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**Analyzing the Role of Digital Technology in Language Learning:
A Case Study of 3rd Year LMD EFL Students at Ghardaia
University**

**Dissertation Submitted to University of Ghardaia in partial fulfillment for Obtaining
the Master's Degree in Didactics**

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Dedication

I would like to thank ALLAH for his blessing, and for giving me the strength to succeed and
to be where I am now.

I dedicate my work to my parents;

To my beloved “Mother”; the woman who has been supporting me since I started my
academic pursuit, my source of motivation, encouragement, support and Strength, May you
always be in my life!

To my dear ‘father’ , the man who always pushed me forward through my academic pursuit.

May ALLAH bless you!

To my dear brothers and friends who were with me along the way , thank you for being
always there with me ,

To all the members of my family for supporting me materially and morally.

Ayoub Grairi

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Many thanks are addressed to 3rd year LMD students of English at the University of Ghardaia for their contribution in this study.

I am thankful to my family, classmates and friends, for their support and motivation.

Abstract

The study entitled Analyzing the Role of Digital Technology in Language Learning: A Case Study of 3rd Year LMD EFL Students at Ghardaia University, investigates how digital tools are utilized in the process of learning English as a foreign language. The research addresses the growing reliance on technology among students and the corresponding need to understand its pedagogical impact. The main objectives are to identify the most commonly used digital tools, examine their frequency and purpose, explore perceived benefits and challenges, and assess their contribution to learners' engagement, autonomy, and academic achievement. A quantitative, descriptive research design was adopted to ensure a systematic and measurable analysis of learners' behavior and attitudes. Data were collected through a structured questionnaire administered to 29 third-year LMD EFL students at Ghardaia University. The responses were analyzed using the Statistical Package for the Social Sciences (SPSS), employing descriptive statistical methods such as frequencies, percentages, and mean scores. The findings reveal a widespread use of informal digital platforms, with YouTube (39.6%) and AI-powered tools like ChatGPT and Grammarly (32.7%) being the most preferred. These tools enhance students' motivation, autonomy, and exposure to authentic language input, particularly benefiting listening and speaking skills. Nevertheless, the study also highlights key challenges, including unstable internet connectivity, personal barriers like self-discipline and distractions, and a lack of personalized pedagogical support. Furthermore, most digital tool usage remains informal and outside institutional frameworks, underlining the need for better curricular integration and institutional guidance.

Keywords: Digital Tools, English Language Learning, Self-Directed Learning, Motivation, Technical Challenges, Internet Connectivity, Pedagogical Interaction, Listening and Speaking Skills, Informal Learning, Artificial Intelligence (AI)

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General Introduction

General Introduction

The 21st century has witnessed a rapid transformation in nearly every sector of life due to the integration of digital technologies. One of the most significantly affected areas is education, where technological innovations have reshaped teaching and learning processes. Language learning, particularly English as a Foreign Language (EFL), has evolved from traditional, classroom-based instruction to more dynamic, interactive, and technology-enhanced practices. Digital tools such as language learning apps (e.g., Duolingo), video platforms (e.g., YouTube), AI-powered assistants (e.g., ChatGPT), and Learning Management Systems (e.g., Moodle) are now increasingly used to supplement formal instruction and offer learners more autonomous and personalized learning experiences.

The integration of technology into EFL learning is especially relevant in higher education contexts, where students are expected to develop not only language proficiency but also digital literacy. Algerian universities, including Ghardaia University, are progressively adopting these technological tools to enhance their language programs. However, the effectiveness, accessibility, and impact of these tools on students' learning outcomes remain areas that need empirical exploration.

This study focuses on analyzing how digital technologies influence the language learning experiences of third-year LMD (License-Master-Doctorate) students majoring in English at Ghardaia University. It aims to examine the types of tools students use, the frequency and purpose of their usage, the perceived benefits and challenges, and the overall implications for EFL pedagogy in Algerian higher education.

Statement of the Problem

Despite the increasing presence of digital technologies in educational environments, there remains a lack of comprehensive understanding of how these tools are utilized by students, especially in the context of Algerian universities. Most institutions have not yet fully

integrated digital tools into their pedagogical practices, often due to infrastructural limitations, lack of training, or resistance to change. Furthermore, many students may use digital tools informally, without structured guidance or clear pedagogical objectives.

In the context of Ghardaia University, it is unclear to what extent third-year EFL students are engaging with digital technologies in their language learning journeys. While some may benefit from greater access to English-language content and interactive platforms, others may struggle with issues such as digital literacy, internet connectivity, or a lack of motivation.

The problem is twofold: (1) there is insufficient research documenting how digital tools are currently being used by EFL students at Ghardaia University, and (2) there is a need to assess the effectiveness and challenges of these tools from the students' perspectives to inform future educational strategies.

Research Questions

To address the identified problem, this study seeks to answer the following research questions:

Main Research Question:

- How does the use of digital technology influence language learning among third-year EFL students at Ghardaia University?

Sub-questions:

- 1-What types of digital technologies do third-year EFL students at Ghardaia University use for language learning?
- 2-How frequently and for what purposes are these digital tools used?
- 3-What are the perceived benefits of using digital technologies in EFL learning?
- 4-What challenges or limitations do students face in integrating digital tools into their learning process?

5-How do students' experiences with digital technology align with current theories of language acquisition and digital learning?

Research Hypotheses

Based on the literature and initial observations, the study is guided by the following hypotheses:

1-Third-year EFL students at Ghardaia University regularly use a variety of digital tools (e.g., YouTube, language apps, online dictionaries) to support their language learning.

2- These digital tools are used frequently and serve various purposes, including vocabulary acquisition, listening practice, and grammar improvement.

3- The use of digital technology positively influences students' learning by increasing their motivation, autonomy, and access to authentic language input.

4- Despite the benefits, students encounter challenges in using digital technologies effectively, including limited digital literacy skills, unreliable internet access, and insufficient institutional support.

5- Students' experiences with digital tools primarily reflect informal and self-directed learning practices, which may or may not align with established theories of language acquisition and digital learning.

Research Objectives

This study aims to achieve the following objectives:

1-To identify the digital tools most commonly used by third-year EFL students at Ghardaia University.

2-To examine the frequency, purpose, and context of digital tool usage in language learning.

3-To explore students' perceptions of the benefits and challenges of using digital technology for learning English.

4-To analyze the extent to which digital technologies contribute to learner autonomy, engagement, and academic achievement.

5- To provide recommendations for educators, curriculum designers, and policymakers on effective integration of digital tools in EFL programs.

Rationale

The rationale behind this study lies in the growing recognition of digital competence as a fundamental component of modern education. As English continues to dominate as the global language of communication, access to digital resources becomes essential for learners in non-native contexts. For Algerian EFL students, mastering English is not only an academic requirement but also a gateway to global knowledge, employment, and cross-cultural communication.

By examining how digital technologies are currently being used—and not used—by students at Ghardaia University, this study seeks to fill a gap in local research. Most existing studies on digital technology in language learning focus on Western or urban educational contexts, leaving rural or underrepresented regions like Ghardaia with little visibility. This research will provide context-specific insights that may help educators and administrators better understand students' digital habits, needs, and challenges.

Moreover, the findings may inspire future reforms in curriculum development, teacher training, and digital infrastructure investment, particularly in Algerian universities.

Scope and Limitations

This study focuses exclusively on third-year LMD students majoring in English at Ghardaia University. The scope is limited to their use of digital technologies for the purpose of language learning, particularly English as a foreign language. The research includes both quantitative (questionnaires) and qualitative (open-ended responses) data collection methods.

Limitations of the study may include:

A relatively small or non-random sample size may not fully represent the wider student population, and potential response bias can occur due to self-reporting in surveys.

1-The study does not examine the role of teachers or institutional policies in-depth, focusing instead on student perspectives.

2-Variability in digital access and infrastructure may affect the consistency of findings.

3-Despite these limitations, the study aims to provide meaningful insights into how digital technology is shaping language learning in a specific Algerian context.

Structure of the Dissertation

This dissertation is organized into two main chapters with a general introduction and a general conclusion. The general introduction outlines the background, problem statement, hypotheses, objectives, questions, rationale of the study, and limitations.

Chapter one presents a comprehensive literature review. It explores prior local and international studies, theoretical frameworks such as constructivism and connectivism, and offers an overview of language learning in the digital age, with a particular focus on the role of digital tools in EFL contexts, both globally and within Algerian universities.

Chapter two details the research methodology, including the design, sampling procedures, data collection tools, and methods of analysis, along with ethical considerations. It is dedicated also to the presentation and discussion of the data collected, offering a thorough analysis of the findings, including the challenges faced by participants and their implications. The dissertation concludes with a general summary of the results, followed by practical recommendations for teachers, students, and university administration, along with suggestions for future research that can explore this topic further and in greater depth.

Chapter One:
Literature Review

I.1. Introduction

The development of digital tech has been a fundamental factor in the English language's development over the last ten years, and its association with education has revolutionized conventional teaching methods. As noted by David Graddol (2000), "Technology lies at the heart of the globalization process; affecting education, work and culture" (p. 16). The use of the English Language globally has increased significantly since the 1960s and has expanded further in the present day for the purpose of political discourse, social communication, commerce, teaching, the mass media, library and information science and cross border communication, digital technologies have extended worldwide significance and enter a key position in the syllabus, being the major tool for delivering information (Graddol, 2000).

As Warshauer (2000) argues that technology is now a vital part of modern life, enabling students to access global perspectives beyond the confines of their classrooms. Recent technological improvements have displaced numerous traditional teaching strategies, making it difficult to determine whether the present-day educators approve or disapprove of teaching by other means over traditional teaching.

