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Department of English

Technology-based Classroom Management :
Datashow as a sample
(Case Study of ELT Master 2 Students
at Abou Bekr Belkaid University of Tlemcen)

Dissertation submitted to the department of English as a partial fulfillment of the requirements for the degree of Master in English Language teaching (ELT)

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Dedicated to :

You, with reverence and love

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Abstract

There is no doubt that the massive arrival of new technologies gains ground in the educational sphere, and it paves the way for teachers and students to exalt their expectations towards new teaching paradigms. That is why the objective behind the current study is to explore the rapport between classroom management and technology integration into the EFL classrooms, notably the data-show implementation and its impact on the stakeholders: teachers and students. The work encompasses three complementary chapters: the first chapter gives a bird's eye view of the EFL status in the Algerian educational system with special emphasis on classroom management and its major aspects. The second chapter highlights the different types of educational technologies with reference to the changing roles of teachers and students in nowadays' technology-based classrooms. Concerning the third practical chapter, it represents the empirical phase in which a triangulation of data collection procedure was used with ELT Master two students at Abou Bakr Belkaid university of Tlemcen: a questionnaire, an interview and classroom observation. Findings obtained from the data analysis, interpretation, and discussion of the results revealed a close relationship between classroom management and the integration of technologies into the classroom, since these technologies expedite the teachers' practices and boost the students' interest in learning and thus, establish a prosperous environment for teaching and learning especially at the university.

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List of Abbreviations and Acronyms

AECT :	Association of Educational Communiation and Technology.
BEM :	Brevet d'Enseignement Moyen (Entrance Examination for the secondary school).
CBA :	Competency-Based Approach .
CLT :	Communication Language Teaching.
CALL :	Computer –Assisted Language Learning.
DAELE :	Didactics and Assessment in English Language Education.
ELCS :	English Literary and Cultural Studies.
EFL :	English as a Foreign Language .
ELT :	English Language Teaching .
ET :	Educational Technology.
GTM :	Grammar Translation Method.
ICT :	Information and Communication Technology.
LC :	Literature and Civilisation.
Ss :	Students.
STT :	Student Talking Time.
TTT :	Teacher Talking Time .
TTQ :	Teacher Talking quality.
1AM :	première Année Moyenne (1 st middle school year).
1AS :	première Année secondaire (1 st secondary school year).
5AP :	cinquième Année primaire (entrance examination for the middle school).

General Introduction

General Introduction

Over the past few years there has been a growing interest in how technology should be integrated into the classroom. The mere question that imposes itself is how can the teacher runs his/her classroom via the implementation of technological devices taking into consideration some issues such as: the appropriate use of materials, creation of positive, prolific environment, as well as attract students' attention towards whatever device used in the classroom, to mention but few, to accomplish a successful teaching/learning process.

In the same concern, and as far as EFL teaching and learning in Algeria is concerned, the ministry of education and order to pursue requirements of the digital age has adopted a new dimension in teaching and learning, namely the integration of technologies into the classroom. This obvious shift conjures up a decisive transition in the EFL teaching and learning whereby language is presented authentically. The introduction of new pedagogic equipments play a pivotal role in the teaching/learning process, since these devices facilitate teachers' practices and support students' learning and this in turns influence the teachers' managerial procedures and the whole classroom climate.

The present research work is a case study that focuses on the technology-based classroom management, with emphasis on the datashow/projector as the most reliable technological device at Tlemcen university. Our research questions are as follows:

1. What is the relationship between classroom management and technology integration?
2. Do the data-show implementation into the EFL university classroom impact teachers and learners?

We hypothesized that:

1. Technology integration into the classroom helps teachers to better manage their classrooms, because students generally get attracted to new devices, and thus be motivated to learn and keep calm.

2. The data-show implementation into the classroom has a direct impact on EFL teachers and learners, for the reason that it accommodates the teachers and learners needs; it facilitates presenting instructions to the whole class, and provides clear and vivid demonstrations.

The general layout of this work comprises three complementary chapters:

The first chapter attempts to give an apparent picture of EFL teaching and learning in Algeria, with a concentration on classroom management as a key element in teaching and learning. In this respect, a good classroom management entails a number of aspects notably, teachers' methodology, teachers' authority, teacher-students interaction and at length, classroom assessment.

The second chapter deals with educational technologies and their impact on EFL teachers and learners in higher education. Moreover, this section determines the fundamental roles of teachers and students in the technology-based classroom. Basically, the ultimate practical chapter describes the investigative procedures by providing a thorough description of the data collection instruments and the analysis, interpretation and discussion of the results.

At the tail end of this thesis, we provide some suggestions and recommendations for teachers and students in the same area of investigation, i.e, technology-based classroom management with reference to the data-show.

Chapter one

Chapter one

EFL and Classroom Management

1.1.Introduction

1.2.EFL Teaching /Learning in Algeria

1.3.EFL at the Algerian University

1.4.Classroom Management

1.5.Aspects of Classroom Management

1.5.1.Teachers Methodology

1.5.2.Teachers Authority

1.5.3.Teacher-Students Interaction

1.5.4.Classroom Assessment

1.6.Conclusion

1.1 .Introduction

This chapter provides a panoramic overview of EFL teaching and learning in Algeria. It first tries to clarify the status of English Language in Middle and Secondary schools, with reference to the approaches and methods used by the teachers. It, then discusses the same issue at an upper level: university; where the eclectic approach is dominant. Furthermore, this part of the work elucidates the importance of classroom management and its major aspects including teachers' methodology with emphasis on lesson planning, teachers' authority which embraces: legal authority, speciality authority, reward authority, reference authority and punishment authority. The two other aspects of classroom management are: teacher-students interaction and classroom assessment, the former explains the value of promoting STT over TTT. Whereas, the latter expounds classroom practices as for assessment procedures.

1.2.EFL Teaching/Learning in Algeria

The Algerian educational system witnesses a swift and remarkable changes in the situation of English language teaching/learning. The introduction of English language at the level of Middle and Secondary schools is compulsory and it is taught through the Competency-based Approach (CBA) since 2003, after the failure of many other approaches and methods such as: the direct method, the audiolingual method (ALM), grammar translation method (GTM), and communicative language teaching (CLT).

As it is mentioned before, Algeria adopts the CBA to alter teaching and learning from theoretical theories to acted theories, say it in other way; to move teaching and learning from spoonfeeding to interactive teaching/learning. This alteration requires teachers to nurture and develop the students competencies to solve problem situations. Thus, the CBA shed light upon learning rather than teaching, i.e, it is a learner-centered approach.

Concerning higher education, English is studied by those who get their baccalaureate exam and opt for studying it as a self-standing branch. The following diagram illustrate better the status of English language in the Algerian educational system.

