

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH



UNIVERSITY OF TLEMCEN

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF ENGLISH

**The Importance of Using Technology in Teaching and Learning :
Case of Second Year EFL Students at the University of Tlemcen**

Dissertation submitted to the department of English as a partial fulfilment of the requirements for the degree of Master in language studies.

Presented by:

Mr. FARES Mohamed Amine

Mr. CHERIFI Fethi

Supervised by:

Dr. Rahmouna ZIDANE

BOARD OF EXAMINERS:

Dr. F.Z. Imane OMARI (MCA) Chairperson (University of Tlemcen)

Dr. Rahmouna ZIDANE (MCA) Supervisor (University of Tlemcen)

Mrs. Nassima Hamza Cherif (MAA) Examiner (University of Tlemcen)

Academic Year: 2017-2018

Dedications

I dedicate this research work to my mother, who kept on pushing me to do my best in order to accomplish this work and get the best results.

To my father, who supported me not only during my work on this thesis, but through all the years of study that I had.

To the soul of my grandfather, who supported me with everything he could do or say when he was still alive.

To my partner, Cherifi Fethi, who did his best as well to accomplish this humble research work. To him I say you are my brother.

Mohamed Amine

Dedications

I dedicate this research work to the light of my eyes who encourages me, my mother, who helped me a lot to accomplish this modest work with her support and prayers.

To the first person in my life, my great father Abdelkader.

To my sister Ikram, for the unceasing encouragement. Very special thanks from me should go to my partner and friend, Mr. Fares Amine; I would like to thank him for the contribution and the good support during my period of study.

I would like to express my deepest gratitude and appreciation to our supervisor: Dr Zidane Rahmouna for her patience, advice and contribution which is very generous while checking all the mistakes and providing feedback which truly helped us.

Also, dedication to my best brothers for their help and attention that contributed to the success of this research work.

Finally, many thanks go to my family.

To all my friends.

I dedicate this thesis to all the professors and lecturers who helped us in collecting the data required for the study and who participated in the interviews and provided their sincere opinions and experiences.

To all my teachers I express my deepest gratitude.

Fethi

Acknowledgements

Acknowledgements

First of all, we thank “ALLAH” for his help and guidance which led to the accomplishment of this research work.

Second of all, we would like to thank our brilliant supervisor Dr. Zidane Rahmouna for her patience with us and for the major help she gave us in order to accomplish this research work.

We thank the jury members:

Dr. OMARI F.Z. Imane and Mrs. Hamza Cherif Nassima.

We would like also to thank the interviewed teachers for giving us a slice of their wide knowledge; as well as the questioned students for their help and understanding.

Finally, we express the deepest appreciation to all the teachers of the English department at Tlemcen University.

Abstract

Abstract

Because of the huge development of technology, new methods have been introduced in the language teaching field. Nowadays, there is a large set of technological tools that can be used to make the teaching and learning process easier and more accurate than before. Therefore, the teachers have the choice between using technology or using the traditional teaching methods by employing chalk and the blackboard. The purpose of this research work is to show the importance of technology and its impact on the EFL teaching and learning process. This study took place at the English department at the University of Tlemcen. The sample included second year EFL students. The research instruments used to collect data were a questionnaire addressed to the learners and an interview addressed to the teachers. The collected data were analyzed both quantitatively and qualitatively. The results of this research work revealed that the use of technology can create an interactive classroom and make learning enjoyable.

Table of Contents

Table of Contents

Dedications.....	I
Acknowledgements.....	III
Abstract.....	IV
Table of contents.....	V
List of Tables.....	VII
General Introduction.....	1

Chapter One: **Literature Review of the Use of Technology for Teaching**

1.1 Introduction.....	4
1.2 Modern Teaching Methods	4
1.3 The Role of Technology in Teaching.....	5
1.4 The Different Technological Tools Used for Teaching	6
1.4.1 Audio visual aids	7
1.4.2 Language laboratories	9
1.4.3 Websites.....	10
1.5 Difficulties Facing the Use of Technology for Teaching.....	10
1.6 Conclusion.....	11

Chapter Two: **Case Study**

2.1 Introduction.....	13
-----------------------	----

Table of Contents

2.2 Research Objectives.....	13
2.3 The Sample.	13
2.4 Research Instruments.....	14
2.4.1 Students' questionnaire.	14
2.4.2 Teachers' interview.....	15
2.5 Data Analysis	15
2.5.1 Analysis of the students' questionnaire.....	16
2.5.2 Analysis of the teachers' interview.....	22
2.6 Data Interpretation.....	24
2.7 Suggestions and Recommendations.....	24
2.8 Conclusion.....	25
General Conclusion	26
Bibliography.....	27
Appendices.	
Appendix A : Students' Questionnaire	
Appendix B : Teachers' Interview	
Keys to abbreviations	

Table of Contents

List of Tables

Table 2.1 The use of technology to learn English.	16
Table 2.2 Students' focus on pronunciation of words when using technology.....	17
Table 2.3 Technology inside the classroom.....	17
Table 2.4 Technological tools used by students to do a homework.....	18
Table 2.5 Students' support to the use of technology.....	19
Table2.6 Language proficiency improvement by the use of technology.....	20
Table 2.7 Students' opinion about the traditional and modern classroom.....	20
Table2.8 Students opinions about the technological tools used by their teachers...	21
Table2.9 Students' opinions about the extra technological materials.....	22

General Introduction

The technological development has led to the emergence of new teaching methods. Nowadays, teachers can use a wide set of technological tools that facilitate the teaching process and make it more effective. Nevertheless, there are different points of view concerning the effects of technology on the teachers' role.