I.2. Review of Related Studies (Local & International)

Several studies have investigated the challenges and possibilities for the digital integration of higher education in Algeria. For example, Benkaddour (2023) analyzed the application of e-learning at the Relizane campus of the University of Relizane, highlighting the use of Moodle during the pandemic. Although students faced many obstacles, e-learning became a bridge for continuing education. The students faced a technology gap and a strong desire for face-to-face classes. Thus, gaps in the infrastructure and training ability continued to be significant barriers impeding effective use of e-learning in Algerian universities.

Laifa et al. (2024) examined the satisfaction of students in Algerian universities and their teachers concerning the experiences of blended learning processes during the COVID-19 pandemic. The results showed that both respondents indicated some level of satisfaction with blended learning. However, the group raised issues of limited technology access and insufficient training as common challenges. The authors claimed that these issues must be addressed in order to see benefits from blended learning in higher education for Algerians.

The challenges and contributions of online teaching in Algerian universities during the COVID-19 pandemic were analyzed by Kerrouzi (2020). The author states that online learning was found to have positive contributions such as offering continuity to education, while on other hand, difficulties with the appropriation of digital tools arise amongst both teachers and students. The author stresses the necessity of having comprehensive strategies directed toward enhancing digital literacy and support for the shift to online teaching methodologies.

Digital transformation is needed in higher education today. According to Bholane (2024), digital technologies are paramount to improved engagements in teaching and learning as well as faculty performance and student management. His study notes that aspiration, readiness assessment, leadership, implementation, and review are key stages in achieving digital transformation. It does, however, raise issues such as refusal to change and the need for better digital competencies among academic staff.

Quy et al. (2023) consider the integration of Artificial Intelligence (AI) and the Internet of Things (IoT) in higher education as a possible way of transforming the teaching and learning experience. Their study shows the process of digital transformation in Vietnam, focusing on the characteristics of the Vietnamese higher education system in this respect. Furthermore, the authors highlight several aspects concerning digital transformation in low-

and middle-income countries, concentrating on the vision, approach, and challenges, thus suggesting strategic planning and investment in digital infrastructure.

I.3. Overview of Language Learning in the Digital Age

The field of language development has been tremendously improved by the recent growth of innovative technology. The emergence of many new means of communication, as Crystal (2006) notes—texting, Instagram, WhatsApp, and the like—has shifted our manner of speech. These sites prize shortness, abbreviations, emojis, and other forms of compression, and this has led to a new kind of language. While this is certainly a new way of speaking, it also causes concern about its potential impact on traditional language skills, like grammar and vocabulary.

In this digital era, being an effective communicator goes beyond having a range of vocabulary and good syntax, to being a digital literate person. Leu et al. (2013) calls it new literacies, which is not just the ability to access information from the web but also to create and communicate ideas through the web. This is because the web is becoming the primary means of getting information and connecting with others. Therefore, teachers are responsible for teaching students how to be digitally literate.

In addition, the emergence of the internet has greatly increased the availability of language learning aids. Mobile applications, online classes, and virtual exchange programs now offer immersive and interactive experiences that will help learners improve their language abilities (Warschauer & Meskill, 2000). In addition to making learning more difficult, characteristics including gamification, video integration, and immediate feedback make it more appealing, expanding language learnability to people of all backgrounds.

However, the impact of technology on communication has not been all positive. According to Baron (2008), the informal language used online can harm literacy skills in

younger generations. This shows that people must be taught to appreciate technology while also teaching basic skills.

The traditional writing strategies, for example, the use of capitalization, commas, and a new paragraph for a new idea, are things you can hardly find in the contemporary world of digital communication. In addition, the regular involvement into the activity carried out with the use of the screen reduces the level of reading comprehension and decreases attention span, which are critical in developing critical thinking and a well-rounded language.

I.4. Theoretical Framework

This study is grounded in educational theories that explain how learners interact with knowledge in both traditional and digital contexts. To better understand the role of digital technology in EFL learning, the research draws on two complementary frameworks: constructivism and connectivism. These theories offer valuable insights into how students build knowledge through experience, collaboration, and digital connectivity.

- **Constructivism**

Constructivism is actually a philosophy of learning opposed to the conventional methods of teaching. It actually lays emphasis on experiential, problem based and inquiry driven learning. However, there is less knowledge on how to go about it in detail.

Constructivist education makes sure not to split ideas from context. Young adults are enlightened through events which are meaningful and sensible. The class turns into an area where every person works together, and teachers merely encourage. (Yilmaz, 2008)

A constructivist classroom supports autonomy, reciprocity, and empowerment of the learner. The learners build deep understanding and make connections between concepts and different ways of knowing. Each student makes personal meaning and knowledge. The teacher should help the students articulate and justify themselves instead of transmitting the content of the lesson. (Yilmaz, 2008)

To promote constructivist pedagogy, teachers need to think about the learners and how they think. This is achieved by engaging learners in group discussions and activities that promote inquiry and help them reshape their ontological structures. Constructivist teaching involves framing problems that are relevant to learners, teaching and assessing ideas relevant to the problems, respecting and valuing the learner's perspective, adopting cognitive learning principles, adapting content to the learners, and continuous assessment. Dialogues, debates, and other planned.

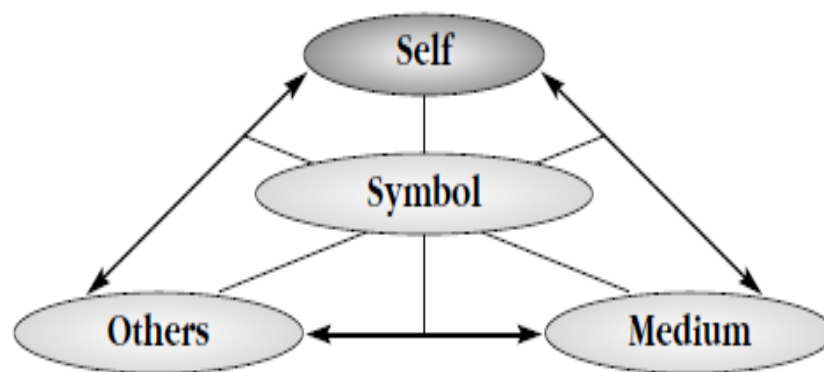


Figure 1. Constructivist Learning Model (source: Fosnot 1996)

Figure1: Constructivist Learning Model

- **Connectivism**

Digital societies find the use of Siri, Google Assistant and Alexa to be a norm, and they enjoy the use of various technologies. The use of technology has increased especially among the students. They prefer to rely on the new technology than the printed version. This applies to use of laptops and smartphones, as well as the internet. Therefore, the traditional methods of learning using textbooks have significantly changed. There are numerous gaps in the traditional theories and methods of learning. Such gaps, in turn, have resulted in the new view of connectivism. In the mid-2000s, Siemens and Downes introduced the theory of

connectivism. According to this theory, learning takes place through networks of connections. These networks are comprised of nodes and links. Nodes are represented by things such as people and tools. Links are connections. It is important to remember that knowledge is not limited to an individual. Learning is likely to take place through the collaboration of learners and through technology. The views and opinions of a person also form part of the various links. In addition, the need to connect the information available is crucial for learning. It is also important for the learning to be informed about the changes that take place.(Western Governors University, 2021)

I.5. Digital Technology in Education

Current technological developments have boosted educational quality through faster assessment processes, enhanced student involvement and operational improvements that go beyond standard teaching practices. Educational institutions today incorporate smartphones and wireless devices into their curriculum because these tools meet the needs of modern students who prefer adaptable and user-friendly learning methods. Yet traditional educators consider technological tools to be disruptive to classroom learning. Educational tools including online calendars and student response systems enable teachers to plan effectively and provide instant student feedback. Digital technologies have revolutionized the agricultural industry by minimizing the consumption of resources (Bates, 2019).

- **Global Context**

The foundation of digital classrooms consists of digital tools and online platforms including social media, multimedia tools, and mobile phones which transform the educational process. Digital technology implementation has produced substantial improvements in educational environments. Digital learning combines technology with traditional educational content delivery to help students learn new material faster and better. The educational approach focuses on digital tools because students work on internet-connected devices

including laptops, tablets, and Chromebooks. Students no longer need to write down complete notes from lectures because they actively participate through interactive educational platforms (Parveen & Ramzan, 2024).

Education represents a communication system that has expanded because of the internet which provides new methods to distribute information to learners. Learning through digital media alongside virtual environments proves to be effective for educational purposes. A digital classroom depends on educational websites and apps which enhance learning activities for students. The educational environment requires real-time feedback tools that enable teachers to give immediate responses to student work during both individual and group work and throughout entire lessons.

Instructional tools including PowerPoint presentations, video content, e-learning modules and online training are now widely used to enhance lesson dynamics. Modern students have the ability to study diverse subjects through independent exploration of online learning resources. The methods that once defined teaching through color charts and physical models along with handwritten notes have now become obsolete. Modern digital classrooms have transformed education by replacing traditional textbooks and chalkboards to create more interactive and engaging learning experiences (Parveen & Ramzan, 2024).

- **The Algerian University Context**

When the COVID-19 crisis began Algeria implemented digital technologies as an emergency response to keep higher education running. Universities used Moodle, Microsoft Teams, and Zoom platforms to deliver their educational programs during the transition period (Zermane & Aitouche, 2020). Educational continuity faced substantial barriers after the transition to digital learning despite its important development.