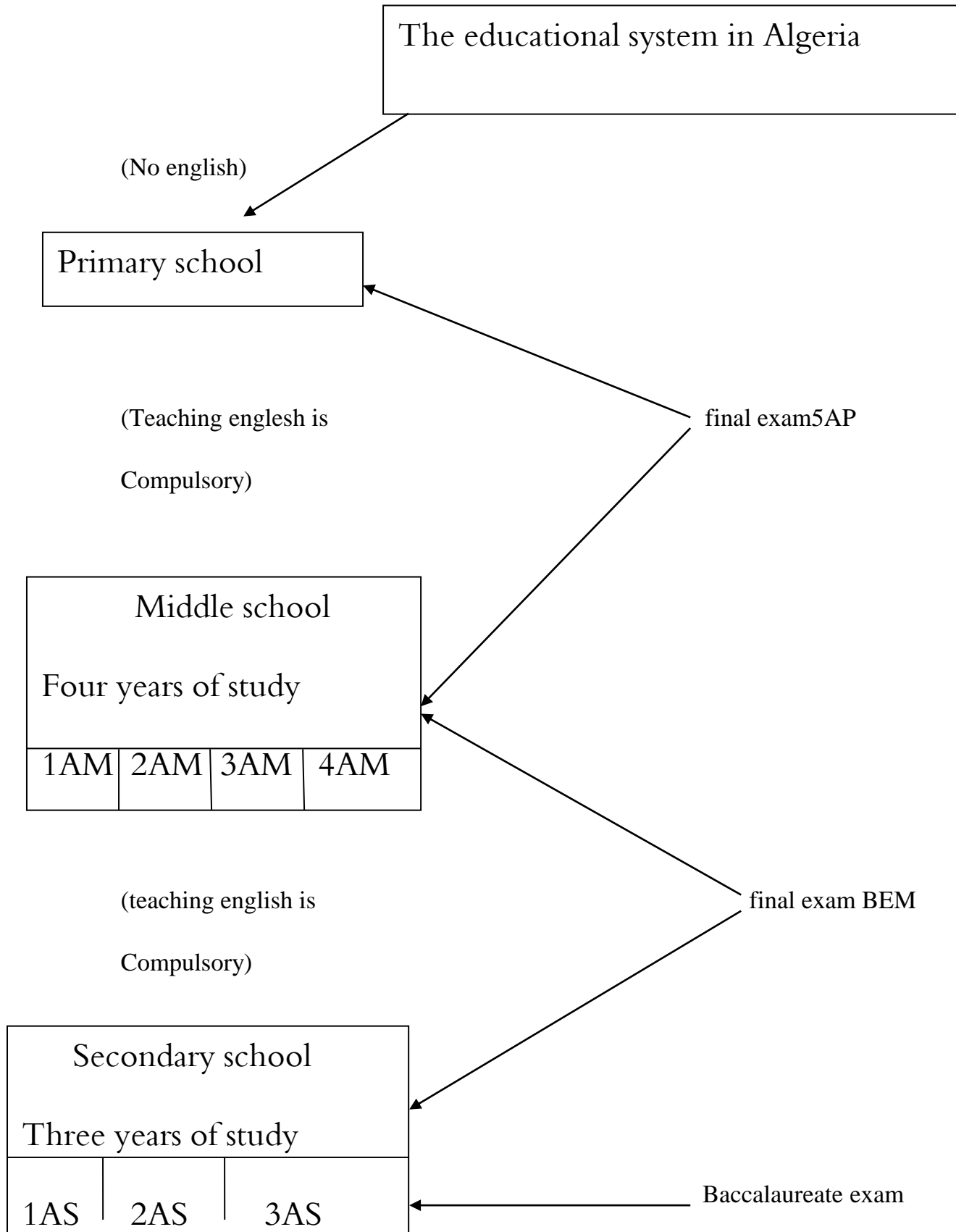


Figure 1.1 :levels of teaching /Learningenglish in Algeria(In Benettayeb,2008)

1.3.EFL at the Algerian University

Unlike middle and secondary schools, at university there is no particular method of teaching, instead, teachers use multiple and different techniques when dispensing lectures. This variety is most of the time beneficial because it caters the learning learners' style. In this respect Doff (1988) states that:

« if the teacher always uses the same techniques, some students may not have a chance to learn in the way that suits them, in order to keep students interested in learning English, it is important to include a variety of activities and techniques in the lesson .»

Furthermore, at university there is no specific text book, but rather are modules for each year, and each module has its own coefficient and its specific period of teaching and learning per week. The following table embodies the different specialties with their modules, coefficients and timing for Master 2 studies at Tlemcen university.

Specialties	Modules	coefficient	timing
ELT	• Testing and Assessment	04	1h30
	• Practicum	05	1h30
	• Reflective teaching	05	1h30
	• Individual differences in learning	04	1h30
	• Selected topics in ELT	04	1h30
	• Dissertation writing	03	1h30
	• Contrastive analysis	03	1h30
	• Educational Technologies	01	1h30
	• Translation	01	1h30
DAELE	• TP Research	03	1h30
	• Dissertation writing	03	1h30
	• TED	03	1h30
	• Global English	05	1h30
	• Reflective Teaching	02	1h30
	• Needs analysis	05	1h30
	• CL Teaching	02	1h30
	• App. Methodology	04	1h30
	• Educational Psychology	02	1h30
	• CLT	01	1h30
LS	• Arabic linguistics	03	1h30
	• Language and culture	03	1h30
	• Dissertation writing	02	1h30
	• Levels of analysis	05	1h30
	• Dialectology	03	1h30
	• Pragmatics	05	1h30
	• Translation	02	1h30
ELCS	• Discourse and society	01	1h30
	• Language-culture and society	01	1h30
	• African-American history	05	1h30
	• Contact of cultures and inter-culturalit	05	1h30
	• History of the british empire	05	1h30
	• Language contact and language policies	05	1h30
	• Dissertation writing	03	1h30
	• Teckniques for personal research	03	1h30
	• Global English	01	1h30
	• Information and communication technology	01	1h30
LC	• American civilization	05	1h30
	• Discourse Novel	05	1h30
	• Middle east and north Africa	05	1h30
	• Creativity	03	1h30
	• Dissertation writing	03	1h30
	• Women writers	03	1h30
	• Linguistic anthropology	03	1h30
	• Post colonial studies	03	1h30

Table1.1.curriculum of master 2 studies at Tlemcen university

1.4. Classroom Management Defined

Everston weinstein (2006) define the term classroom management as “the actions teachers take to create an environment that support and facilitate both academic and social-emotional learning” (pp.4-5).

Identical to this definition Brophy (2006) states that "classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities)" (p.17).

The aforementioned definitions focus on the actions taken by the teacher in terms of rules and procedures, disciplinary interventions, and teacher-student relationships. Rules refer to general behaviors; procedures refer to behaviors in particular situations, for instance; when learners finish their written exam they have to put their papers on the teacher's desk, disciplinary interventions are generally related to disruptive behaviors, eventually improve teacher-student relationships through showing attention to students' concerns, this lead to an effective classroom management.

It is worthwhile to mention Stevick (1996, p.250), advice concerning-classroom management, in which he has three wishes for learners and other three for teachers, he needs learners to be more involved in the learning process, to have a positive attitude towards this involvement and to be listening to each other including the teacher, as well as he needs educators be in total control over the class, to permit and foster originality in learners and to look "relaxed and matter-of-fact ... giving information about appropriateness or correctness ... rather than criticizing or praising"

1.5. Aspects of Classroom Management

It is widely accepted among educationists that teachers' methodology, teachers' authority, teacher-students interaction, and classroom assessment are the nuts and bolts that every teacher should be aware of in his/her classroom. For this reason, all these aspects are going to be discussed concisely and accurately in the next section.

1.5.1. Teachers' Methodology

A method consists of a certain number of techniques applied in a systematic way in order to achieve the goals of language teaching.

A method encompasses the lesson plan, the syllabus, and the text book, yet the investigator tends to focus on the importance of lesson plan because of its high importance in the classroom. For example, a plan helps to remind teachers what they intended to do, particularly if they get distracted or momentarily forget what they had proposed. (Brown, 2000). Furthermore, there are some internal and external reasons behind planning lessons, these reasons are thoroughly explained as follows:

"Teachers plan for internal reasons in order to feel more confident, to learn the subject matter better, to enable lessons to run more smoothly, and to anticipate problems before they happen. Teachers plan for external reasons in order to satisfy the expectations of the principal or supervisor and to guide a substitute teacher in case the class needs one. Lesson planning is especially important for preservice teachers because they may feel more of a need to be in control before the lesson begins."