This research work is devoted to the study of the impact of using technology on the teaching process. It aims at describing modern methods of teaching. In order to make a clear view about the topic, this research work describes the different technological tools that can be used. In addition it attempts to explain how these technological means can facilitate the teaching process. Therefore, the researchers asked the following research questions:

1. What are the technological tools that are used by teachers and learners?
2. What are the advantages of using technology in the teaching and learning process?

The following hypotheses were introduced:

1. The teachers and learners use many technological tools like visual aids.
2. The advantages of using technology in the teaching and learning process include facilitating the teaching process and make learning more effective.

In the first chapter of this research, the researchers try to describe the modern teaching methods. In addition to that, they try to clarify how the various technological tools made the teaching process much easier for the teachers and the learners. They also introduce a list of the most used technological tools and their functions.

In the second chapter of the research work, the researchers introduce a case study related to second year students. In order to get reliable results, they designed a

General Introduction

students' questionnaire in addition to an interview with teachers. At the end of the second chapter, the researchers list the main results concerning the use of technology for teaching English and provide a set of suggestions and recommendations. In general, this research work attempts to give information about the importance of technology in teaching a foreign language and enhancing the students' learning.

Chapter One: **Literature Review of the Use of Technology for Teaching**

1.1 Introduction

1.2 Modern Teaching Methods

1.3 The Role of Technology in Teaching

1.4 The Different Technological Tools Used for Teaching

1.4.1 Audio visual aids

1.4.2 Language laboratories

1.4.3 Websites

1.5 Difficulties Facing the Use of Technology for Teaching

1.6 Conclusion

1.1 Introduction

The first chapter of this research work aims at giving a general view about the use of technology for teaching and how it can help the learners in many ways. It describes those methods related to the use of technological materials. In addition to this, it explains the role of technology and its impacts on the teaching process as well as the learning process. Moreover, it describes the difficulties that face the use of technology for teaching.

1.2 Modern Teaching Methods

The traditional and modern teaching methods are different. Traditional education is based on the teacher. It depends on chalk and the blackboard. However, modern teaching focuses on the learners who have more opportunities to improve their skills (Belias.2013 as cited in Meiloudi and Mebarki, 2015, p.7). “Technology is also considered as an important tool for teaching English language. In developed country, it is very common feature of using different technologies and internet in classrooms” (Arifah, 2014, p.1).

Technology should not be seen “as an alternative to classroom teaching, or as replacing the teacher, but as a tool that facilitates meaningful and challenging classroom work” (Van Lier, 2002, p.50 as cited in Arno et al, 2006, p.6). Thus, technology can facilitate the teaching process. “With the development of technology, the task of the language teachers has become easier” (Al Mamun, 2014, p.17). . However, the role of the teacher in the classroom is crucial. “Teachers should model the use of technology in support of the curriculum so that children can see the appropriate use of technology and benefit from exposure to more advanced applications that they will use independently when they are older”(DePasquale et al , 2003 as cited in Costely, 2014, p.4).

Chapter One : Literature Review of the Use of Technology for Teaching

EFL teachers use technological tools which help them outside the classroom to prepare lectures as well as inside it to present the lectures as these tools facilitate learning and serve the learners' educational needs and purposes(Al Ammary, 2012). Generally speaking, traditional methods can be used with modern EFL teaching methods.

1.3 The Role of Technology in Teaching

There are different teaching methods that have been implemented to test the effectiveness in the teaching process. Now, the advance of technology has changed the old manner of teaching English. "The use of technologies as a tool of teaching can make students more creative, autonomous and collaborative than in classrooms where teaching is not accessible to students" (Raihan and lock,2012, p.33 as cited in Arifah, 2014, p.14).

Nowadays, English language plays an important role in several fields like education, industries, media and communication. "In today's world technology is used in every sphere of life. Education system is not out of this circle, both for the purpose of teaching and learning" (Arifah, 2014, p.1). Thus, technology provides a lot of options that make the teaching methods more interesting and helps the students to learn according to their interests. It is accepted in teaching English in the modern world. Technology is a tool that helps the teachers of foreign languages and facilitates language learning it plays an important role in developing learners' level.