Digital infrastructure limitations joined with poor internet connections and insufficient educational staff training became the main difficulties faced by educational institutions

(Dallaa & Belhaoues, 2024). Online learning became less effective because these elements combined to worsen educational disparities especially for students who live in remote locations.

Ameziane and Nahi (2025) recommended three strategies to overcome these difficulties: improved technological infrastructure, continuous teacher training, and the creation of digital platform-based instructional materials. Better educational quality will result from these measures which focus on infrastructure enhancement alongside continuous professional development and personalized educational tools.

I.6. Role of Digital Tools in EFL Learning Common Platforms (YouTube, ChatGPT, Duolingo, LMS, etc.)

The use of digital tools represents an essential component of English as a Foreign Language (EFL) education since these tools provide multiple learning solutions to meet different student requirements. EFL students experience improved learning outcomes through their engagement with content on YouTube. Alwehaibi (2013) examined how second-year college students at Princess Noura University in Riyadh, Saudi Arabia learned the theoretical aspects of "Observation in Schools 2» through YouTube videos in combination with discussions and PowerPoint presentations. The research demonstrates that the experimental group which employed YouTube as a teaching tool outperformed the traditional lecture-based instruction given to the control group. The research findings demonstrate that YouTube integration in EFL instruction produces beneficial effects on student content learning outcomes.

The educational field now benefits from ChatGPT as a powerful EFL learning instrument. A systematic review by Hsu, Hwang, and Chang (2024) examined 70 studies which explored the educational applications of ChatGPT in ESL/EFL contexts. The evaluation confirmed that ChatGPT enables students to learn more through customized

educational interactions while receiving help from teachers. The research discovered both benefits and concerns related to ChatGPT which include the distribution of incorrect content and worries about academic integrity. Research shows that ChatGPT has a positive effect on student language acquisition in writing while showing potential to enhance speaking and listening skills.

The implementation of Duolingo as a gamified language learning tool in EFL classes has produced substantial positive outcomes. Fifteen academic papers evaluated the educational value of Duolingo in teaching English as a Foreign Language according to Irzawati (2024). The study demonstrated that Duolingo produced positive results by developing students' grammar and vocabulary skills while simultaneously improving their listening, reading, speaking and writing proficiency alongside enhancing their learning motivation. The extensive development of language abilities through Duolingo demonstrates its value as an additional educational resource for teaching English as a Foreign Language.

EFL instructors use Learning Management Systems (LMS) for course organization and administration. Lien (2023) investigated EFL teachers and students from a Vietnamese public university to study their opinions about LMS use in blended learning settings. The research revealed that LMS supports students through proper course structure while providing various teaching techniques and adaptable learning approaches and student independence improvements. The research identified technical problems along with internet connection issues and user skill deficiencies as major obstacles. The study showed that EFL educators hold a favorable view about the system despite these challenges which demonstrates its potential as a strong educational tool when used correctly.

I.7. Challenges of Digital Integration

The integration of technology in Algerian higher education institutions offers numerous useful advantages yet poses some challenges that Barriers to Digital Adoption

Types of Challenges STEM From. One of most significant is lack of technology tools, especially poor internet connection and inadequate equipment hampers the provision of online instruction and creates barriers to student's access to education services (Fennour & Chiheb, 2023). Moreover, there is an insufficient number of students and faculty who possess the necessary skills of digital literacy. The situation of many teachers and students being insufficiently trained to use digital technology has a negative effect on teaching and learning processes (Menad, 2024). In addition, the abrupt transition to the online learning modality during the pandemic gave rise to numerous teaching strategy voids.

A lack of interaction in many courses offered asynchronously contributed to low student participation and motivation (Ameziane & Nahi, 2025). To resolve these issues, specialists suggest focusing on upgrading infrastructure, offering ongoing training to educators, and creating custom digital content for learners and teachers (Abbas, 2023). Resolving these elements will allow Algerian universities to improve the value and availability of digital education and services to all beneficiaries.

Conclusion

The transformation of education through digital technology has expanded access to learning resources, enabled learning anytime and anywhere, and introduced interactive tools that motivate students. In today's time, it has become a crucial part of higher education, especially in view of the global contingency during the COVID-19 pandemic. However, despite all the advantages it brings along, digital tools do face few barriers: these include limited access and proper infrastructure and inadequate training of teachers. Continued efforts must be made to address these challenges and ensure full realization of fruits through digital education.

Chapter Two:
Research
Methodology

Introduction

This chapter details the methodology adopted in the current research, which seeks to investigate students' perceptions regarding the use of digital tools in learning English. The chapter lays out the research design, population and sampling strategies, the instruments employed, the procedures of data collection, methods of data analysis, and the ethical principles respected throughout the study. These methodological steps were carefully chosen to ensure the validity, reliability, and academic rigor of the research process.

II.1 Research Design

The present study adopts a quantitative descriptive research design, which is commonly used when the goal is to describe existing phenomena based on the responses of a defined population. This design enables the researcher to collect objective and numerical data regarding students' engagement with digital tools in the context of English language learning. A descriptive approach is particularly suitable for this type of study, as it allows for the identification of patterns, frequencies, and correlations without manipulating variables. The selection of this design is grounded in the need to provide a clear and measurable account of learners' behaviors, attitudes, and perceptions.

II.2 Population and Sampling

The population targeted in this study consists of third-year students enrolled in the Licence-Master-Doctorate (LMD) English program at the University of Ghardaia during the academic year 2024–2025. These students were considered ideal participants due to their advanced level of study, which suggests a significant exposure to English learning practices and tools, including digital resources.

A purposive sampling technique was employed. This non-probability sampling method involves selecting participants based on specific characteristics relevant to the research objectives. In this case, participants were selected because of their status as advanced

English learners and their assumed familiarity with various digital learning platforms and applications. The sample included both male and female students from different sections to ensure diversity and representativeness within the available academic level.

II.3 Instruments Used

For the purpose of data collection, a structured questionnaire was designed and administered. The questionnaire aimed to collect quantitative data concerning students' use of digital tools in English learning, the frequency of such use, the perceived effectiveness of these tools, and the specific language skills (listening, speaking, reading, writing) that students believed were most impacted.

II.4 Procedure of Data Collection

Data collection was carried out in a systematic and organized manner. After obtaining the necessary permissions from faculty members and department heads, the researcher distributed the questionnaires in person during scheduled class sessions. The purpose of the study was clearly explained to participants, who were assured that their responses would remain anonymous and would be used solely for academic purposes.

Participants were given sufficient time to respond to all items, and the researcher remained available to clarify any ambiguities or questions during the completion process. The entire data collection process was completed over a period of a month, ensuring that all responses were collected in a consistent environment with minimal external influence.

II.5 Data Analysis Methods

Upon completion of data collection, responses were entered into the Statistical Package for the Social Sciences (SPSS) for analysis. The data were processed using descriptive statistical techniques, such as frequencies, percentages, and mean scores. These methods were employed to summarize the data and to provide a clear overview of the participants' responses.

Charts and tables were generated to visualize key trends, such as the most frequently used digital tools, perceived usefulness, and which language skills were most improved. The results were then interpreted in relation to the research questions and objectives, providing a foundation for discussion in the following chapter.

II.6 Ethical Considerations

The ethical integrity of the study was upheld at all stages. Participation in the study was strictly voluntary, and all participants were informed in advance about the purpose of the research and the way their data would be handled. They were assured of complete anonymity, as no identifying information was requested or recorded. Informed consent was obtained verbally before the distribution of the questionnaire.

Furthermore, the research was conducted in accordance with the ethical guidelines of academic research and the internal policies of Ghardaia University. Data were stored securely and used solely for the purpose of this study, with no risk posed to the privacy or well-being of any participant.

II.7 Description of Participants

The participants in this study were third-year LMD students majoring in English at the University of Ghardaia during the academic year 2024–2025. A total of 29 students participated in the research. This group was purposefully selected based on their advanced academic level and presumed familiarity with digital learning tools throughout their university studies.

The sample included students of both genders, representing different sections and classes, which allowed for a balanced and diverse set of perspectives. The participants were generally between their early and mid-twenties, reflecting the typical age range of undergraduate students at this stage.

This specific group was chosen due to their ongoing engagement with English language learning and their likely exposure to various digital platforms and applications. Their insights were therefore considered valuable for evaluating the effectiveness of such tools in enhancing language proficiency within an academic context.

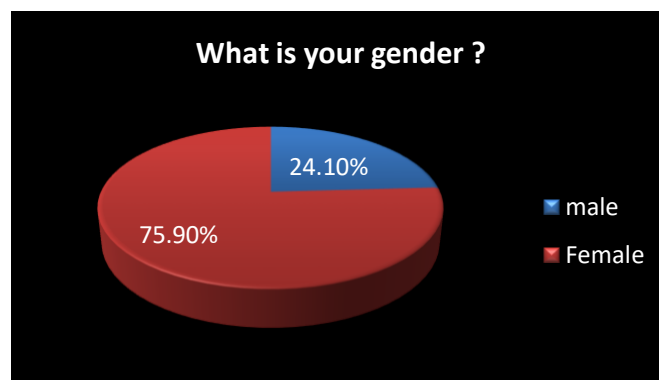
II.8 Quantitative Results

Table 1: What is your gender ?

What is your gender ?	Repetition	Percentage
male	7	%24,1
Female	22	%75,9
Total	29	100,0

Source: Prepared by the researcher based on SPSS outputs

Figure 1: What is your gender ?



