sometimes and not very often. No teacher said daily, 23% said weekly, 37% said sometimes and 40% said not very often.**

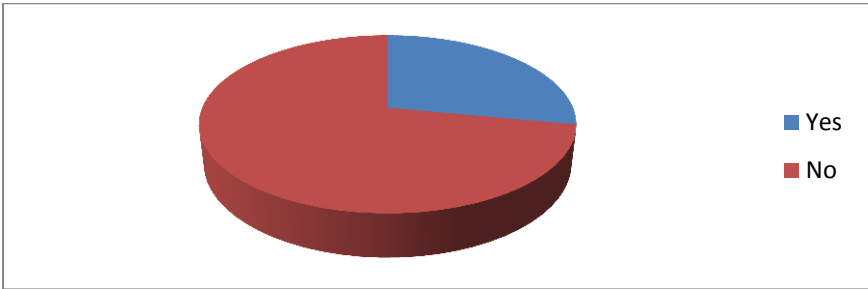
The following graphic illustrates those statistics:



**Graphic 04 :The frequency of using computers in the classroom.**

**Question five :The teachers training to use technology in the classroom.**

Technology has the potential to transform teaching and learning processes. However, most teachers face challenges, because they must know how to use technology correctly so that they can engage their students effectively. When the respondents were asked if they have enough training to use technology in their classrooms, they answered to this question **positively** at a percentage of **28%** and **negatively** at **72. %**. This is better illustrated in the following graphic :

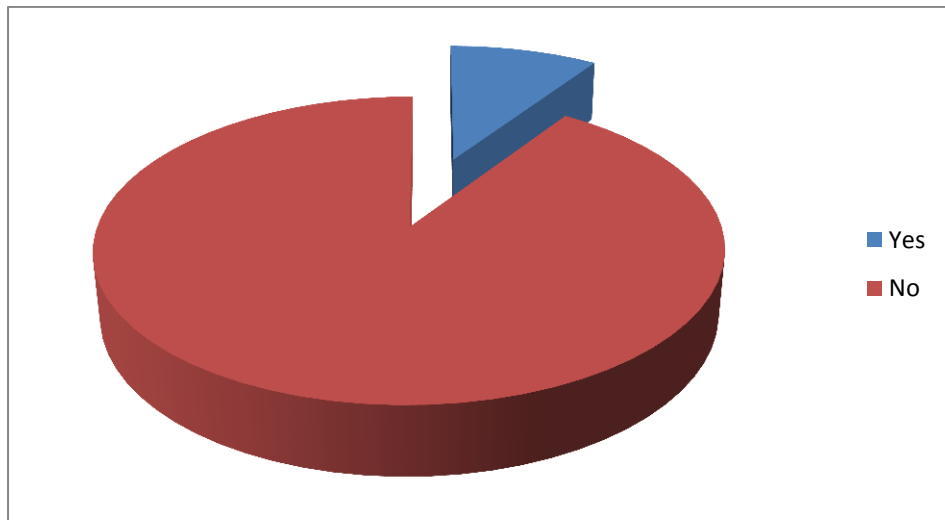


**Graphic 05 : The teachers training to use technology in the classroom.**

**Question six :The university equipment with the technological materials.**

The integration of technology in teaching requires the availability of enough technological materials. When the teachers were asked whether their university was equipped with enough technological tools, they answered **“yes”** at a rate of **33%** and **“no”** at **67%**.

