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The Use of Technology in TEFL Classroom The Case of First Year Students of English at the University of Ghardaia

Submitted by

Miss. BORNI Mira

Supervised by

Mr. CHEIKH Seriou

Board of examiners

Mrs. ALMI Hanane	**President**	University of Ghardaia
Mr. MEKLA Tahar	**Examiner**	University of Ghardaia
Mr. CHEIKH Seriou	**Supervisor**	University of Ghardaia

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Dedication

This work is dedicated to

Firstly and for most, my thanks are to the Almighty Allah for providing me with blessings and

patience to finish this work.

To my lovely parents

To my lovely sisters

To my lovely brothers

To my lovely friends we will never forget you. Those who sincerely supported me with their

prayer, kindness, and efforts

To all of you, I gladly dedicate this work and these words

Thank You

Acknowledgements

Abstract

Using technology has become an effective strategy in enhancing learning a foreign language, this new method in teaching gives EFL learners the opportunity to use the target language fluently and achieve well in the language skills. In addition, Educational technology enables the learners to use the language naturally and play a greater role in building students abilities in their performance. According to this study, we hypothesize that if technological materials influence English in many aspects, EFL learners may help them achieve learning process.So, in order to confirm this hypothesis, we investigated this study through questionnaires to first year LMD students and an interview with teachers of at the department at the University of Ghardaia for the academic year 2021/2022. Moreover this study aims at showing the impact of using technology in TEFL classroom. Our present study is divided into two main parts a theoretical part that includes two chapters in which it made a general overview about technology and some important elements and equipments that include it. In the second chapter it shed the light on the research methodology and data collection tools and gave a detailed description of the questionnaire and interview. Moreover, the third is devoted for the analysis of the data obtained of the students' questionnaire and teachers' interview. The displayed finding showed that both learners and teachers consider technology as an important factor in TEFL classroom. So, EFL learners need technological equipments that would help them to find the suitable atmosphere in order to get their learning weaknesses and perform better.

Key words: Technology, Teachers role, EFL students, Traditional education, Equipments.

List of Abbreviations and acronyms

EFL: **E**nglish as a **F**oreign **L**anguage

LMD: **L**icense **M**aster **D**octorate

FL: **F**oreign **L**anguage

L1: **F**irst **L**anguage

L2: **S**econd **L**anguage

Q: **Q**uestion

%: Percentage

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General Introduction

The English language was circulated around the world due to the fact that most of the scientific and intellectual works are introduced in English. English is considered as the gateway to a world of knowledge, commerce and culture. It gives the person access to the world in a way that other languages do not. Thus, teachers apply different strategies in order to help the EFL students acquire English; one of those strategies is educational technology. Learning English is important for Algerians as non native speakers, and most students decide to study it as a second language. But most students face difficulties in learning English and factors which affect to practice it as a foreign language, for that educational technology can be an educational method that facilitates the learning and teaching process. Nowadays; teachers are required to use technology methods and techniques of teaching English language, which make the learning process more interesting and easier.

1. The Statement of the Problem

Within research studies and language teaching contexts in Algerian, educational technology is a very significant factor in teaching and learning English. Thus EFL learners who have diagnosed in learning English paucity certainly have problems with the poor materials used to teach the foreign language. They are in a dire need to effective technological materials in order to be motivated and practice the language effectively in the EFL classroom during the course. Nomass (2013, 56) affirms that 'educational technology takes three important elements into consideration such as: students level of learning, the objectives the teacher and the type of activities that suits the needs of the learner."

This may change students' attitude towards their difficulties in English learning outcomes, in other words, learning English in Algeria demands a huge amount of capacities due to the factors such as internal and external factors that Affect on their learning process and learners' achievement in Algeria, thus they need technology as an essential part of their

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learning.

2. Significance of study

Our research is interesting topics, it focuses on the use of technology in TEFL classrooms, also we shed the light on solving the problems that teachers face inside the class, and how teachers introduce their capacities to reduce the difficulties that students face when learning English. According to Robinson et al (2008, p. 21) "educational technology acts a facilitating learner learning proves". So, creating the useful technological tools that help students to perform better and reduce the effect of such hinder factors in the class is important which motivates students to learn.

The main significance of our research is to explore teachers' and students' attitudes towards the use of technology in teaching English in Algeria. More specifically, our study seeks to identify educational technology types and its benefits in learning English.

3. Aims of the Study

Because learning English language is essential for communication in the world, students are in a dire need to enhance their achievement in learning the foreign language and construct a strong base from teachers methods as much as they can in order to increase and fruitful learning process. In fact, we observed that first year students at university of Ghardaia have a serious lack of learning English because of a serious gap many teaching strategies especially the use of technology in TEFL classroom. The aim in this study is to shed light on the importance of teaching English language through using educational technology as a very pleasurable learning method that provides positive attitudes towards English. Also our main aims are:

 - Show the extent to which technology impacts the English language teaching/learning process especially for first year EFL students at the University of Ghardaia.

- Highlight the advantages of technology on teachers' role and students' level of achievement.

- Show how the use of educational technology is more effective than traditional teaching.

4. Research Questions

Our research will answer the following questions:

Q1.To which extents can the use of technology affect Algerian EFL learners?

Q2.What are the effective teaching and learning strategies of implementing educational technology materials which help EFL teachers and learners achieve their goals?

Q3. What is the influence of technology on English in Algerian context?

Q4. How may the use of technological teaching materials in EFL classroom reduce difficulties of students that hinder their achievement in the learning process?

5. The Hypotheses

On the basic of our research problem we hypothesize that:

H1. If technological materials influence English in many aspects, EFL learners may help them achieve learning process.

H2. EFL teachers at the University of Ghardaia should use strategies and methods for implementing technology in Algerian university to help students be better successful in education career.

H3. Both teachers and learners take advantages of using technology in Algeria in order to facilitate the process of learning English language.

H4. If teachers use educational technology to encourage their students through integrating a successful program within the course, this will improve their capacities in learning process.

6. Research Methodology

We will use the mixed method as a research approach because it is the most appropriate for our investigation. Besides, it allows both the quantitative measurements, and qualitative description of the variable. To collect data and check out the validity of the hypotheses of our current work, we have to use a questionnaire to first year students at the

University of Ghardaia for the academic year 2021/2022. These students have been chosen to be the sample of the study. In addition an interview with English teachers at university of Ghardaia will be conducted. The results of the data collection tool will be analyzed and interpreted in this research we will choose them randomly.

-Population

Since the aim of this study is to confirm about the use of technology in TEFL classroom, so here first year students and teachers of English department will be concerned by this study. According to several factors, we will treat our research adopting the descriptive method which is appropriate for collecting data, describing the learning state, checking out the validity of our research, analyzing the results, and suggesting solutions. Our current study is concerned with first year student at university of Ghardaia. As a result, they are in a deer need to learn effectively through using technology. Our participants are forty (40) students from different groups will deal with them, and four (04) English teachers at the University of Ghardaia.

7. The Structure of the study

The present research is designed into three chapters; these chapters are briefly described below. The first chapter focuses on the previous studies about the use of technological materials in learning English in the Algerian educational system. Thus, it sheds the light on the types of technological teaching materials. Chapter two describes the research design and the methodologies employed for carrying out the study. Chapter three presents the practical part; it discusses the main results and data interpretation. Besides, it attempts to provide suggestions for student's successful learning process of English language through the use of technology.

Chapter one: Literature Review on Educational Technology in TEFL Classroom

Introduction

We do believe that technology is a very significant element in the learning process; it opens the door of being motivated, gets knowledge, and enriches the mind with a wide range of information. Generally, people learn to gain information that serves their need. Academically, educational technology takes an essential part of learning English as a foreign language; it enables students to improve their abilities in general, and expands their cultural features in particular. Therefore, the purpose of implementing educational technology is to determine the way we want to enhance our learning of that target language.

In this present chapter, we speak about the definition educational technology, and then we discuss educational technology and traditional education, in addition the importance of using technology in education. The following point will focus on educational technological materials, also, the contribution of education technology in the four skills achievement. Moreover, it sheds the light on student's needs and styles in using technology in the classroom and the benefits of technology for learning English language. We conclude talking about educational technology and affective factors following by teacher's role in using technology in the classroom.

1.1. Definition of educational technology

Educational technology is a useful strategy that has been used in the field of teaching the English language therefore, it considered as a way that the teacher apply it during the course in order to raise interaction and motivation among students , this can help them to benefit and participate in the course . Cox (2015, 10), claims that "in the EFL classroom

technology is becoming very noticeable; thus, both students and teachers use their smart phones to research about something they need. Also, social media is widely used in a way or another technology has completely changed our educational system." As a result, technology such as radio, TV, computers, internet, electronic dictionary, G- mail, and videos will increase learner's abilities of performance as it motivates students to shape and preserve relationships that confirm identities. In the same context, the idea that link education with technology, it implement a positive changes in schools and raise awareness among teachers that it actively embraces new technologies to see how they can help students learn efficiently (Barrett, 2016).

It is clear that, technology as a technique is used to train English language which ambitions at developing the learner targeted surroundings which push them to work with college students, gain knowledge, and required new vocabulary from technology materials. According to , Dudeney and Hockly, (2007, p, 65) affirm that "educational technology is a collections of tasks." From that learners can benefit technological tools to enhance learning skills and perform different various types of activities. In other words, according to Anderson (2010, p,15) in the psychological approaches learners who are well prepared to use their capacity in order to reach goal of producing organized work, in fact that they use educational technology tools."It seems from the above point of view that technology is gaining extra information through working on teachers' instruction which can reduce students' difficulties which gives powerful techniques and systems to broaden novices feel of competencies of collaboration and cooperation.