(Richards and Renandya,2002)

1.5.2. Teachers' Authority

Every person in charge of a sensitive position needs to have authority in order to accomplish his/her task. Therefore, teachers as well for having dominance of the classroom and promote a supportive learning environment are required to have what so-called 'authority resources' (Mesrabadi, Badri, & Vahedi, 2010).

a. legal authority

The role of the teacher includes some legislative authority in terms of decision making about the different tasks and activities used in the in the classroom.

b. Speciality Authority

The term speciality authority refers to the teachers dexterity, knowledge and expertise in their field of study, also it refers to the teachers' capacity of transmitting knowledge to their students.

c. Reference Authority

It refers to the teachers' positive motions towards their students; when teachers show respect and affections towards their students, they can easily accomplish their educational purposes because students on their part meet their needs such as comfortableness and entertainment, and thus the learning process run in a decent way.

d. Reward Authority

Teachers can give rewards and advantages to students such as special responsibility, grades and attention. Nevertheless reward Authority has some impediments, especially in using grades as a reward for a group of students who are not looking just for high grades but for formative assessment to improve themselves, in this Situation if the teacher stresses only on grades to impose his/her strength, he/she certainly loses authority.

e. Punishment Authority

Years ago, the teacher authority was completely related to Punishment authority like practicing mental harm, reprimanding and even expelling from classrooms. These types of punishment, however, break the bridge between the teacher and students, and reduce the teachers' authority throughout condemning them, that is why teachers need to be more flexible.

1.5.3. Teacher-Students Interaction

Interaction in the EFL classroom is viewed as a fundamental aspect because during the input-intake process a rigid bridge is built between the teacher as a source of input and students as a constructors of input; when the teacher presents his/her lesson, students have to ask questions, ask for clarifications, participate and give their own viewpoints, this is referred to as 'Student Talking Time' (STT). On the other hand, the teachers' discourse, explanations and so on referred to as 'Teacher Talking Time' (TTT).

Unfortunately, in our EFL classrooms we find out that TTT is dominant along the whole course, whereas less opportunity is given to STT, and this in fact minimizes students' chance to practice the target language. In this context Brown (2000:38) points out that:

"Over use of TTT is inappropriate because the more a teacher talks, the less chance there is for the students to practise their own speaking and it is the students who need the practice, not the teacher. If a teacher talks and talks , the students will have less time for other things too, such as reading and writing. For these reasons , a good teacher maximizes STT and minimizes TTT"

Much TTT is not always negative because sometimes students receive a comprehensible input that helps them acquiring the language , but in here it is noteworthy to talk about the 'Teacher Talking Quality' (TTQ); that is the teacher's talk

should be appropriate to the lesson and suitable to the students' levels. Brown (2000) continues to say:

"...But also consider TTQteachers who just go on and on, using language which is not especially useful or appropriate, are not offering students the right kind of talking, whereas teachers who engage students with their stories and interaction, using appropriate comprehensible input will be helping them to understand and acquire the language"

1.5.4. Classroom Assessment

Assessment as defined by Hedge (2000), it is "the general process of monitoring or keeping track of the learners progress."

Two instances, or rather purposes of assessment are formative and summative assessments. The teacher in the former attempts to use the data gained from assessing the students' progress as the basis and the starting point for his/her classroom practices. Regarding summative assessment, it is much more administrative because its focal point is to measure the students achievement. In other words:

"...Formative assessment is concerned with keeping track of the learners' progress as it happens and identifying ways of helping it along. Its focus is on the process of learning. With summative assessment, on the other hand, the focus of attention is on the result of learning."

(Hedge,2000 :377)

Considering the importance of assessment in EFL teaching and learning and the complexities teachers encounter in exerting formative assessment, scholars should highlight the necessity of making classroom assessment as formative as possible to improve the students' level along the whole learning process. There are indeed two important procedures of classroom assessment, these are:

- Paper and Pencil Test: Structured and written tests done in controlled conditions.
- Self-assessment: which for Piere (1999) involves students and enables them to see responsibilities for reflection, redirection, and confirmation of their own learning effort.

In self-assessment, students are directly involved in the assessment process and they should take responsibility for their own language learning. In this sense, Pierce (1999) goes on to say "when students become actively involved in self-assessment they become more responsible for the direction their learning takes."

1.6. Conclusion

This chapter dealt with particular issues related to English Language Teaching in the Algerian educational system from Middle and Secondary schools up to Higher Education. We attempted also to give a bird's eye view of the concept of classroom management with reference to its crucial aspects. The first of these aspects is the teachers' methodology, with a focus on lesson planning as a salient component of teachers' methodology. The second aspect discussed in this chapter is the teachers' authority including legal authority, speciality authority, reference authority, reward authority and last but not least, punishment authority. Besides, teacher-students interaction and classroom assessment were also considered.

Nevertheless, our EFL teachers and students are vigorously seeking out to quench their thirst through adopting new techniques and innovations in today's classrooms.

Chapter two

Chapter two

Educational Technologies

2.1.Introduction

2.2.Innovation in the EFL Classroom

2.3.Educational Technologies Defined

2.4.Types of Education Technology

2.4.1.Information and Communication Technology

2.4.2.Computer –Assisted Language Learning

2.4.3.Language Laboratories

2.4.4.Audio-Visuals

2.5.ET in Higher Education

2.5.1.ET and the Language Teacher

2.5.2.ET and the Language Learner

2.6.Factors to be Considered in the Technology –based Classroom

2.6.1.Roles of the Teacher

2.6.2.Roles of the Students

2.7.Conclusion

2.1.Introduction

In recent years, the realm of education namely EFL teaching and learning is undergoing a drastic, unprecedented advancement in terms of techniques and materials, with the purpose of increasing teaching and learning efficiency. In this respect, this chapter examines the concept of educational technologies. It preliminary gives a general idea about the significance of innovation in the EFL classrooms, then it presents a laconic definition of the term educational technology and its main types including: Information and Communication Technology, Computer-Assisted Language Learning, Language Laboratories and Audio-Visuals. Besides, this chapter provides an overall view about technology in higher education and its impact on the teachers and learners.

To conclude the chapter, we discuss the essential roles and duties of teachers and students in the technology-based classroom.