See the pie chart below :



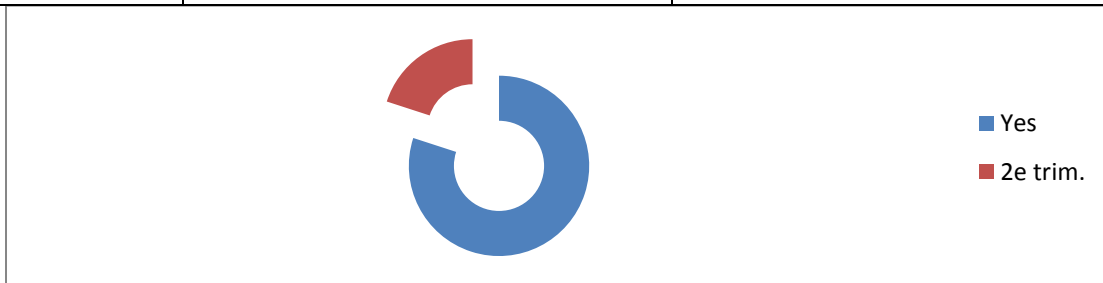
**Graphic 06: The university equipment with the technological materials**

**Part three:**

**Question seven: The technology use and teachers' motivation.**

Concerning question this questions the respondents were asked whether the use Of technology motivated them or not. **80%** of the informants said **yes** while **20%** of them said **no**. The graphic and table below display those numbers.

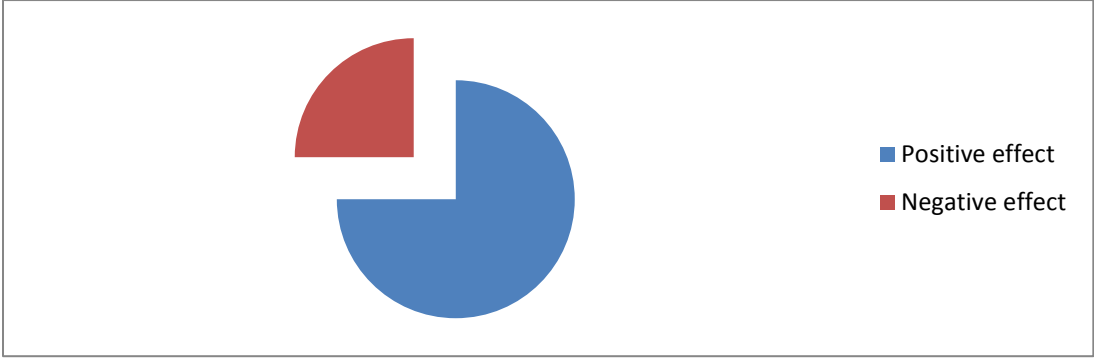
	<b>Number of teachers (10)</b>	<b>Percentage</b>
<b>Yes</b>	<b>8</b>	<b>80%</b>
<b>No</b>	<b>2</b>	<b>20%</b>



**Graphic 07: The technology use and teachers' motivation.**

**Question eight: Teachers’ thoughts about using technology in the classroom.**

This multiple choice question aimed at collecting information about how teachers perceive the use of technology in the classroom and how they feel about it. The respondents were given two options : negative effect and positive effect .**75%** of the respondents stated that the use of technology has have **a positive effect**, while **25%** believe that the technology use has **a negative effect** on the teaching learning process. Following graphic describes the different responses of the informants:

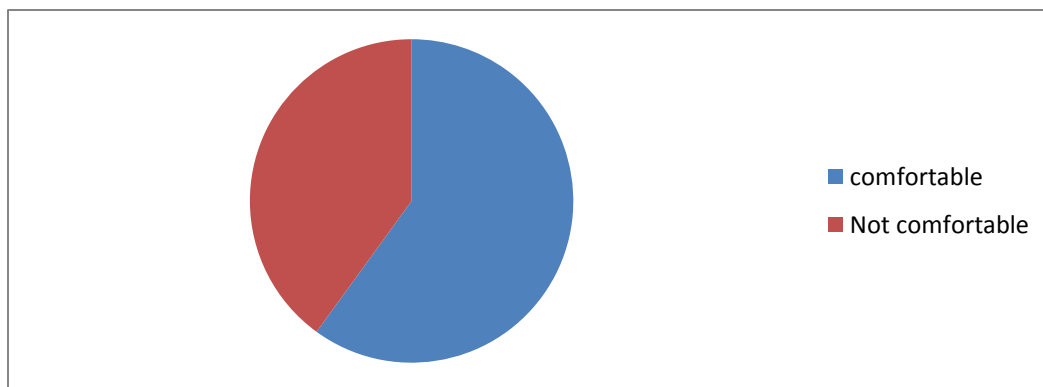


**Graphic 08: Teachers’ thoughts about using technology in the classroom.**

**Question nine: Feeling comfort with using technology.**

Concerning this question, which is a multiple choice question, teachers were asked whether they feel comfortable or not when using technology .60% of them said that they feel comfortable while 40% of them said no.

