

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 Use of Educational Technology in EFL  
Teaching and Learning : Case Study of Second  
Year Students at Tlemcen University**

Dissertation submitted to the Department of English  
Foreign Languages as a Partial Fulfilment of the Requirements  
for the Degree of Master in Language Studies

**PRESENTED BY:**

Miss. Meiloudi Amina  
Mr. Mebarki Salim

**SUPERVISED BY:**

Dr. Zidane Rahmouna  
Mrs. Abdat Yassamina

**BOARD OF EXAMINERS**

Dr. Djebbari Zakia	Chairperson	University of Tlemcen
Dr. Zidane Rahmouna	Supervisor	University of Tlemcen
Miss. Abdat Yassamina	Co-supervisor	University of Tlemcen
Miss. Omari Imane	Internal Examiner	University of Tlemcen

**Academic year: 2014/2015**

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 Use of Educational Technology in EFL  
Teaching and Learning : Case Study of Second  
Year Students at Tlemcen University**

Dissertation submitted to the Department of English  
Foreign Languages as a Partial Fulfilment of the Requirements  
for the Degree of Master in Language Studies

**PRESENTED BY:**

Miss. Meiloudi Amina  
Mr. Mebarki Salim

**SUPERVISED BY:**

Dr. Zidane Rahmouna  
Mrs. Abdat Yassamina

**BOARD OF EXAMINERS**

Dr. Djebbari Zakia	Chairperson	University of Tlemcen
Dr. Zidane Rahmouna	Supervisor	University of Tlemcen
Miss. Abdat Yassamina	Co-supervisor	University of Tlemcen
Miss. Omari Imane	Internal Examiner	University of Tlemcen

**Academic year: 2014/2015**

## Dedication

---

### *Dedication*

I dedicate this research work to my mother, who helped me a lot to accomplish this project with her advice and prayers who gave me strength while doing this.

To my sisters Imane and Anisa, my aunt fatiha and my three cousins Saiid, Hamouda and reda for the unceasing encouragement, support and attention and for my aunts who have believed in me.

My thanks and appreciation to my partner and friend, Miss. Meiloudi Amina, I would like to thank her for the contribution and the good support through all the years together.

Dedication to my best friends and schoolmates for their aid and attention contributed to my research.

## Dedication

---

### *Dedication*

To those who support and encourage me to accomplish my educational path, my  
parents.

I would to express my sincerely gratitude to my friend and partner Mr. Mebarki  
Salim, who helps me to supplement this research work. I am very thankful for  
his patience and achievements.

To my family members and my friend and to everyone help me to survive the  
tress, all along my educational process.

# *Aknowledgement*

---

## *Aknowledgements*

Most thanks to « Allah » for blessing and helping us in realizing and achieving this work.

We would like to express the deepest appreciation to our supervisor Dr. Zidane Rahmouna for her patience, advice and contribution. Also, we would like to express our gratitude to our co-supervisor Mrs Abdat Yassamina for her help and encouragement.

We wish to offer thanks to the interviewed teachers and questioned learners (of English department at Tlemcen university).

Finally, special thanks go to all teachers of the English department at Tlemcen university.

## **Abstract**

---

Due to the development of technology, new innovations have been introduced in education. Nowadays, there are several technological devices that can be used to facilitate teaching and serve the learners' needs. Therefore, it depends on the desire of the teacher about choosing between employing modern techniques in his work or depending on the use of blackboard and chalk. The purpose behind this study is to shed light on the role of using educational technology and its importance in the field of EFL teaching and learning. It attempts to explore the most used technological tools. To construct this work, a case study was conducted at Tlemcen university, specifically, the English department, where the second year EFL students and teachers were selected as the sample population. A number of research instruments were used to collect data. The questionnaire was addressed to the learners and the interview to the teachers. The data collected were analyzed qualitatively and quantitatively. The findings of the study revealed that teachers and learners support the use of educational technology. The teachers affirmed that they used it as a helpful tool to assist their teaching without neglecting the use of traditional methods. On the other hand, the learners believed that its use helps them a lot. Moreover, all of them recognized the importance of using educational technology and confirmed that it has a significant role in the EFL teaching and learning process.

## Table of Contents

---

Dedication .....	I
Dedication .....	II
Acknowledgements.....	III
Abstract.....	IV
Table of Contents.....	V
List of Tables.....	VIII
List of Pie charts.....	IX
Key to Abbreviations and Acronyms.....	X
<b>General Introduction .....</b>	<b>1</b>

### **Chapter One: Literature Review of Educational Technology**

<b>1.1.</b> Introduction.....	<b>6</b>
<b>1.2.</b> Traditional and Modern Education.....	<b>6</b>
<b>1.3.</b> Educational Technology.....	<b>7</b>
<b>1.4.</b> History of Educational Technology.....	<b>8</b>
<b>1.5.</b> The Role of using Technology for Teaching and Learning English Language.....	<b>8</b>
<b>1.6.</b> Educational Technological Tools.....	<b>9</b>
1.6.1. Computer Assisted Language Learning.....	10
1.6.2. Information and Communication Technology.....	11
1.6.3. Language Laboratories.....	11
1.6.4. Audio Visual Aids.....	12

## Table of Contents

---

1.7.	Learning Theories and Their Relation to the Use of Technology.....	14
1.8.	Teaching Methods and Their Relation to the Use of Technology.....	15
1.9.	Benefits of Using Technology.....	16
1.10.	Conclusion.....	17

## Chapter Two: Case Study

2.1.	Introduction.....	21
2.2.	Research Objectives.....	21
2.3.	The sample Population.....	21
2.3.1.	Students' Profile.....	22
2.3.2.	Teachers' Profile.....	22
2.4.	The Research Instruments .....	23
2.4.1.	The Questionnaire.....	23
2.4.2.	The Interview.....	25
2.5.	Data Analysis Methods.....	26
2.5.1.	Quantitative Data Analysis.....	27
2.5.2.	Qualitative Data Analysis.....	27
2.6.	Data Analysis.....	27
2.6.1.	Analysis of the Questionnaire.....	28
2.6.2.	Analysis of the Interview.....	38
2.7.	Discussion of the Main Results.....	41
2.8.	Conclusion.....	42



# Table of Contents

---

## Chapter Three: Suggestions and Recommendations

3.1. Introduction.....	46
3.2. Application of Technology to Language Teaching.....	46
3.3. Recommendations for Teachers.....	48
3.4. Recommendations for Learners.....	49
3.5. Challenges Facing the Use of Educational Technology.....	51
3.6. Vision of the Future.....	52
3.7. Conclusion.....	52
<b>GENERAL CONCLUSION.....</b>	<b>54</b>
<b>BIBLIOGRAPHY.....</b>	<b>57</b>
<b>APPENDICES .....</b>	<b>63</b>
Appendix A: Students' Questionnaire.....	63
Appendix B: Teachers' Interview .....	65

## List of Tables

---

<b>Table 2.1.</b> The students' feeling about the use of technology.....	<b>28</b>
<b>Table 2.2.</b> The students' opinion about the use of technology.....	<b>29</b>
<b>Table 2.3.</b> The students' use of their own technological tools in class.....	<b>30</b>
<b>Table 2.4.</b> The students' opinion about the technological materials used in their department.....	<b>30</b>
<b>Table 2.5.</b> The students' Attitudes towards the use of technology.....	<b>32</b>
<b>Table 2.6.</b> The impact of the use of educational technology on the students' level.....	<b>32</b>
<b>Table 2.7.</b> The impact of the use of educational technology on the students' behavior.....	<b>33</b>

## List of Pie Charts

---

<b>Pie Chart 2.1.</b> The students' use of technology.....	<b>31</b>
<b>Pie Chart 2.2.</b> The students' opinion about the use of technology.....	<b>34</b>
<b>Pie Chart 2.3.</b> The students' choice between traditional and modern education.....	<b>35</b>
<b>Pie Chart 2.4.</b> The students' choice between Internet and books.....	<b>36</b>

## **Key to Abbreviations and Acronyms**

---

**AF** : Absolute Frequency

**CALL** : Computer Assisted Language Learning

**CBA** : Competency-Based Approach

**CLT**: Communicative language Teaching

**EFL**: English as a Foreign Language

**ICT**: Information and communications technology

**LMD**: Licence, Master, Doctorat diploma system

**RF**: Relative Frequency

**TEFL**: Teaching English as a Foreign Language

# General Introduction

## General Introduction

---

Teaching a foreign language is not an easy task. In the past, EFL teachers depended only on the use of traditional methods. With the technological development, educational technology is used in the field of EFL teaching and learning. Therefore, new teaching and learning methods have been introduced. Nowadays, the use of educational technology plays an important role in education because it provides several technological tools that can make the learning and the teaching process more effective.

The use of educational technology has got a significant place in EFL teaching and learning. In fact, there are different points of view concerning its effect on the teachers' role and the learners' level. Thus, the present research work is an attempt to describe the role of educational technology in EFL teaching and learning. First, it seeks to distinguish between traditional and modern education. In addition, it tries to find out the technological tools that teachers and students use and describes how it can facilitate the learning and the teaching process.

In order to have a reliable answer to the problem statement, the researchers introduce the following research questions:

- 1- Does the use of technology replace traditional teaching?
- 2- What are the technological materials that can be used for EFL teaching and learning?
- 3- How does technology facilitate the EFL teaching and learning?

The above mentioned questions led the researchers to propose the following hypotheses:

- 1- The teachers find it more effective to use new technological tools within the learning process rather than depending on traditional materials.
- 2- There are a lot of technological materials such as computers and audio visual aids that can be used within the educational system to improve EFL teaching and learning.

## General Introduction

---

**3-** Technology facilitates teaching and learning by providing numerous tools that teachers and learners can use effectively.

To find out to which extent the hypotheses are true, the researchers designed an exploratory case study research with EFL teachers and second year EFL students at Tlemcen university. To collect data, the researchers depended on the use of two research instruments which are the interview for the teachers and the questionnaire for the students. Thus, the results will be analyzed quantitatively and qualitatively.

To carry out this research, the present work is structured into three chapters. The first chapter provides a theoretical overview of educational technology. It aims at giving a distinction between traditional and modern education. It seeks to draw a description of the role of using educational technology in EFL teaching and learning, its history and its relation with the teaching methods and learning theories. This chapter also introduces the most used technological tools and states some benefits of using educational technology.

The second chapter deals with the research design and methodology. It presents the research instruments and gives a detailed description of the informants' profile, research procedures and the data analysis methods. Furthermore, the chapter is concerned with the analysis of the collected data. At the end, it describes the most important results.