Another point discussed from Pelet, (2014) says that "implementing new technologies in learning a foreign language has many opportunities in assisting language learning at all levels of education, the learner will be able to use such kind of educational technology which implies them of knowledge that shared."From the above statements, we can deduce that educational technology focuses on learner-centered that increase the amount of interaction

and motivation in the classroom. Thus, educational technology is needed for exploring the benefits that it involves in the teaching-learning process.To sum up, technology is widely used by both teachers and learners in order to achieve the system in all levels of education; this means that technology is effective for professional learning that enable to learners to promote collaboration in foreign language learning objectives.

1.2. Educational technology and Traditional education

With the wide spread of learning English as a foreign language in different countries around the world, technology has a status in learning process. In addition, EFL teachers are increasing various educational technology teaching methods in order to test its impact on the teaching process rather than traditional one. Many teachers use authentic materials such as films, radio, TV as a form of technologies that have a successful effectiveness and replacing the traditional teaching method. Thus, technology is present in students and teachers educational system, this lead them as a technology users interact with each other during the course.

According to NETP (2017), technology is useful for the learners to unlock the power of learning principles and think about the given task in more than one way from different context. In addition they suggest various ways that technology can achieve learning process (2017, p.12-17):

• Technology enables the learners to be experienced in learning for more engagement and relevant.

• Technology help the teachers can design effective and motivated lessons that allow students in the classroom to demonstrate their thoughts and ideas.

•Technology organize learning process syllabus which requires more challenges and project based learning.

•Technology can be useful for the learners to publish work online in order to receive feedback

from different researchers.

•Technology gives more advantages for learning opportunities classroom settings.

•Technology gives various answers for students' interest in many fields.

•Technology enables the students explore and search about different topics.

Furthermore, the traditional education has been changes through the new era of using educational technology, which gives new challenges and production for both teacher and learners. Technology involves a lot of options in teaching and learning improvements. Graddol (1997, 16) affirms that 'Technology is the central of the learning and teaching process; which impact the educational career. In addition, the English language status is raised through the wide use of technological curriculum." Educational technology has affected the teaching methods which provide education with multimedia in EEL classroom which help the learners to learn according to their interests, needs and style in modern world of education.

To sum up, the use of English language is increased among human been; as a result, they need new strategies for learning that language rather than traditional one. In fact, the traditional education is not hindering or damaging the learners, but learners in a dire need to be confidently and motivated to learn English, thus they enjoy coping with the world of multimedia technology.

1.3. The importance of using Technology in education

From many researchers, the method of using technology is included with the aid of using effective element for learning better , teacher's implement different type of educational technology materials in the classroom because , simply they know that it is important which create a motivational atmosphere among the learners and help learners to enjoy the course. Furthermore, technology helps the student to reduce their problems and learn correctly in the course. According to Zhang (2006, 11) 'through using technology like multimedia and social networking, we can offer learners not only rich, sources of authentic learning materials, but

also an attractive through pictures and sounds that overcomes the lack of authentic language climate and rises students' interest in learning English language."

It is clear that the learners learning aim can be achieved trough promoting technology, competitive, or individualistic efforts. Thus in EFL classroom, teachers use multimedia technology in learning certain activities for the aim to accomplish the goals of learning. In other words, the growth of the educational technology has facilitated the growth and wide spread of the English language as the most essential part in learning. Most EFL learners need to practice tasks in a good way in order to develop and gain their potential in learning; therefore, technology becomes an important factor to progress in learning and perform better the English language. Technologies fulfil students working effectively and inform them with information. Similarly, "the aim of using technology inside the classroom involves a space in which facilitate learning English , and learning itself, can take place" (Shi, 2008, 76).

Moreover, technology influences student's achievement. It becomes essential in learning English, which depended on encouraging them to show their own capabilities, produce and exchange ideas, opinion, and learning new vocabulary in activities. To conclude educational technology is the aid materials that can be used in fighting many problems that hinder learning, teachers should pay great interest to the importance of technology materials in influencing second language learning.

1.4. Educational technological materials

Nowadays, Technology becomes powerful and crucial material for transforming learning and teaching process. It can give many advances for educators and learners to adapt with learning experiences and meet what they needs in learning. There are different educational technology materials for creating learning experiences that involves the right information and supports the learners to be thriven.

1.4.1. Computer learning technology

Generally, computer is a famous electronic device which enable the users to receive or send information and practice various operations in a set of instruction. According to Nunan (1999, 26) computer is one of the audio visual media tools which involves a unique instructional capability in different aspects, in addition , computer help in solving problems in foreign language or second language learning."Computer technology has an important role technology in EFL classrooms for teaching, learning, producing, and practicing knowledge issues. Also, the use of computer technology in educational setting provides positive results in teaching and learning processes, it opens a new methods and way for additional information, this make learning English very dynamic innovative, dynamic, interactive, interesting, and easy for learners to perform better. Ravichandran (2000, 82) asserts that "education through the presence of computer technology becomes more interesting."

Today, learners enjoy the use of computer technology in second and foreign language teaching and learning processes, because it useful for assessing learning English. For that , the use of computer in EFL classroom deliver a wide variety of multimedia content for presenting the target language knowledge. According to Szendeffy (2008, 04), " the use of computer technology can offers learners with different benefits such as research, communication with class members, practice exercises and receive feedback. The use of computer also change the learning style from the traditional teacher centered towards the learner centered."

Furthermore, computer in education is helpful; it provides opportunities and creates dynamic learners and teacher to cooperate with challenging activities in the target language. The use of computer involves motivational situations that push the learners to learn through challenging tasks that in fact are interdisciplinary. The use of computer technology can make EFL learning easy and interesting through assessing and testing their progress. Also, it

provides the EFL learners to work by their own space and understand the complex words easily.

1.4.2. Audio Visual Aids

Technological materials take an essential part of teaching and learning a foreign language. These days, the resources for teaching materials are available for everybody. The internet is regarded as a very important and rich source for audiovisual materials.

All those materials that help or enable the learners to see and hear the English language and how it has been produced from own users in real context. Such as, TV commercials, quiz shows, cartoons, new clips, movies, professionally audiotape short stories and novels, radio ads, songs and sales pitches. Therefore, audiovisual aids is appropriate as a listening materials which provides a real, natural and spontaneous spoken language materials, and that is represents the source of authenticity in classrooms to enhance learners' skills. Abdullah (2014, 44) shows that "audio-visual aids are effective tool for teaching and learning EFL. A lot of learners enjoy learning English in the classes which are equipped with audio-visual materials because it motivates them and makes the classroom have an enjoyable environment."

Also audio visual tools affect positively the progress of the EFL learners' performance. For that Rivers (1981, 175) claims that the Audio-Visual Approach puts many reasons to emphasize the importance of adding the visual element in teaching both listening and speaking. These reasons are summarized in the following issues:

1. The elimination of the interference of the MT by adding the picture to the voice. Learners will understand the FL by both the meaning that is gained from the image and the FL utterance.

2. The elimination of the script because the spoken language will be understood by the use of the picture stimulus.

3. The increase of learners' motivation. Modern learners find it interesting when well-drawn pictures are added.

Moreover, in many state school systems now where the pupil's future use English is uncertain, a primary aim is to build communicative potential. Thus, teachers nowadays are looking for establishing ways of using audio visual aids that is useful to achieve student's proficiency. In the same path Celce-Murcia (2011, 4) claims that:

> "Audiolingualism is a reaction to the reading approach and its lack of emphasis on oral-aural skills; this approach became dominant in the United States during the 1940s, 1950s, and 1960s; it takes much from the direct approach but adds features from structural linguistics and behavioural psychology."

From what is said in recent quotation, we can notice that audio visual aids deal with the production skills which are listening and speaking; so, it focuses on what the students' oral produce. In other line since audio visual aids are a strong step to improve students' learning abilities, Aggrawal (2009, p,22) defines them as "sensory objects or images which initiate or stimulate and enhance learning." Also, audio visual aids are those aids which help in completing the triangular process of learning that is motivation, classification and stimulation . On the other hand Sharma and Chandra (2003) see that

> "The audiovisual aids are used as a method to aid learners in their presentation of knowledge, concepts and thought, they are means to ends, they are valuable tricks to knit the pupils into learning, not means of entertainment and they are not synonymous with motion picture, but they are extremely varied in devices".

In other words, audio visual aids are ways of establishing concepts through a system converting visual images with sounds which enables the learners to acquire naturally the language.

1.5. The contribution of education technology in the four skills achievement

As previously mentioned, educational technologies is supported by many teachers and learners in order to develop competencies, gain knowledge and the four skills (listening, reading, speaking, and writing). In the field of learning English language, students apply many technological ways for fostering listening, speaking and communication abilities. "Using technology in educational settings is strongly affected the four skills. Listening is the process of understanding the speech of the sound or speakers such as accent, pronunciation, grammar, vocabulary, and comprehension of meaning (Saricoban, 1999, p,36). Thus, through listening the learners will be capable to acquire a large amount of education, information, ideas, and thoughts.

The use of educational technology such as audio materials as a listening tool is very important learning tools for enhancing EFL students' listening skill. In addition, it helps the learners to know how words pronounce from the tasks given by the teacher using technological materials. (Hoven, 1999) Educational technology (media tools) in teaching and learning listening using allows the learners with a wide range of vocabulary, enriches the skill, and helps in producing effective results; so, they will reduce listening difficulties and provides them with visual and voice inputs that suit their needs.