The results are shown in the following graphic:



**Graphic 09: Feeling comfort with using technology.**

## **2.4 Summaries of the Findings**

The data in the previous section were categorized into two parts:

- First, a brief description of the situation was provided as well as comments analyzing the data and its implications without relating them.
- Second, a visual support of the gathered data in the shape of graphics was provided.

## **2.5. Technology Use in 1<sup>st</sup> Year EFL Students**

This particular study is based on investigating the use of technology and technological tools in education in the University of Tlemcen more specifically: **the impact of technology on teaching and learning, students' and teachers' access to technology and different types of technological items used in the EFL classroom.**

On the basis of the existing situation and the application of technology at the University in the 1<sup>st</sup> Year EFL students (in the Department of English), in addition to

the results of the survey made for the sake of this study, the current situation related to technology use in the Department of English in the EFL class is as follow:

**80%** of teachers and **60%** of students do not have technology access more specifically computer access.

More than **80%** of students and **53%** of teachers Believe that technology has a very important in the classroom and may have positive impacts on the teaching-learning process and on some skills such as communication skills, also **76%** of students and **80%** of teachers believe that technology can be a source of motivation and can create a feeling of comfort.

Both teachers and students have a particular technological tool or item that they prefer to use in the classroom, **6/10** teachers prefer using audiovisual aids, and more than **36%**of students like pads. Moreover **96%** of students and **60%** of teachers feel comfortable with using technology and have no problem with the process.

**75%** of teachers have positive thoughts on using technology in the classroom, yet according to **72%** of them they did not have or receive any training related to the use and implementation of technology in the classroom.

Another point is that **67%** of teachers say that the university do not provide them with enough or necessary equipment to use technology effectively in the classroom, and this problem may related to budget and money issues.

### **2.5.1 Application of Technology to Language Teaching**

The use of technology in the EFL teaching and learning is very important and beneficial. Unlike the past traditional teaching is no longer enough and traditional methods like textbooks and boards no longer do the work. With introducing technology to educational systems, many devices and tools came along such as

Computers and projectors. These methods present a source of motivation for students and teachers and may have major impacts on education as a whole.

Technology may have a great influence on students, for instance they can have access to any kind of information they want by the push of a button, and they can discover the target culture and get in touch with speakers of the target language.

Technology can also help in creating a comfortable atmosphere full with enjoyment and ease, in which students can interact easily with their teacher, express their feelings and opinions on various topics. Thus it is a source of motivation to speak and to be part of learning experience for instance the use of PowerPoint for presentations and exposés which does not only permit students to interact with their teacher but to interact with each other as well.

This can also help learners to develop and enhance their language skills, for example the use of records and videos to enhance the listening skills, and chatting with foreigners through the use of a web cam can develop the speaking skill and make learners gain confident.

Technology can be a great help for teachers if they use it correctly, they should manage to select the appropriate tool and take students opinions and desires into consideration if done so, incredible results will occur and students will have more interest in learning for instance using technology to bring aspects of popular culture such music , movies ,social media and such things that grab learners attention ,in other words the teacher must smart and clever when dealing with technology to have the most beneficial results.