The third chapter attempts to give some suggestions to enhance the teachers and learners' knowledge about the use of educational technology. These recommendations are collected in accordance to the obtained results. In addition, it introduces some strategies to encourage teachers and learners to make use of technology.

# Chapter One

## Literature Review of Educational Technology



# **Chapter One      Literature Review of Educational Technology**

---

- 1.1.** Introduction
- 1.2.** Traditional and Modern Education
- 1.3.** Educational Technology
- 1.4.** History of Educational Technology
- 1.5.** The Role of using Technology for Teaching and Learning English Language
- 1.6.** Some Technological Tools
  - 1.6.1. Computer Assisted Language Learning
  - 1.6.2. Information and Communication Technology
  - 1.6.3. Language Laboratories
  - 1.6.4. Audio Visual Aids
- 1.7.** Learning Theories and Their Relation to The Use of Technology
- 1.8.** Teaching Methods and Their Relation to The Use of Technology
- 1.9.** Benefits of Using Technology
- 1.10.** Conclusion

## **1.1. Introduction**

The need of different techniques for teaching EFL leads teachers to use technological tools which help them to facilitate learning and serve their learners' needs. This chapter concerns the use of educational Technology in EFL teaching and learning. It provides definitions of traditional and modern education as well as educational technology. In addition to this, it draws a historical background about the development of the use of technology within the educational system. It also speaks about EFL teaching and its relation with the use of technology by describing some technological tools. It sheds light on some learning theories and teaching methods and their relation to the use of technology. At the end, this chapter mentions the benefits of using educational technology.

## **1.2. Traditional and Modern Education**

Teaching is the act of giving information and helping learners to get knowledge by providing different courses. It requires preparation and training. However, Learning is acquiring or getting knowledge consciously. It is the act or process of acquiring new knowledge or increasing existing knowledge, and skills. It occurs as part of education (Nomass, 2013).

The teaching process has developed through time starting by the use of chalk till the appearance of educational technologies such as computers. Therefore, there are differences between the traditional and modern education. Each method has specific characteristics. Traditional education focuses more on the teacher rather than the learners. The teachers have all the responsibility and have the opportunity to talk during the lesson whereas the students are passive and have limited opportunities to talk. They just receive information. Traditional education depends on the method of memorizing and neglects the use of critical thinking. It depends on

simple teaching materials such as chalk and blackboard which are used by the teacher to improve his teaching. (Belias et al. 2013)

Today, there are rapid changes in different fields. Due to these changes, the educational system has developed and the way of teaching has changed because the technological revolution pushes educators to search for suitable technologies for the educational system. Hence, modern education is based on technological materials. It offers different tools of sharing information. The teacher is considered as a guide for his learners. This helps them to develop autonomy. Modern teaching takes into account the individual differences among the learners and their needs. Consequently, they have more opportunities to develop their abilities. (Belias et al. 2013)

### **1.3. Educational Technology**

Educational technology refers to various materials used to improve the learning process and make teaching enjoyable. It facilitates learning by employing appropriate technological processes and resources. According to Ely (1972:36) educational technology is a "field involved in the facilitation of human learning" (qtd in Robinson et Al. 2008). It concerns the development, organization and utilization of learning resources (Robinson et al. 2008). E-learning is a term related to Educational Technology; it is the use of technological equipments such as computers and digital technology (Asta, 2010). Technology satisfies the visual and auditory senses of the learners. Educational technology takes three aspects into consideration: the level of students, the interest and training of the teacher and the goals of the institute. With this new way of teaching, schools are connected to the internet. Also, activities such as video conferencing make it possible to bring the world into the classroom. (Nomass, 2013)

### **1.4. History of Educational Technology**

The use of technology for instructional purposes goes back to the 20th century with the introduction of educational films. The concept of visual instruction was established by the beginning of 1920. In 1946, the University of Pennsylvania has used the first electronic computer. In 1960, computer-based education was influenced throughout the world. During this period, the learners could access to resources through the use of linked computer terminals that the University of Illinois launched in the classroom. This was done while listening to the lecture that was recorded via a linked device like a television or audio device (Grace & Kenny, 2003). In 1970, the mouse, hypertext and groupware were invented by Engelbart who created also the hypermedia, multiple-window screens and electronic mail system. Between the 1970's and 1980's microprocessors and electronic books have been introduced. Personal computers, video cassette recorders and CD-Rom were available (Grace & Kenny, 2003).

After that, technology developed; multimedia tools and audio-visual aids are used at schools. Later, Digitalized communication started to take place in schools. Institutions began to use computer networking to make distance learning courses. In 2005, laptop computer and network textbooks were introduced. The internet is accessed through wireless and pocket computers. Later, many technological devices were available in school and universities (Grace & Kenny, 2003).

### **1.5. The Role of Using Technology for Teaching and Learning English Language**

Thanks to the globalization process, English has become a universal language that is used in different domains. For this reason, it is taught in all countries either as a second language or a foreign language. The teaching of English as a foreign language (TEFL) means teaching English in countries where English is not the first

language. The English language can be taught either to adults or children. This language is learned for specific or academic purposes. EFL teachers can be native or non-native speakers of the English language. Technology has influenced the methods of EFL teaching and learning. It makes learning interesting and teaching more productive (Solanki & Phil , 2012 ). Moreover, Graddol (1997: 16) states that:

Technology lies at the heart of the globalization process; affecting education work and culture. The use of English language has increased rapidly after 1960. At present the role and status of English is that it is the language of social context, political, socio-cultural, business, education, industries, media, library, communication across borders, and key subject in curriculum and language of imparting education.

Educational technology supports EFL teaching by presenting real situations and contexts. Thus, technological materials like computers, language labs and audio-visual aids are useful for EFL teaching and learning. Technology helps the teacher to assist his teaching. Also, its use can lead the students to be more motivated. The use of technological tools is essential instrument in EFL teaching and learning. Technology makes the learning process interesting and teaching more productive. Educational technology can be used as a tool of creativity. It can provide many devices which make the teaching and learning process more effective (Solanki & Phil, 2012)

### **1.6. Educational Technological Tools**

Nowadays, technology is linked to every part in our life especially education. It is used as an important instrument for EFL teaching and learning because it

provides different technological materials such as computer assisted language learning (CALL), information and communication technologies, language laboratories and audio visual aids.

### **1.6.1. Computer Assisted Language Learning**

Computer Assisted Language Learning or CALL refers to the use of the computer in language courses by teachers and learners. It is defined as the application of the computer in language teaching and learning. Nunan (1999: 26) states that "interactive visual media which computers provided seem to have a unique instructional capability for topics that involve social situations or problem solving, such as interpersonal solving, foreign language or second language learning". CALL is a means used in EFL teaching and learning since it has many advantages. It is a tool which is used as an aid to the teacher in the classroom. For example there are different programs to teach English pronunciation. CALL is used to assist learning because learners can develop and control their learning through the use of different tools such as email, electronic books and dictionaries. Therefore, the learners can be more autonomous because they can use the computer to get information and feel satisfied about their learning. (Warschauer & Whittaker, 1997)

In the past, EFL learning was seen as boring because educators used classical methods for teaching. Thus, using CALL helps the learners to be more motivated, because CALL programmes can provide the students with ways to learn English "...through games, animated graphics, and problem-solving techniques. As a result, even tedious drills become more interesting" (Ravichandran, 2000:82). CALL is a means used in EFL teaching and learning since it has many advantages. Thanks to CALL, the learners can be more autonomous by providing them with various learning tools. The Computer can be a useful tool for analyzing the learners' mistakes and making self-correction (Davies, 2006). However, the lack of training in the use of the computer can cause a big problem in EFL teaching and learning.

### **1.6.2. Information and Communication Technologies**

Information and Communication technologies (ICT) consist of audio-visual aids in addition to digital technologies like computers and the internet which are motivating tools that can be used in the educational process. ICT provides technological equipments which help the learners to obtain information and increase their level. It makes the learners more motivated and enables them to interact with each other. Moreover, it allows the learners to improve their communicative skills. ICT gives the students the opportunity to participate effectively (Grace & Kenny, 2003).

The internet is a set of interconnected computer networks which is related to billion devices and consists of different networks. It is the center of information which people can get easily. The internet is a beneficial tool for the learners and teachers. The learners can develop their learning skills by using different internet sites. Paramskas (1993) mentions a list of sites for language teachers and learners. These sites concern issues of language learning. They use language as a medium of culture. The teachers can exploit the Internet to prepare their lessons. The learners can obtain information to produce essays, stories or projects. The E-mail is a feature of the Internet which can be used by foreign language learners to communicate with native speakers that help them to improve their language skills. In addition to this, the Internet provides different language activities that can help the students practise the target language (Grace & Kenny, 2003).

### **1.6.3. Language Laboratories**

A Language laboratory plays an important role in language learning. It is a room which is equipped with technological materials for the practice of listening comprehension and speaking to help the students to master the target language (Singhal, 1997).

Language laboratory consists of audio-visual aids such as computers, videos, projectors and audio-recorders. Abdullah (2014: 16) states that "Modern language laboratories are decorated with all the necessary equipment including computers, headphones, microphones, tape deck and a lot of listening materials". Thus, a Language laboratory creates a good atmosphere that makes the learners feel more confident because they find it more exciting to learn. It can help them to improve communication and increase their motivation. The learners like to use language laboratory because it gives them the opportunity to practise the language skills. Hence, they can develop oral proficiency in the target language (César & Brenes, 2006)

A language laboratory provides different technological aids that can help the teachers to teach listening as they can make the learners listen to native speakers' conversation or songs. Furthermore, the model imitation activity is considered as a technique used to practise pronunciation (Singhal, 1997). Thus, the learners can have the opportunity to listen to different models. This type of activity is often used by teachers in oral tests because it gives them the chance to record the spoken questions. Then, the learners answer them by recording their responses. Later on, the teacher will save his students' answers on a CD or Flash disc and correct them (César & Brenes, 2006).

### **1.6.4. Audio-visual aids**

Audio-visual aids are an interesting tool for teaching and learning EFL. Many students like learning in the language classes which are equipped with audio-visual materials because it motivates them and makes the classroom enjoyable (Abdullah, 2014). There are a lot of types of audio-visual aids that can be used. Among them, there are pictures, songs, video, projectors and Powerpoint presentations.



A picture is a visual or printed image. Nowadays, the internet offers thousands of pictures which can be used in the classroom. There are different ways for presenting a picture; it can be presented as a slide show on a computer screen and on a display board by a projector. The use of pictures can make the lesson more interactive (Abdullah, 2014).