Moreover, "reading is the process of understanding a written speech, text or paragraph by the learner. It enables the learning to gain vocabulary and background knowledge in the second language". (Constantinescu, 2007, p,78) Educational technology in reading skill in English language allows the learners to improve their vocabulary stock and terms, in addition acquire new knowledge and thoughts,

Speaking skill, according to Brown (2000, 13), "is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context." In the whole, speaking is to express thoughts, efforts or preparation. It can take several forms. The use of educational technology in enhancing speaking skill can also be helpful for learning, improving, practicing and assessing speaking skill. EFL learners use various types of technology such as computer, tablets and phones in order to chat and communicate and practice the language. According to Payne and Whitney (2002), different social networking sites like Gmail, Instagram, and Facebook allow the learners with audio as well as video talk, this help them in improving speaking proficiency as well as pronunciation."

The use of technology is useful for gaining vocabulary and pronunciation abilities as well. Furthermore, Writing is an important means of communication that is probably the most needed skill in academic research. In addition, a great deal of the work carried out in the academic world is done through the medium of writing. The diversity of the writing acts that people may be engaged in during their learning process, thus deferent scholars define writing skill from various prospective. Weigle (2002, 19) claims that "writing is an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience."

The use of educational technology to develop writing skill help the learners to concentrate on specific aspects of their writing, like grammar, spelling, vocabulary and the organization or structure of their written text. To sum up, educational technology tools are very important for enhancing the four skills, when the learners expressing thoughts, transferring ideas, communicate, writing a text among other benefits.

1.6. Considering students needs and styles in using technology in the classroom

EFL teachers should highlight the needs and learning styles of their learners which can

be useful to enhance their learning, in addition, using educational strategies in order to achieve better in their performance. Most teachers who prepare educational technology tools in their classroom have to adapt it according to students' needs, style, levels and interests. According to Rio, Delgado and Pasin (2015, 82), "during the twenty-first century EFL teacher should transform education into very motivating and successful learning moments through using this new technologies that benefit the learners to foster both language skill and positive performance." Any EFL learner has his/her weaknesses and strengths; they target to learn some skills, knowledge he/she needs. This is why the teacher has to be intelligent in responding to what their students are eager to learn. In other words, when the students find their needs answered and their learning styles take into consideration they will feel at ease, thus educational technology materials push them to be motivated and learn more. Moreover, students have different needs that help them to enhance specific weakness; Hitomi Masuhara (2011) presents three types of learners' needs:

LEARNER NEEDS	
Kinds of o needs	Where the needs come from
Personal needs	Age, gender, culture background, interests, educational background, motivation
Learning needs	Learning styles, past language learning experience, learning gap (i.e., gap between the present level and the target level of language proficiency and knowledge of target culture), learning goals and expectations for the course, learner autonomy, availability of time

Professional needs (future)	Language requirements for employment, training or education.

Table 01: Students' Needs adopted from Spartt, Pulverness and Williams (2005, 57)

Masuhara (2011) shows in this table that needs differ from one another, for example one it comes to personal needs learners have different needs according to their age (adult student differ from young students), also those needs are differ in term of goals each one want to learn language according to their objectives on using technology tools that is useful for their tasks, Moreover teachers have to take in their consideration that they should know their students' needs to facilitate the learning process.

Also, Willing (1987) suggests four main learners' styles which are presented in this table:

Learners' styles	Explanation
Coveragers	These are students who prefer to work individual and avoid interacting with groups. Also, the trust on their own abilities.
Conormists	These are students who have competence on learning about language to use it. They prefer to work in calm and silent atmosphere.
Concrete students	These are students who prefer to learn from direct experiment and conclude results from their own experiment; they enjoy working in groups in the classroom.
Communicative students	These are students who learn from communication, they are comfortable out of the class and they have confidence on their abilities. They are interest in speaking in the class because they do not have any difficulties when they are speaking.

Table 02: Learning style based on willing (1987), (cited in Harmer 2001, 88)

1.7. The Benefits of Technology for learning English language

In the human endeavours, teaching and learning are the most important and complex process. Thus, researchers support using new strategies that may facilitate these two processes, educational technology becomes a crucial element that was widely used by the teachers and learners to facilitate learning English as a foreign language. In addition, using educational technology in education has many benefits that suits the needs and abilities, also encourage learners to work. According to Zecha, cited in Brown (2000, 45) One of the benefits of using educational technology on students learning progress are:

a) The learners can increase their abilities in learning.

b) Learners can learn new concepts being innovative, and efficiency

c) Find solution of difficult activities

d) Can use the internet and apply learning with multimedia context.

e) Enhance communication with educators and other students.

F) The students can interact with each other more (outside the classroom) .

g) Learners will have more opportunities for developing critical thinking skills and show a significant improvement in those thinking skills. (p.478)

In the same path, Schunk claims that "the learning process provides acquiring and modifying information about skills, strategies, beliefs, attitudes, and behaviours. Thus, students use technology tools to learn cognitive, linguistic, motor, and social skills, and these can take many forms." (2012, 2)   It is clear that, educational technology can be an efficient methods which used by the teachers to help students to solve problems. In addition, it increase learners' motivation and facilitate learning to have enough fluency, which is a very important in learning English language. Educational technology helps EFL students be engaged with the activity with open minded it also helps them to create a good atmosphere for successful learning. Thus, technology tools affect learner's behaviour to be changed for better.

Moreover, the use of educational technology material in the classroom is significant for many advantages as students will be exposed with real discourse. According to Sanderson (1999), technology keep students informed about what is happening in the world, so they have an intrinsic educational value. As teachers, we are educators working within the school system, so education and general development are part of our responsibilities. In the same path, Undrwood (1989) states that ,

> "Educational technology materials like audio visual tools allow the students
> to hear as much more real act of communication with all the interactional
> features which are not normally found in scripted materials. it gives them a
> true representation of real spontaneous speech with its hesitation, false,
> starts and mistakes, which will make them more able to cope with real
> life " speech when they meet it outside the learning situation." (p. 100)

It means that educational technology material; students can acquire the foreign language as it is within native speakers, with all its own features. In addition, it involves opportunities for learners to think about the real language and the responsibility to use those materials by their own. "Nowadays, the use of educational technology is necessary in learning English as a foreign language because of the benefits that both teachers and students will be able to obtain information, also the use of technology in foreign language will catch students' attention". (Riasati et al, 2012, p,30)

In the same context , Dudeney and Hockly (2008) mention that technology tools are important in the EFL classroom, because it involves to practice the language, enrich language learning experience, vary in using communicative and interactive activities, learners will be strength as well as rise their self-instruction and self-confidence. To conclude, technology tools can benefits learners in the creation of the language classroom and rise students' self-confidence, help the students to be engaged with learning activities.

1.8. Educational Technology Materials and Affective Factors

Educational technology plays a major role to learn an L2, because it is unique, due to the multifaceted nature and roles of language itself, and describing its nature and its core features requires particular care, technology tools was the first focus of many research in learning foreign languages successfully. As argued those earlier teachers use skills through technological materials as central to teaching effectiveness and raising many affective factors as following:

1.8.1. Educational Technology and anxiety

Most EFL students suffer from the fearing of making mistakes during learning process, this may hinder their progress, in addition these emotions refer to as anxiety, according to   Brown (2001, 51) suggests that there are: "trait anxiety" which is permanent feeling; so students always feel anxious about anything in life and "state anxiety" that is not temporary according to such situation and circumstances. In the same path, Crandall (1999) defines anxiety as the feelings of fear to fail in learning process, especially for the students who cannot answer such kind of difficult questions posed by their teacher.

In the same context Wilson (2006 cited in Judith et al, 2019, 2) affirms that "anxiety in Learning English as a Foreign Language can be describes as an extremely related to oral performance, hence it provokes learners of being anxious when they perform the target language." So , anxiety is very famous and familiar in EFL classroom however implementing technology tools can reduce this factor , also it can be seen that anxiety is when the students are not satisfied about her/ his self or her/his work this may block their learning.

1.8.2. Educational Technology and motivation

In learning second language motivation is an important factors especially when using educational technology materials in learning tasks , in addition, the scholar Gottfried (1999) defines motivation as the following, states that academic motivation as "enjoyment of school

learning characterized by a mastery orientation ;curiosity ; persistence ;task-endogamy; and learning of challenging, difficult ,and novel tasks" (p. 525). Academic motivation consist many characteristics, for example, enjoyment, mastery orientation, curiosity, persistence, task-endogamy and learning of challenging.

According to Shunk and Zimmoun, (1989, 14), the term motivation is complex; therefore, motivational processes contains different levels which must be reached, the high level of motivation covert a psychological side if the students which control actions, this action related to the value and the expectancy that help them to enhance a specific aim. On the other hand, Guay et al (2010,p, 44) define motivation as "the reason underlying behaviour" motivation as term originated from the Latin word "moveo-movere" means to "move" in English. Moreover, teachers' duty is to show their students accurate ways to develop their learning and thoughts, thus; the principles or the resources that could make that happened is the teachers' motivation to their students' through using educational technology tools such as comport, audiovisual materials, internet, tablet, smart phone.... From this, motivation is the main issue that teachers do in order to develop students' ability of learning process.

1.8.3. Educational Technology and self confidence

Self-confidence is one of the important factor that help in creating a suitable atmosphere for working on educational technology strategies in the English classroom; in addition, self confidence as a method is an excellent effect in gaining information at the fulfillment of inexperienced student . It is taken into consideration as one of the number one affective elements due to the fact language of relies upon at the quantity of the learner`s mindset and perception in his skills. The following steps are essential which will construct self confidence of inexperienced persons to gain their gaining knowledge of and display their skills in performance:

- Appropriate instructor behaviours and appropriate courting with the students.

- A fine and supportive school room atmosphere.