In this particular research study, the main question was to find out the impacts of using technology in the classroom and how students and teachers feel about it, also what are the main technological tools used in the process. Based on the statistics provided by the analysis of results from both teachers and students. This study is based on these factors which are related to this issue:

## 2.6 Discussion of the Main Results

In this research study, the researchers had proposed three main hypotheses. The first hypothesis suggests that Technology is of primary importance in the EFL classroom, it can make education interesting and spontaneous, and it has major impacts on the teaching/learning process. After analyzing the data collected, this research work proves this hypothesis because both teachers and learners agree that technology is very important in the classroom and that it has many advantages and positive impacts on teaching as well as learning. , also it is shown that technology is a source of motivation for both teachers and students and it contributes in developing certain skills.

As a second hypothesis, it is suggested that the biggest burden in implementing technology in the classroom falls on teachers' shoulders due to the fact that they hold the authority in the classroom, thus technology can be beneficial if used effectively by teachers. The findings of this research work prove that teachers are responsible for the correct implementation of technology in the classroom; this can happen by selecting the appropriate technological tools and materials and by taking students' needs and desires into consideration .Also to guarantee successful technology use the teacher should receive necessary training on the perfect technology use. Since most of teachers rely on using technology and computers in their teaching.

It is the duty of teacher to create the best atmosphere for learning through technology that is why he must be on a continuous search for the best way to create successful learning and to always be up to date with what is going on in this domain in order to bring new things and to benefit from using them. This can happen through constant research, and by attending various meetings and conferences as well as asking for colleagues opinions and points of view.

The third hypothesis which was suggested is that some educators and learners support the idea of using technology while others do not, thus technology is viewed differently by teachers and students. After collecting and analyzing data, the findings



had proved this hypothesis. Most of the teachers feel comfortable with using technology in the classroom and support the idea ,they are up to date and willing to try new things .For them using technology is an outcome of the 21<sup>st</sup> century and modernity and they view it positively. On the other hand a small percentage of teachers still refuse the idea of technology and resist it .For them the best way to teach is the traditional method and the use of traditional tolls such chalk and the board. This view may be mostly spread.

The same thing exists among learners, yet a very small percentage of them refuse the idea of using technology due to the fact that most of them feel comfortable with using it, since it is part of their everyday life through social media and such things.

As a final point one may say that most EFL teachers and learners encourage the idea of using I technology due to it great importance and contributions to education. It is obvious that technology is an important part of our lives, it exists in every aspect of society, thus it importance must be taken into consideration and exploited well, especially in education. Thus, technology must be introduced to all schools and universities, and equipment and training must be provided for a better and most successful use.

## **2.7 Technology Integration**

Teaching with technology can deepen students' learning by supporting instructional objectives. The goal of using technology in classrooms is to provide new ways for students to learn. The integration of technology will support the new ways of learning. However, it can be challenging to select the best technology tools while not losing sight of the teacher's goals for students' learning. Once identified, integrating those tools can itself be a challenge.

One of the biggest reported barriers to technology integration is a lack of resources within the school or among the students and activities the teacher can incorporate in his classroom, it certainly doesn't have to be a deal breaker. The teacher can focus on integrating activities that don't require devices for every single student.

The key to successful technology integration in the EFL classroom is to first understand how it will benefit the students, and to then find resources that support learning. Just adopting a few ideas or instructional practices at a time can go a long way. There's no doubt about it, when done correctly, technology can certainly work for the teacher and his students, enrich learning and make life much easier in the process.

## **2.8 Recommendations**

After completing this research and analyzing the research findings the following recommendations are presented:

- Responsibles and decisions makers must put an effort to enhance technology implementation by investing in this domain and providing a higher budget.
- Technology integration must start in the middle and secondary schools to make both students and teachers familiar with it.
- Training must be provided for teachers on how to use technology appropriately by establishing schools and institutes for that purpose as well as organizing workshops, conferences and seminars for teachers where they can be exposed and up to date with the current technology trends.
- Research on the use of technology and technological tools must be supported and founded.
- Finding special budget proof applications that can be used easily and correctly in the classroom.
- Spreading awareness on the importance of technology in the world and life in general and in education in particular

## **2.9 Conclusion**

This chapter was developed to provide the analysis of the collected data and the research design; it was concerned with describing the research instruments and data analysis methods. Also, it dealt with the objectives of this research work. The means of the research that led to the analyzed results was divided into two questionnaires

designed to collect data from teachers as well as learners .The analysis of the teachers' and students' questionnaires confirmed the importance and assistance of technology for teaching and learning English as a foreign language. Yet, technology has positive impact on the learners and the teachers; however, every teacher and student should learn how to employ technology so that he will not face any problem when using it.