EFL teachers can use songs to attract their students' attention to listen to the target language. The use of songs can provide the learners with a wide range of vocabulary. The teacher can check if his students understand the song after listening to it by introducing different activities like asking them questions about what the song talks about. Furthermore, the learners will find it enjoyable to listen to different songs because it motivates and helps them improve their listening and speaking skills (Veronika, 2007)

Lot of educational videos are available due to the internet. Hence, Videos become a helpful tool in the educational system because they enable the learners to discover other people's life and cultures. Lonergan (1995:1 ) states that "video in the classroom offers exciting possibilities for language teaching and learning". Infact, teachers use videos to make their lessons more comprehensible. Also, the learners rely on videos to develop their speaking and listening skills by listening to the native speakers. (Lonergan, 1995)

Morover, a projector is widely used in schools. It is a device which is designed to take the display of a computer screen and project a large version of it onto a surface. It is considered as an important tool. A projector gives the teachers the opportunity to present their lessons easily and in an attractive way. It is a an aid employed to present topics to the learners. Students feel more interested about the lesson if it is presented through visual tools because it allows them to see pictures, maps and graphics; learners can also use PowerPoint to present their projects. (Abdullah, 2014)

### **1.7. Learning Theories and their Relation to the Use of Technology**

Human beings have the ability to learn in many ways. Hence, many theories have been developed in the field of psychology. These theories such as behaviorism and constructivism focus on the learning process and provide different points of view about how an individual can develop new skills (Mary & Dina, 2012).

The first theory is Behaviorism which was used to develop theories of human learning in the early 20th century. Basically, it focuses on external behavior. Researchers supporting this theory assert that learning is the acquisition of new behavior through conditional process (stimulus and response). Skinner who developed this theory of learning believes that individuals learn through positive reinforcement or punishment. Thus, he developed a system called programmed instruction which consists of several programs that are based on this theory of learning. These programs can give positive reinforcement when a desired behaviour occurs and negative reinforcement when a negative desire occurs. For example, using online activities can provide the learners with positive verbal feedback (Mary & Dina, 2012 ).

Another theory known as Constructivism has been developed in the field of pedagogy which views the teacher as a facilitator who guides the learners to construct their own language taking into consideration an active environment in which the students are engaged in language activities. Therefore, Constructivists believe that students learn by participating and analyzing problems. Rakes, et.al. (1999) believe that the availability of different technological tools and the proficiency of the teacher on using these tools are related to the use of constructivist methods. They state that "Technology can provide the vehicle for accomplishing constructivist teaching practices" (1999: 3). They confirm that the use of technology can help the learners to improve their learning by making different tools available. For example, online learning can provide many activities through collaborating work between the learners and teachers.

### **1.8. Teaching Methods and their Relation to the Use of Technology**

There are different teaching methods that focus on principles of how to teach a foreign language. Each method introduced a specific way of teaching. Grammar translation method which was used during the eighteenth and nineteenth centuries focuses on grammar and translation of vocabulary between the target language and native language. The purpose of this method is to make learners able to read and write because speaking was neglected. In the 1960's, the direct method was created as a response to grammar translation method. The direct method neglects the use of the native language; listening comprehension is emphasized because teachers focus on speaking rather than reading and writing. ( Zainuddin et al. 2011)

The audio-lingual method is another teaching method which came as a reaction against the direct method. It emphasized the teaching of listening and speaking. The innovation of this method is the use of language laboratories. Its objective is to teach listening comprehension. The audio-lingual method was based on repetition because the students have to repeat the sentence as soon as they hear it. Therefore, learners will be able to understand the lessons quickly and speak the target language.( Zainuddin et al. 2011).

After the rise of communicative language teaching / learning approach communication was given more value. This approach is based on the idea that when learners are involved in the communication, their natural strategies will be used and this will allow them to learn the language. The communicative language teaching, or CLT, is effective when the activities are meaningful. The students learn more if the input is authentic (Ansarey, 2012). Since CLT is based on the interaction and communication between student / student and students / teacher, technology can be an important tool such as the use of videos and data shows. Thus, it requires "a distinct interaction with learners and high technology devices" providing "a strong

## **Chapter One Literature Review of Educational Technology**

---

interaction between the learner, learner/instructor, and the content as well as other learners" (Desai et al., 1998:328)

After the emergence of CLT method, another teaching method was introduced. This new method is known as the Competency-based approach or CBA; it focuses on the use of the language in relation to the social context in which It is used as a medium of communication to accomplish specific goals and purposes (Chelli & Khouni, 2013). Competency-based language teaching shares the notion that the language form can be inferred from the language function and with the approach of educational technology to the competency-based language, authentic language situation can be provided. For example, the use of multimedia in classrooms allow them to practise English, and this helps the learners to fulfill specific needs. Since CBA seeks to develop communication skills of the learners, technology can be a great contributor to enhance the learner skills. (Chelli & Khouni, 2013).

### **1.9. Benefits of Using Educational Technology**

The influence of technology on EFL teaching and learning has brought many positive effects. Using technological tools in the learning process creates better communication for the learners. For example, with the World Wide Web, students do not need to go to the country where the target language is used as the mother tongue. The use of multimedia provides authentic situations; it can help the learners to practise the language. This communication is suitable for the learners who are too shy to speak. (Rodinadze & Zarbazoaia, 2012).

The use of technology in the classroom reflects benefits for both the teacher and learner. Technology will provide the learners with different activities that will help them to learn more about the target language and practise it as well. It means wider access of information and the improvement of skills. (Rodinadze & Zarbazoaia, 2012). For instance, chatting in network, can offer a good language

environment for the learners to have speaking and listening lessons. In this way, learners may develop their communicative ability. Learners can use the internet and social media like chatting and using facebook to learn more about English speaking communities and their cultures which will develop their productive skills and their knowledge about the target language and its use. (Rodinadze & Zarbazoia, 2012).

The learners can learn even without any assistance using the internet. Knowledge in operating a computer will be helpful for the learners so that they will have responsibility for their learning. Moreover, The students can search for the required answers to do their homeworks. Using technology can bring easiness in studies. It can promote an exciting way to learn since there are a lot of images and graphics that can be provided by a computer (Rodinadze & Zarbazoia, 2012).

With technology, the teaching process has been improved. This had changed the educational system from the teacher-centered method of teaching into the student-centered learning mode. The students were passive recipients of information; they were taking little part in the learning process. English teaching creates a student-centered learning environment which develops the learners' critical thinking skills and the ability of problem solving (Rodinadze & Zarbazoia , 2012).

### **1.10. Conclusion**

This theoretical chapter has focused on providing a general view concerning the use of educational technology and its influence on the EFL teaching and learning process. It has defined traditional and modern teaching as well as educational technology. It has explained the historical background of educational technology. It has described some technological tools and their role within the educational system, followed by illustrating some learning theories and teaching

## **Chapter One      Literature Review of Educational Technology**

---

methods and their relation to the use of technology. At the end, this chapter has explained the benefit of using educational technology.

# Chapter Two

## Case Study

2.1. Introduction

2.2. Research Objectives

2.3. The sample Population

2.3.1. Students' Profile

2.3.2. Teachers' Profile

2.4. The Research Instruments

2.4.1. The Questionnaire

2.4.2. The Interview

2.5. Data Analysis Methods

2.5.1. Quantitative Data Analysis

2.5.2. Qualitative Data Analysis

2.6. Data Analysis

2.6.1. Analysis of the Questionnaire

2.6.2. Analysis of the Interview

2.7. Discussion of the Main Results

2.8. Conclusion



**2.1. Introduction**

The second chapter is devoted to an explanation of the research methodology and design, focusing on data collection and analysis. It is used as a description of a case study concerning the impact of using technology in education. First, it presents the objectives of this research work. Later, it describes the research instruments used in this research. It introduces the sample population followed by data analysis methods used in this case study. Finally, this chapter denotes the analysis of the collected data and gives a discussion of the main results.

**2.2. Research Objectives**

This research work aims at providing data that can help to improve the use of educational technology for EFL teaching and learning. It tries to demonstrate the role of educational technology by providing a broader view concerning the learners and teachers reaction about its use. This study aims at discovering the technological tools that the EFL teachers and students use. It also tries to show the consequences of the use of educational technology and if the traditional methods of teaching are still used or not. The main purpose of this study is to gather different points of view concerning the use of educational technology for teaching and learning English at Tlemcen University.

**2.3. The Sample Population**

The informants were EFL teachers and learners from Tlemcen University. They were selected to respond to the research instruments addressed to them. However, from this large population, the researchers have dragged a sample population of four (04) teachers and thirty (30) students. In fact, the respondents have been randomly chosen to represent the whole population because all of them had the same chance of being selected.

### 2.3.2. The Learners' Profile:

The students involved in this study were second year LMD students at the English department at Tlemcen University. They were thirteen (30) students, twenty-one (21) female and nine (09) male aged between twenty (20) to twenty-two (22) years old. They were randomly selected to answer a questionnaire about their opinion about the use of educational technology for learning the English language and if they used it in their classroom or not. There were many reasons which led the researchers to choose second year EFL students. First, these learners were in touch with the use of technological tools i.e., they used language laboratory and audio-visual aids to learn the English language. Further, they had the experience of using such technological tools because they already used them in their first year at the university. So, they were mindful about the effect of using technology for learning the English language.

### 2.3.1. The Teachers' Profile:

In addition to second year EFL students, four EFL teachers were involved in this research work; two (2) of them were male and two (2) were female. One teacher held the doctorate degree whereas the others were all magister holders. They had different specializations; three teachers were specialized in TEFL, and the remaining one in ESP. The choice of those teachers was because they already dealt with the use of technological tools and materials. They had varying experience concerning the use of language laboratories, audio-visual aids, and ICT rooms in the English department.

**2.4. The Research Instruments**

In this research work, the researcher has opted for two research instruments to collect data needed for a sound investigation of EFL teachers and learners' opinions about the use of educational technology. The present work was developed through the use of a questionnaire and an interview.

**2.4.1. The Questionnaire**

The questionnaire is the most common instrument used for collecting data. It can be designed in the form of written questions by a researcher then addressed to a sample population to be answered, Nunan (1992:231) states that "a questionnaire is an instrument for the collection of data, usually in written form consisting of open and/or closed questions and other probes requiring a response from the subject ". Thus, it is a tool which is used in most of the research works because of its advantages. It can help the researcher to collect data that could not be observed.