- A cohesive learner organization with suitable organization norms. (Dornyei, 2001,p. 31)

It is apparent that self-confidence is largely private attitudes closer to the self who permit the man or woman to have a fantastic and sensible notion of himself and his skills, such attitudes as pride, trust, optimism and affection. Self confidence of the persons will increase their strength in learning the foreign language and the fantastic emotions closer to the self skills and competence. Educational technology can raise self confidence to enhance working activities, show their abilities and rely upon themselves.

1.8.4. Educational Technology and self-esteem

Self esteem play a major role as an element that rise students' perception and enhance the abilities as it motivates students to shape and preserve relationships that confirm identities among each other when dealing with educational technology tools in learning.
The scholar Burke (2002, 42) defines the concept of self esteem as

> "the maximum usually to an character`s typical effective assessment
>
> of the self. It consists of wonderful dimensions, competence and really well
>
> worth. The competence dimension refers back to the diploma to which
>
> human beings see themselves as successful and efficacious. The really well
>
> worth dimension refers back to the diploma to which people experience
>
> they're individuals of value".

From this point of view, it is clear that the concept self-esteem is associated with a person`s typical emotional assessment of his self or an mindset closer to the self this can be helpful in educational technology use. Furthermore, the primarily focus of self esteem is on the values including beliefs, attitudes or interests. To sum up, Learners` self esteem in overseas language training has a relation with the technology tools, it help them to make of themselves in sure conditions and the critiques in their language getting to know cap potential

in general.

1.9. Teachers role in using technology in the classroom

Teachers have a great part of the learning process; in addition they are the gatekeepers to technology integration in the classroom. This means that, EFL teachers play a vital role in the success or failure of learning process, also teachers play different roles in the classroom to promote students learning process by encouraging them with hands on learning for the best conditions for learning successful, all those tasks related to teachers responsibility.

Harmer (2001, 22) suggests that "teachers are responsible here to transmit knowledge to the learners, so, teachers are most responsible in giving decision about all the things that happen inside the classroom." Additionally, the integration of technologies in EFL classrooms by the teachers can facilitate learning. According to Hismanoglu's research (2012, p,20), "in the classroom teachers duty is to increase learners motivation in learning process and make the class more student-centered through implementing a different educational technology tools into classroom." In the same context, Spelleri (2000, 47) thinks that the teacher should perform the following roles:

•Filter: Teachers present the language in suit ways, to meet learners' level, needs, and interest.

•A culture guide: teachers should provide their classrooms as well as, learners with all Information of culture that is available in authentic materials.

•An objective chairperson: In many cases, the use of authentic material involves some discussion in some topics; here the teacher should be leader listener. Generally, the good selection of teaching foreign language educational technology materials enables teacher to create appropriately activities that meet the needs of their learners, and motivate them for high access.

Conclusion

The use of educational technology for teaching, learning, practicing and assessing foreign language, like English, has many advantages for the EFL learners' progress. The use of technology in EFL setting can help the learners to be highly encouraging, productive and profitable for all levels of learning. In other words, the benefit students get from technology tools to the language is accordance with the students' level of knowledge this might raise students' awareness towards their performance in the classroom.

Chapter two: Research Design and methodology

Introduction

The present chapter is devoted to explain the research methodology and plans of the study, in addition the method used to investigate the effectiveness of technology use in EFL classroom. Thus, the main goals behind this study are to answer the research questions and test the validity of the hypothesis that shed the light on the use of technology in TEFL classroom. Moreover, the present work deals with two main data collecting tools, an interview and a questionnaire. Therefore, it mentions the study method and participants; it also highlights the materials and techniques.

2.1. Research Design

Since the study is about the use of technology in EFL classroom, it is important to state that the descriptive method is appropriate and serves the study investigation. To support this point, Selinger and Shohamy claim that, "in the research design includes the main steps and all the frame work of the two variables under invistigation". (Khaldoun, 2008, p.85)

Moreover , research design has a virtual role that help the researcher to answer the questions and check the hypothesis through conducting the research which explains the plan that aims at solving the research problem through following the steps such as collecting, interpreting, analysing and discussing data.The study aims are to gather knowledge concerning the topic based on logical arguments and evidences; for that, the research design is important to mention the plan and design of the research that serve the research needs and objectives. It also tends to check the presented mixed method which involves both quantitative and qualitative data collection methods suitable in achieving the aims of the research as it will offer successful types of data that will help in answering the present

research questions.

2.2. Research Approach

Research approach can be described as all the plans and procedures that is used in the investigation of the present research; thus, Creswell (2009) asserts the significance of illustrating the research approaches as effective procedures and strategies to increase the validity of academic research. Also, the research approach is divided into three main approaches: quantitative approach, qualitative approach, and mixed method approach. In addition to that, Fred and Perry (2005) claim that quantitative and qualitative approaches represent different ends on a continuum. Therefore, a mixed-methods approach is created as a carful mixture to combine with the quantitative and qualitative components.

Because the topic sheds light on investigation the use of technology in TEFL classroom, it should apply a successful approach that is suitable for the research objectives. Thus, it is useful to use descriptive and analytical method, and it uses both a quantitative approach to make deal with the numerical data and a qualitative approach to analyse and interpret data about the topic. For that, both questionnaire for students and semi-structured interview with teachers are useful to gather data about the attitude of the use of technology in TEFL classroom, the case of first year students of English at the University of Ghardaia.

2.3. Mixed Methods (approach)

Mixed method term means that the researcher uses new strategy based on mixing quantitative and qualitative statistics inside an unmarried research. According to Creswell (2009), mixed method as "a technique to inquiry that mixes or pals each qualitative and quantitative forms, it entails philosophical assumptions, the usage of qualitative and quantitative processes, and the combination examine of each processes" (p. 4). The use a mixed method technique refers to the need of using a system that allows the researcher to use quantitative statistics and qualitative statistics for evaluation. To sum up, the present study

aims at applying mixed method technique which is necessary for using qualitative and quantitative techniques because the topic of the research needs collecting information using each quantitative and qualitative statistics along with questionnaires and interviews.

2.3.1. Qualitative Approach

Since the research investigates the effect of technology in TEFL classroom on first year students of English at the University of Ghardaia, a qualitative method is used to focus the several of statistics inclusive of interviews, and questionnaire documents that must be prepared and analyzed. According to Creswell (2009, 55), "a qualitative method is suitable to the researcher seeks to recognize relationships among variables". The qualitative studies strategies are created to assist researchers to recognize the cultural and social contexts inside which they live. It is an interpretative method, which tries to benefit perception into the particular behaviours associated with a positive social phenomenon via the evaluation of members` subjective reports. In addition through this method the researcher is able to construct, hypotheses through addressing questions like how, why, in what why, so, it helps the researcher to watch the students reports and realities from the topic perspective.

2.3.2. Quantitative Approach

Generally, the quantitative approach used by the research in order to analyse the data collected. For that, Cresswel (2009, 172) defines quantitative research as "a means for testing objective theories by examining the relationship among variables these variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures."In other words, the quantitative approach is useful technique for generalizing results from wide population selected for the topic. In addition, it also is used to answer some specific questions like who, what, because it deals with numerical analysis of the sample selected by the researcher in order to explain the main variables issues by analysing the collected data in form of numerical and mathematical procedures.

2.4. Data collection

Overall, data collection is an important step for any investigation; therefore, it is necessary to select effective methods that suit the research aims. In addition, it helps in collecting information about the descriptive topic involved in the study such as people, artefacts, and phenomena, as well as the environment in which they occur in order to answer pertinent questions, assess results, and make decisions. Thus, the data collection focus on collecting data and knowledge about the instruments through two procedures will be given (questionnaire and interview) as data collection tools of this study.

The description method is appropriate because it is a suitable way that could enhance the validity of the use of technology in TEFL classroom, the case of first year students of English at the University of Ghardaia. Due to that, data was gathered by using two data collection tools: an interview with EFL teachers and a questionnaire for first year LMD students; these two tools will be described and analyzed in details in the following chapter.

2.4.1. Sampling

Sampling is a very important step in any investigation; in different words, "sampling is selected few part from the whole population of the study in order to find answers of the research questions and suggest the solution for the statement problem. (Thompson, 2012, 1) Moreover, it is useful to measure the skilled investigators, also it enables the researcher to check, test, and explain the validity of the data collected concerning the use of technology in TEFL classroom.

2.4.2. Participants

Generally, the term participant includes the selected people for doing the investigation, according to Marczyk participants refers to all the individuals who are includes as a sample of the research investigation; however, the research should choose a representative group from

the population which display the characteristics of the population rather than working with every member. (Khaldoun, 2008, 86-87)

Participants of the study means the individuals that used to investigate the validity of the research they choose randomly from the whole population also they have equal chance to be the sample actually selected. So, the participants of this study are both teachers and students. The first participants were drawn from a population of first year students at the University of Ghardaia. All participants had to be novice in the English language, because English was not their native language. The participants are a sample of forty (40) students who were addressed with a questionnaire, also, the second participants are English teachers at University of Ghardaia, were selected randomly to make the interview about the research subject , (N= 04) teachers are concerned with the study .

2.5. The Questionnaire

The questionnaire is a common method used by investigators in checking the information about the research subject aims, attitudes and backgrounds. In this present study, the questionnaire is used to investigate the students' attitudes towards the subject under investigation. Also, it seems as an important way to discover the use of technology in TEFL classroom and its effect on first year students of English at the University of Ghardaia.

The questionnaire is one of the most frequent quantitative data gathering tools. It is a set of different types of questions asked to a large number of participants to collect statistically useful knowledge about a given topic. It is a valuable method of collecting a wide range of information from a large number of individuals, often referred to as respondents (Roopa & Rani, 2012). The questionnaire is a kind of data collection for qualitative researches. It has its strength for constructing, esteeming versatile and uniquely capable of gathering a large amount of information quickly in a form that is readily process able" (Dornyei, 2007, 3).