(TELL) or Technology enhanced language learning deals with the impact of technology on teaching and learning a second language" (Patel, 2014, Technology-enhanced language learning (TELL)). Technology should be part of classroom utility as like other teaching tools or aids. It can be essential combination with other teaching resources. The purpose of using technology should be "assist and enhance language learning (Arifah ,2014 , p.4)

Chapter One : Literature Review of the Use of Technology for Teaching

In fact, “technology is changing the jobs of language teachers through the changes it prompts in the language itself, the opportunities for studying language, and the options available for teaching language” (Chappelle, 2005 as cited in Margan Saeed, 2015 , p.65). There are advantages of using technology for teaching language since it helps the students learn better and develops creativity (Arifah, 2014). Technology affects students’ skills; it is not only helpful for learners but also for teachers; it is an essential element of successful teaching. (Costley, 2014). Moreover, Arifah (2014, p.1) claims that:

According to the International Society for Technology in Education (ISTE) of U.S. Department of Education: “Curriculum integration with the use of technology involves the infusion of technology as a tool to enhance the learning in a content area...The technology should become an integral part of how the classroom functions – as accessible as all other classroom tools. The focus in each lesson or unit is the curriculum ‘s outcome, not the technology” (as cited in Raihan & Lock, 2012, p. 18).

The process of teaching the English language has changed as teachers use technology to enhance their teaching (Arifah, 2014). Nowadays, different technological tools used for teaching exist in education.

1.4 The Different Technological Tools Used For Teaching

Technology is used as an important instrument. It provides different technological tools for teaching English such as audio visual aids, language laboratories and websites.

Chapter One : Literature Review of the Use of Technology for Teaching

1.4.1 Audio visual aids

Audio materials can be heard and are recorded like speech and songs whereas visual materials are seen like videos, posters and pictures (Asokhia, 2009. p. 81 as cited in Al Mamun, 2014, p.3). In this context, Al Mamun (2014, p.3) claims that:

Use of audio-visual aids for teaching language skills is becoming very popular nowadays among the language teachers. It is believed that audio-visual aids help the teachers to make the classroom more enjoyable. It is generally said that students enjoy the language class when teachers use different audio-visual aids because it motivates them to pay more attention and they can combine their learning with their real life activities (Çakir, 2006, p.67).

As a result, the use of audio-visual aids seems to be benefited for both the teachers and the learners. Modern teaching uses another tool which is the PowerPoint that is very popular in teaching language.

Hence, the teachers employ the PowerPoint to make their teaching dynamic and attractive. The presentations are audio-visualized. However, some teachers believe that the PowerPoint is not always useful since it makes a border between the teacher and the audience (Al Mamun, 2014, p.9).

In fact, “use of print, film and internet give students opportunity to gather information and introduce them to various materials for analysis and interpretation of both language and contexts”((Arifah, 2014, p.7) Visual tools help the students to learn better as they draw their attention and make the the lecture interesting (Al Mamun, 2014, p.9). Thus, videos are used.

Chapter One : Literature Review of the Use of Technology for Teaching

Nowadays, internet availability of different technology have made the task of the language teachers easier than before. Teachers can download different videos appropriate for the learners from the internet. As there are thousands of videos designed specifically for language teaching, teachers can easily choose according to their needs (Ozkan, 2002. p. 37). Videos can facilitate language teaching in diverse ways. It makes the classroom interesting removing the monotony of the learners (Al Mamun, 2014, p.10).

Videos help the students to create ideas. They guarantee genuine language input, enable students to get ideas and think about the topic. Also, they help the students to concentrate on the context and the non-verbal features of the target language. Videos are very useful; they give the students knowledge and stimulus that facilitate learning. They make them experience language communication (Al Mamun, 2014, p.11). “When both images and sounds are presented together then it is more appealing to its audiences. That is why use of multimedia is becoming popular day by day to teachers as well as students” (Arifah, 2014, p.5). Moreover, pictures can be used.

Use of pictures in language teaching has become a common phenomenon at present. Pictures are effective additional aids in an EFL classroom. Using different relevant pictures in classrooms makes the class interesting and interactive. It helps the teachers to visualize the content of the classroom. Also, it makes the learners more attentive and engaged in tasks. When pictures are used to introduce any topic to the learners, it becomes more real and contextualized.. Learners get an overview of the lesson and can generate ideas better (Al Mamun, 2014, p.11).

The Use of technology can be helpful for the teachers who can use it to create more meaningful instruction for the learners.

Chapter One : Literature Review of the Use of Technology for Teaching

Use of audio-visual materials makes the learning more long-lasting than the use of traditional textbooks (Craig & Amernic, 2006. pp. 152-153). The advantages of using pictures are many. First of all, pictures are very available in online. Secondly, almost all types of pictures do exist in Google. Anyone can find any picture suitable for his/her class and learners. A picture can express thousand words which is more effective than giving only verbal lectures (Al Mamun, 2014, p.11).

Therefore, audio visual materials are very helpful. Teachers also use language laboratories

1.4.2 Language laboratories

A language laboratory helps the teacher to provide appropriate materials and activities.