The questionnaire, in this research work, was addressed to thirty (30) second year EFL students. It sought to obtain their opinions about the use of educational technology and whether it improved their language level or not. There was an attempt to address the questionnaire to all the second year students from group two. However, not all of them were present. Therefore, the number of the respondents was thirty (30) students. The administration of the questionnaire took place on February 2015. The researchers gave the students the questionnaire and asked them to answer the given questions. Noticeably, all the questions were answered except for some open-ended questions.

Concerning the forms of the questions used in this research work, the researchers have used close-ended questions, multiple-choice questions and open-ended questions. The close-ended questions limit the respondents to a finite set of answers which often are (yes) or (no). The multiple choice questions provide several answers from which the respondents have to choose the appropriate one for

them. The open-ended questions give the respondents the opportunity to answer freely without any limit.

The first five questions were close-ended types. The first one sought to know whether the students used educational technology or not. The second one tried to know their attitude towards the use of technology. The third one required them to mention if they thought that the use of technology in class was time consuming. The fourth question questioned the students whether they used technology. The fifth question had the purpose of getting an idea about whether the students felt that their department was equipped with enough technological materials or not.

The sixth question, which was a multiple choice question, asked the learners to state how often they used technology in their classes. The seventh one was close-ended. It asked the students whether they wished to spend more time using technology in their classes or not. Question eight, which was close-ended question, requested the students to state how much the use of technology enhanced their skills.

From question nine to twelve, they were all multiple choice questions. Question nine required the students to mention if the use of technology made them motivated or less motivated. Question ten requested the learners to denote their feeling about the use of educational technology and whether it had a negative effect, no effects or positive effect. Question number eleven required the students to choose between traditional education, educational technology or both of them. Question number twelve asked them to say which tool they used the most while doing their research; either they used the internet, books, or both of them.

The last three questions were open-ended questions; the first one required from the respondents to mention the technological tools that they always used to learn English language. The second one asked the students to mention the advantages they believed in using educational technology. The last one was addressed to the

students to give them the chance to mention some suggestions that would improve the teaching and learning situation at university. (See Appendix A)

#### 2.4.2. The Interview

In addition to the use of the questionnaire as a research instrument in this research work, the researchers depended also on the use of the interview which is a research instrument used by a researcher in a form of a conversation between him and the informants to obtain information. Gillham (2000:1) defines it 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 interviewee".

The researcher can employ the interview in addition to other research tools to collect more information about the studied issue. Wilkinson and Birmingham (2003:43) state that interviews are employed when other research instruments seem inappropriate. Concerning the models of the interview, there are the structured, semi-structured and unstructured interviews. The structured interview takes the form of an oral questionnaire. The semi structured interview is based on pre-planned questions. The unstructured interview takes a form of a general discussion (Seliger and Shohamy, 1989).

In this research work, the researchers relied on the use of the structured interview because this type is helpful when "the researchers are aware of what they do not know and therefore are in a position to frame questions that will supply the knowledge required" (Lincoln & Guba: 1985, 26). The reason behind this interview was to gather data about the current status and ideas about the use of technology by EFL teachers at Tlemcen university.

The interview included sixteen questions (see appendix B). The first three questions aimed at knowing the teachers' opinion concerning the use of educational technology, if they used it or not and its impact on their teaching process. The next question was addressed to see whether the interviewees allowed their students to use digital media in the classroom or not. Concerning question six and seven the interviewees were asked about their learners' feeling when they used technology in the classroom and if they faced any problems when they used it. Question number eight sought to know whether the teachers thought that the use of technology misled the learners in their studies and how.

The ninth question aimed at knowing which tool the interviewees used. In question ten, they were asked whether they encountered any technical issues when using technology in teaching. The following questions (eleven, twelve and thirteen) intended to realize whether the use of technology helped the interviewees or not, if they thought that its use will replace their role as teachers as well as knowing if it can change their traditional way of teaching. The next question (fourteen) sought to discover whether the interviewees had got any chance of professional development in the use of technology. Question number fifteen was intended to draw out the teachers' views about the benefits of using technology for EFL teachers and learners. The last question aimed at knowing whether the interviewees preferred teaching with technology or not.

### **2.5. Data Analysis Methods**

To analyze the questionnaire, the researchers depended on a mixture of data analysis methods which are quantitative and qualitative data analysis. In this respect, Dornyei claims that (2007:268) "the analysis of data should proceed independently for the quantitative and qualitative phases and miscing should occur only at the final interpretation stage." Using a combination of quantitative and qualitative methods helps the researcher to obtain better results. For analyzing the

collected data of the interview, the researchers made use of the qualitative data analysis method.

### **2.5.1. Quantitative Data analysis**

Quantitative data analysis is used to generalize results from a sample population. Aliaga and Gunderson (2002) define quantitative research as "explaining phenomena by collecting numerical data that are analyzed using mathematically-based methods (in particular statistics)" (qtd. in Muijs, 2004: 01). It is a kind of measuring the people's thinking in the form of a statistical point of view. As a quantitative method, the questionnaire can be utilized to collect quantitative data.

### **2.5.2. Qualitative Data analysis**

Unlike the quantitative method which focuses on measurement, the qualitative method is used to describe human behavior. Therefore, Smith (1997: 205) claims that "qualitative analysis deals with the forms and antecedent-consequent patterns of form". The qualitative data can be collected through different research instruments like the interview. Seliger and Shohamy (1989: 205) state that it is "usually in the form of words in oral or written modes". Its aim is to understand the people's thinking and feeling and why they make certain choices.

## **2.6. Data Analysis**

Since, in collecting data, the researchers have adopted two research instruments which were the questionnaire and interview, data analysis was needed for both instruments. Therefore, the researchers made use of quantitative and qualitative data analysis method to analyze the questionnaire while they depended only on the use of qualitative data analysis method for the analysis of the interview.

### 2.6.1. The Analysis of the Questionnaire

The questionnaire in this exploratory case study was addressed to second year EFL learners and it was answered by 30 students. The learners were asked about their opinion concerning the use of technology to learn EFL. The majority of them said that they enjoyed the use of technology to learn. They affirmed that the use of technology enhanced and improved their language level. Some of them stated that they did not like using technology in the classroom because they preferred the traditional teaching method. The majority of them affirmed that their university lacks the new technological tools.

**Question one:** Do you use technology for learning?

Yes  No

The first question aimed at knowing whether the students used technological tools to learn English. It was noticed that almost all the respondents shared the same viewpoint and therefore had the same attitude i.e., all the respondents stated that they used technology to learn English.

**Question two:** Do you enjoy using technology during your studies?

Yes  No

When asking the students if they enjoyed the use of technology or no, the majority of the respondents, twenty-eight (28), from a total of (96.66 %) of the learners expressed their joy of using technology whereas two (02) informants, representing the percentage of (3.33 %) said that they did not. The following table illustrates their answers:

Suggestions	A.F	R.F
Yes	28	93.33%
No	2	6.33%

**Table 2.1.** The students' feeling about the use of technology



From the above table, it can be understood that the majority of the respondents enjoy using technology during their studies.

**Question three:** Do you think using technology in classroom is time consuming?

Yes  No

The third question tried to prove if the learners thought that the use of technology in the classroom was time consuming or not. Twenty-two (22) students, representing (73.33 %) of the total population, agreed that the use of technology in class was not time consuming and the rest, eight (08), representing the percentage of (26.66%), saw that it was. The table below summarizes the students' responses:

Suggestions	A.F	R.F
Yes	22	73.33%
No	8	26.66%

**Table 2.2.** The students' opinion about the use of technology for learning

Therefore, most of the informants think that the use of technology in class is not time consuming.

**Question four:** Do you use technology such as dictionaries or internet in your phone/tablet as support strategy in your class?

Yes  No

The aim of this question was to investigate whether the students used their own technological tools in the class or not. The majority of the students (24), representing (80 %) of the population, affirmed that they used their own technological tools in the class whereas six (06) students, representing the percentage of (20%), stated that they did not use it. Their responses are illustrated in the following table:

Suggestions	A.F	R.F
Yes	24	80%
No	6	20%

**Table 2.3.** the students' use of their own technological tools in the class

From the above table, one can notice that most of the respondents employ their own technological tools while the remaining respondents do not use it because they stated they did not have such technological tools.

**Question five:** Do you think that the English department is equipped with enough technological materials?

Yes

No

When the students were asked whether their English department was equipped with enough technological materials, the majority of them (27), representing the percentage of (90 %), stated that it was not. and three (3) respondents, representing the percentage of (10 %), said that the English department was equipped with enough technological materials. Their answers are illustrated in the following table:

Suggestions	A.F	R.F
No	27	90%
Yes	3	10%

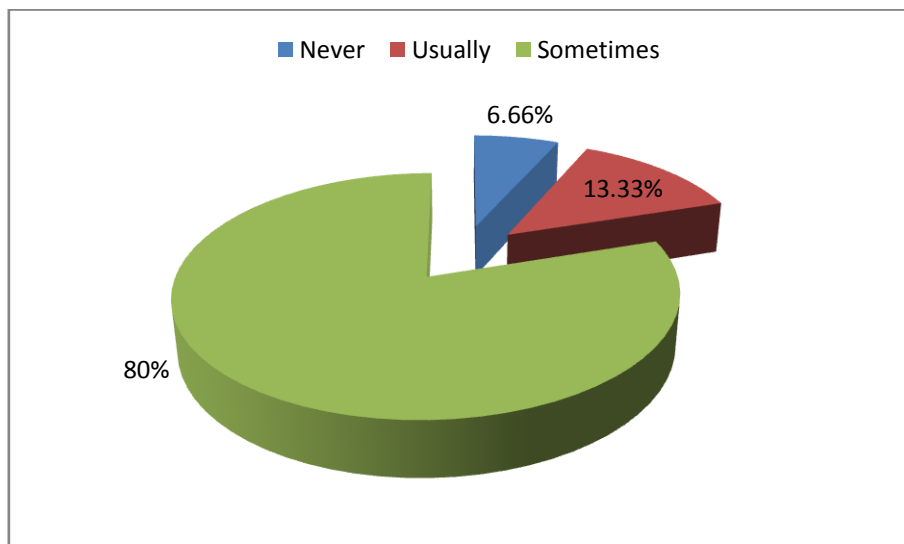
**Table 2.4.** The students' opinion about the technological materials used in their department

Therefore, most of the respondents think that the English department is not equipped with enough technological materials.