The use of questionnaire can help the researcher in various ways and it has many

advantages for choosing it as a data collecting tool. Seidel et al (2012, p, 151) summarize its strengths in the following:

- Questionnaires can be sent and returned by post or Email and they can be handed directly to the respondent

- Questionnaires are cheap to administer.

- The only costs are those associated with printing or designing the questionnaire.

- No time-consuming; it increases the speed of data collection.

- The respondent can finish it and return it back quickly.

- Using Questionnaires will reduce biasing error that is caused by the characteristics of the interviewer and the variability in interviewers' skills.

2.5.1. Types of questions

Questionnaires include different type of questions which are arranged in a logical way chooses by the researcher. In designing the questionnaire for research aims it may include the required answers with dichotomies (yes/no question), or picking up the most appropriate answer from a series of options, or asking the students to give their opinions and attitudes or to explain their choices. In other words, the questionnaire involves various questions which are divided in two main forms: close-ended and open-ended which are used to find the information or facts from participants; thus, the researcher should use clear and simple questions for the participants. Choosing a certain type of questions is determined due to the research aims and the kind of the data collected concerning the use of technology in TEFL classroom by first year students of English at the University of Ghardaia.

2.5.1.1. Open-ended questions

In open questions, the participants are required to give their personal views and opinions about the topic or to explain their choices. The open ended question is intended to elicit a free response from the subject rather than one limited to stated alternatives, Naoum

(2007, 33) argues that "open questions are used in order to encourage the respondent to provide free responses". So, open ended questionnaires are used in quantitative research as well as finish with a section of open questions to gain more detailed answers and gather information on the subject.

2.5.1.2. Close–ended questions

In this type the participants are required to answer with dichotomies (yes/no question), or picking up the most appropriate answer from a series of options. This type of questionnaire is easier and quicker for the researcher to record responses about the attitudes towards the use of technology in TEFL classroom and always begins with a series of close-ended questions with boxes to tick or scales to rank. In this study the researcher used only close-ended questions to collect data in order to meet the aims and interpret the responses quantitatively of our research topic, in addition to its major advantages.

To support this point of view of the researcher, Oppenheim (1992, 99) summarizes the strengths in following:

- Require little time

- No extended writing

- Low costs

- Easy to process

- Make group comparisons easy

- Useful for testing

- Specific hypothesis.

- Less interviewer training.

2.5.2. Questionnaire Design

This questionnaire is addressed to first year students of English at the University of Ghardaia for the academic year 2021-2022, the participants of this questionnaire are 40

students from two groups; thus, they are chosen randomly to explore the efficiency on the use of technology in TEFL classroom at the University of Ghardaia. It also consists of 13 questions which are arranged in a logical way. They involve tow type of questions: "closed questions" and "open-ended questions". The questionnaire is divided into tow sections:

   -Section one contains general information about the students' background information such as their gender and age.

   - Section two includes the students' attitudes towards the use of technology in TEFL classroom.

2.5.3 Questionnaire administration

This questionnaire will be posted online on Facebook group of first year students of English at the University of Ghardaia.

2.6. Teachers' interview

The interview is a useful data gathering strategy. It is known in social research and there are a various types of interviews among them structured and semi-structured interview. According to Cohen and Manion (1994, 35), an interview is "used between two characters with the interviewer for the aim of collecting views and attitudes of the interviewers concerning specific topic." The interview is an important and essential data collection tool. In the present study, the researcher adopted semi-structured interview to collect teachers' attitudes towards the use of technology in TEFL classroom, because of its greater flexibility and validity of reports. The semi structured interview is a quantitative data collection strategy in which the interviewer does not strictly adhere to a predetermined list of questions, and they will instead pose more open-ended questions. According to Dawson (2009, 65),

> "Semi-structured interviewing is perhaps the most common
>
> type of interview used in qualitative social research. In this type
>
> of interview, the researcher wants to know specific information

which can be compared and contrasted with information gained

in other interviews. To do this, the same questions need to be

asked in each interview. However, the researcher also wants the

interview to remain flexible so that other important information

can still arise."

In this study, the researcher adopted this tool as a follow up to the questionnaire' response, and to test the stated hypothesis. In the same view, Gay (1992, 232) explains that many interviews rely on using semi-structured interview as a technique for established specific questions which help in the advancement of the research topic through open-ended questions. In addition, the unstructured questions facilitate the information of the responses to establish the questions. Thus, the interview can be good step for checking, investigation, analysing the data gathers of the subject.

2.6.1. Description of the Teachers' interview

This interview is based on what was dealt within the theoretical part of this research. The interview is designed English teachers at University of Ghardaia. It will be made with three teachers, they collaborated through their answering the questions, commenting, and giving suggestions. The questions in this interview are either closed questions for which teachers required to give "yes" or "no" answers ,or to choose the appropriate answer from different options ; or the questions are closed-ended questions; furthermore, the closed-ended questions used to ask the teachers to choose from predetermined answers ; in addition to this type of questions, the questions which take the form of "justify your answer" or "justify please"' are made by the researcher for the sake of obtaining much clear responses, also to prevent ambiguity. The teachers' interview consists of 13 questions which are either directly or indirectly related to the research.

2.6.2. Administration and Aim of the Teachers' interview

As mentioned previously, this interview was conducted with English teachers; it was accomplished on meeting with four teachers. Eventually, we collected several information which were most clear and complete and which we thought they may be valuable data and may serve our study. The general aim behind this interview is to use the teachers' answers to help us obtain the teachers' attitude toward their pupils' performance while using technological materials in teaching process.

2.7. Piloting and validation

In order to check the validity and the acceptability of the data collecting tools the questionnaire and interview and the validity , practicability, visibility, and clearness of the questions prepared, the piloting step should be used undertaken. Piloting is an essential part which can give another points and insights for the research to check his/ her preparation of the work, in addition piloting and validation is important for checking the growing and comprehensibility of the raised questions in addition to the content material used, or having comments about the methodology and questioned on through piloting procedure. Besides, the piloting procedures should be done before the administration of the interview and questionnaire to the participants. In the piloting stage, the researchers should make interview on meeting with two or three teachers in order to check and speak about the questions in the interview. After that, the research can conclude if the questioned raised in the interview and questionnaire are useful to be distributed to the selected population or should do some change and modification that suit the populations, also, it is crucial to notice that the two strategies (questionnaire and interview) have been made and administered at the University of Ghardaia with the selected participants.

Conclusion

This chapter is a brief discussion on the research method used to answer the research questions. A discussion of the procedure, study participants, data collection, and interview questions outlined the specifics of how the study was conducted and who participated in the study in order to know the attitudes towards the use of technology at TEFL classroom the case of first year students of English at the University of Ghardaia

Also, in this chapter, we tried to give some theoretical ideas that could help the reader concerning the research design and approach employed in the study. Then, it shows the sample where the current study has been carried out as well as the participants were presented to conduct the research, and it describes the tools used for collecting the data in addition, the two procedures (students questionnaire and teachers interview) used in the research

Chapter Three: Field work and data analysis

Introduction

This study is conducted to investigate the use of technology in TEFL classroom. To carry out this present research, questionnaires administered for first year LMD students and interview with teachers at the Department of English University of Ghardaia to collect data and examine whether teachers use technological materials and to know the achievement of students while using technology. As a first step this chapter introduce the population of the research. Second it describes, analyze and interpret the questionnaire results and interview.

3.1. Population

In the present study deals with two main tools an interview and a questionnaire to collect information, thus it is important to select the sample of the population.

3.1.1. The Students

First year students of English at the University of Ghardaia are the whole population. This study is deals with forty students chosen randomly. The reason behind choosing the first year is that they are novice learners, so they are more motivated to learn and to use the technological materials in learning. For that; teachers should choose the best method to teach them and help the students to improve their performance.

3.1.2. The Teachers

The English department teachers at the University of Ghardaia are the total population. It is deal with the sample of four (4) teachers. They were selected randomly from the whole population in order to collect different views about educational technology and if they considered it as the best method to develop students learning process.

3.2. Analysis of The students' questionnaire

The procedure of analyzing data from the questionnaire is as follows:

-Statement of the questionnaires as they appear.

-The results of the questions are presented in the form of tables and figures.

Section One: General information

Q1. Sex?

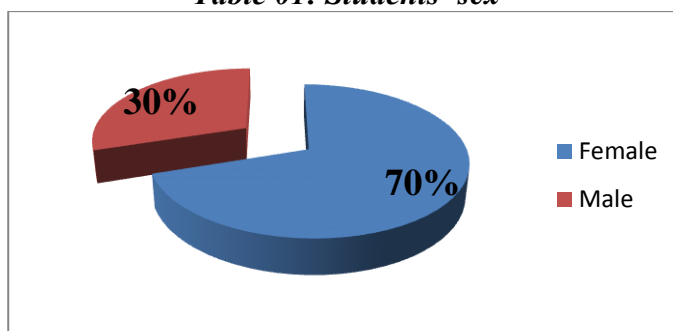| Gender	Number	Percentage
Male	12	30%
Female	28	70%
Total	40	100%

Table 01: Students' sex

Figure 01: Students' sex

The results displayed in the table above show that the majority of students are girls (70%) who study English as a foreign Language in the first year LMD, and only (30%) that represent boys from the rest. Also as shown in the table, females (28) are about three times the number of males (12).

Q2. Students' age

As the table shows, students' age varies between 19 to 24 and more years old. It shows that the majority (57%) is 19 years old. The second part (25%) represents the students at the age 20 .the third one (13%) shows the learners who might repeat one or two years, they are 22 years old. Finally (5%) represents the aged students who may be repeat more than twice, changed their field of study or they get their Baccalaureate later on or they study English as additional diploma (24 and more).