According to Robert Lado, the language laboratory is “The center of Language teaching and the teacher helps its operational activities by providing suitable materials and learning situations... At present language laboratory has been increased and their impact on Educational field, it is a two-way teaching learning process which minimizes pupil’s mistakes. It also strengthens the learning of English among students (Mercy, 2016, p.23).

Language laboratories have a great impact on education as they help the learners to learn the English language.

In every language institute, language laboratory is an essential part. It provides the learners with maximum language exposure outside the classroom. Learners can practice all the language skills using the resources of the language lab for developing their language proficiency. Modern language laboratories are decorated with all the necessary equipment including computers, headphones, microphones, tape deck and a lot of listening materials (Al Mamun, 2014, p.14).

Chapter One : Literature Review of the Use of Technology for Teaching

Language laboratories produce an atmosphere that helps the students to feel confident and excited to learn; they develop communication and enhance motivation. Moreover, they offer them the opportunity to practise language and improve their oral ability (Meiloudi and Mebarki, 2015, p.12).

1.4.3 Websites

Educational websites include interactive examples, video and animation; they are designed to give the students a learning resource to add to the textbook. Websites develop and enrich the teaching process as they provide dynamic content, interactive hypertext and collaboration (Ta'amneh; 2014, p.184)

Many websites are available; they help the students to prepare projects and share ideas. Also, the teachers can use these websites to help the learners to improve their learning (Johnson, 2011). Educational websites are useful. "These websites are designed to provide students with a "self-help" learning resource to complement traditional textbook (Arsham, 2002). They make a wonderful environment for enriching and improving educational process" (Ta'amneh; 2014, p.184)

1.5 Difficulties Facing the Use of Technology for Teaching

There are many difficulties that are found when using technology for teaching English.

Abounawara (2016) declares that there are some disadvantages teachers face when using technology in the EFL classroom. One of them is that it takes time and involves making a big effort to look for authentic materials since teachers need to spend time learning constantly, changing software programs and trying to find effective ways of using new technology... Lai and Kritsonis (2006) state that it is necessary that both teachers and students should have at least basic technological knowledge before using it in order to assist language teaching and learning. (Solano et al., 2017, p.80)

Chapter One : Literature Review of the Use of Technology for Teaching

Moreover, the teachers use it to assist their teaching, but they do not neglect the use of the traditional methods

In recent times, government starts to set up computer and internet in schools and colleges throughout the country, but technologically advanced classroom has not yet become available everywhere. Hence it is important to find out as to whether set up multimedia and internet can make teaching and learning English language better or not. (Arifah ,2014 , p.1-2)

Though it has disadvantages, technology is needed to help the teachers in a meaningful manner (Solano et al., 2017)It has a significant role in the EFL learning and teaching process.

1.6 Conclusion

This chapter has presented the use of technology in EFL teaching and learning. It described the modern methods used in EFL teaching. It explained the role of using technological devices to teach a foreign language. It also described the most used technological tools and their significance in the teaching process. It highlighted the most common difficulties that EFL teachers can face when using technology.

Chapter Two: **Case Study**

2.1 Introduction

2.2 Research Objectives

2.3 The Sample.

2.4 Research Instruments

2.4.1 Students' questionnaire.

2.4.2 Teachers' interview

2.5 Data Analysis

2.5.1 Analysis of the students' questionnaire.

2.5.2 Analysis of the teachers' interview

2.6 Data Interpretation

2.7 Suggestions and Recommendations

2.8 Conclusion.

2.1 Introduction

The second chapter attempts to explain the research methodology used by the researchers. It focuses on data collection and analysis. First, It describes the objectives of the research work and introduces the sample. Then, it describes the research instruments. Data analysis and discussion of the main results are found at the end of the chapter followed by a set of suggestions and recommendations.

2.2 Research Objectives

This study attempts to provide a view about the use of technology in the EFL teaching and learning process. It tries to provide data about the technological tools used for teaching language at the English department at the university of Tlemcen. The main purpose of this study is to get information about the learners and teachers' points of view concerning technology and its effects on the learners.

2.3 The Sample.

The sample included twenty (20) students. The informants were second year EFL learners studying at the department of English at Tlemcen University. The informants were randomly selected to answer a questionnaire; the researchers did not take into consideration their gender. The learners were asked about their points of view regarding the use of technological tools

Chapter Two : Case Study

2.4 Research Instruments

The research tools used to collect data included a questionnaire addressed to the learners and an interview addressed to the teachers.

2.4.1 Students' questionnaire.

The questionnaire aimed at knowing whether the technological tools that are integrated by the teachers to facilitate learning English are effective or not. It was addressed to twenty (20) second year EFL students. It consisted of twelve questions. The first question asked the students if they used technological tools for learning English. The second one investigated whether the students focused on the pronunciation of words using technology. The third one tried to know if the students used technological tools whenever they get into the classroom. Question 4 asked the learners to describe the technological tools that they often use for a homework or research. The fifth one tried to know the students' opinions about the advantages of using technology for learning English.