2.2.Innovation in the EFL Classroom

The education sector becomes intensively dependent on innovation since it supplies teachers and students with new tools and methods of teaching and learning, these various tools and methods directly impinge on the quality of teaching and learning in the classrooms, especially EFL classrooms ;because EFL teaching and learning requires genuine material to bring the foreign language into action.The following outline represents the significance of innovation in the EFL classroom :

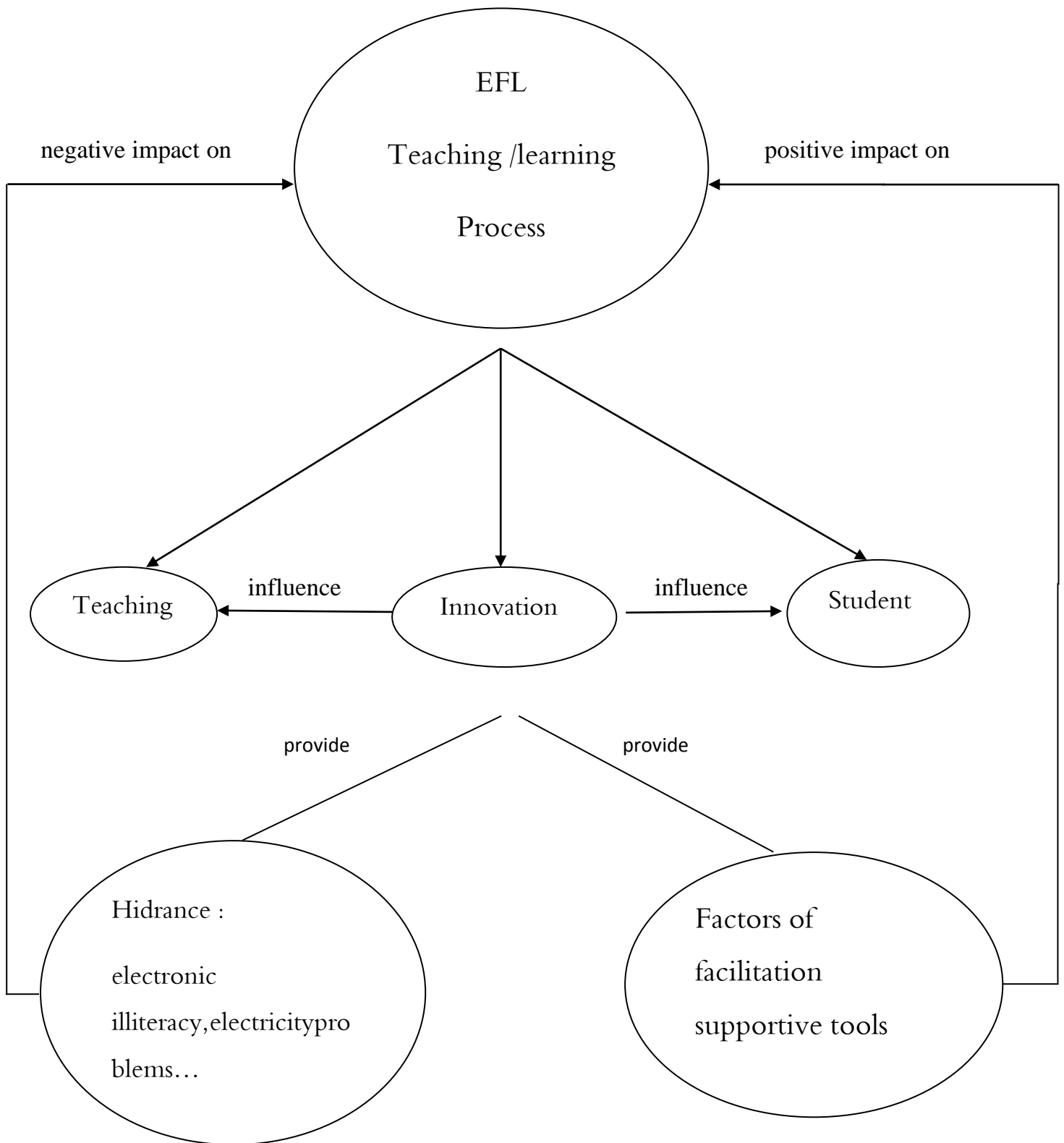


Figure 2.1.the Relationship between EFL Teaching/Learning and Innovation

2.3.Educational Technology Defined

The term educational technology is increasingly embedded in teaching and learning including English Language Teaching to improve learning achievement. However, the notion of educational technology has struggled in giving a clear, determine definition to itself. This is because of its status as an applied social science to some degree, and due to the suspicion around the domain's trustworthiness. Finn (1972) indicates that the domain requires to gain the credibility with professional educators for its development and advancement. Thus it is a tough task to define the field. Ely (1970) proposes not to come at an ending definition but to open discussion amongst specialists of the field to come up with a possible definition.

Early definitions of educational technology are traced back to the definitions of audio-visual communication. Ely (1963) claims that "Audiovisual communication is that branch of educational theory and practice primarily concerned with the design and use of messages, which control the learning process." On his part Mitchell (1972) defines the field as "an area of study and practice concerned with ail aspects of organization or educational systems and procedures whereby resources allocated to specific and potentially replicable educational outcomes". Identically a comprehensive definition given by AECT (1972) states that "educational technology is a field involved in the facilitation of human learning through the systematic identification, development, organization and utilization of learning resources and through the management of these processes."In other words, educational technology tends to facilitate learning instead of cause or control learning and plays a supportive role in the learning process in terms of organization of resources and management of tools.

The bottom line is that educational technology refers to the design, progress, implementation, management of sets of resources for learning, and specifically for positive outcome.

2.4.Types of Educational Technology

The ubiquitous existence of technology in our daily life make some materials the essence of education ,notably in foreign language teaching ;for the reason that it provides authentic language.These Technologies can be summarized in the following points :

2.4.1.Information and Communication Technology

ICT stands for information and communication technology and it refers to all sorts of Technologies that are used to communicate,store ,display and share information and knowledge by means of electronic resources that enrich the learning environment and give many opportunities for both EFL teachers and students to enhance their teaching and learning processes.

The acronym « ICT » is generally used to convey the sense of interactivity using audio-visual accessories.broadly speaking ,ICT is described as :

....those Technologies that are used for accessing , gathering,manipulating and presenting or communicating information . The Technologies could include hardware (e.g.computers and other devices) ; software applications,and connectivity (e.g.access to the internet,local networking infrastructure,and video conferencing) the most significant about ICT is the increasing convergence of computer –based multimedia and communications Technologies and the rapid rate of change that characterizes both the Technologies and their use.

(Toomey.2001)

It is noteworthy to state that ICT has a significant impact on the teaching and learning process regarding concepts such as motivation,interaction and communication skills as a whole.

2.4.2. Computer Assisted Language Learning

In short, computer assisted language learning defined as « the study of applications of the computer in language teaching and learning »(levy,1997,p.1).in other words,CALL refers to the implementation of computers in the EFL context to reinforce the teaching and learning process,in this area Nunan(1999 :26) argues that « interactive visual media which computers provided seen to have a unique instructional capability for topics that involve social situation or problem solving ,such as interpersonal solving,foreign language or second language learning . « This introducing CALL in english language teaching and learning offers student a great opportunity to succeed since it raises their interest and motivation towards the course throughout « Games ,animated graphics,and problem solving techniques.As a result even tedious drills become more interesting »(Ravichandran,2000 :82) .

All in all CALL aims to promote the learning process through authentic materials,as well as to « improve the learning capacity of those who are being taught a language through computerized means »(Cameron,1999a,p.2).

Besides,CALL integration into the classroom urges teachers to reconsider their beliefs concerning language teaching .According to Krash(1993,p.1)

« The enormous educational potential of the computer is confronting teachers with their pedagogic responsibilities as never before.Never before have teachers so urgently needed to know what knowledge they want to transmit and for what purpose,to decide what are the more and the less important aspects of that knowledge and to commit themselves to an educational vision they believe in».

2.4.3. Language Laboratories

The language laboratories is an audio-visual installation used in teaching foreign languages as an aid to promote and facilitate this complex process .laboratories are

generally equipped with computers, recorders and projectors which are most of the time used for oral production and listening comprehension for the sake of language mastery. Abdullah (2014 :16) avers that « modern language laboratories are decorated with all the necessary equipment including computers, headphones, microphones, tape deck and a lot of listening materials ». These types of materials bring the outside world to the classroom, henceforth, contribute to increase students' motivation and self-confidence.