Q3. How do you consider your level in English?

Option	Number	Percentage
Very good	8	20%
Good	20	50%
Average	07	17%
Poor	5	13%
Total	40	100%

Table02: The Students' consideration of their level in English
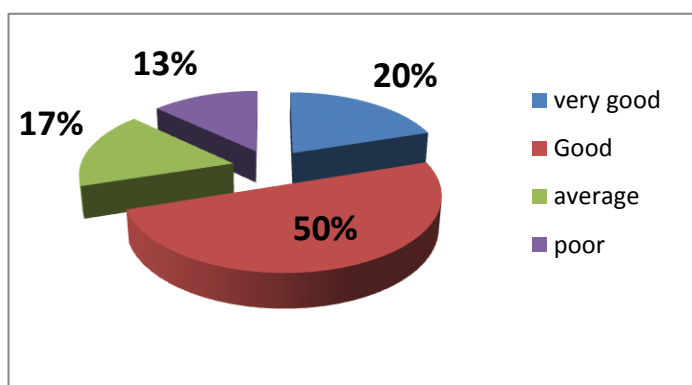

Figure02: The Students' consideration of their level in English

We can notice from the table above that the highest percentage of students (50%) claim that their level in English is good. Others (20%) show that they are very good in English. Some of them (17%) say that they are average in English. The least percentage (13%) of students shows that they have a poor level in English.

Q4. Was your choice to study English at university?

Options	Number	Percentage
Personal	29	73%
Imposed	11	27%
Total	40	100%

Table 03: Students' Choices for studying English
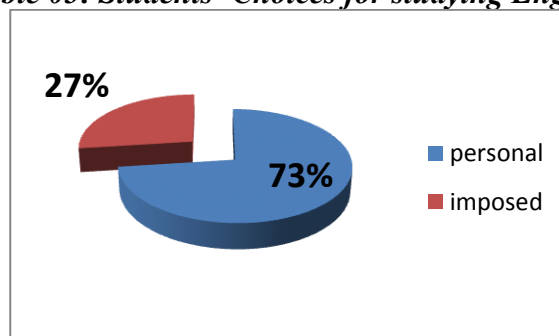
Figure 03: Students' Choices for studying English

From the above table, we can see clearly the choice to study the English language was the choice of the vast majority of students (29) making up (73%) say that it's personal choice. This means that they found the good atmosphere and techniques for learning effectively. However, the rest of the sample which consists of (11) students- making up (27%)-opted for 'imposed'. We suggest that their baccalaureate level did not give them the opportunity to study the specialty they wanted to follow.

Section Two: The use of technology in TEFL classroom

Q5. How much do you enjoy using technology in learning?

Option	Number	Percentage
a. A lot	32	80%
b. A little	8	20%
c. Not at all	0	0%
Total	40	100%

Table 04: Students opinion about how much they enjoy technology
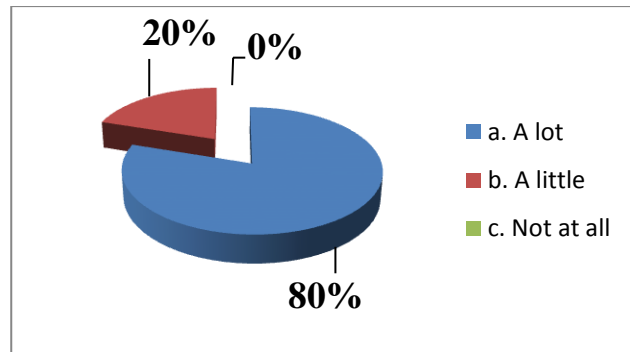
Figure04: Students opinion about how much they enjoy technology

The table above indicates that (32) respondents (80%) they enjoy using technology in learning a lot because it is the important one , other (8) respondents (20%) state that they enjoy using technology a little, but no one chose not at all option.

Q6. How often does your teacher use enough technological materials?

Option	Number	Percentage
a. Frequently	7	18%
b. Sometimes	30	75%
c. Rarely	1	2%
d. Never	2	5%
Total	40	100%

Table 05: Emphasis the frequency of teachers using technological materials
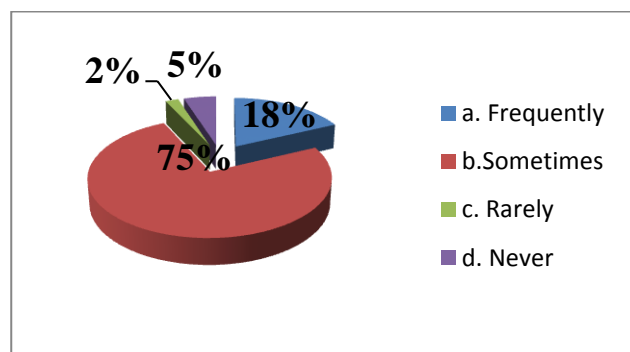
Figure 05: Emphasis the frequency of teachers using technological materials

The table above indicates that (30) respondents (75%) their teachers sometimes use technological materials, other (7) respondents (18%) state frequently; while some others (2) respondents (5%) claim rarely. The remaining (1) respondents (2%) their teachers never use

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technological materials while teaching.

Q7. Are you motivated to spend more time using technology during the session?

Option	Number	Percentage
a. Motivated	28	70%
b. Very motivated	12	30%
c. Less- motivated	0	0%
Total	40	100%

Table06: The Students motivation towards using technology

Figure06: The Students motivation towards using technology

The results as shown in the table above reveal that more than half (75%) of the respondents claim that they are motivated to spend more time using technology, because it encouraged them to learn effectively. (30%) opted for 'very motivated '; but no one opted 'Less- motivated'.

Q8. In general, when your teacher use technological materials to present the lesson do you find it:
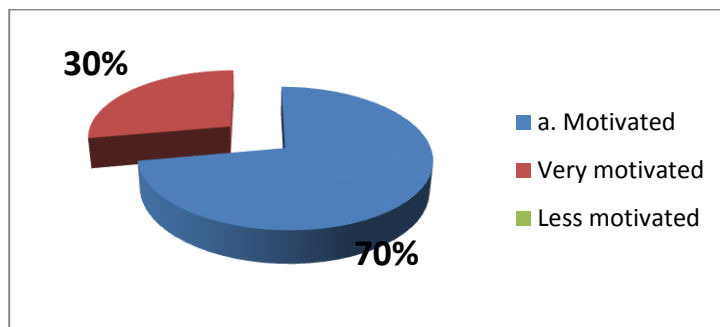
Option	Number	Percentage
a. Easy to understand / comprehend	20	50%
b. Very easy and enjoyable	11	28%
c. Difficult to understand / comprehend	9	22%
Total	40	100%

Table07: Students view about their understanding during the use of technology
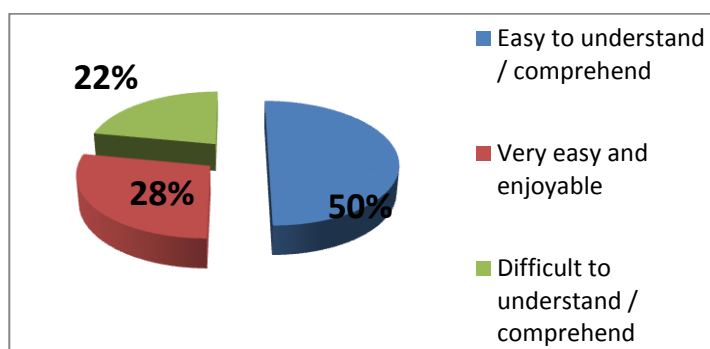
Figure07: Students view about their understanding during the use of technology

Half of the questioned students (50%) said that they found learning easy to understand / comprehend while using technology; in addition, they feel relaxed during the learning process as results of technology materials atmosphere. (28%) of the students, see that it is easy and enjoyable. And the least part (22%) they see that it is difficult to understand / comprehend.

Q9. According to you, what are the main reasons behind students' difficulties in learning?

Option	Number	Percentage
Students' motivation to learn English	5	12%
Time of teaching is not appropriate	0	0%
Teacher's competence	0	0%
The lack of practice	4	10%
The lack of using technological materials to teach English	31	78%
Total	40	100%

Table 08: The causes behind the students' difficulties in learning
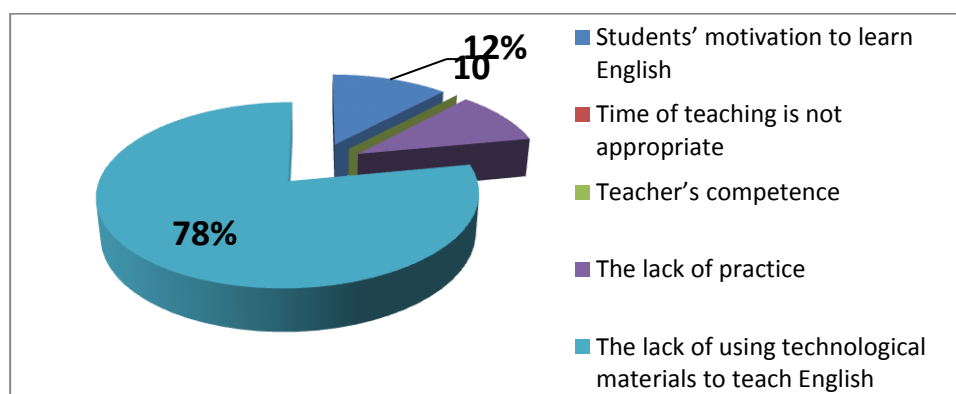
Table 08: The causes behind the students' difficulties in learning

As we notice in the table, (78%) of the students declare that their difficulties are due to the lack of using the technological materials to teach English, others (12%) found that motivation is the most weak point. the least point (10%) it represents students said that their weaknesses due to the lack of practice.