Question 6 asked them if they were for or against using technology in the classroom. Question 7 tried to know whether the comprehensive use of technology would create a good environment that facilitates learning. Question 8 asked them if technology helped the students to become proficient. The next question tried to know whether the students preferred the traditional classroom or technologically advanced classroom. Question 10 asked them if the teachers used technology to teach the four skills and if the technological tools used by the teachers help the students in learning English. The next one attempted to investigate whether the technological tools used by the teachers actually help the learners to learn English. Question number twelve had the purpose of knowing whether the students thought that the department needed extra technological materials and asked them to list the needed technological materials (see appendix A).

Chapter Two : Case Study

2.4.2 Teachers' interview

The aim of the interview was to know about the technological tools that are integrated by the teachers to facilitate learning English; it tried to collect data about the use of technology by EFL teachers at the English department at the University of Tlemcen. The researchers used the structured interview. The questions were asked orally and the responses were orally given by the teachers. The researchers wrote all the answers down in order to analyze the data later on.

The interview involved four (4) EFL teachers. It consisted of seven questions. The first question asked the teachers if they used technology for teaching. The second one aimed at knowing the technological tools that they often use for teaching. The third one investigated whether technology made teaching easier. The next question requested them to say if they had difficulties in the use of technology during the lessons. Question 5 asked the teachers if they found technology more helpful for the students. The sixth one was about the negative effects of technology on the learning process. Question 7 aimed at knowing the teachers' opinions about the future of educational technology and whether it can replace the teacher in the future (see appendix B).

2.5 Data Analysis

In this research work, the researchers used two research instruments which were the questionnaire and the interview. The collected data were analyzed both quantitatively and qualitatively.

Chapter Two : Case Study

2.5.1. Analysis of the questionnaire

As some students did not answer the questionnaire, the final number of informants was limited to twenty (20).

Question one: Do you employ technological tools to learn English?

Yes no

The table below illustrates the results

Table 2.1 The use of technology to learn English.

Answers	A.F	R.F
YES	18	90%
NO	2	10%

Two students representing (10%) of the total population stated that they did not use technological tools to learn English whereas 18 of them representing (90%) of the population claimed that they employed technological tools

Question two: Do you focus on the pronunciation of words using technology?

Yes no

This question aimed at knowing whether The students focused on the pronunciation of words when they used technological devices. The table below summarizes the results.

Chapter Two : Case Study

Table 2.2 Students' focus on pronunciation of words when using technology.

Answers	A.F	R.F
YES	16	80%
NO	4	20%

16 students representing (80%) of the total population confirmed that they focused on the pronunciation when using technology. Four students representing the percentage of (20%) said that they did not pay attention to the pronunciation of words.

Question three: Do you use technological tools whenever you get to the classroom?

Yes no

This question tried to know if the students used technological tools whenever they get to the classroom. The table below summarizes the results.

Table 2.3 Technology inside the classroom

Answers	A.F	R.F
YES	11	55%
NO	9	45%

Nine students (45%) stated that they did not use technology inside the classroom. The remaining 11 students representing the percentage of (55%) affirmed that they used technology inside the classroom.

Chapter Two : Case Study

Question four: which technological tools do you use whenever you do homework?

This question tried to know whether the students used technology to do a homework. The table below illustrates the results.

Table 2.4 Technological tools used by students to do a homework.

Answers	A.F	R.F
computers	6	30%
Smart phones	11	55%
NO ANSWER	3	15%

Six students (30%) stated that they often used their personal computers. 11 students representing (55%) of the total population confirmed that they used smart phones especially for the use online dictionaries. 3 students did not answer this question.

Question five: What are the advantages of using technology for learning English?

This question was an open-ended one. It aimed at knowing the advantages of using technology from the students' points of view. 8 students stated that the use of technology helped them to improve their language skills especially grammar and vocabulary. 8 students confirmed that they used technology to provide information. 4 students did not answer the question.

Question six: Are you for or against the use of technology in the classroom?

For against

This question aimed at knowing whether the students are for or against the use of technology inside the classroom. The following table illustrates the results

Chapter Two : Case Study

Table 2.5 Students' support to the use of technology

Answers	A.F	R.F
For	15	75%
against	2	10%
NO ANSWER	3	15%

15 students (75%) stated that they support the use of technology inside the classroom. Two students (10%) said that they are against the use of technology in the classroom. 3 students did not answer the question

Question seven: Do you think that the comprehensive use of technology would create a good environment that facilitates learning?

Yes no

This question tried to know whether the comprehensive use of technology by the students and teachers can create a good environment for learning. All the students (100%) chose yes as an answer.

Question eight: Do you think that technology helps the students to become proficient

Yes no

In this question the researchers tried to know if the use of technology can improve the learners' language proficiency. The following table illustrates the results.

Chapter Two : Case Study

Table 2.6 Language proficiency improvement by the use of technology.