The data illustrate the gender distribution of the participants in the study. Out of a total of 29 respondents, 22 are female, representing 75.9% of the sample, while only 7 are male, accounting for 24.1%. This indicates that the majority of the participants are female, suggesting a gender imbalance in the sample. Such a distribution may reflect the actual gender composition of the student population in the context of the study or may influence the

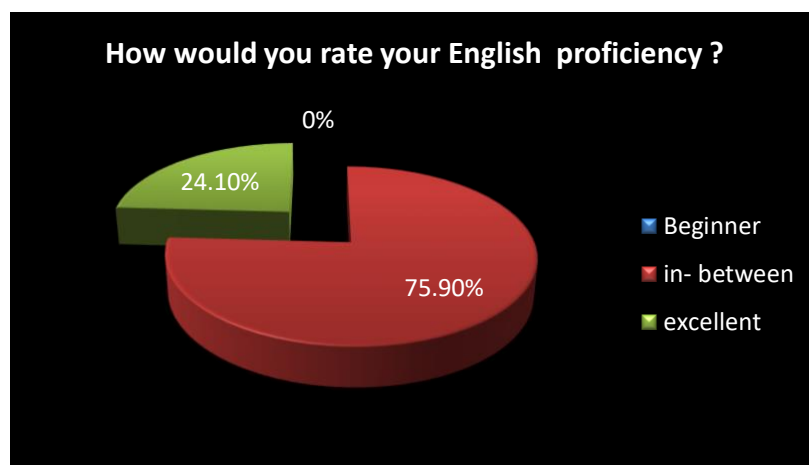
interpretation of certain findings, particularly those related to gender-specific perspectives on language learning and the use of digital technology.

Table 2: How would you rate your English proficiency ?

Answer alternatives	Repetition	Percentage
Beginner	0	00%
in- between	22	%75,9
excellent	7	%24,1
Total	29	100,0

Source: Prepared by the researcher based on SPSS outputs

Figure 2: How would you rate your English proficiency ?



The results illustrate how the participants rated their English proficiency. Out of the 29 respondents, none identified themselves as beginners, which suggests that all participants have at least some foundational knowledge of English. The majority of them—22 students, making up 75.9%—considered their proficiency to be "in-between," indicating a moderate or intermediate level. Meanwhile, 7 participants, or 24.1%, rated their English as "excellent." This distribution shows that most students feel somewhat confident in their English skills, though only a smaller portion perceive themselves as highly proficient. This could reflect

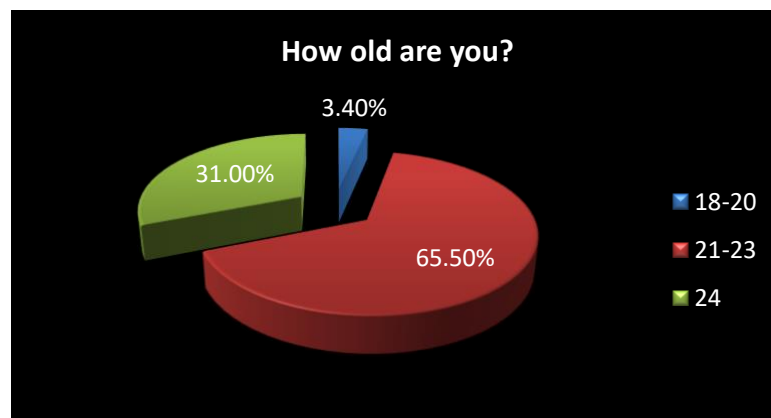
varying levels of exposure to English or differences in self-assessment confidence among students

Table 3: How old are you?

Answer alternatives	Repetition	Percentage
18-20	1	%3,4
21-23	19	%65,5
+24	9	%31,0
Total	29	100,0

Source: Prepared by the researcher based on SPSS outputs

Figure 3: How old are you?



The results present the age distribution of the surveyed individuals. A large majority of respondents, 65.5%, fall within the 21-23 age group, indicating that most participants are young adults, likely in the early stages of higher education or early careers. A smaller proportion 31.0%, are 24 years old or older, suggesting some diversity in age, possibly including postgraduate students or those with more work experience. Interestingly, only 3.4% of the respondents are aged 18-20, which indicates that younger participants are underrepresented in this group. Overall, the sample predominantly consists of individuals in their early twenties.

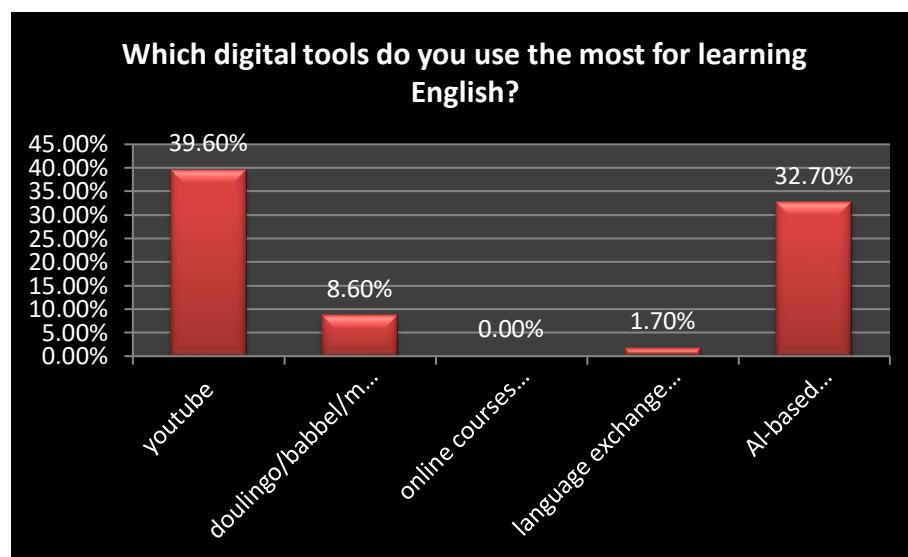
Table 4: Which digital tools do you use the most for learning English? (Check all that apply)

Answer alternatives	Repetition	Percentage
youtube	23	%39,6
doulingo/babbel/memrise	5	%8,6
online courses (coursera, udemy, etc.)	0	%0,0
language exchange platforms tandem, hello talk	1	%1,7
AI-based tools(chatgpt, grammarly, etc)	19	%32,7
Total	58	100,0

Source: Prepared by the researcher based on SPSS outputs

Autre	Answer
01	Entertainment English content mostly
02	Watch foreigners speaking English on topics I like + translate videos in a different language into English and series
03	Podcasts

Figure 4: Which digital tools do you use the most for learning English? (Check all that apply)



The findings indicate that the most frequently used resource for English language learning among participants was YouTube, with 23 respondents (39.6%) indicating it as their

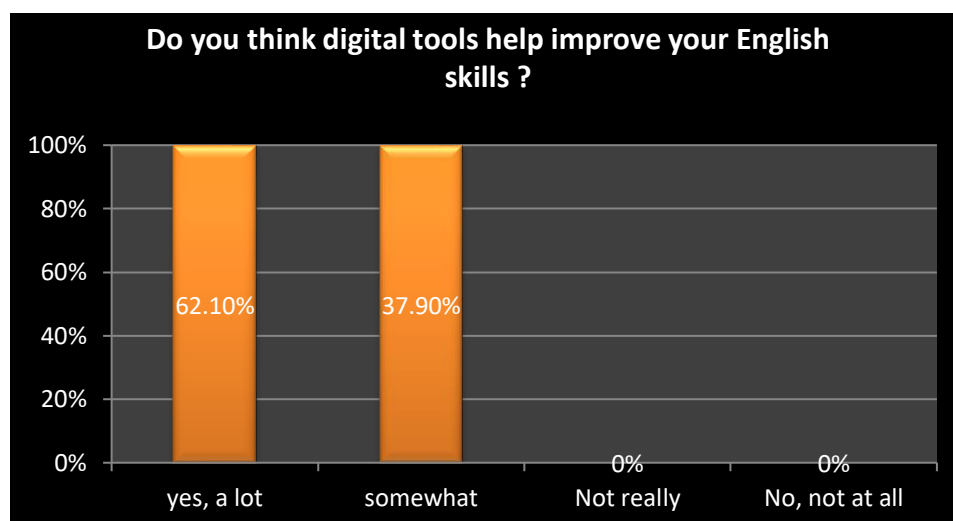
preferred choice. This is followed by AI-based tools such as ChatGPT and Grammarly, used by 19 respondents (32.7%). Other digital tools, such as Duolingo, Babbel, and Memrise, are used less frequently, with only 5 respondents (8.6%) reporting their use. Language exchange platforms like Tandem and HelloTalk are the least used, with just 1 respondent (1.7%) indicating they use these platforms. Interestingly, no respondents reported using online courses like Coursera or Udemy for learning English. These results suggest a strong preference for video content and AI-powered tools over more traditional language learning platforms.

Table 5: Do you think digital tools help improve your English skills ?

Answer alternatives	Repetition	Percentage
yes, a lot	18	%62,1
somewhat	11	%37,9
Not really	0	%0
No, not at all	0	%0
Total	29	100,0

Source: Prepared by the researcher based on SPSS outputs

Figurer 5: Do you think digital tools help improve your English skills ?