## ***GENERAL CONCLUSION***

As technology becomes more and more dominant in our everyday lives, it will continue to exert a constant pressure on education. The integration of technology has changed the pace of development in the educational system with a challenge to develop a capacity for change. Nowadays, the use of technology for teaching has become an integral part of successful learning and teaching languages in many parts of the world.

This study sets out to investigate the effective use of technology and the impact of using in in the EFL classroom, specifically 1<sup>ST</sup> year EFL students at Tlemcen university. As noted in the first chapter, the stated purpose of this study is mainly to:

1. Find the main impacts of using technology in the classroom on both teachers and learners.
2. How can teachers use technology effectively in the classroom .
3. How is technology perceived in the ELT domain .

Technology has had a huge influence on education that cannot be denied, and has done nothing but improve the quality of education. Today, schools are being pressured more and more to implement technology and enhance its quality in the classroom. Parents are placing this pressure on schools so that their children have the skills needed to compete in the real world.

Students as well are placing pressure on schools to improve the type of technology use by having more knowledge on current technology and trends than the school staff and teachers. Teachers in turn are also putting emphasis on schools to enhance the technology they want, to increase the efficiency of information sharing, grading, and communication in the classroom.

Despite the fact that we are living in “the age of technology”, many teachers still remain uncomfortable with the idea of using and integrating technology in the classroom. This is due to several factors, including the lack of preparation and tools used, negative perceptions about technology in general and a lack of buy-in regarding the effectiveness of classroom technologies, that is why teachers must have specific training in order to obtain sufficient knowledge about the effective use of technological tools. In addition, schools and universities must increase their technology budgets and invest in more new and up to date technologies which can not only be easy to use but accessible to all whenever they need it.

All in all, it is obvious that for better and effective technology use in the educational system, one must admit that the process of technology integration is a multi-effort process, everyone from responsible in the governments, schools and universities directors, the working staff, and teachers to learners and parents are responsible for this process and they all play major role in achieving successful technology implementation in the educational system.

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**Appendix A**  
**Teachers' Questionnaire**

1-How important to your learning do you feel having access to technology is (do you learn better using technology)?

- Very important
- Not very important

2-What type of technology do you use in your classroom?

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3-Do you have computer access at school?

- YES
- NO

4 - How often do use a computer in school?

- Daily
- Weekly
- Sometimes
- Never

5-Do you have enough training to use technology in your classroom?



- YES
- NO

6-Does the university provides you with technological equipment to use in your classroom?

- YES
- NO

7-Do you feel motivated when using technology?

- YES
- NO

8- What is your personal thought on using technology in the classroom?

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9- How comfortable are you with using computers as a tool of instruction?

- Very comfortable
- Not comfortable at all

**Appendix B**  
**Students' Questionnaire**

1-How important to your learning do you feel having access to technology is (do you learn better using technology)?

- Very important
- Pretty important
- Not very important
- Not important at all

2-Is using technology motivates you to be more involved in the learning process?

- True
- False

3- Do you think that technology promotes the development of your communication skills such as (presentation skills and debating skills)?

- YES
- NO

4-Do you have computer access at school?

- YES
- NO

5-How often do use a computer in school?

- Sometimes
- Often
- Not very often
- Daily

6-How often does your teacher use technology for classroom instruction, such as the computer and projector?

- Daily
- Sometimes

- Often
- Never very often

7- What type of technology would you like to have in your classroom or have more access to?

- Computers
- Laptops
- Pads
- Projectors

8-Do you feel comfortable when using computers as a tool of instruction?

- YES
- NO

9-How would you evaluate technology use in the classroom?

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