Answers	A.F	R.F
YES	16	80%
NO	3	15%
NO ANSWER	1	5%

16 students representing a percentage of (80%) stated that the use of technology can improve language proficiency. 3 students (15%) stated that technology did not improve their language proficiency. One student did not answer this question.

Question nine: Do you like the traditional classroom (chalk, blackboard) or technologically advanced classroom and why?

T C TAC

This question aimed at knowing whether the students prefer traditional classroom or technologically advanced classroom. The following table illustrates the results

Table 2.7 Students' opinion about the traditional and modern classroom.

Answers	A.F	R.F
T C	8	40%
TAC	12	60%

Chapter Two : Case Study

The informants were asked to give the reasons behind their choice. 8 students (40%) chose the traditional classroom because they thought they are used to it and they like to depend on their knowledge. 12 students representing (60%) of the total population stated that they prefer the technologically advanced classroom because it makes learning easier, faster and enjoyable

Question ten: How do your teachers use technology to teach you the language skills?

Concerning this question, the learners were asked about the ways their teachers used technology to teach them language skills. 15 students stated that their EFL teachers depended on the use of computers and data show in addition to videos during oral expression lectures. 5 students did not answer the question.

Question eleven: Do you think that technological tools used by your teachers help you in learning English?

Yes no

The aim of this question was to know whether the technological tools used by teachers help the students to learn English. The following table summarizes the results.

Table2.8 Students opinions about the technological tools used by their teachers.

Answers	A.F	R.F
YES	18	90%
NO	2	10%

18 students representing (90%) of the population confirmed that these technological tools helped them to learn the English language; 2 students (10%) stated that the use of such tools did not help them to learn English.

Chapter Two : Case Study

Question twelve: Do you think that the department needs extra technological materials? If yes, what are the needed technological materials?

Yes no

In this question the informants were asked to state whether they thought the English department needed extra technological materials and they were requested to mention the tools that they needed. The following table illustrates the results.

Table2.9 Students’ opinions about the extra technological materials

Answers	A.F	R.F
YES	19	95%
NO	1	5%

19 students (95%) said that that the department needed extra modern computers. One student said that the department does not need any extra materials.

2.5.2. Analysis of the interview

During the interviews, the researchers wrote down on paper all the responses given by the interviewees. The first question of this interview tried to know if the teachers used technology for teaching. All the four teachers stated that they dealt with technology in order to assist their teaching. In the second question, teachers were asked about the technological tools that they often used for teaching. All the answers were similar to each other as the teachers confirmed that they used computers and data show to present some lectures and show some videos in addition to the use of sound speakers in some cases.

Chapter Two : Case Study

The third question tried to know if technology can make teaching easier. All teachers agreed that technology can make teaching an easier task. One teacher added that technology motivates the students to learn more about language. Another teacher commented that technology is an extra instrument to illustrate lessons.

The fourth question tried to know if the teachers had any difficulties with the use of technological materials. Two teachers stated that they have faced some difficulties such as the availability (some materials are not always available) and the functionality of some materials (some materials do not function well). Moreover, the teachers confirmed that some students are not familiar with use of technology. The two other teachers stated that they did not face any problems when using technological tools for teaching.

In the fifth question, the researchers asked the interviewees about what they found more helpful for the students: the traditional teaching methods or the use of technology for teaching. One teacher stated that he found using technology more helpful for the learners. Another teacher stated that both methods are very important. The third teacher said that he preferred the traditional methods more. The fourth teacher stated that the effectiveness depends on the type of students and the environment of the EFL classroom.

Question number six tried to know whether there are any negative effects that technology had on the learning process. All the four interviewees agreed that technology had some negative effects on the learners. They explained that some students used their smart phones in order to cheat during the exams instead of depending on their own efforts. They also said that technology makes some students lazy in the classroom and in many times the use of technology creates distraction among the learners. The last question tried to know whether the teachers thought that technology can replace the teachers in the future. Two teachers stated that technology can never take over the role of teachers. Two other teachers agreed that teachers will have a minor role in the future as autonomous learning will take place

Chapter Two : Case Study

2.6 Data Interpretation

At the start of this research work, the first hypothesis mentioned that the teachers and learners use many technological tools like visual aids. Most of the students said that they often used their personal computers and smart phones. Also, they stated that their EFL teachers used computers and data show. The teachers stated that they use computers, data show and videos to present some lectures. Thus, the first hypothesis is confirmed.

The second hypothesis mentioned that the advantages of using technology in the teaching and learning process include facilitating the teaching process and make learning more effective. Most of the students agreed that the use of technological materials helped them to improve their proficiency in an easy and enjoyable way. They stated that technology helps them to improve their language skills especially grammar and vocabulary. Moreover, all the teachers agreed that they use technology in order to assist their teaching and said that technology can make teaching an easier task. They added that it motivates the students to learn more about language. Thus, the second hypothesis is confirmed.

The students stated that technological tools helped them to learn. Moreover, the teachers agreed that technology can make teaching easier. However, they stated that it has some negative aspects that can be avoided by having professional training before using these technological materials.