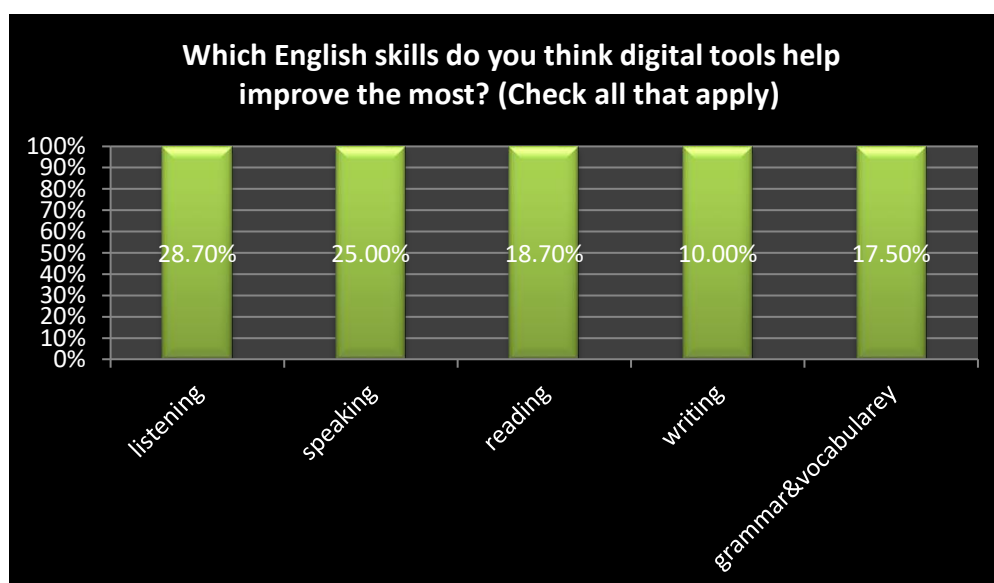
The results indicate that the majority of respondents believe digital tools significantly contribute to the improvement of their English skills. Specifically,, 18 participants (62.1%) answered “yes, a lot,” indicating a strong positive perception of the effectiveness of these tools. Additionally, 11 participants (37.9%) said “somewhat,” suggesting they see some benefit but perhaps not as much as others. Notably, none of the respondents selected “not really” or “no, not at all,” which implies that no one completely rejects the value of digital tools in language learning. Overall, these findings highlight the important role digital tools play in supporting English language development for learners

Table 6: Which English skills do you think digital tools help improve the most? (Check all that apply)

Answer alternatives	Repetition	Percentage
listening	23	%28,7
speaking	20	%25,0
reading	15	%18,7
writing	08	%10,0
Grammar & vocabularey	14	%17,5
Total	80	100,0

Source: Prepared by the researcher based on SPSS outputs

Figure 6: Which English skills do you think digital tools help improve the most? (Check all that apply)



The results reveal that learners consider digital tools most effective in enhancing their listening skills., with 23 responses (28.7%). Speaking skills are the second most supported area, with 20 responses (25.0%), showing that many learners see value in using digital tools for practicing verbal communication. Reading skills come next, with 15 responses (18.7%), followed by grammar and vocabulary at 14 responses (17.5%). Writing, however, seems to benefit the least from digital tools, with only 8 responses (10.0%). These results suggest that learners feel digital tools are particularly useful for enhancing receptive and oral language skills, while they are perceived as less effective for writing tasks.

- **Do you find digital learning more effective than traditional classroom learning?**

Why?

Sample	The Answer
01	No , it's not
02	Absolutely. Visual and auditory content makes English easier to grasp
03	I guess no bcz learning in a classroom is more effective and unforgettable

	.so u can use it as tool but not rely on it
04	-----
05	Yeah somehow cause everyone can take the suitable way for him to learn
06	Yes and no, because it is true that it helps with listening and speaking, but it neglects the aspect of writing and reading
07	Yep a lot cuz it's easier than it
08	Yes , of course
09	Yes because it deals with more communication
10	What makes digital learning more effective is the multiple tools and choices provided , it can offer personalized learning experiences and immediate feedback, which isn't always possible in a traditional classroom
11	Yes, because it is fast and diverse
12	No because traditional classroom fosters social skills and face to face interaction
13	Yes, because it is easy to use and more enjoyable
14	Yes
15	-----
16	Ues I did,because it's not boring
17	Cause it is more professional
18	Yes, because it easy to access and communicate with
19	Yes, because it is easy to use
20	Yes i do cuz its easier
21	I think yes because they help create an engaging atmosphere in the classroom where students are at the center of the task, so learners may find

	it more interesting and effective to learn with the help of digital technology more than traditional classroom.
22	Yes It is to some extent since it offers the learner real situations to deal with
23	50/50 , each methode has its own features
24	It's not accurate to say definitively that digital learning is universally "more effective" than traditional classroom learning, or vice versa. Both methods have distinct advantages and disadvantages,
25	Yes, because traditional classroom make students bored , and learning n'thing
26	Yes it can be
27	No , nothing is better than a teacher in front of you
28	Yes , because is flexible,like online courses that let you learn at your own pace.
29	Yes

The answers to the question “Do you find digital learning more effective than traditional classroom learning? Why?” show a variety of opinions among learners. Many participants believe digital learning is more effective, highlighting its flexibility, accessibility, and the variety of tools it offers. They mention that digital tools provide personalized learning experiences, immediate feedback, and help create an engaging learning environment. Some appreciate the visual and auditory content, which makes understanding English easier, while others note that digital learning is more enjoyable, professional, and helps with communication skills. On the other hand, several participants argue that traditional classroom learning is still valuable, as it fosters social interaction, face-to-face communication, and stronger long-term learning. A few respondents also express a balanced view, suggesting that both methods have their strengths and should complement each other rather than replace one

another. Overall, while there is a strong leaning toward the benefits of digital learning, it's clear that many still see the value in traditional classroom settings, especially for aspects like writing, reading, and interpersonal communication

- **What are the biggest challenges you face when using digital tools for learning English?**

Sample	The Answer
01	-----
02	Vision/health issues from looking at screens for a long time I guess.
03	Sometimes it gives u wrong answers also if u don't have network u can't use it
04	-----
05	Understanding the tips
06	There is no supervisor to correct your mistakes and someone to answer your questions. There is no supervisor to correct your mistakes and someone to answer your questions.
07	Complete the video in YouTube
08	Lack of Personalized Feedback
09	Internet issues
10	Just internet access isn't not available for everyone
11	Digital tools are expanding in some points and are not limited
12	Time . And weak of internet
13	Bad network
14	Lack of motivation
15	-----

16	Speaking
17	Lack of internet
18	-----
19	-----
20	Cack of social interaction
21	. Difficulty finding the accurate content for learning English. 2.Too many distractions that make me forget my purpose. 3.I lose my motivation sometimes.
22	The content is not relevant to our needs
23	Distractions , u get the access to more distracting things like instagram .. reels .. etc
24	-----
25	Internet, Target language speaker ..
26	-----
27	Distraction
28	Grammar
29	Technological issues

The table reveals a variety of challenges that learners face when using digital tools to study English, and these challenges reflect a mix of technical, personal, and learning-related issues. One major concern is internet access and technical reliability—many students mention how frustrating it is when the network is slow or unavailable. Without a stable connection, many digital tools become useless, which limits access to learning materials and interactive activities.

Another recurring theme is the lack of personalized feedback and human interaction. Digital tools may provide exercises or automatic corrections, but they can't replace a real

teacher or mentor who can explain mistakes in depth, adapt to individual learning styles, and provide encouragement. This lack of guidance can lead to misunderstandings, repeated errors, and a feeling of isolation, which in turn affects motivation.

Distractions also pose a significant challenge. While digital tools open the door to a wide range of resources, they also expose learners to endless entertainment options—like social media, videos, and other unrelated content. This makes it easy to lose focus, waste time, and feel unproductive. Some students also highlight that the content on digital tools is not always tailored to their needs, and finding the right material can be overwhelming. This can result in learning irrelevant topics or feeling stuck in repetitive, non-challenging exercises.

Additionally, learners mention health issues like eye strain and fatigue from spending too much time on screens, which affects their ability to concentrate and retain information. Lastly, developing speaking skills remains a challenge in the

digital world, as many tools focus on passive learning, and there are limited opportunities for real conversation practice.

challenges show that relying solely on them can create obstacles that make it harder for students to interaction, personalized feedback, and proper time management might help overcome these issues achieve their goals effectively. A balanced approach that combines digital tools with real-life

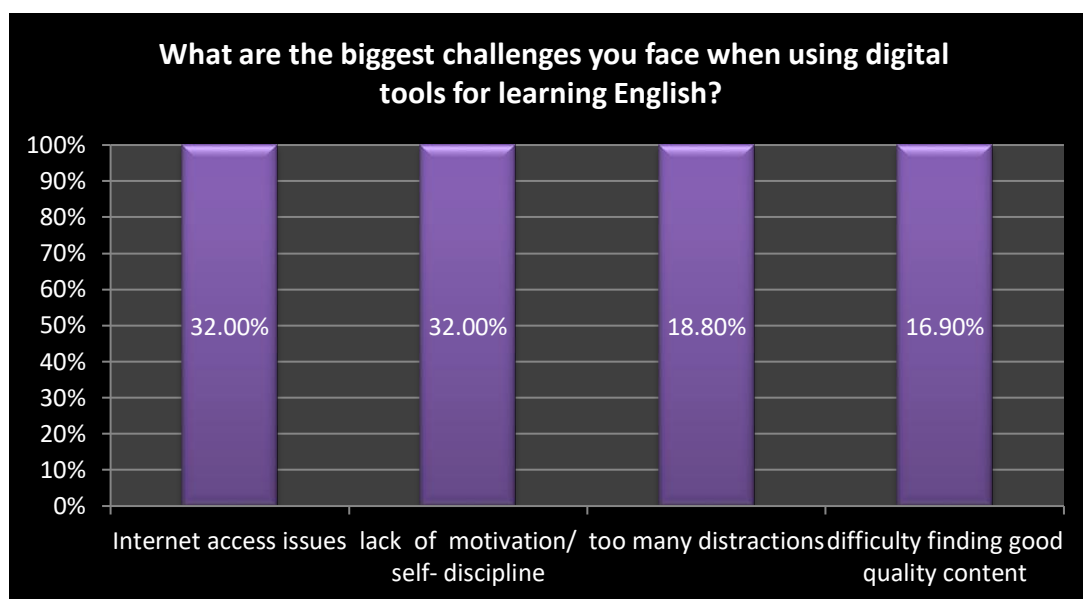
Table 7: What are the biggest challenges you face when using digital tools for learning English?