**Question six:** How often do you use technology in the classroom?

Usually                       Sometimes                       Never

Concerning question six, most of the students (24), representing the percentage of (80 %) confirmed that they sometimes used technology in the classroom. On the other hand, four (04) students, (13.33 %) claimed that they never used it in the classroom. Two (02) students, representing the percentage of (6.66 %), said that they usually used it. The following pie chart gives an idea about the different responses of the informants:



**Pie chart 2.1.** Students' use of technology

From the above pie chart, it can be understood that most of the students sometimes use educational technology and few of them usually use it.

**Question seven:** Do you wish to spend more time using technology in your classroom?

Yes                                       No

Question seven aimed at knowing if the students preferred to spend more time using technology in their classroom. The majority of the informants (25), representing the percentage of (83.30 %), answered by "yes" and the remaining, five

(05) students, representing the percentage of (16.66 %), said that they did not wish to spend more time using technology in their classroom. The informants' responses are summarized in the following table:

Suggestions	A.F	R.F
Yes	25	83.30%
No	05	16.66%

**Table 2.5.** The students' attitudes towards the use of technology

Therefore, most of the informants have the desire of spending more time using technology in their classroom.

**Question eight:** Do you think using technology would improve your language skills?

a little                       a lot

The learners were supposed to explain why the use of educational technology was important for them. Thus, the results obtained demonstrated that twenty-one (21) students, (70 %) of the total number of the respondents, believed that it enhanced their language level a lot. On the other hand, nine (09) students, representing (30 %) claimed that the use of technology did not enhance their language level. The following table illustrates their answers:

Suggestions	A.F	R.F
A lot	21	70%
A little	09	30%

**Table 2.6.** The impact of the use of educational technology on the students' level

Therefore, most of the respondents believe that the use of educational technology enhances a lot their language skills whereas the remaining respondents feel the reverse.

**Question nine:** Does the use of technology make the students?

- Motivated       Less motivated

Concerning question nine, the students were requested to state whether the use of educational technology motivated them or not. Twenty-eight (28) learners, with the percentage of (93.33 %) of the informants, stated that the use of educational technology motivated them while the remaining two (02) respondents, representing the percentage of (6.66 %), claimed that the use of technology made them less motivated. Their answers are shown in the table below:

Suggestions	A.F	R.F
Motivated	28	93.33%
Less motivated	02	6.66%

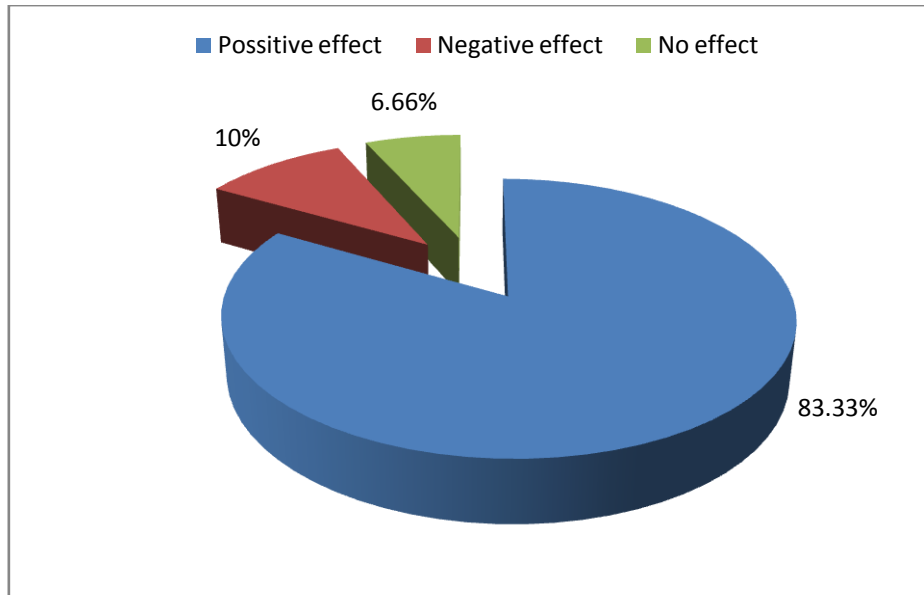
**Table 2.7.** The impact of the use of educational technology on the students' behaviour

From the above table, it can be understood that most of the respondents feel that the use of educational technology really motivates them while few of them think it does not.

**Question ten:** What feeling do you have about educational technology?

- Negative effect       No effect       Positive effect

Concerning the feeling of the students about educational technology, the majority of the respondents (25), representing (83.33 %) affirmed that they thought that the use of technology had positive effects whereas three (03) students, representing (10 %) said that the use of educational technology had negative effects, and the rest two informants (6.66 %) clearly asserted that it had no effects. The following pie chart gives an idea about the different responses of the informants:



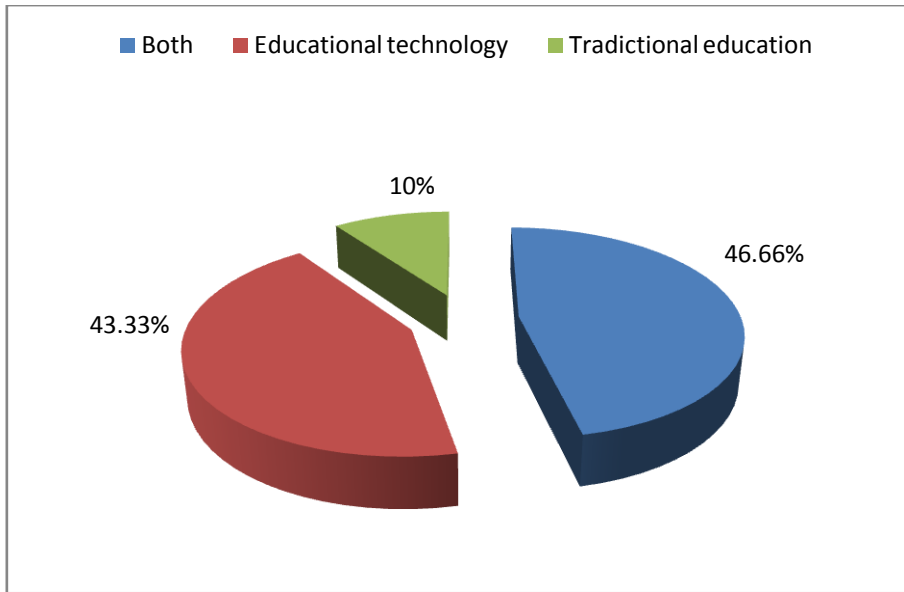
**Pie chart 2.2.** The students' opinion about the use of educational technology

Therefore, one can notice that most of the respondents feel that the use of educational technology has positive effects.

**Question eleven:** What do you prefer?

- Traditional education     Educational technology     Both

When the respondents were asked whether they preferred learning through the traditional way, using new technological tools or both of them, fourteen students (14), representing (46.66 %) of the respondents, stated that they preferred the use of both methods; it means they enjoyed the use of the traditional method as well as educational technology. On the other hand, thirteen (13) respondents, representing the percentage of (43.33 %), affirmed that they preferred the use of educational technology rather than traditional education whereas three (03) students, representing the percentage of (10 %), said that they preferred traditional education. The following pie chart describes the students' responses:



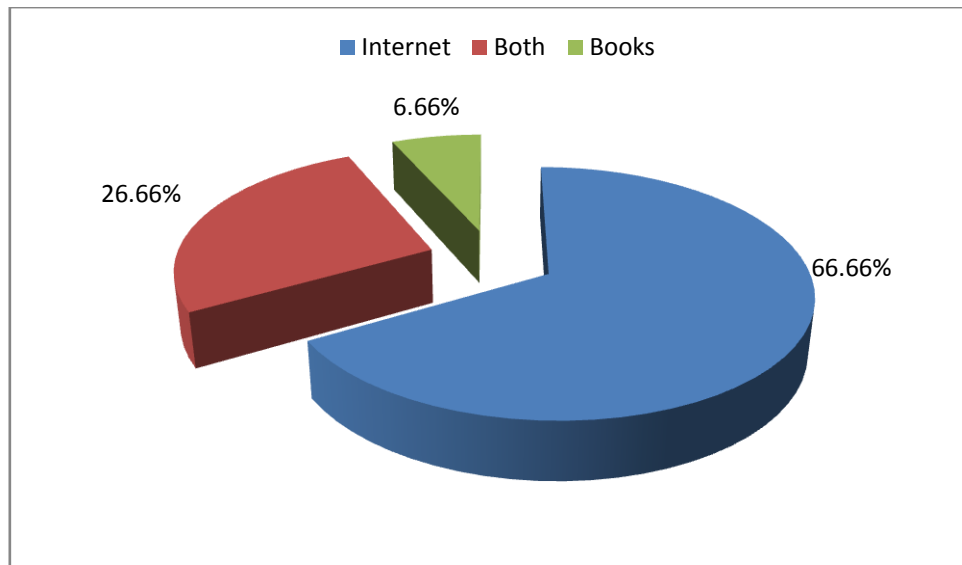
**Pie chart 2.3.** The students’ choice between traditional and modern education

From the above pie chart, one can see that most of the respondents like to use educational technology during their studies. However, they do not neglect the use of the traditional method

**Question twelve:** While doing research, which tool do you use the most?

- Books
  Internet
  Both

Question twelve was addressed to check whether the students still used books while doing their research or they depended only on the use of the internet. The majority of the students (20), representing the percentage of (66.66 %) affirmed that they used only the internet. Eight (08) students, representing the percentage of (26.66 %), stated that they used both the internet and books while two (02) respondents, representing the percentage of (6.66 %), said that they depended only on books while doing their research. The answers are described in the following pie chart:



**Pie chart 2.4.** The student' choice between the internet and books

Therefore, one can notice that most of the respondents depend only on the use of the web resources since they offer them information without making any effort.

**Question thirteen:** What are the technological tools that you usually use in your class?

Regarding this question, the students were asked about the technological tools that they usually used. Fourteen students (46.66 %) stated that they used their smart phones especially for the use of dictionaries. Seven (07) students, representing the percentage of (23.33 %), confirmed that they made use of the internet and tablets as their own technological tools in the classroom. All the respondents agreed that they used language laboratories, data show, and different audio-visual aids like PowerPoint presentation in the classroom.

**Question fourteen:** According to you what are the advantages and disadvantages of educational technology?

Concerning question fourteen (13) which is an open question, the informants were asked to state some advantages and disadvantages of the use of educational technology. The answers were nearly the same. All the informants agreed that the use of educational technology was motivating and helpful. It improved the students' skills especially listening and speaking. They said that the use of the internet helped



them to obtain more information easily and in a very short period of time. They claimed that the internet gave them the opportunity to communicate with foreigners so that they improved their language level. The respondents argued that the use of educational technology facilitated the teaching and learning process and developed new ways of teaching and learning as well.