Q10. What are the benefits of using educational technology?

Different answers derived from the above question, it is summarized as following:

The use of educational technology in TEFL classroom is useful, thus many students benefit from this strategy, the learners can increase their abilities in learning and learn new concepts, being innovative, and efficiency. Also, they can have the answers of difficult activities; moreover, EFL learners can improve communication with educators and other students through interaction with each other more. Through technology learners have opportunities for developing critical thinking skills and show a significant improvement in those thinking skills and being experienced in learning for more engagement and relevant. In addition the use of technology organize learning process syllabus which requires more challenges and project based learning.

Q11. Dou you think using technology would improve the four language skills (reading, writing, speaking, listening)?

Option	Number	Percentage
Yes	40	100%
No	0	0%
Total	40	100%

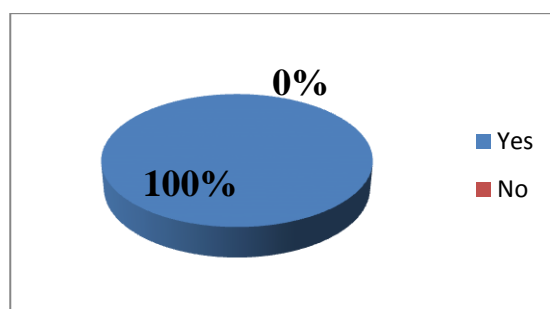*Table 09: The effect of technology on students' language skills*

Figure 09: The effect of technology on students' language skills

We can notice that all students (100%) claim that using technology improves the four language skills (reading, writing, speaking, listening) , also it is effective and they can learn

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better and achieve their skills.

Q12. Which method do you prefer in learning English in Algerian EFL classroom? Please justify?

Option	Number	Percentage
a. Traditional education	3	07%
b. Educational technology	37	93%
Total	40	100%

Table10: Student willingness towards the method of learning
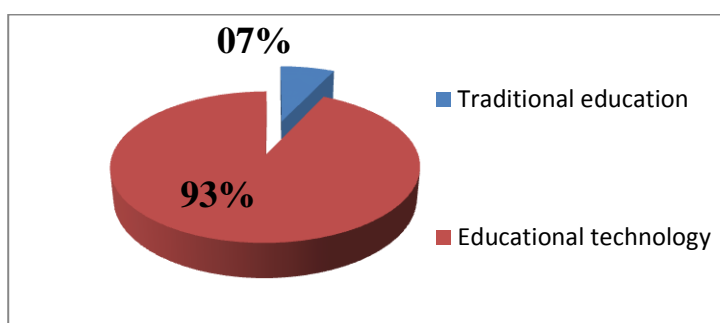
Figure10: Student willingness towards the method of learning

It can be seen from the table above that (93%) of students argue that they show more willingness towards educational technology because it enable them with more opportunities to learn better , and can improve many skills because it opens the door on knowledge and vocabulary. , but the rest (07%) opted for' Traditional education', and this because they prefer to learn just from their teachers as the use of technology waste time.

Q13. While doing a home work, you relay to use?

Option	Number	Percentage
a. traditional method such as, books, articles , dictionaries , hands on learning	0	0%
b. Technological method such as, internet, phone, computer	40	100%
Total	40	100%

Table11: Student strategy in doing homework
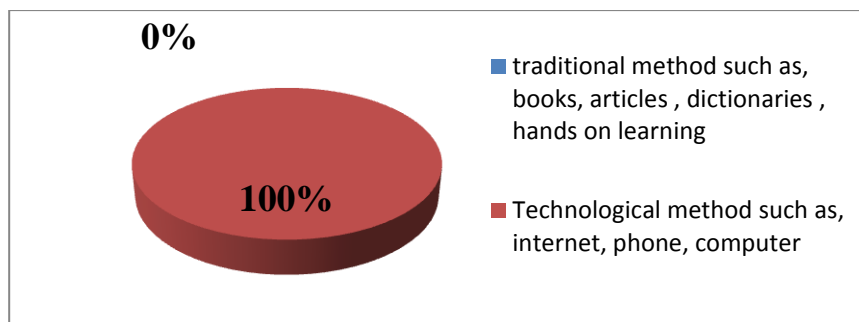
Figure11: Student strategy in doing homework

The table above indicates that all (100%) students argue that when they have a home work they use technological method such as, internet, phone, and computer rather than using traditional method such as, books, articles , dictionaries , hands on learning.

3.3. Analysis of the interview

Q1. How long have you been teaching English at the University of Ghardaia?

The aim of this question is to elicit the teacher's teaching experience in teaching English at University of Ghardaia . The three first teachers claim that they have been teaching English for ten years and from this we can notice that they are experienced teachers. While one teacher affirms that he teaches English since five years, so he is a novice teacher.

Q2. What degree do you have?

Concerning this question, the teachers have been asked about their highest degree they hold. Three teachers claim that they have Magister degree in Applied Linguistics, and one teacher hold Doctorate degree in the same specialty.

Q3. Do you think that your students' English performance is satisfactory with regard to their current level?

This question aims at asking about the students English performance if it is satisfactory with the regard of their level. The findings of this question reveal that all the teachers said that their students performance is not satisfactory regarding with their level, thus they try to use strategies that support students need and style and promotes all types of students to get

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involved in the learning process. So they can achieve more their performance and level in English.

Q4. Would you specify to what extents are you satisfied with the technological materials is used in the department of English?

This question is designed to ask the teachers if they are satisfies about the technological materials is used at the university. EFL teachers claim that they suffer from the poor technological materials at the university, and they claim that technological materials should be presented in which it help the learners to enhance their learning in particular and language proficiency in general, in addition, students are in a dire wish to lead more and learn from technological materials which facilitate for them learning and taught them sufficient quantity of words . Also, student will encouraged to perform better in the classroom.

Q5. Is technology important in teaching and learning the foreign language? Justify?

This question aims at asking the teachers if technology is important in teaching and learning the foreign language. Three interviewed teachers confirm technology is very important in teaching and learning the English language because technology considered as a way that the teacher apply it during the course in order to raise interaction and motivation among students, this can help them to benefit and participate in the course. In addition , the idea that link education with technology, it implement a positive changes in schools and raise awareness among teachers that it actively embraces new technologies to see how they can help students learn efficiently. Also, technology as a technique is used to train learners with English language which push them to work with college students, gain knowledge, and required new vocabulary from technology materials However, one teacher said that technology is not important , it just additional knowledge the teacher is the central source of education .

Q6. What do students prefer, educational technology or traditional education?

This question asks the teachers if they prefer educational technology or traditional education , three teachers said that they prefer educational technology in teaching the foreign language because it provide the learners the natural language , while one teacher claim that he prefer traditional technology.

Q7.Do you think that the use of technology for teaching EFL is useful for the students' achievement?

This question asks about if the use of technology for teaching EFL is useful for the students' achievement. The four teachers affirm that technology is useful in enhancing students achievement in learning it help them to be motivated and encouraged to perform better , and reduce many psychological problems such as lack of confidence , shyness , anxiety . So, technology is essential elements in learning and for the progression of students' level in performance. In addition, it improves their four skills performance.

Q8. Does the use of technology reduce learners' difficulties inside the classroom?

The aim of this question is to ask teachers about if the use of technology reduce learners' difficulties inside the classroom. All the interviewees answered that the majority of students face many difficulties that may hinder their progression in learning such as pronouncing difficult words, spelling, lack of vocabulary knowledge, grammatical difficulties, inhabitation, lack of self confidence, and un-motivation. Thus they need using technological materials for achieving their learning and reducing difficulties.

Q9. Do you think that implementing educational technologies can release both teachers and learners from hard work?

The four teachers stated that implementing educational technologies can release both teachers and learners from hard work , thus , The interviewees agreed that the system of education changed positively through implementing 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 but it release the hard work like writing in the tables replaced by writing from the data show directly (audio visual materials) . 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, In addition, the learner practise that language. Also, the role of teachers is shifted from being the only source of information, to just being guiders and evaluators, i.e. users of technology and even researchers. Students can search rapidly about the information he/ she wants to know.

Q10. What are the benefits that educational technology has brought to learning English?

All teachers affirm that that educational technology has brought many benefits to learning English the learners can achieve their abilities. Technology gives more advantages for learning opportunities classroom settings. Also it gives various answers for students' interest in many fields and enables the students explore and search about different topics. The use of educational technology is necessity in learning English as a foreign language because of the benefits that both teachers and students will be able to obtain information, also the use of technology in foreign language will catch students' attention, technology tools are important in the EFL classroom , because it involves to practice the language, enrich language learning experience , vary in using communicative and interactive activities, learners will be strength as well as rise their self-instruction and self-confidence

Q11. Do you think that some students' failure in learning is due to: The nature (genre) of the material used in education (technology), the teacher's experiences in teaching, or the poor practices?

The interviewees answered that most of students failure is due to the nature (genre) of the material used in education (technology) because the use of technology help them to feel comfortable, relaxed, self confident, excited and ready to participate. In addition, educational technology create a competition, students who are interested in competitive learning and struggle to participate as well as shy or reluctant students become motivated learners because they will enjoy learning more and will have a desire to get the knowledge.

Q12. Does the use of technology to present a variety of activities contribute to the improvement of students' abilities in learning?

The teachers said yes of course the use of technology present a variety of activities contribute to the improvement of students' abilities in learning , it enable them access and check student work , participation , check their progress and abilities through different activities .