2.7 Suggestions and Recommendations

Learners are motivated through using technology that enhances the teaching and learning process. The teachers should adopt new roles and use technology in language teaching to guide the learners. They should try to find the appropriate place and time for its application. Also, they should try to find the ways that can help them to use technology to facilitate teaching.

Chapter Two : Case Study

Using technology in the classroom may bring some challenges to the teachers. They can avoid these difficulties by learning how to use the technology properly and be more confident in using it. Thus, the necessary training should be offered to teachers.

In order to achieve the effective teaching from teachers, the education experts should introduce and spread the teachers training program to get best outcome from technologically advanced classroom. If there is no such training program, then it is not wise to expect best outcome or resourceful teaching from teachers (Arifah, 2014, p.38).

Language teachers should have a training program about the use of technology. They should search for training opportunities to learn how to use technology. They should know that they need to learn new techniques to have an important role in guiding the students. Also, they should seek the guidance from their colleagues to help them to teach better by using technology.

Technology is a tool that supports knowledge construction by learners; using technologies enables the learners to learn according to their own level and control their learning (Eady, and Lockyer, 2013). The learners should take the responsibility of their own learning. They should learn how to use technology and find information. The teachers and learners should use the available technological tools in suitable ways.

2.8 Conclusion

This chapter dealt with the main objectives of this research work. Moreover, it described the research instruments. The researchers collected data using a questionnaire and an interview in order to enrich this research work with different opinions about the use of technology for teaching,. The data collected were analyzed qualitatively and quantitatively.

General Conclusion

This study has attempted to present and explain the relationship between education and the use of technology. It consisted of two Chapters. The first chapter described the literature review of the studied subject; the second chapter presented the case study. This research work has attempted to show the aspects of the use of technology in education, its impacts on the learning process and the role of the teachers. Also, it tried to present the different technological tools that can be used in the classroom. This study tried to collect data about the use of technology for teaching from the teachers and learners' perspectives. The following research questions were asked:

- 1-What are the technological tools that are used by teachers and learners?
- 2-What are the advantages of using technology in the teaching and learning process?

The following hypotheses were introduced:

- 1-The teachers and learners use many technological tools like visual aids.
- 2-The advantages of using technology in the teaching and learning process include facilitating the teaching process and make learning more effective.

The research instruments used were the questionnaire and the interview.

Moreover, after analysing the data, the hypotheses introduced in this research work were proved. The results revealed that the use of technology is very useful for both the teachers and learners.

Bibliography

Bibliography

-AL Mamun, Abdullah. (2014). Effectiveness of Audio-visual Aids in Language Teaching in Tertiary Level. Retrieved from:

dspace.bracu.ac.bd/bitstream/handle/10361/3288/13177014.pdf

-Arifah. (2014). Study on the Use of Technology in ELT classroom: Teachers' Perspective. Retrieved from:

dspace.bracu.ac.bd/xmlui/bitstream/handle/.../12363008.pdf

-Arsham. H. (2002). Impact of the Internet on Learning and Teaching. USDLA journal. Volume 16, 9-20.

-Asokhia, M. O. (2009). Improvisation/Teaching aids: Aid to Affective Teaching of English Language. Int. j. edu. Sci, 1(2), 79-85. Retrieved from: <http://www.krepublishers.com/...journals.../IJES-01-2-079-09-022-Asokhia>.

-Eady, M and Lockyer, L. (2013). Tools for Learning: Technology and Teaching Strategies. Retrieved from:

ro.uow.edu.au/cgi/viewcontent.cgi?article=1413&context...sei

- Erben, T., Ban, R., & Castañeda, M. E. (2009). Teaching English language learners through technology. New York: Routledge.

-Lai, C, and Kristonis, W. (2006). The Advantages and Disadvantages of Computer Technology in Second Language acquisition. National Journal of Publishing and Mentoring Doctoral Students. Research. 3(1) 1-6.

-Margan Saeed, B. (2015). The Effect of Using Computer Tehnology on English Language Teachers' Performance. Retrieved from:

www.sustech.edu/staff_publications/20150503093748633.pdf

Bibliography

- Meiloudi, A, and Mebarki, S.(2015). The Use of Educational Technology in EFL Teaching and Learning : Case Study of Second Year Students at Tlemcen University. Retrieved from:

dspace.univ-tlemcen.dz/bitstream/112/7904/1/meiloudi-amina.pdf

-Mercy, M. (2016).The Effectiveness of Using Language Laboratory in Teaching English among VII Standard Students in Coimbatore District. Retrieved from:

granthaalayah.com/Articles/Vol4Iss5/05_IJRG16_SE05_05.pdf

-Murphy, K ,De Pasquale, R., and McNamara, E..(2003). Meaningful connections: Using technology in Primary Classrooms. Retrieved from:

http://mibibliotecatec.weebly.com/uploads/5/4/5/7/54577939/meaningful_connections_using_technology_in_primary_classrooms.pdf

-Ozaslan, E. N., and Maden, Z. (2013). The Use of PowerPoint Presentation in the Department of Foreign Language Education at Middle East Technical University. Middle Eastern and African Journal of Education Research, 2, 45-83. Ret from: <http://www.majersite.org/issue2/ozaslanandmaden.pdf>.