2.4.4. Audio-Visuals

In brief, audio-visual stands for both a sound and visual element such as television programmes. Audio-visuals create a positive learning environment in which the teacher dispenses the lecture effectively and concretely by means of video, powerpoint, projector, youtube, to mention but few. Mannan (2005) explains that visual aids « help the teacher to clarify, establish, correlate and coordinate accurate concepts, interpretations and appreciations, and enable him to make learning more concrete, effective, interesting, inspirational, meaningful and vivid » (p.108). In the same path, Tomalin (1991) points out a vital role in raising students' motivation.

2.5. ET in Higher Education

There is a general consent amongst practitioners and educators that higher education institutions demand more and more reforms to meet the learners' needs in an era of knowledge and sharing knowledge. Therefore implementing new technological devices compose a core ingredient in the teaching and learning process. Peeraer & Van Petegge (2005) shed light on the implementation of technological devices in higher education in Vietnam focusing on the main aspects that contribute to the optimization or the impediment of teaching and learning. The most crucial factors for positive outcomes in teaching and learning are: abilities and necessary skills for the implementation of a particular technology, infrastructure in hardware and software, as well as self-assurance and confidence to utilize computers. Beyond what is already stated, Peeraer & Van Petegge (2005) point out some difficulties and obstacles that encounter teachers while implementing technological devices in their classrooms,

among these obstacles, poor and insufficient knowledge, lack of technical skills and training support as well as lack of enthusiasm and motivation.

Concerning the Algerian EFL context, in (2008) the English department at Batna university launched a promising and optimising plan in the field of ELT, this plan relies mainly upon fostering the learner autonomy and learner centeredness by adopting innovative tools for the sake of refining strategies and techniques of EFL teaching

2.5.1. ET and the language teacher

There is no questioning that technology has great impact on both teaching techniques as well as the quality of interaction in classroom. Dexter, Dunleavy and Heinecke (2007) state that the implementation of technology in classrooms leads to modifications and changes in teaching practices. Furthermore, Evaluations of Microsoft Corporation's Anytime Anywhere learning project find out that teachers report higher levels of confidence while implementing technological devices in their classrooms and feel more comfortable while giving instructions, in addition teachers indicate that computers enable to use a constructivist approach to teaching rather than being dependant on traditional methods like lecturing and seatwork (Demirtas, 2005; Microsoft, 2000; Rockman et al, 2006).

2.5.2. ET and the Language Learner

Studies in the field of technology and its impact on learners' behavior and their academic achievement show a positive result on listening, speaking, reading and writing, as well as on learners' performance. Goldberg, Russel and Cook (2003) claim that learners who write with word processors tend to produce longer and higher quality of passages than learners who follow the traditional way of writing, that is paper and pencil.

In addition, Waddoups (2004) states that the integration of technology in the classroom has a positive impact on learners outcomes, he concludes that implementing technology in the classroom enhances learners motivation, develops a positive attitude as well as self esteem.

2.6. Factors to be Considered in the Technology-based Classroom

There is no doubt that the way teachers teach, and learners learn witnesses a remarkable change, this change influences in a way or another teacher and learner roles Negroponte, Resnick and Cassel (1997 :01) assert that :

....Digital Technologies can enable students to become more active and independent learners....this shifts the student's role from « being taught » to « learning » and the teacher's role from « expert » to « collaborator » or « guider ».

2.6.1. Roles of the Teacher

The teacher is no longer the unique source of information, but rather he/she plays the role of a facilitator, integrator, orchestrator and mainly a motivator.

As a facilitator, the teacher needs to be aware and skillful in using different resources and materials that enhance the teaching process. According to Normala and Maimunah (2004 :04) :

The shift in the teacher's role from a dominant information feeder to a facilitator offer creates many unique opportunities for teachers to build relationships with students as teachers may fill the varied roles of coach, facilitator, and co-learner.

As an integrator, the teacher should integrate new technological devices in his/her teaching and be aware of the « how » and the « when », i.e., how to use technology and when to use it.

Concerning the role of an orchestrator, Bensafa (2012) states that successful learning scenarios can be orchestrated through the awareness of teachers about how to put tasks and materials together. Nevertheless, to do this, the teacher needs to be a

designer of new learning scenarios in terms of evaluation of materials, goals and aims setting, and development of manageable tasks sequences.

Moreover, the teacher needs to be a motivator through providing his/her learners with materials that are relevant to them, as well as, throughout the choice of variant activities, this variety creates a congenial atmosphere in the classroom. Relatedly Dornyei (2000 :156) affirms that :

...The teacher's level of enthusiasm and commitment is one of the most important factors that affect the learners motivation to learn. Broadly speaking, if a teacher is motivated to teach, there is a good chance that his or her students will be motivated to learn.

2.6.2. Roles of the Students

The students are the focal point of teaching and learning. Their roles varied from the past to the present day ;in the past, students were regarded as passive receivers of information transmitted by teachers or textbook. However, nowadays with the prevalent of new technological devices in the educational system, students play an active role through making their own research, organizing presentations, helping their classmates to learn, and above all, developing their computer literacy to cope with their technology-based classrooms.

2.7. Conclusion

As is patently understood, teaching and learning in this information age demands a new intricate competencies from teachers and students likewise. Thus, through this chapter, we attempted to shed light on the common sorts of technologies that teachers can implement in their EFL classrooms to foster teaching and learning. We also pointed out the degree of influence of these technological devices on learners and teachers, especially in higher education.

The last part of this chapter dealt with the new changing roles and responsibilities of teachers, embracing their roles as facilitators, integrators, orchestrators, and motivators. Finally, we unveil the students' roles as active and autonomous learners.

As a matter of fact, teachers and students must develop their technological literacy to keep pace with the latest tendencies, taking into account teaching and learning practices and strategies

Chapter three

Chapter three

Research Methodology

3.1.Introduction

3.2.Aims of the Study

3.3.Data Collection Instruments

3.3.1.Students' Questionnaire

3.3.2.Teachers' Interview

3.3.3.Classroom Observation

3.4.Data Analysis,Interpretation and Discussion of the Results

3.4.1. Students' Questionnaire

3.4.2. Teachers' Interview

3.4.3. Classroom Observation

3.5.Suggestions and Recommendations

3.6.Conclusion

3.1. Introduction

The last practical chapter is divided into three sections, the first section deals with a detailed description of the data collection instruments used in this research work which are: students' questionnaire, teachers' interview and classroom observation. The second section is devoted to the data analysis, interpretation and discussion of the results, and it is further divided into three sub-sections, the first sub-section deals with students' questionnaire that aims to provide teachers with adequate answers and solutions to better manage their technology-based classrooms. The second sub-section deals with teachers' interview in an attempt to examine the impact of technologies namely, the data-show/projector on the teaching/learning process in general and classroom management in particular. The last sub-section is devoted to observation, to allow the investigator to describe and report the nitty-gritty about the topic under study.

The third section of this chapter provides some useful suggestions and recommendations in the same area of investigation.

3.2. Aims of the Study

The present study is concerned with technology-based classroom management, with emphasis on the data-show/projector as the most reliable technological device at Tlemcen university.

The study aims at answering the following two research questions:

1. What is the relationship between classroom management and technology integration?
2. Do the data-show implementation into the EFL university classroom impact teachers and learners?

The researcher attempts to provide answers to the aforesaid questions, thus we bring forward the following hypotheses:

1. Technology integration into the classroom helps teachers to better manage their classrooms, because students generally get attracted to new devices, and thus be motivated to learn and keep calm.
2. The data-show implementation into the classroom has a direct impact on EFL teachers and learners, for the reason that it accommodates the teachers and learners needs; it facilitates presenting instructions to the whole class, and provides clear and vivid demonstrations.