Answer alternatives	Repetition	Percentage
Internet access issues	17	%32,0
lack of motivation/ self-discipline	17	%32,0

too many distractions	10	%18,8
difficulty finding good quality content	9	%16,9
Total	53	100,0

Source: Prepared by the researcher based on SPSS outputs

Figure 7: What are the biggest challenges you face when using digital tools for learning English?



The data in Table No. (07) offers important insights into the main challenges that learners face when using digital tools for learning English. Interestingly, the most frequently mentioned issues—each cited by 32% of respondents—are internet access problems and a lack of motivation or self-discipline. This indicates that while digital tools have made learning more accessible, they are still dependent on reliable internet connections, which can be a significant barrier for many learners, especially in areas with unstable or limited internet infrastructure. Without a stable connection, learners might lose access to essential resources like videos, interactive exercises, or live sessions, making it harder to maintain consistent progress.

On the other hand, lack of motivation and self-discipline highlights the personal challenges that come with learning in an online environment. Without a teacher physically present to guide and encourage, learners often struggle to stay focused, set goals, and maintain a steady routine. This is particularly important for language learning, where regular practice and active engagement are key to improvement.

Another notable challenge is distractions, which affect 18.8% of learners. The internet offers a vast range of content

- **Would you recommend digital tools for English learning to other students? Why or why not?**

Sample	The Answer
01	-----
02	Yes. More learning less paying
03	Yes bcz some app's are helpfull .
04	-----
05	I would probably yeah but I still need practice is better
06	Yes, for a specific purpose and not dependent on it. Teaching methods must be diversified to ensure the result
07	Yep I would it's so funny and easy
08	Yes
09	Yes it's beneficial
10	Absolutely especially for beginners
11	Yes, I advise them because digital tool is diverse and includes most of the fields of study that the student needs
12	Yes because it helps students to improve speaking and writing skills

13	Yes, for it is a smart way to use your devices for learning
14	Yes
15	-----
16	-----
17	I have no idea
18	-----
19	-----
20	Yes because it's helpful and easy to access
21	I highly recommend them because they do help in learning and improving the language if they would be used in the Wright way.
22	Language exchange platforms because they crarte apportunities to exchange and improve the language
23	Yea why not , but but there must be some disciplinity
24	Yes, Digital tools allow learners to study at their own pace, anytime, anywhere. This is especially beneficial for students with busy schedules or limited access to traditional classroom settings.
25	Podcasts, because it helps students improve their listening skill, which is a very abandoned skill
26	-----
27	YouTube channels, Zamirican engilsh app , Elsa
28	Chat gpt
29	Podcasts. they're more effective

The responses in the table highlight that the majority of learners have a positive attitude toward using digital tools for English learning. Many of them recommend these tools because they are accessible, affordable, and offer a wide variety of resources that can help

improve different language skills such as listening, speaking, and writing. Several respondents pointed out specific tools and platforms they find useful, like podcasts, YouTube channels, language exchange platforms, and apps like Elsa or ChatGPT, suggesting that these tools provide opportunities to practice in more interactive and engaging ways. However, a few learners also expressed a need for balance and discipline when using these tools, noting that while they can be helpful, they shouldn't replace traditional methods entirely. There were also some mixed responses—some students felt they still needed more practice beyond digital tools, while others weren't sure how to use them effectively. Overall, the feedback shows that digital tools can be highly effective if used purposefully and with a clear learning strateg

- **What features would you like to see in digital tools to improve English learning?**

Sample	The Answer
01	-----
02	I think chatgpt and AI cleared any improvement to do. It's perfect right now
03	-----
04	-----
05	I have no idea
06	I don't usually use it, but I think it's better to use methods like games Also, exercises are provided to improve writing and reading.
07	Watch Disney and movie cartoons
08	-----
09	Have free discussion and so on
10	-----
11	Actually, I have nothing to add
12	Grammar. Writing assistant

13	Meetings with native speakers is good
14	-----
15	-----
16	Writing
17	Nothing
18	-----
19	-----
20	Ai-powered speaking practice
21	I have no idea
22	They should provide contents suitable for all the need
23	Ai robots that teaches and simplify learning to the learner , and dedicate themselves for the sake of making them understand every detail .
24	Personalization Engagement Community Accessibility
25	They should make it offline(No internet)to make it easier for everyone
26	-----
27	Idk
28	-----.
29	Free apps and platforms

Based on the collected responses, it's clear that learners have diverse perspectives on how digital tools could improve English learning. Some participants believe that AI tools, such as ChatGPT, already offer excellent support for learning, with one comment stating that they are "perfect right now" and there's little left to improve. This reflects a high level of satisfaction with current technology.

However, other respondents suggest that there's still room for innovation and improvement. Several highlighted the importance of making learning fun and engaging

through methods like games, exercises, and storytelling. Watching movies and cartoons was also mentioned as a helpful way to learn language in context. A few people proposed the need for tools that assist with grammar, writing, and speaking practice, especially powered by AI. One response emphasized the idea of an AI robot dedicated to helping learners understand every detail, suggesting a desire for more personalized, interactive support.

Community engagement also came through as a common theme, with suggestions for free discussions, meetings with native speakers, and learning content that is tailored to individual needs. Accessibility is another concern, as some respondents requested offline options and free apps or platforms to ensure that all learners, regardless of their internet access or financial situation, can benefit from these tools.

It's worth noting that while some respondents had concrete suggestions, others were unsure or didn't provide specific ideas, possibly reflecting a lack of experience with digital tools in learning, or simply satisfaction with existing methods.

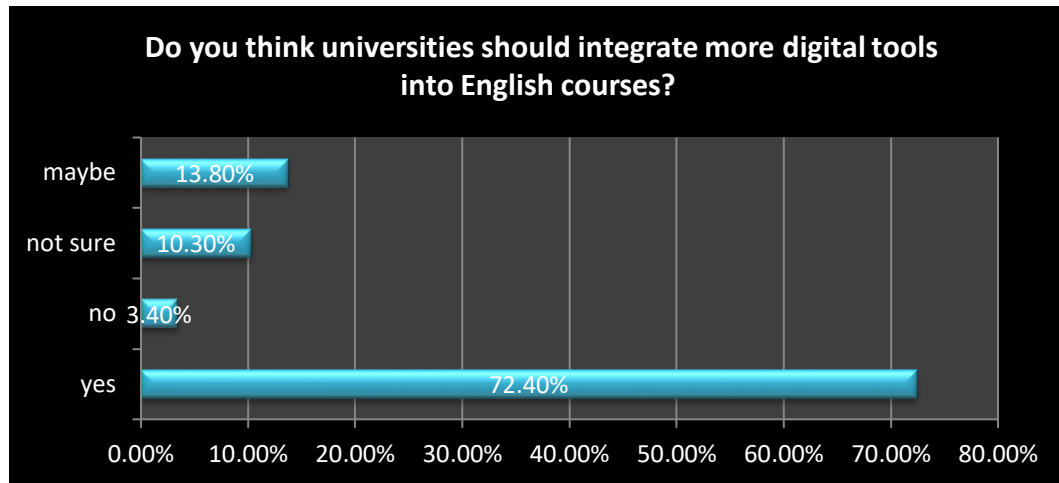
Overall, the feedback suggests a strong interest in digital tools that not only support language learning but also make it more interactive, engaging, and personalized, while being accessible to a wide audience.

Table 8: Do you think universities should integrate more digital tools into English courses?

Answer alternatives	Repetition	Percentage
yes	21	%72,4
no	1	%3,4
not sure	3	%10,3
maybe	4	%13,8
Total	29	100,0

Source: Prepared by the researcher based on SPSS outputs

Figure 8: Do you think universities should integrate more digital tools into English courses?



The results reveal an interesting insight into how students perceive the integration of digital tools into English courses at universities. A strong majority, 72.4% of respondents, expressed their support by answering “yes.” This indicates that a large portion of students believe that digital tools can play a positive role in enhancing English learning. They likely see these tools as a way to make lessons more interactive, engaging, and accessible, especially with the growing use of technology in education.

A smaller percentage, 13.8%, chose “maybe.” This suggests that while they are open to the idea, they might have some reservations. Perhaps they feel that it depends on the specific tools used or how they are implemented within the courses. These respondents may need more information or experience with digital tools before fully embracing them.

On the other hand, 10.3% of respondents were “not sure,” indicating a sense of uncertainty. This group might not have enough exposure to digital learning methods or may not see a clear connection between digital tools and their learning goals. Their uncertainty highlights the need for more awareness or guidance from educators on how these tools can benefit students.

Interestingly, only a very small percentage—3.4%—answered “no.” This shows that very few students are against integrating more digital tools into English courses. This

minority might prefer traditional methods of learning, or they may have concerns about the effectiveness of technology in language learning.

Overall, the data reflects a generally positive attitude towards the integration of digital tools, with most students either supporting the idea or being open to it. The findings suggest that universities have an opportunity to embrace digital tools in a way that aligns with students' interests and needs, making English courses more dynamic, modern, and effective.