The respondents listed also the disadvantages that prevented them from developing their level. For instance, when using technology, the students do not make use of their mind and depend only on the internet so that they forget the use of books. They stated that using technology in the classroom sometimes drove the students away from their studies. Some students considered the use of technology in the class as a means of entertainment rather than learning (a waste of time). All the respondents agreed that the lack of proficiency to use technology will cause problems.

**Question Fifteen:** Do you have any suggestions to improve the teaching and learning situation at your university?

The last question was an additional question which was addressed to the students to list some suggestions to improve the teaching and learning situation in their university. The results obtained have demonstrated that Seven (07) respondents found no adequate suggestion to improve their learning in general. The rest of the respondents mentioned some suggestions which were:

- ✓ The first thing was that the university should provide more technological materials and provide more sessions using language laboratories.
- ✓ They asked to have more sessions and activities about listening and speaking skills.
  
- ✓ They suggested having more documents and books in the library.
- ✓ The majority of the students affirmed that they sometimes faced problems with the lack of rooms.
- ✓ Some respondents stated that they preferred to use the data show in all sessions.

### 2.6.1. The Analysis of the Interview

The interview tried to elicit information concerning the use of technology. After the questionnaire has brought information by a sample of students, another sample has been chosen to provide the present research work with the necessary data. This sample consisted of four teachers with a doctor's or professor's title, currently working in the department of foreign languages at the university of Tlemsen. The interviewees chosen confirmed that they dealt with technology as part of their academic and private life.

As teachers they were concerned too with the research subject and the issue undertaken. Therefore, the interviewees were approached with a structured interview, following a certain order of questions. These interviews were recorded using an electronic recording device and each interview was about eight to fifteen minutes long. As far as the importance of educational technology for EFL teaching and learning, the interviewees all agreed about it. Its importance is crucial, especially for languages, as it represents a new innovative way of teaching, and helps in creating an appropriate atmosphere for both the learners and teachers as well as creating a virtual environment where the learners can have a direct contact with the language that is taught and learned where the learner can really practise that language.

Some modules that are taught require some specific technological equipment such as the oral production module that relies on audio visual materials. Some teachers affirmed that at the beginning of their career when they were working without these materials, it was a bit challenging for them to keep their students attracted by the lecture, from the beginning until the end of the session. In such a situation, technology is a great contributor as one of the interviewees has mentioned.

All the teachers stated that they are using technology to assist their teaching. Beyond the classroom, computer networking is used to communicate and collaborate with other experts and especially for others who already have degrees and had started a professional career to log in and check on other students, not only in the studies, but also in the community in general. Communication tools like e-mail and chat groups allow the teachers to exchange lesson plans and teaching strategies.

Most of the interviewees seemed to feel confident when using technology but some of them felt unconfident due to many factors such as the lack of the appropriate knowledge, the fact that not all the participants have got a chance of professional development in technology, being stressed or being afraid of the functionality of the tools during a lesson like planning a lesson that relies on data show and then the tools fail, or the lack of electricity powering these tools.

What was noticed by the interviewees was that to some extent the use of technology can be challenging to the learners as well. According to some interviewees, for example, there were some learners that were exposed to the use of technology for the first time they reached university; these were learners who did not possess any knowledge about computing or had no access to computers at home, and when they used technology they became anxious and faced difficulties in dealing with it.

Computers can support the learners to construct their own understanding. Students who gather information from the Internet are more independent because they may be in complete control of their topics. Technology allows independent completion of work. However, not all the informants agreed about letting their students to use digital media in assignments as it can be very distracting due to its misuse, and misleading the learners to inappropriate information.

The informants seemed to prefer the use of technology during their classroom practice as the learners can be directly exposed to authentic materials, i.e. documents provided by native speakers, and where they can get in touch with them. This is considered as a good opportunity to test their knowledge and refine their lacuna, i.e. the lacking points in their language in terms of pronunciation and cultural aspects of the target language.

The informants all agreed about technology as a great medium to ease from heavy workload. In fact, some teachers relied heavily on technology as it can be really helpful to organize and plan a lesson. It can play an important role in gaining time and doing quick researches to provide explanations and assist in the teaching process.

The interviewees agreed that the educational system has changed positively through the introduction of technology and whatever development of the technology, they cannot neglect the presence of the teachers. At this present time, one cannot work without technology, but also cannot replace them by technology; they should go hand in hand.

The role of the teacher, however, has been altered. The interviewees maintained that there was a total change of the role of teachers nowadays, because they shifted from being the only source of information, to just being guiders and evaluators, i.e. users of technology and even researchers.

Reaching to the last question, if there was any factor that would influence the decision on teaching with or without technology, the interviewees decided to rely on technology for their teaching since the positive sides of technology overtop its negative sides as technology nowadays makes everything easy and effective and helps teachers in managing their classroom very efficiently.

### 2.7. Discussion of the Main Results

To develop this research work, the researchers had proposed a set of hypotheses. It was suggested as a first hypothesis that teachers find it more effective to use new technological tools within the learning process rather than depending on traditional materials. After analyzing the data collected, the present research work proved this hypothesis because the teachers expressed their desire to use technological materials to assist their teaching. Most of the students seemed to be more motivated to use technology because they confirmed that it has positive effects and its use enhances their language level. However, both the teachers and the students did not neglect the use of traditional education. The teachers believed that nowadays the use of educational technology is important but it cannot totally replace the traditional teaching. They trusted that a computer can never replace a teacher.

As a second hypothesis, the researchers suggested that there are a lot of technological materials such as computers and audio visual aids that can be used within the educational system to improve EFL teaching and learning. The findings of this research work revealed that this hypothesis is true. The technological materials suggested in this hypothesis were proved to be used in the EFL teaching and learning. Nowadays, most of teachers depend on the use of the computer and network in their private life to prepare their lectures and to assist their teaching as well. Some teachers rely on the use of laptop and data show to present their lectures in the classroom. Other teachers, especially those who are concerned with the teaching of the speaking and listening skill, preferred the use of language laboratories and audio-visual materials as well. Therefore, most of the students have their own technological materials which can be used for educational purposes. For instance, smart phones and tablets get widely used especially for the use of E-book and electronic dictionaries.

The third hypothesis which was suggested is that the use of educational technology facilitates and enhances teaching and learning by providing numerous tools that teachers and learners can use effectively. After the data collection and analysis, the findings had proved this hypothesis. Most of the teachers feel comfortable when they use technological tools to teach their students. They believed that its use helps them a lot such as the use of computers and the internet especially the teachers of oral production module who confirmed that teaching oral production without using language laboratories and technology will be so difficult for them. Most of the students had the feeling of wanting to use technology in their classroom. They preferred its use because it helps them to develop their language level through an enjoyable process.

Finally, one may say that most of the EFL teachers and learners supported the use of educational technology. They recognized the importance of its use. All the teachers agreed that learners today are much more engaged on the use of technology in and outside the classroom. Hence, the use of technology must become the norm in classrooms and universities. The teacher should encourage his students to develop their language skills through the use of educational technology. However, the teachers and the learners need professional training concerning the use of educational technology to avoid exposure to problems when they use it.

## **2.8. Conclusion**

This chapter was developed to provide an overview of the research design and data analysis. It dealt with the objectives of this research work. Also, it was concerned with describing the research instruments and data analysis methods. It aimed at analyzing the data collected and presented the results. In fact, the analysis of the students' questionnaire and the teachers' interview revealed that the use of technology for teaching and learning English as a foreign language is really important and helpful. However, every teacher and student should learn how to

employ technology so that he will not face any problem when using it. Hence, educational technology has positive impact on the learners and the teachers but they do not neglect the use of traditional education. The following chapter will be devoted to some suggestions and recommendations concerning the use of educational technology for the teachers and the learners.

# Chapter Three

## Suggestions and Recommendations



3.1. Introduction

3.2. Application of Technology to Language Teaching

3.3. Recommendations for Teachers

3.4. Recommendations for Learners

3.5. Challenges Facing the Use of Educational Technology

3.6. Vision of the Future

3.7. Conclusion

**3.1. Introduction**

Taking into consideration the obtained results, the present chapter aims at providing some suggestions and recommendations that would help teachers and learners to use educational technology. Moreover, it gives advice about how to use technology to get effective achievement for the teachers and learners. Also, this chapter demonstrates the challenges that face the use of technology and offers some suggestions which may help EFL learners and teachers to meet these challenges.

**3.2. Application of Technology to Language Teaching**

Nowadays, the use of educational technology for EFL teaching and learning is so important. There are different reasons that make a teacher use technological tools to assist his teaching. Thus, traditional teaching was dependent on traditional methods like textbooks and chalkboard. However, modern education has witnessed the use of new technological teaching procedures including whiteboards, projectors, and educational computer games ( Adel & Leanne, 2012). The introduction of these new materials in teaching and learning can improve the students interaction and help them to discover a technological environment ( Solanki & phil, 2012).

Technology is used to achieve educational goals. It plays an essential role in improving the students' communication skills. Through the use of educational technology the students can develop their skills (Asta, 2010). For instance, the use of audio visual aids can enhance the students' communication skills such as the use of podcast which is an important tool to listen to different topics from native speakers like stories, poems and conversations. Thus, the use of educational technology is very important because it provides materials that would be more helpful ( Solanki & phil, 2012)

The use of technology can provide the learners with different technological aids that can help them to discover the target culture ( Solanki & phil, 2012). For example, the use of computer networks can provide the students with information and support by providing cultural background. Moreover, the use of social media especially chatting with foreigners can help the learners to have the chance to discover their culture. Therefore, the use of technology and online communication improves the students' communication skills. Also, it helps them to discover the target culture (Gavin & Hockly, 2007).

Interaction between the teacher and students is very important as well as the interaction between the students in the classroom. Therefore, the use of technology can be helpful in improving this interaction (Asta, 2010). For instance, the use of PowerPoint can lead students to have direct interaction with their teacher. They will feel free to participate and give their point of view. Also, the teacher will find it easy to transmit his ideas. Furthermore, the use of a language laboratory enables the students to speak by using several tools such as the use of computer and face to face conversations. Moreover, it can reduce the students' anxiety and make them more comfortable ( Solanki & phil, 2012).