3.3.Data Collection Instrument

Data collection instrument is considered as the bad of any research ,and the most important task while conducting a research , yet it is a burdensome task

« collecting reliable data is a hard task ,and it is worth remembering that one method is not inherently better than another .this is why whatever data collection methode to be used would depend upon the research goals ,advantages , as to the disadvantages of each methode »

O’leary (2004 :150)

Accordingly and in order to gain feasible information about the topic under study the investigator opt for three data collection instruments : questionnaire (Appendix B) interview (Appendix A) and Classroom observation . Each will be discussed separatelly in the following sequences .

3.3.1 Students’Questionnaire

Broadly speaking the questionnaire is a concise and preplanned set of questions designed to yield up specific information about a particular topic . brown (2001 :6) defines the questionnaire as being « Any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers »

In this research the questionnaire is addressed to ELT Master 02 students (precisely 25students)in the departement of English at Abou Bakr Belkaid University of Tlemcen (Algeria) .The general aim of the questions requires students to give their own perspectives and backgrounds information to help teachers better –manage their technology –based classroom in the futur .

3 .3.2. Teachers Interview

In addition to the questionnaire , the researcher uses the interview as a conversation between him and the informants to attain specific information about the studied issue .Gillhom (2000 :01) defines the interview as « A conversation usually between two people .but it is a conversation where one person –The interviewer –is seeking the response for a particular purpose from the other person –the interviwee » .

For all intents and purposes , in this research work the investigator focuses on the use of a semi –structured interview which is more freer than the structured interview ;where the researcher can modify the direction of the interview ,ask axtra questions and ask for clarification. In this path corbetta (2003 :270) claims that :

The order in which the various topics are dealt with and the wording of the questions are left to the interviewer’s direction .withim each topic ,the interviewer is free to corduct the conversation as he deems appropriate in the words he considers best to give explanations and ask for classification if the answer is not clear, to prompt the respondent to elucidate further if necessary and to establish his own style of conversation .

This interview is addressed to six (06) EFL teachers from the same departement and university .those teachers are purposively selected to scrutinize the status of technology integration in EFL classroom and its effect on the teaching / learning operation .

3.3.3. Classroom Observation

Hennink et al (2013 :lp.170)define observation as :

“a research method that enables researchers to systematically observe and record people ‘s behaviour , actions and interactions .the method also allows researchers to obtain a detailed description of social setting or events in order to situate people ‘s behaviour within their socio- culturale context”

The researcher uses observation as a supportive investigative technique to elicit some information that might be missed in the questionnaire and in the interview for a reason or another .In this respect ,the main purpose of observation is **“ to see things that might otherwise be unconsciously missed, to discover things that participants might not freely talk about in interview situations”** (cothen et al,2000.P.306).

In particular the investigator in this work adopts a non-participatory role whiche means **“conducting an observation without participating in the activities that you are observing .In order to do this you often observe people activities or events from a distance ,so that you are not part of the situation you are observing”** (Hennink et al .2013.p.185) .

3.4. Data analysis ,Interpretation and Discussion of the Results

In this section ,the researcher provides an analysis and an interpretation of the findings obtained from the data colletion procedure in order to offer clear answers to the topic under study

3.4.1.Students'Questionnaire

Question 01 :what do you think of EFL teaching / Learning at the university ?

	good	At the level	bad
Ss answer	00 Ss	22 Ss	03Ss
Percentage	00%	88%	12%

Table 3.1 :The Attitude of Students Towards EFL Teaching/Learning at University

The Majority of students (88%) state that teaching/Learning English at University is at the level while the minority (12%) evaluate English language at university as bad ,yet,ro one shows a positive response mainly because of their lack of speaking proficiency and vice versa .

Question 02 :what do you think are the major aspects that can effect the teaching/Learning process in the EFL classroom ?

	Clwssroom management	Integratoin of technology	teaching/Learn ing interaction	Students motivation	Teachers responsibilities
Ss answer	12 Ss	02 Ss	07 Ss	03 Ss	01 Ss
Percentage	48%	08%	28%	12%	04%

Table 3.2 :The Aspects that Effect EFL Teaching/Learning Process

The objective behind this question is to know the students ' standpoints about the aspects that effect EFL teaching/Learning at the university level .(48%) of the informants report that the main aspect of teaching and Learning is classroom management , because a well managed classroom provides a positive and relaxing envirenment for teaching and Learning and this great achievement for both the students and the teacher (28%) state that teacher /students interaction is also a crucial element in EFL classes because for them the teacher talk is a source of input

as well as they consider the classroom as a exclusive setting where they can use and practice the target language .

(12%) believe that students motivation is a major aspect in EFL teaching and learning because those students experience the sense of motivation either intrinsically or extrinsically .where as (08%) claim that technology integration into the classroom has an impact on teaching and learning for the reason that it provides authentic materials and facilitate learning .The remaining students (04%) claim that teachers responsibilities effect EFL teaching and learning rotably because they are passive learners.

Question 03 : How do you define classroom management ?

	Students who define classroom management	
Ss answer	23 Ss	02Ss(no answer)
Percentage	92%	08%

Table 3.3 :Definition of Classroom Management

The botton of tine of this question is that the over whelming majority of students define classroom managment as a set of techniques and procedures taken by the teacher to manage ,control and guide his/her classroom to pervey a good atmosphere for teaching /learning process .This means that the students share the same idea :« classroom management is the teacher ‘s responsibility ».

Question 04 : Is there any relationship between classroom management and your EFL learning ?

	Yes	No
Ss answer	25Ss	00Ss
Percentage	100%	00%

Table 3.4 : The Relationship Between Classroom Management and EFL Learning

In this question all students (100%) answer positively because they believe that a good classroom management creates a positive attitude to boost students motivation and this grasp all aspect of English language .

Question 05 : do you believe in the importance of technologies in EFL teaching/learning ?

	Yes	No
Ss answer	25Ss	00Ss
Percentage	100%	00%

Table 3.5 : The Significance of Technologies in EFL Teaching/Learning

All the information (100%) believe that technologies play a prominent role in EFL teaching and learning because in this information epoche technology constitutes the backbone of everyday life .then bring technology into the classroom offer authentic materials that students are already familiar witch and thus motivate them to learn .

Question 06 : which technological device do your teachers use most in your classroom to help you learn and improve ?

	Data show /projector	personalcomputer	Audio aids	other
Ss answer	23Ss	00 Ss	02 Ss	00 Ss
Percentage	92%	00%	08%	00%

Table 3.6 : The Most Utilized Device in the Classroom

The majority of students (92%) answer that the data show/projector is the most utilized device in the classroom , and (08%) answer that audio aids are generally used whereas rone of the students answer positivelly for the other options .this means that there is a lack of equipments at the level of university and almost all teacher rely on the data-show /projector as a peetagogic technological device .

Question 07 : do you like data-show implementation in the EFL classroom ?

	Yes	No
Ss answer	20Ss	05Ss
Percentage	80%	20%

Table 3.7 : Data-show Implementation in the EFL Classroom

The researcher figure out that (80%) of the students prefer data –show implementation in their classroom because it fist their learning styles,however ,the other (20%) reveal a negative attitude towards data –show implementation because of thier experience with the over use of data –show by some teachers

Question 08 : do you think that the data –show offers real advantages for your EFL learning improvement ?