II.9 Challenges Reported

The analysis of students' responses reveals several challenges they encounter when using digital tools for learning English. These challenges can be grouped into three main categories: technical limitations, personal and motivational issues, and learning-related difficulties.

One of the most frequently reported issues is internet access problems, cited by 32% of respondents. A stable internet connection is essential for accessing online learning platforms, video content, and interactive tools. However, in areas with poor infrastructure, learners often struggle to maintain consistent access, which hinders their learning progress.

Equally significant is the lack of motivation and self-discipline, also mentioned by 32% of students. Since digital learning typically lacks direct supervision, learners may find it difficult to stay focused, manage their time, and engage in regular study routines. This self-regulation challenge can affect the depth and consistency of language acquisition.

Distractions were another prominent concern, affecting 18.8% of learners. While digital tools offer a wealth of educational resources, they also provide easy access to non-educational content such as social media and entertainment, which can lead to a loss of focus.

Additionally, difficulty in finding high-quality, relevant content (16.9%) was mentioned. Some students expressed frustration with the overwhelming variety of resources and the lack of guidance in selecting materials that suit their learning needs.

Qualitative responses also highlighted other challenges, such as the absence of personalized feedback, lack of real interaction with instructors, and health issues like eye strain from prolonged screen time. Some students also mentioned that certain digital tools do not adequately address writing and speaking skills, which are more difficult to develop without human interaction.

Overall, these findings demonstrate that although digital tools offer flexibility and access, they also present substantial obstacles that may hinder students from fully benefiting from their use.

II.10 Interpretation of Findings

The findings of this study provide clear support for the research hypotheses and offer meaningful insights into the digital habits, perceptions, and challenges of third-year EFL students at Ghardaia University.

The first hypothesis — that students regularly use a variety of digital tools — is strongly supported by the data. Platforms such as YouTube (39.6%) and AI-based tools like ChatGPT and Grammarly (32.7%) were the most frequently used, reflecting a clear shift toward informal, self-directed learning.

The second hypothesis — that digital tools enhance motivation, autonomy, and exposure to authentic input — is also validated. A majority of students (62.1%) reported that digital tools greatly help in improving their English, especially in listening and speaking skills. Many participants described the learning experience as engaging and enjoyable, and valued the instant access to authentic content and interactive resources.

The third hypothesis — that students face multiple challenges in effectively integrating digital tools — is confirmed through both quantitative and qualitative data. Issues such as internet connectivity, lack of personalized feedback, and distractions significantly impact the learning experience. The findings highlight that without institutional support,

digital literacy training, and structured guidance, the effectiveness of digital learning remains limited.

The fourth hypothesis — that students' usage of digital tools leans more toward informal and self-directed learning rather than formal academic use — is clearly affirmed. The complete absence of online course use (e.g., Coursera or Udemy) and the strong reliance on platforms like YouTube and AI tools demonstrate that students engage with digital resources primarily outside of structured academic frameworks.

The fifth hypothesis posits that students perceive a positive relationship between their use of digital tools and their academic performance in English. The data supports this claim, as a considerable portion of respondents indicated that digital tools significantly enhance their English proficiency, especially in listening and speaking. Students expressed that tools like YouTube, ChatGPT, and Grammarly help clarify complex language concepts, reinforce vocabulary, and improve pronunciation and comprehension. While these perceptions do not establish a direct causal link, they suggest that digital tools are viewed as effective supplements to formal instruction, contributing to a sense of academic progress.

Finally, the sixth hypothesis suggested that students perceive the use of digital tools as contributing to their academic achievement and language proficiency. Participants reported noticeable improvements in their language performance particularly in comprehension and fluency as a result of their engagement with digital technologies. Although these perceptions are subjective, they highlight the learners' belief in the pedagogical value of these tools.

In sum, while digital tools are widely adopted and appreciated for their benefits, their integration into language learning is largely self-managed, unregulated, and sometimes misaligned with pedagogical objectives. These insights emphasize the need for better alignment between digital tool usage and formal curriculum, as well as greater support in terms of infrastructure and training.

Conclusion

This chapter presented a comprehensive overview of the methodological approach followed in this study. By employing a descriptive quantitative design and a purposive sample of third-year English students at Ghardaia University, the study aimed to gather reliable data on the perceived role of digital tools in language learning. The use of a structured questionnaire, careful data collection procedures, and robust analytical methods ensured that the findings would be both meaningful and academically sound. Ethical considerations were also carefully observed to uphold the integrity of the research process.

On the other hand, it has presented and discussed the key findings of the study based on the data collected from third-year LMD English students at the University of Ghardaia. Through both quantitative and qualitative analyses, the chapter examined participants' use of digital tools for language learning, their perceived benefits, and the challenges they encounter.

The results confirmed that digital tools are widely used among students, with a strong preference for platforms such as YouTube and AI-based applications like ChatGPT and Grammarly. These tools were perceived as especially helpful in enhancing listening and speaking skills, contributing positively to learners' motivation, autonomy, and exposure to authentic language input.

However, the findings also revealed important challenges that hinder the effective integration of these tools, including internet access issues, lack of motivation and self-discipline, and difficulty finding appropriate content. The absence of personalized feedback and human interaction was also noted as a limitation, especially in the development of productive skills such as writing and speaking.

Moreover, the data clearly indicated that students' use of digital tools is largely informal and self-directed, with limited connection to structured academic purposes or institutional support. This reinforces the need for a more integrated approach in which

universities and educators play a more active role in guiding and supporting students' digital learning.

In conclusion, while the study affirms the significant role of digital technology in supporting English language learning, it also highlights the necessity of addressing the technical, pedagogical, and institutional gaps that currently limit its effectiveness. These findings provide a foundation for the final chapter, which will offer practical recommendations, implications, and suggestions for future research.

General Conclusion

General conclusion

This study offers significant insights into the patterns and impacts of digital tool usage for learning English as a foreign language among third-year students at Ghardaia University. Firstly, the findings demonstrate that students extensively adopt a wide range of digital resources, showing a clear preference for informal, easily accessible platforms such as YouTube (used by 39.6% of respondents) and AI-powered applications like ChatGPT and Grammarly (32.7%). Secondly, these digital tools are found to play a positive role in enhancing learners' motivation and autonomy, while providing authentic language input that substantially improves listening and speaking skills. Thirdly, despite these benefits, students encounter notable challenges that hinder their digital learning experiences. These include technical difficulties such as unstable internet connectivity, personal obstacles like lack of self-discipline and susceptibility to distractions, and pedagogical shortcomings such as the absence of personalized feedback and limited opportunities for direct interaction with instructors. Finally, the study reveals that the use of digital tools is predominantly informal and self-directed, with students rarely engaging in formal online courses or structured learning platforms such as MOOCs. This pattern underscores the need for greater institutional support and integration of digital tools within formal curricula to maximize their educational effectiveness.

The present study offers a nuanced understanding of the initial research questions concerning the patterns of digital tool usage, the perceived benefits by learners, and the obstacles they face. Firstly, when examining the types of digital tools employed by students, the data reveals a clear preference for accessible, free, and interactive platforms, with YouTube and AI-powered applications such as ChatGPT standing out as the most frequently used. These tools are predominantly engaged with outside the formal academic framework, highlighting a tendency towards informal, autonomous learning practices. Secondly,

regarding the impact of these digital resources on learning outcomes, students report significant improvements, particularly in their listening and speaking abilities. This positive effect is largely attributed to the authentic, diverse, and engaging content available through these platforms, which offers learners rich exposure to natural language use beyond traditional classroom materials. Thirdly, despite these benefits, several notable challenges limit the efficacy of digital tools. Internet instability remains a critical barrier, especially in regions with inadequate infrastructure, impeding continuous and reliable access to online resources. Additionally, the lack of institutional support—including formal guidance, training in digital literacy, and structured feedback mechanisms—exacerbates students' difficulties in effectively managing their learning. Furthermore, self-regulation challenges such as low motivation and susceptibility to distractions significantly affect students' ability to maintain consistent engagement with digital tools. Lastly, the study reveals that the integration of digital tools into formal academic learning remains marginal. The overwhelming majority of students utilize these technologies in a self-directed, informal manner, without direct alignment or coordination with curricular objectives or institutional pedagogical frameworks. This disconnect suggests an urgent need for universities to develop strategies that more effectively incorporate digital learning within official programs, thereby maximizing their educational potential.

The findings of this study provide robust confirmation for all four proposed hypotheses, thereby offering valuable insights into the digital learning practices of third-year EFL students. Hypothesis 1, which posited that students regularly engage with a diverse array of digital tools, is strongly substantiated by the data, as evidenced by the widespread and frequent use of platforms such as YouTube and AI-powered applications like ChatGPT. This trend reflects a clear shift toward diverse, accessible, and user-friendly resources. Hypothesis 2, which suggested that digital tools exert a positive influence on learners' motivation and

language skill development—particularly in listening and speaking—is also validated by both quantitative metrics and qualitative feedback. Students reported enhanced engagement, increased autonomy, and a more enjoyable learning experience, reinforcing the motivational benefits of these technologies. Hypothesis 3, addressing the challenges encountered in the effective integration of digital tools, is confirmed through the identification of multiple obstacles, including unstable internet connectivity, distractions, and the absence of personalized feedback and institutional guidance. These factors collectively hamper the full potential of digital learning. Lastly, Hypothesis 4, which proposed that students’ utilization of digital tools tends to be informal and predominantly self-directed rather than incorporated within formal academic curricula, is emphatically affirmed. The near absence of engagement with formal platforms such as MOOCs, coupled with heavy reliance on informal resources, underscores this pattern. Together, these findings highlight the multifaceted nature of digital tool use in language learning, revealing both its promising benefits and significant limitations within the current educational context.