-Patel, C. (2013). Use of Multimedia Technology in Teaching and Learning communication skill”: An Analysis. International Journal of Advancements in Research & Technology, Volume 2(Issue 7), 116-123.

-Solano, L , Cabrera, P, Ulehlova, Eva and Espinoza, V. (2017). . Exploring the Use of Educational Technology in EFL Teaching : A Case Study of Primary Education in the South Region of Ecuador. Retrieved from:

<https://files.eric.ed.gov/fulltext/EJ1140683.pdf>

-Taylor, P. (1997). Global Communications, International Affairs, and the Media since 1945.London: Routledge.

Bibliography

-Ta'amneh, Mohammad. (2014). The Effect of Using Educational Websites on First Year Students' Achievement in English Grammar in Badr Community college. Retrieved from:

<https://pdfs.semanticscholar.org/.../62e671c996e7623397ef4da04f>

-Wang, I., Coleman, J. A. (2009).A survey of International Foreign Education in China. RECALL, 21(1), 113-129.

Appendices

Appendix A

Students' Questionnaire

The aim of this questionnaire is to know whether the technological tools that are integrated by the teachers to facilitate learning English are effective or not. You are kindly requested to answer the coming questions.

1- Do you employ technological tools to learn English?

Yes No

2-Do you focus on the pronunciation of words using technology?

Yes No

3- Do you use technological tools whenever you get into the classroom?

Yes No

4- Which tools do you use whenever you do a homework ?

.....

5- What are the advantages of using technology for learning English?

.....

6- Are you for or against using Technology in the classroom?

.....

7- Do you think that the comprehensive use of technology would create a good environment that facilitates learning?

Yes No

8-Do you think that technology helps the students to become proficient?

Yes No

9- Do you like the traditional classroom (chalk,blackboard) or technologically advanced classroom? TC TAC

Why?

10- How do your teachers use technology to teach you the language skills?

.....

11- Do you think that the technological tools used by the teachers help the students in learning English?

Yes No

12-Do you think that the department needs extra technological materials?

Yes No

If yes, what are the needed technological materials?

.....

Appendix B

Teachers' Interview

The aim of this interview is to know about the technological tools that are integrated by the teachers to facilitate learning English. You are kindly requested to answer the coming questions.

1. Do you use technology for teaching?
2. What are the technological tools that you often use for teaching?
3. Do you think that technology makes teaching easier?
4. Do you have difficulties in the use of technology during the lessons?
5. What do you find more helpful for the students?
traditional teaching or the use of technology in teaching.
6. Are there any negative effects of technology on the learning process?
7. Do you think that technology can replace the teacher in the future?

keys to abbreviations :

A.F : Absolute frequency

EFL : English as a foreign language

R.F : Relative frequency

TELL : Technology enhanced language learning

ملخص

هذا البحث هو دراسة حول استخدام التكنولوجيا في مجال التعليم . يتألف البحث من فصلين : الفصل الأول تناول الدراسة لهذا الموضوع بينما تناول الفصل الثاني دراسة الحالة أو الدراسة الميدانية. اعتمد الباحثان على استبيان موجه لطلبة السنة الثانية لغة انجليزية و مقابلة أجريت مع أساتذة في قسم اللغة الانجليزية بجامعة تلمسان. بعد جمع المعلومات اللازمة و تحليلها خلص الباحثان إلى نتيجة تلخص في أن استخدام التكنولوجيا في المجال الدراسي مفيدة للأساتذة كما هي مفيدة للطلبة أيضا.

الكلمات المفتاحية: التكنولوجيا- الأساتذة- الطلبة

SUMMARY :

This research work is a general study about the use of technology for teaching .It consists of two Chapters. The first chapter is a literature review of the subject studied and the second chapter is a case study. The research instruments used were the interview and the questionnaire. After collecting and analysing data, the hypotheses given in this research work were proved. The researchers came to the conclusion that the use of technology is very useful for both the teachers and learners.

Keywords: technology- teachers- learners

Résumé :

Le sujet de cette étude concerne l'utilisation de la technologie pour enseigner la langue anglaise. Cette recherche se compose de deux chapitres. Le premier chapitre est une revue de la littérature sur le sujet étudié et le deuxième chapitre est une étude de cas. Les instruments de recherche utilisés étaient l'interview et le questionnaire. Après la collecte et l'analyse des données, les hypothèses présentées dans ce travail de recherche ont été prouvées et les chercheurs sont parvenus à la conclusion que l'utilisation de la technologie est très utile à la fois pour les enseignants et les apprenants.

Mots clés : technologie -enseignants- apprenants