	Yes	No
Ss answer	20Ss	05Ss
Percentage	80%	20%

Table 3. 8: The Benefits of the Data –show

This question is relatively related to the previous one hence the same students (80%) who show their preference to the data –show implementation believe that this device plays a vital role in the classroom, this is mainly due to the following :first and foremost, it provides variety and variety in turns motivate students to learn, nonetheless (20%) state that the data-show has nothing to do with the EFL learning amelioration , because students just take notes from the slides without paying attention to the teacher’s talk.

Question 09 : what attract you in a data –show or any technology –based classroom ?

	The technology itself	The presentation	Classroom management	illustration	Ease of taking notes	Others
Ss answer	00 Ss	03 Ss	06 Ss	02 Ss	1.4 Ss	00 Ss
Percentage	00%	12%	24%	08%	56%	00%

Table 3.9 : Factors of Attraction in a Tachnology –besed Classroom

In this question the researcher attempts to discover the factors that allure students towards a technology –based classroom. Thus, the majority of the informants (56%) answer that using technologies in the classroom enable them to

take notes easily and then expand these notes in their own style. Thus, developing their autonomy .on the other hand (24%) of the informants get attracted to the management of the classroom ,i.e,the lesson run more smoothly .

(08%) get attracted to the illustrations, because they provide a better classification, and (12%) get attracted to the presentation because of the organization of items .whereas ,none of the students show the technology itself as an attractive device, because they are already familiar with all sorts of technological devices, also no one of the students adds other devices as an attractive equipment .

Question 10 : do you think that the data –show fosters classroom management and make the lesson run more smoothly than a traditional classroom ?

	Yes	sometimes	No
Ss answer	06 Ss	15 Ss	04 Ss
percentage	24 %	60%	16%

Table 3.10 : Data-show –based Classroom vis-a-vis Traditional Classroom

- The majority of students (60%) indicate that the data-show fosters classroom management and make the lecture run smoothly in comparison with the traditional classroom but not all the time this is because it depends on the teacher use of the data-show that is ,the teacher needs to remain the foreman and the guider of his /her classroom and introduce the data –show just as a supportive tool to dispense lectures .
- (24%) answer « yes » because data-show implementation in the classroom fits their needs and learning styles .
- (16%) answer « no » because of their negative attitude towards technologies or because of their incompetency in technologies.

Question 11 : what are the major constraints you face in a data –show –based classroom ?

Ss answer	25 Ss	00 Ss
Percentage	100%	00%

Table 3.11 : Constraints in a Data-show based Classroom

- All of the students state that they confront some constraints and challenges in a data -show based classroom these constraints are summarized in the following points :
- The overuse of the data-show
- Electricity problems
- Unavailability of the data-show ,i.e, insufficient number of data –shows at the level of our university .
- Long paragraphs rather than charts ,tables,brief definitionsetc
- Over –crowded slides in powerpoint presentation.
- Students display the constraints discussed above because they are looking forward to tackle these issues to improve teaching and learning in the near futur.

Question 12 : what do you suggest to your teachers and classmates to at least avoid some of these constraints ?

- Concerning the last question ,the investigator chooses to ask students to propose some suggestions and proposals to their classmates and teachers to elucidate a certain number of constraints in a data –show implementation .these are the major suggestions :
- Use brief notes and slides.

- Use the data –show only to provide illustrations , videos, graphs, and so forth.
- Use the data –show for a limited periode of time .
- Teacher need always to think about « what if... »,i,e,teachers should prepare plan « B ».

These suggestions mean that the students are aware of the importance of the data-show in the classroom ,because these suggestions reffect their willingness to keep using data –shows in their EFL classroom.

3.4.2 Teachers' Interview :

Concerning the first question in the interview the investigator asks the interviewee about their own views and opinions regarding classroom management ,i.e, their own philosophy about the abovementioned concept .

All the six (06) teachers (the interviewees) agree on the importance of classroom management as the key for obtaining successful teaching/learning ;in other words they all believe that effective teaching /learning cannot take place in poorly –managed classroom .this total agreement display that classroom management is above all the teachers task ,and it revolves around the environment in which teaching can flourish.

The second question aims to scutinize the challenges that teachers generally face when managing their classroom ,henceforth ,five(05) teachers mention the following :

- Overcrowded classrooms
- Disorderly students
- Time management
- Students' lack of interest in learning
- Eventually, the way of preparing a motivating power-point

Those teachers report that mainly because they are interested in developing their professional career as well as, their students level of achievement .the other

one teacher states that there is no real challenges in his classroom notably because he has a great authority and strong charisma in his classroom.

In this question the researcher asks the interviewees whether there is an association between classroom management and students EFL achievement or not .thus ,all teachers affirm with confidence that there is a tight relationship between the two concept ,because according to them a well –managed classroom provides in all probabilities great accomplishments ,and vice –versa also a good atmosphere in the classroom contributes to attaining teaching objectives .

In here the investigator want to know if the integration of technologies has an impact on classroom managment techniques or not . all teachers without an exception reply « yes », because effective integration of technologies may strengthen the teaching process and motivate students. On the other hand, they say that this technology generation is a quick –witted generation students sometimes are more proficient than their teachers in some technical problems related to new pedagogical device .they add ,a competent teacher can manage his classroom with or without technologies .

Regarding the fifth question ,the researcher questions whether there is a relationship between educational technologies and students'EFL accomplishment or not .thus the six(06) interviewee answer positively « we are living in a digital age ,and we cannot bypass technology in learning ».

In this question the interviewer asks the teachers about the technologicale tools they usually use or prefer to use in their EFL classroom. Thus a number of options are proposed namely the data –show/projector ,audio visuals ,personal computer.

The majority of teachers opt for the data-show and personal computer ,chiefly because there is a noticeable lack of recent pedagogical device at the university .

The investigator purpose behind this question is to know whether all teachers implement the data-show /projector in their classsroom ,at least once or not. So all

teachers use the data-show /projector as an educational aid inasmuch as it is practicable ,it caters the needs of students with visual learning style ,as well as it saves time.

For this question ,the research conductor would like to know whether the data –show /projector offers real advantages over the traditional methods of instrinctions or not. Hence, all teachers believe that the data-show/projector offers some benefits for teachers and students alike ,because it presents new dimension to teaching and boost students interest in learning.

The investigator asks the teachers about the problems that they usually face in a data-show /technology –based classroom. Furthermore ,the majority of teachers declare the following issues :

- Facing technical problems
- Incompatibility between pc and data-show
- Electricity problems
- Unavailability of the data-show.

These sorts of problems embody the inability of the ministry of education to supply the university with the necessary pedagogical equipments .

Via this question, the researcher take a stab at demonstrating the major responsibilities of teachers in a data-show /technology-based classroom .According to the interviewee ,their main duties and responsibilities are :

- Organizing slides to be projected .
- Being skilled in computing.
- Setting a supportive envirenement in the classroom .
- Encouraging students to interact with the projected input.
- Elaborating the different points on the slides latest in the use of modern technologies.

The teachers report this kind of responsibilities because they remain the backbone of their classrooms, and the data-show or any other technology is used just as a supportive tool.

The ultimate question deals with the interviewees suggestions to their colleagues in respect to the issue of classroom management, and technologic integration in EFL teaching/learning. They have proposed the following:

- Teachers ought to integrate such technologies, but they have to reconsider the role of students who must be involved.
- Teachers must impose order in the classroom when they implement technologies.
- Teachers must keep pace with the latest in the use of modern technologies.
- Classroom management should be the teacher priority in the teaching operation in order to gaurantee positive achievements.