The students' motivation is very important in any classroom environment. Thus, teachers have to take it into consideration. In order to motivate students, teachers should select the appropriate materials which can make the classroom environment more enjoyable. It is necessary to select these materials according to the learners' needs (Sonacore, 2008). Educational technology is very helpful for the teachers to motivate their students. It is "combined use of several media, such as movies, slides, music, and lighting, especially for the purpose of education or entertainment" (Brooks, 1997: 17). Due to the tools that can be used within the educational system like computers and internet, the students' motivation will be increased and the classroom environment will be more enjoyable ( Granito & Chernobilsky, 2012).

For instance, interactive whiteboards have been integrated within the educational system instead of the blackboards. Reardon (2002: 26) affirmed that: "with the use of whiteboards, teachers can develop many creative ways to capture students' attention and imagination". Moreover, the smart board is a new technological tool that is used for educational purposes (Gerard & Widener, 1999). Also, Bell (1998) believes that the use of smart boards will increase the students' motivation. It can give the teacher the opportunity to introduce a wide range of activities such as brainstorming sessions and note taking (Gerard & Widener, 1999).

### **3.3. Recommendations for Teachers**

Technology is influential in any domain, especially in education. It is the efficient part that provides the necessary support for effective language teaching and learning. However, a good integration of technology has to be considered to lead to the effectiveness of educational technology. There are some criteria that need to be implemented, such as the supply of the necessary tools and some practical techniques that could be useful (Gavin & Hockly, 2007).

The goal of using technology in classrooms is to provide new ways for students to learn. The integration of technology will support the new ways of learning. First, the teacher should have goals for the session. Warshauer and Whittaker (1997) has suggest some guidelines that can be employed. Thus, the use of internet brings many advantageous results, like online communication which encourages the learning process. Another reason for using the internet is that it provides an authentic environment for the written form of communication.

The teacher should supply an understanding of the concepts of the hardware, software and the practical applications. Thus, they provide strategies for solving hardware and software problems that may occur during courses and so affect the learners (Adel & Leanne, 2003). Moreover, the teacher should involve the

learners in decisions such as determining class direction and promote a learner centered classroom by focusing on learners and helping them to develop learning strategies. They should understand the learners' difficulties and then follow the development of technology (Smart, 2008).

The development of technology reveals the complexity of its use. To avoid these complexity, it is better to provide the right tools and the necessary support in the classroom. A successful integration enhances learning by using the appropriate tools. The teacher chooses the appropriate internet applications with activities that help the students to gain the mastery of skills. The internet activities should be structured to increase the writing process and enable students to become better writers . (Smart, 2008)

Lacking practical knowledge is an issue for teachers. Therefore it is recommended that teachers should the right training. Thus, in a situation where computer systems go down and a failure is present, the teacher should know what could be done. It is also beneficial for teachers to be always updated, to cope with future issues (Gavin & Hockly, 2007). Some students seldom get in touch with modern technology. So these students lack knowledge. For instance, they do not know how to operate a computer. Moreover, they do not have the skills to follow instruction. Therefore, teachers have to provide sufficient support to prevent the students from having difficulties by creating handouts or asking the students to work in groups so that they can provide assistance and help each other. (Asta, 2010)

### **3.4. Recommendations for Learners**

Learning a foreign language is not an easy task because learners have to develop their abilities. Thus, the use of various technological tools is very important. “when someone mentions technology in the language classroom, your first impulse is to think about computer technology, mostly because computers have

so pervaded our daily home and workplace contexts” (Brown, 2001:143). The computer is very useful for EFL learners. However, the learners have to learn how to use the computer and the internet in order to get efficient results (Gavin & Hockly, 2007).

Learners can develop their vocabulary through the use of the computer which can provide audio and visual aids. Watching movies and listening to songs and conversations can enhance the students’ skills (Paramskas, 1993). Moreover, network chatting using the target language can help the learner to learn new words and to have vocabulary (Nomass, 2013). The use of language laboratory can help the learners to develop their listening and speaking skills because it is equipped with technological tools used to teach oral production. Harmer (2001:142-43) states that:

The language laboratory helps to train some students to rally listen to what they say and how they say it. When they compare their pronunciation with the correct version on the tape, they begin to notice the differences, and this awareness, over a period, helps them to hear and pronounce English better.

On the other hand, learners can be more interested in reading if they use reading-based computer programs because they are very helpful tools which can enhance the reading skill (Davies, 2006). Moreover, programs like electronic books and articles available in smart phones or tablets increase the learners’ interaction (Yang et al., 2013). They can read any time and everywhere ( Adel & Leanne, 2012).

Learners can use different technological materials in order to develop their knowledge about the writing skill. For example, the students can have different activities which can be corrected automatically by using the software or special programs. Technological tools give the learners the chance to choose which activity they need, moving from the easy to the difficult one according to their abilities. Finally, the use of technology makes the learners access to the writing and reading

materials through the use of the computer and internet or other tools such as tablets and smart phones (Grace & Kenny, 2003)

### **3.6. Challenges Facing the Use of Educational Technology**

In spite the fact that the use of Educational Technology has many benefits, there are some challenges that face its use within the educational system. For instance, using technology will need a lot of money. It includes also the investments in training for the use of appropriate technology in English language teaching; it requires the learners to have the appropriate technological knowledge. Using technology in the classroom can be challenging. For example, computers can waste time. Some teachers might be frustrated about the use of technology in class; they are not prepared to teach with technology especially the old teachers. Sometimes, they ask for help. (Adel & leanne, 2003)

The learners who rely on studying with computers too much risk laziness. They will ignore reading books and doing their homework since they have already answers in the computer and they are interested to study using the easy way through computers and the web. Even for simple tasks, they seek the assistance of a computer and forget about the method of research. Some learners may find it difficult to adapt to this new teaching mode as their attention may change because of aesthetically designed courseware such as the sound, pictures and animations. For example, the lack of learners' concentration occurs if there is an internet connected computer in the classroom since it may open to the students' inappropriate material. Hence, without a specific support, computers can be a little bit dangerous (Adel & leanne, 2003)

The teachers should provide their learners with authentic and interactive activities. They should select the available materials on the web according to the learners' needs. Also, learners should be motivated to develop their language skills through the use of internet and social media because the use of the internet will

offer information but not all the available information are true. However, while making their research works, they should not depend only on the use of internet. The use of technology requires continuous training in accordance with the technical development. The teachers should teach the learners how to use the computer and the internet, and give them opportunities to deal with these technological tools.

### **3.7. Vision of the Future**

The development of technology enhances teaching and learning. The educational system will be improved by new technologies. Technological devices will become much smaller and more useful. Access to internet is growing as it is considered as an important tool in the educational system. The modern technological tools will become easier ( Solanki & Phil, 2012). Online learning will be available for a great number of people in many countries especially teaching and learning at distance (Singhal, 1997). The use of modern technological tools, internet, online courses and distance learning is always in progress. Thus, when dealing with these changes, people will face challenges because they do not know how to use these technologies. (Smart, 2008)

### **3.8. Conclusion**

The chapter has focused on linking teaching and learning to educational technology. It has dealt with the effect of the application of technology on the improvement of the communicative skills and the knowledge of the target culture, as well as the teacher and learners relation. Then, it provided recommendations for successful integration of technology to improve the learner's skills. Additionally, it listed the challenges teachers and learners face in the use of technology and some helpful suggestions to cope with these challenges.



General Conclusion

## General Conclusion

---

Educational technology has brought changes in the field of education and transformed the approaches of teaching and learning English as a foreign language. Thanks to its innovations the teaching and learning process is enhanced and facilitated. For instance, it is worth mentioning that new technological materials can improve the teaching and learning situation and give the students the opportunity to discover and accept the new technological environment.

Nowadays, the use of educational technology is in progress. EFL teachers and learners depend on the use of different technological tools to make the educational process successful. Taking the role of using technology as a medium for EFL teaching and Learning and its impact on the EFL teaching and learning process as the studied issue for this research work, the researchers introduced the following research questions:

- 1- Why does the use of technology replace traditional teaching?
- 2- What are the technological materials that can be used for EFL teaching and learning?
- 3- How does technology facilitate the EFL teaching and learning?

The above questions led the researcher to formulate the following hypotheses:

- 1- The teachers find it more effective to use new technological tools within the learning process rather than depending on traditional materials.
- 2- There are a lot of technological materials such as computers and audio visual aids that can be used within the educational system to improve the EFL teaching and learning.
- 3- Technology facilitates and enhances teaching and learning by providing numerous tools that teachers and learners can use effectively.

The study has begun with a literature review of previous research studies concerning educational technology. As an entry, the researchers provided an idea of traditional and modern education, a definition and a historical background of

## General Conclusion

---

educational technology so that the reader will have an idea about this concept, the researchers mentioned some of the tools that technology offers, and the impact of technology on language teaching and learning. The introductory chapter also discussed the challenges encountered in classrooms, resulting from the integration of technology.

The second chapter dealt with the collection and the analysis of information related to the topic of this study. For this study, two types of research instruments have been used to elicit data; a questionnaire and an interview. For the analysis of the data, two different methods were applied, quantitative data analysis and qualitative data analysis. Concerning the area of research and the participants, a variety of samples have been randomly chosen, for instance, teachers holding different titles (four teachers), as well as second year EFL learners (thirty students), since they are in touch with technology on a daily basis.

Based on the opinions of the participants, the researchers have tried to prove the research hypotheses. Through the previously mentioned instruments, the researchers dealt with questions concerning their attitude towards the use of technological material and its impact on their studies, what preference they have when it comes to the use technology and what could enhance learning. Concerning the interview, the researchers attempted to gather information as out the importance of technology in classroom, the teacher's thoughts about the impact of technology on teaching and learning, the role of the teacher, and if the use of technology is problematic or not.

The analysis of the collected data gave positive and negative results. Concerning the use of technology and the frequency of its use in and outside the classroom, all the participants showed attitudes towards the usefulness of the tools. However, some of the informants indicated negative statements due to some disadvantages. For instance too much use of technology could affect the diligence of the learner. Regarding the teachers, they proved the same characteristics like the learners such as the benefits resulting from these tools. Concerning the negative characteristics, there are challenges

## **General Conclusion**

---

experienced through these technical tools, due to factors such as technical issues and the lack of materials and preparation.

The third chapter provided recommendations and suggestions for the incorporation of technological tools as well as the main challenges in the classroom that are being coped with. As a result, the teaching and learning can be efficient. In the end, the chapter gave an insight on the future of technology in the field of education.

As a concluding statement, one might add that the present study has attempted to present an idea of education in relation to technology through investigating many aspects of that relation like the major contribution of technological education, its advantageous and also the disadvantages. Moreover, this research work tried to provide an outcomes of educational technology on the teaching and learning process. Nevertheless, it attempted to raise attention towards future research about education, technology and the future of English language teaching and learning.