These findings call for a strategic approach to better integrate digital tools within the English language curriculum. There is a need for stronger institutional frameworks that include:

- Training students in digital literacy and self-regulation skills (Liaw, 2008).
- Providing guided academic support to help students select relevant and high-quality resources .
- Incorporating personalized feedback mechanisms and synchronous interactions to compensate for the lack of direct communication .
- Improving technical infrastructure to ensure reliable internet access for all learners

Recommendations and Suggestions

Based on the study’s outcomes, the following recommendations are proposed:

- Enhance the university's digital infrastructure to guarantee stable, high-speed internet access for all students, especially those in remote areas.
- Develop training programs focused on digital competence and time management to foster learner motivation and discipline.
- Encourage the adoption of formal learning platforms (e.g., MOOCs) with institutional support for integration into curricula.
- Implement blended learning models combining digital resources with face-to-face or live online interactions.
- Engage instructors in creating and curating digital content aligned with pedagogical goals.
- Raise awareness about digital distractions and provide strategies for managing attention and focus.

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Appendices

Appendices

Survey: The Role of Digital Technology in Language Learning

1. What is your gender?

Analysis: This question aims to gather insights about the students' demographics or usage patterns.

Comment: Based on the responses, patterns or trends can be discussed here.

Male ☐

Female ☐

2. How would you rate your English proficiency?

Analysis: This question aims to gather insights about the students' demographics or usage patterns.

Comment: Based on the responses, patterns or trends can be discussed here.

Excellent ☐

In-between ☐

Poor ☐

3. How old are you?

Analysis: This question aims to gather insights about the students' demographics or usage patterns.

Comment: Based on the responses, patterns or trends can be discussed here.

18 - 20 ☐

21 - 23 ☐

24 + ☐

4. Which digital tools do you use the most for learning English? (Check all that apply)

Analysis: This question aims to gather insights about the students' demographics or usage patterns.

Comment: Based on the responses, patterns or trends can be discussed here.

YouTube ☐

Duolingo / Babbel / Memrise ☐

AI-based tools (ChatGPT, Grammarly, etc.) ☐

Podcasts ☐

Online courses (Coursera, Udemy, etc.) ☐

Language exchange platforms (Tandem, HelloTalk) ☐

Entertainment English content ☐

Other: _____ ☐

5. Do you think digital tools help improve your English skills?

Analysis: This question aims to gather insights about the students' demographics or usage patterns.

Comment: Based on the responses, patterns or trends can be discussed here.

Yes, a lot ☐

Somewhat ☐

No ☐

6. How often do you use digital tools (e.g., apps, online courses) for learning English?

Analysis: This question aims to gather insights about the students' demographics or usage patterns.

Comment: Based on the responses, patterns or trends can be discussed here.

Never ☐

Rarely ☐

A few times a week ☐

Once a week ☐

Daily ☐

7. Which English skills do you think digital tools help improve the most? (Check all that apply)

Analysis: This question aims to gather insights about the students' demographics or usage patterns.

Comment: Based on the responses, patterns or trends can be discussed here.

Listening ☐

Speaking ☐

Reading ☐

Writing ☐

Grammar & Vocabulary ☐

8. Do you find digital learning more effective than traditional classroom learning? Why?

Analysis: This question aims to gather insights about the students' demographics or usage patterns.

Comment: Based on the responses, patterns or trends can be discussed here.

9. What are the biggest challenges you face when using digital tools for learning English?

Analysis: This question aims to gather insights about the students' demographics or usage patterns.

Comment: Based on the responses, patterns or trends can be discussed here.

10. Would you recommend digital tools for English learning to other students? Why or why not?

Analysis: This question aims to gather insights about the students' demographics or usage patterns.

Comment: Based on the responses, patterns or trends can be discussed here.

11. What features would you like to see in digital tools to improve English learning?

Analysis: This question aims to gather insights about the students' demographics or usage patterns.

Comment: Based on the responses, patterns or trends can be discussed here.

12. Do you think universities should integrate more digital tools into English courses?

Analysis: This question aims to gather insights about the students' demographics or usage patterns.

Comment: Based on the responses, patterns or trends can be discussed here.

Yes ☐

No ☐

Not sure ☐

? What is your gender

	Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide male	7	24,1	24,1	24,1
female	22	75,9	75,9	100,0
Total	29	100,0	100,0	

How would you rate your English proficiency ?

	Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide in- between	22	75,9	75,9	75,9
excellent	7	24,1	24,1	100,0
Total	29	100,0	100,0	

? How old are you

	Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide 18-20	1	3,4	3,4	3,4
21-23	19	65,5	65,5	69,0
+24	9	31,0	31,0	100,0
Total	29	100,0	100,0	

Which digital tools do you use the most for learning English? (Check all that apply)

	Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide youtube	23	39,6	39,6	39,6
doulingo/babbel/memrise	5	8,6	8,6	8,6
online courses (coursera, udemy, etc.)	0	0,0	0,0	0,0
language exchange platforms(tanfem, hello talk	1	1,7	1,7	1,7
AI-based tools(chatgpt, grammarly, etc)	19	32,7	32,7	100,0
Total	58	100,0	100,0	

Do you think digital tools help improve your English skills ?

	Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide yes, a lot	18	62,1	62,1	62,1
somewhat	11	37,9	37,9	100,0
Total	29	100,0	100,0	

How often do you use digital tools (e.g., apps, online courses) for learning English?

	Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide A few times a week	22	75,9	75,9	75,9
once a week	1	3,4	3,4	79,3
rarely	6	20,7	20,7	100,0
Total	29	100,0	100,0	

Which English skills do you think digital tools help improve the most? (Check all that apply)

	Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide listening	23	28,7	28,7	28,7
speaking	20	25,0	25,0	25,0
reading	15	18,7	18,7	18,7
writing	08	10,0	10,0	10,0
grammar&vocabulary	14	17,5	17,5	100,0
Total	80	100,0	100,0	

What are the biggest challenges you face when using digital tools for learning English?

	Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide Internet access issues	17	32,0	32,0	32,0

lack of motivation/ self- discipline	17	32,0	32,0	32,0
too many distractions	10	18,8	18,8	18,8
difficulty finding good quality content	9	16,9	16,9	100,0
Total	53	100,0	100,0	

Do you think universities should integrate more digital tools into

English courses?

	Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide yes	21	72,4	72,4	72,4
no	1	3,4	3,4	75,9
not sure	3	10,3	10,3	86,2
maybe	4	13,8	13,8	100,0
Total	29	100,0	100,0	

المخلص

تتناول هذه الدراسة الموسومة بـ "تحليل دور التكنولوجيا الرقمية في تعلم اللغات: دراسة حالة لطلبة السنة الثالثة ليسانس نظام LMD تخصص اللغة الإنجليزية كلغة أجنبية بجامعة غرداية" كيفية توظيف الأدوات الرقمية في عملية تعلم اللغة الإنجليزية كلغة أجنبية. وتسعى إلى معالجة تزايد اعتماد الطلبة على التكنولوجيا، والحاجة المتنامية لفهم آثارها البيداغوجية. تهدف الدراسة أساساً إلى تحديد أكثر الأدوات الرقمية استخداماً، تحليل وتيرة استعمالها والأغراض التي تُوظف من أجلها، استكشاف الفوائد والتحديات المدركة، وتقييم مدى إسهامها في تعزيز تفاعل المتعلم، استقلالته، وإنجازه الأكاديمي. وقد تم اعتماد منهج وصفي كمي لضمان تحليل منهجي وقابل للقياس لسلوكيات واتجاهات المتعلمين. جمعت البيانات من خلال استبيان منظم وُزِعَ على طلبة السنة الثالثة ليسانس تخصص اللغة الإنجليزية بجامعة غرداية، وتم تحليل الاستجابات باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية (SPSS)، وذلك بالاعتماد على الأساليب الإحصائية الوصفية مثل التكرارات، النسب المئوية، والمتوسطات الحسابية. كشفت النتائج عن انتشار واسع لاستخدام المنصات الرقمية غير الرسمية، حيث كان موقع يوتيوب (39.6٪) والأدوات المعتمدة على الذكاء الاصطناعي مثل ChatGPT وGrammarly (32.7٪) (من بين الأدوات المفضلة لدى الطلبة. تسهم هذه الأدوات في تعزيز دافعية الطلبة، استقلاليتهم، وتعرضهم لمداخلات لغوية أصيلة، لا سيما في مهارتي الاستماع والتحدث. ومع ذلك، أبرزت الدراسة جملة من التحديات، من بينها ضعف الاتصال بشبكة الإنترنت، عوائق شخصية مثل ضعف الانضباط الذاتي والمشتتات، بالإضافة إلى غياب الدعم البيداغوجي الموجه. كما أظهرت النتائج أن معظم استخدامات التكنولوجيا الرقمية تتم في إطار غير رسمي وخارج السياقات المؤسسية، مما يؤكد الحاجة إلى دمجها بفعالية ضمن المقررات الدراسية وتوفير توجيه مؤسسي مناسب.

الكلمات المفتاحية: الأدوات الرقمية، تعلم اللغة الإنجليزية، التعلم الذاتي، الدافعية، التحديات التقنية، الاتصال بالإنترنت، التفاعل التربوي، مهارات الاستماع والمحادثة، التعليم غير الرسمي، الذكاء الاصطناعي.