At last ,it is aquitable to mention that the teachers' role in managing their classroom is irreplaceable ,and technology should be adopted merely as an instructive or didactive support in the classroom indeed ,the principal outcomes of the interview reveal that all teachers support the implementation of data-show in EFL classrooms ,but not at the extent of loosing or ignoring their roles in managing their classrooms ,the again all teachers aver that there is an entire comection between technology integration and students ' level of achievement ,mainly because they have a long experience in teaching that is to say they go through the traditional and modern methods of teaching as well , and they realize the difference .

3.4.3 Classroom Observation

After attending about six(06) sessions(one hour and a half each),we devided our summary report into two sequences :teacher's sequence and students ' sequence.

A :Teacher's Sequence

What was noticed by the observer is that every time the teacher comes to her classroom ,she first begins with a kind of warming up in an attempt to involve students into the course ,then she tries to explain the different components and the bulk of the course ,after that she uses the data –show /projector to demonstrate ,reinforce and illustrate her explanation .At this stage the teacher plays the role of a controller and a monitor in which she reminds her students all the time to take notes , raising their self –confidence through praising words , and adds extra explanations and clarifications if necessary .

B : students 'sequence

Students on their part ,they get attracted to slides and understand better due to the animations used ,and get motivated as well ,discipline problems and lack of interest is reduced .thus the teacher can easily manage her classroom .conversely ,there are some inevitable negative points cannot be bypassed such as audibility problems and some perturbative behaviours.

Last but not least ,the principal result we attain from the observation process is that the data-show /projector cannot be used solely as a supplementary tool in the EFL classroom .But rather it can be used as an indispensable pedagogical device for the betterment of EFL teaching /learning , in this line the observer notices that effective and wise use of the data-show /projector can facilitate the teaching operation ,in which teachers play the role of managers and controllers of their classrooms.

3.5. Suggestion and Recommendations

Graies (1980) defines the classroom as "crucible", that is; the locus where teachers and students congregate and language learning takes place, that is why there should be a solid cooperation between these two eminent poles (teachers and students) to increase productivity and efficiency in the EFL classroom. Therefore, the following

suggestions and recommendations regarding the technology-based classroom with respect to the data-show are required.

a. For Teachers:

- ✓ Diversify your ways and techniques of teaching in order to accommodate the needs and interests of all the students.
- ✓ Setting a supportive environment and encouraging students to interact with you.
- ✓ Try to broaden your electronic literacy to cope with all the latest technologies.
- ✓ Use the data-show/projector only to provide brief points, illustrations, videos and the like.
- ✓ Avoid overcrowded slides in power point.
- ✓ And eventually, we invite and advice all teachers who have not yet used the data-show/projector to try it out, because it is really useful technology for you and for your students.

b. For Students:

- ✓ Take an active role in your classroom through being responsible upon you own learning.
- ✓ Try to facilitate your teacher's task through being attentive, and interact with him whenever it is possible.
- ✓ Inculcate the data-show/projector in your presentations as a supportive device rather than being dependable upon it.
- ✓ Use power point efficaciously in a classroom presentation.
- ✓ Develop your skills that go beyond your linguistic competence.

3.6. Conclusion

The emperical phase is concerned with two interrelated pedagogical practices in today's classrooms: classroom management and technology integration into the classroom and their impact upon language teaching and learning. In this chapter, the investigator tried to give a global understanding of the data collection procedures, also we demonstrated the data collection instruments used in this research work namely,

students' questionnaire, teachers' interview and classroom observation. As well as, we accurately presented the findings obtained from the data analysis and interpretation phase. Finally, we suggested some recommendations for both teachers and students concerning technology integration into the classroom and classroom management alike.

General Conclusion

General Conclusion

Throughout this dissertation, the investigator took a stab at explaining the concept of technology- based classroom management, notably the datashow-based classroom management. The research work was divided into three chapters. The first chapter reviewed the EFL situation in Algeria, with a concentration upon classroom management, and its requisite aspects. The second chapter tried to shed light on the prevalence of educational technologies within the EFL classrooms, with reference to Information and Communication Technology, Computer-assisted Language Learning, Language Laboratories and Audio Visuals. Furthermore, it spotlighted the new roles of teachers and students in today's classrooms. The final chapter explained the research methodology including the tools of data collection, data analysis procedures, and interpretation and discussion of the results.

It also, represented some useful suggestions and recommendations for teachers and students.

Findings of the study have positively answered our research question and validated our hypotheses, that there is a tight correlation between classroom management and technology integration into the classroom. first and foremost, technology integration , namely the data-show/projector offers teachers a great opportunity to keep an eye on their students' behavior, i.e, they don't have to turn their backs and write on the blackboard. On the other hand, in a data-show based classroom, students generally get motivated to interact with the projected input. Hence, changes occur along the whole teaching/learning process.

Last but not least, we strongly recommend that technologies should be implemented in our EFL university classrooms, not only as an aid for classroom management but also as source of motivation.

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Appendices

Appendix A :

Teachers' Interview :

Dear teachers' the objective behind this interview is to unveil the interrelationship between classroom management ,technology integration into the classroom ,notably the data –show /projector and the students' level of achievement .

So please feel free to answer the following questions.

1. What is your philosophy about classroom management?

.....
.....
.....

2. What challenges do you face in managing your EFI classroom?

.....
.....
.....

3. Is there any relationship between classroom management and students' EFL achievement? (yes, no, somehow)

Why?.....

.....
.....

4. Do you think that the integration of technologies may influence your classroom management techniques? (yes, no)

Why?.....

.....

5. Is there any relationship between educational technologies and students' EFL achievement? (yes, no)

Why?.....

.....

6. which of the following technologies you usually introduce/prefer to introduce in your EFL classroom?

Data-show/projector

Audio visuals

Personal PC

Others, please mention

.....
.....
.

7. have you ever implemented the data-show in your EFL classroom? (yes, no)

Why?.....

.....

8. do you think that the data-show offers real advantages over traditional methods of instructions? (yes, no)

Why?.....

.....

What are the problems that you usually face in a data-show/technology-based classroom?

.....

.....

10. what are your major responsibilities in a data-show/technology-based classroom?

.....

.....

11. What advice would you give to other teachers in respect to classroom management and technology integration?

.....

.....

Thank you for collaboration and help

Appendix B :

Students' questionnaire

Dear students, you are kindly requested to answer the following questions to help your teachers better manage their technology-based classrooms in the future

1.What do you think of EFL teaching/learning at the university?

Good At the level Bad

2.What do you think are the major aspects that can effect the teaching/Jearning process in the EFL classroom?

Classroom Management

Integration of technology

Teacher/Students interaction

Students' motivation

Teachers' responsibilities

Why?

3.How do you define classroom management?

.....

4.Is there any relationship between classroom management and your EFL learning?

Yes no

Why?.....

.....

5.D.o you believe in the importance of technologies in EFL teaching/learnig?

Yes no

Why?.....

.....

6. Which technological device do your teachers use most in your classroom to help you learn and improve?

Data-show/projector

Personal PC

Audio aids

Others, please mention.....

7. Do you like data-show implementation in the EFL classroom?

Yes no

8. Do you think that data-show offers real advantages for your EFL learning improvement?

Yes no

Why?.....

.....

9. What attracts you in a data-show classroom or any technology-based classroom?

The technology itself

The presentation

Classroom management

Illustrations

Ease of taking notes

Others, please mention.....

10. Do you think that the data-show fosters classroom management and makes the lesson run more smoothly than a traditional classroom?

Yes sometimes no

Why?.....

.....

11. what are the major constraints you face in a data-show based classroom?

.....
.....

12. what do you suggest to your teachers and classmates to at least avoid some of these constraints?

.....
.....

Thank you for your help