# Bibliography

## Bibliography

---

### Books

- Brooks, D. W. 1997. *Web-teaching: A Guide to Designing Interactive Teaching for the World Wide Web*. New York: Plenum.
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Pearson Education.
- César, A. & Brenes, N. (2006). *The Language Laboratory and the EFL Course*. Costa Rica University: Institute for Research in Education.
- Davies, G. (2006). *Language Education, Computer-Assisted*. UK: Thames Valley University.
- Dornyei z. (2007). *Research Methods in Applied Linguistics*. Oxford: Oxford University Press.
- Gavin, D. & Hockly, N. (2007). *How to Teach English with Technology*. Edinburgh Gate: Exess.
- Gillham, B. (2000). *The Research Interview*. New York Continuum.
- Graddol, D. (1997). *The future of English? A guide to Forecasting the Popularity of the English Language in the 21st Century*. London: British Council.
- Harmer, J. (2001). *The Practice of English Language Teaching*. England: Longman.
- Joao, A. M. (2010). *Constructivism and Connectivism in Education Technology: Active, Situated, Authentic, Experiential, and Anchored Learning*. Idaho: Boise State University.
- Lincoln, Y. S. & Guba, E. G. (1985). *Naturalistic Inquiry*. Newbury Park, CA: Sage Publications.
- Lonergan, J, 1995, *Video in Language Teaching*. Cambridge: Cambridge University Press.

## Bibliography

---

- Mary, A. W. & Dina, P. (2012). A Comparison of Two Theories of Learning Behaviorism and Constructivism as Applied to Face-To-Face and Online Learning. USA: National University.
- Matthew, N. (2013). Developing Audio-Visual Content Comprehension: Employing Video Materials in a Japanese University Classroom to Scaffold Content and Vocabulary Awareness. Tokyo: Bunkyo Gakuin University Research Institute.
- McLaren, N., Madrid, D. Y. & Bueno, A. (2005): TEFL in Secondary Education. Current Approaches and Teaching Methods. Granada: Editorial Universidad De Granada.
- Muijs, D. (2004). Doing Quantitative Research in Education with SPSS. London: Sage.
- Nunan, D. (1999). Second Language Teaching & Learning. Boston: Heinle & Heinle Publishers.
- Robinson, R., Molenda, M. & Rezabek, L. (2008). Facilitating Learning. New York & London: Lawrence Erlbaum Associates.
- Smith, H.W. (1975). Strategies of Social Research: The Methodological Imagination. Englewood Cliffs, NJ: Prentice-Hall.
- Solanki, D. & Phil, M. (2012). Use of Technology in English Language Teaching and Learning. Mumbai: Sardar Patel University.
- wilkinson, D. & birmingham, P. (2003). Using Research Instruments: A Guide for Researchers. London: Routledge Falmer.
- Zainuddin, H., Yahya, N., Morales-Jones, C. & Ariza, E. N. W. (2011). Fundamentals of Teaching English to Speakers of Other Languages in K-12 Mainstream Classrooms. (3<sup>rd</sup> Ed). Iowa-USA: Kendall Hunt Publishing.

### Articles

- Adel, A. & Leanne, B. (2003). Challenges, Advantages, and Disadvantages of Instructional Technology in the Community of the College Classroom. USA: Illinois State University. *Community College Journal of Research and Practice*, 27: 473–484.
- Ansarey, D. (2012). Communicative Language Teaching in EFL Contexts: Teachers Attitude and Perception in Bangladesh. *The Journal of - University of North Carolina Wilmington*, 6. 62-63.
- Belias, D. (2013). Traditional Teaching Methods vs Teaching Through the Application of Information and Communication Technologies in the Accounting Field: Quo Vadis?. *European Scientific Journal*, 9 (28). 129-132.
- Bell, M.A. (1998). Teachers’ Perceptions Regarding the Use of the Interactive Electronic Whiteboard in Instruction. Texas: Baylor University.
- Desai, M., Hart, J. & Richards, T. (2008). E-learning: paradigm shift in education. *Education – Indianapolis then Chula vista-*, 129 (2). 327-334.
- Ely, D. P. (1972). The Field of Educational Technology: A Ttatement of Definition. *Audio Visual Instruction*, 17. 36–43.
- Ely, D. J. (1972). Temporal Duration as a Dimension in Generalization of the Orienting Response: Perceptual and Motor Skills, 34(1).
- Grace, J. & Kenny, C. (2003). A Short Review of Information and Communication Technologies and Basic Education In Ldcs—What Is Useful, What Is Sustainable? *International Journal of Educational Development*, 23. 627–636.
- Gerard, F. & Widener, J. (1999). A Smarter Way to Teach Foreign Language: The SMART Board Interactive Whiteboard as a Language Learning Tool.



## Bibliography

---

- Granito, M. J. & Chernobilsky, E. (2012). The Effect of Technology on a Student's Motivation and Knowledge Retention. USA: University of Connecticut.
- Nomass, B. B. (2013). The Impact of Using Technology in Teaching English as a Second Language. *Academic Journal: English Language and Literature Studies*, 3 (1). 111-116.
- Paramskas, D. (1993). Computer-Assisted Language Learning (CALL): Increasingly Integrated Into an Ever More Electronic World. *The Canadian Modern Language Review*, 50. 125-143.
- Rakes, G.C., Rakes, G. C., Flowers, B. F., Casey, H. B. & Santana, R. (1999). An Analysis of instructional Technology Use and Constructivist Behaviors in K-12 Teachers. *International Journal of Educational technology*, 1 (2). 1-18.
- Ravichandran, T. (2000). Computer Assisted Language Learning (CALL) in the Perspective of Interactive Approach: Advantages and Apprehensions. *Proceeding of the National Seminar on CALL Conference*. India: Chennai.
- Reardon, T. (2002). Interactive whiteboards in school: Effective uses. *Media & Methods*, 38 (26).
- Rodinadze, S. & Zarbazoiia, K. (2012). The Advantages of Information Technology in Teaching English Language: *Frontiers of Language and Teaching*, 3. 271-275.
- Sanacore, J. (2008). Turning Reluctant Learners into Inspired Learners. *Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 82(1). 40-44.
- Seliger, H. W. & Shohamy, E. (1989). *Second Language Research Methods*. Oxford: Oxford University Press.
- Singhal, M. (1997). The Internet and Foreign Language Education: Benefits and Challenges. *The Internet TESL Journal*, 3(6).

## Bibliography

---

- Smart, M. P. (2007). What Is Successful Technology Integration?. In: <http://www.edutopia.org/technology-integration-guide-description>. (April 10, 2015).
- Smart, M.P. (2008). The Word and the World: Technology Aids English-Language Learners. In: <http://www.edutopia.org/technology-software-english-language-learners>. (April 10, 2015).
- Tony, B. (2014). A Short History of Educational Technology. In: <Http://Www.Tonybates.Com>
- Warschauer, M. & Whittaker, P. F. (1997). The Internet for English Teaching: Guidelines for Teachers. TESL Reporter, 30(1), 27-33. <http://iteslj.org/Articles/Warschauer-Internet.html>. (April 10, 2015).
- Yang, C.C. et al. (2013). an Evaluation of the Learning Effectiveness of Concept Map- Based Science Book Reading via Mobile Devices. Educational Technology & Society, 16 (3). 167–178.

## Theses

- Abdullah, M. (2014). Effectiveness of Audio-Visual Aids In Language Teaching In Tertiary Level. ( MA Thesis). Bangladesh: BRAC University.
- Asta, K. (2010). Impact of Modern Educational Technologies on Learning Outcomes: Application for E-Learning In Biomedical Engineering. (Doctoral Thesis). Hervanta: University of Tampere.
- Chelli, S. & Khouni, W. (2013). The Competency-Based Approach in High Education. (Thesis). Algeria : Mohamed Kheider University.
- Veronika, R. (2007). The Use of Music in Teaching English. (Diploma Thesis). Tampere University, Hervanta.
- Zidane, R. (2010). Validating Holistic Scoring for the Assessment of EFL Learners' Writing Performance. ( Thesis). Algeria : Tlemcen University.

# Appendices

### Appendix A: Students' Questionnaire

Dear students we have some questions concerning the use of technology as a medium for teaching and learning English as a foreign language. Therefore, you are kindly asked to answer the following questions by putting a cross X on the right response and add your comments when it is necessary:

1- Do you use technology for learning?

Yes  No

2- Do you enjoy using technology during your studies?

Yes  No

3- Do you think using technology in class is time consuming?

Yes  No

4- Do you use technology such as dictionaries or internet in your phone/tablet as support strategy in your class?

Yes  No

5- Do you think that the English department is equipped with enough technological materials?

Yes  No

6- How often do you use technology in classroom?

Usually  Sometimes  Never

7- Do you wish to spend more time using technology in your classroom?

Yes  No

## Appendices

---

8- Do you think using technology would improve your language skills?

- a little                       a lot

9- Does the use of technology make the students?

- Motivated                       Less motivated

10- What feeling do you have about educational technology?

- Negative effect               No effect               Positive effect

11- What do you prefer?

- Traditional education     Educational technology     Both

12- While doing a research which tool do you use the most?

- Books                               Internet                       Both

13- What are the technological tools that usually use in your class ?

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

14- According to you what are the advantages and disadvantages of educational technology?

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

15- Do you have any suggestions to improve the teaching and learning situation at your university?

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

### Appendix B: Teachers' Interview

1. Do you think that using technology for EFL teaching and learning is so important? Why?
2. Do you use technology to assist your teaching both in and out of classroom?
3. Do you feel confident when it's about using technology in classroom with you students?
4. Do you think that the use of technology for Teaching EFL is helpful for the students more than the traditional teaching ? Why?
5. Do you allow your students to use digital media in assignments?
6. Do you think that students like using technology in the classroom? Why?
7. Are the learners facing problems when it comes to the use technology?
8. Do you think that technology is misleading the learners in their studies? How?
9. While doing a research or planning a lesson which tool do you use the most?  
Internet or books
10. Have you ever encountered any technical issues when using technology in teaching?
11. Some people think the adoption of new educational technologies can release the teachers from heavy work load, do you agree?
12. By relying too much on the educational technology, do you find that teachers are being replaced by technology?
13. Do you think that technology is able to change the traditional roles of teachers?
14. Have you got any chance of professional development in technology?

## Appendices

---

15. What do you think is the most noticeable benefit that technology has brought to English teachers and their students?

17. If there is any factor that would influence your decision on teaching with or without Technology, what would it be?