Q13. If you have further suggestions or comments concerning "The Use of Technology in TEFL Classroom" please indicate them.

-Different answers derive from this Q we conclude them:

1. Educational technology is certainly an effective component in FL mastery.

2. Give more time and space in TEFL (Teaching English as a Foreign Language) programs.

3. Students should be aware about their difficulties which give them a good opportunity to correct and avoid fail.

4. Teachers should advise their learners to practice more the English.

5. Teachers have used different technological materials in teaching.

6. The EFL learners should have a wide range of vocabulary and become familiar with a

variety of educational strategies in different context and this helps them to practice the language.

7. Teachers role is crucial to the improvement of the learning process in addition to technological materials and help students to reduce their weakness for developing strong and confident language learners.

8. Both students and teachers should know about the value and effectiveness of educational technology materials and tools for better performance of the foreign language.

3.4. Discussion

Based on the analysis of the teacher's interview and student's questionnaire, we obtained data about their attitudes towards the use of technology in TEFL classroom , throughout these results of data collection tools, we find answers of our research questions.

This study indicates that the use of technology is strong factor which affect positively the learning and the language skill. The results show that educational technology is an essential component of learning any language in the world, its significance should be highlighted in the case of learning English as a foreign language, especially for first year students at Ghardaia University. These students are in a dire need to enhance their learning proficiency, and construct a strong base in English as much as they can in order to perform effectively and communicate appropriately. For that, teachers should employ skilful educational technology activities to increase learning instruction because, the use of effective strategies for valuable learning lead to fruitful better performance. In fact, it is observed that first year students have a serious lack of having educational materials in the classroom, for that it should be not that the large exposure of technological materials in a long duration will certainly improve students' learning. At the end of the research, we expect to have a clear and comprehensive view about the importance of technology in English language proficiency.

Conclusion

From the analysis of the teachers interview and learners questionnaire ,all in all, students and teacher show a high awareness about the value of educational technology that leads them to be encouraged and motivated in practicing the foreign language .So through the interpretation of the result ,we conclude that the teacher use technological materials in teaching in order to help students to be more familiar with many words and grammar rules ,pupils also they tried to solve most difficulties in learning ,however; most of time the teacher use different activities in different classes designed according to the learners level and need .Thus, the teachers encourage them to learn in order to be engaged and participate effectively through the use of technology .

General Conclusion

Enhancing the foreign language is a difficult task in teaching and learning process .It requires directing the teachers' attention to the significant affective factor namely, 'technology and the role it plays in boosting students to practice the English. The present study has dealt with the use of technology in TEFL classroom. The main concern in our research was investigating whether the technological materials helps students to achieve their learning or not. The present study is composed of three chapters, the first one is an over view of educational technology and its main characteristics that built a good basic in learning a foreign language , and its vital role in the learning process in general. Then, the second chapter deal with research methodology; moreover, it highlights research approach, mixed method, students questionnaire and teachers interview. Finally the third chapter is devoted for the analysis of the data obtained from the teacher's interview and student's questionnaire, as a matter of fact; technology is a crucial element that helps learners to come over the difficulties they face in learning during the course. As a result, they develop their abilities in their learning performance. From the qualitative and quantitative evidence it is confirmed after the analysis of the interview and questionnaire have been used , it answered the research questions, to which extents can the use of technology affect Algerian EFL learners?, what are the effective teaching and learning strategies of implementing educational technology materials which help EFL teachers and learners achieve their goals?, what is the influence of technology on English in Algerian context? And how may the use of technological teaching materials in EFL classroom reduce difficulties of students that hinder their achievement in the learning process? , the finding shows that educational technology as an effective strategy gets learners engaged in the various activities and taking pleasure in doing so. This provides them with more opportunities to practice the language and use it. The results obtained from the analysis of the results also have been tested the validity of the hypothesis, if technological

materials influence English in many aspects, EFL learners may help them achieve learning process. So, teachers are aware of using technology in fighting student's reluctance to perform in the foreign language by providing them with opportunities to learn effectively.

Recommendations

In our present study, we suggest that in order to develop students learning, it is quite important to focus on giving them the right technological material for learning better the language, well prepared lessons and activities. In addition to that we have to provide the learners with , grammar rules , punctuation , interaction which help them to perform better in speaking tasks , teachers also from time to time should encourage them to achieve their weakness in learning.

1. Recommendations for EFL teachers at Ghardaia University

-Teachers should focus more on implementing technological materials that reduce many difficulties which could hinder their progression in learning.

-They should play the role of guider and controller who encourage them to take part in their lectures.

 -Teachers have to encourage students to use technology in order to contribute in their learning success.

-Teachers have to prepare different technological activities that will motivate students to learn.

-Teachers must give the chance to their students to know their weakness in learning and avoid using them.

2. Recommendations for EFL students at Ghardaia University

- Students should practice more English so this will help them to increase their ability and enhance learning a foreign language.

-Students should understand the important of the use of technology that will help them to reduce their difficulties and practice more the language.

-The students' role is to focus more on teachers' instruction and take it as a facilitating step to achieve their level.

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Appendices

Appendix I: Students' Questionnaire

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Ghardaia
Faculty of Letters and Languages
Department of English

Students' Questionnaire

Dear students,

You are kindly invited to fill in the following questionnaire as a part of a master dissertation entitled "The Use of Technology in TEFL Classroom" .Your answers and opinions will help us to accomplish this research project. Please put a tick (√) for the appropriate choice or full answer whenever it is necessary.

Thank you for your cooperation

Section one: General information

Q1.Sex ?

  a. Male? ☐   b. Female? ☐
Q2. Age ? **………………………………………………………………………..**

Q3.How do you consider your level in English?

  a-Very good ☐   b- Good ☐   c- Average ☐   d- Poor ☐

Q4.Was your choice to study English at university

a-personal? ☐   b- imposed? ☐

Section Two: The use of technology in TEFL classroom

Q5. How much do you enjoy using technology in learning?

   a. A lot ☐   b. A little☐   c. Not at all   ☐

Q6. How often does your teacher use enough technological materials?

 Frequently ☐   b. Sometimes ☐   c. Rarely ☐   d. Never☐

Q7. Are you motivated to spend more time using technology during the session?

   a. Very motivated ☐   b. Motivated ☐   c. Less motivated ☐

Q8. In general, when your teacher use technological materials to present the lesson do you find it:

   a. Easy to understand / comprehend   ☐

   b. Very easy and enjoyable   ☐

   c. Difficult to understand / comprehend   ☐

Q9. According to you, what are the main reasons behind students' difficulties in learning?

a) Students' motivation to learn English

b) Time of teaching is not appropriate

c) Teacher's competence

d) Lack of practice

f) The lack of using technological materials to teach English

Q10. What are the benefits of using educational technology?
…………………………………………………………………………………………….
…………………………………………………………………………………………….

Q11. Dou you think using technology would improve the four language skills (reading,

writing, speaking, listening)?

    a. Yes ☐   b. No☐

Q12. Which method do you prefer in learning English in Algerian EFL classroom? Please justify?

a. Traditional education ☐   b. Educational technology ☐

justification

………………………………………………………………………………………………

………………………………………………………………………………………………

Q13. While doing a home work, you relay to use?

a. Traditional method such as, books, articles , dictionaries , hands on learning .... ☐

b. Technological method such as, internet, phone, computer..................... ☐

                             Thank you for your participation

Appendix II: Teachers' Interview

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Ghardaia
Faculty of Letters and Languages
Department of English

Teachers' interview

Dear teachers,

   This Interview is an attempt to collect information for the accomplishment of a Master's dissertation about"The Use of Technology in TEFL Classroom". Therefore, you are kindly requested to answer the following questions. Your contribution is of a great importance for the success of this research work. Be sure that your responses will be anonymous and will be used for research purposes only.

Thank you for your time and cooperation

Q1. How long have you been teaching English at the University of Ghardaia?

Q2. What degree do you have?

Q3. Do you think that your students' English performance is satisfactory with regard to their current level?

Q4. Would you specify to what extents are you satisfied with the technological materials is used in the department of English?

Q5. Is technology important in teaching and learning the foreign language? Justify?

Q6. What do students prefer, educational technology or traditional education?

Q7.Do you think that the use of technology for teaching EFL is useful for the students' achievement?

Q8. Does the use of technology reduce learners' difficulties inside the classroom?

Q9. Do you think that implementing educational technologies can release both teachers and learners from hard work?

Q10. What are the benefits that educational technology has brought to learning English?

Q11. Do you think that some students' failure in learning is due to: The nature (genre) of the material used in education (technology), the teacher's experiences in teaching, or the poor practices?

Q12. Does the use of technology to present a variety of activities contribute to the improvement of students' abilities in learning?

Q13. If you have further suggestions or comments concerning "The Use of Technology in TEFL Classroom" please indicate them.

ملخص العربية

أصبح استخدام التكنولوجيا استراتيجية فعالة في تعزيز تعلم لغة أجنبية ، وهذه الطريقة الجديدة في التدريس تمنح متعلمي اللغة الإنجليزية كلغة أجنبية الفرصة لاستخدام اللغة المستهدفة بطلاقة وتحقيق المهارات اللغوية بشكل جيد. بالإضافة إلى ذلك ، تمكن التكنولوجيا التعليمية المتعلمين من استخدام اللغة بشكل طبيعي ولعب دور أكبر في بناء قدرات الطلاب في أدائهم. وفقًا لهذه الدراسة ، نفترض أنه إذا أثرت المواد التكنولوجية على اللغة الإنجليزية في العديد من الجوانب ، فقد يساعدهم متعلمي اللغة الإنجليزية كلغة أجنبية في تحقيق عملية التعلم ، لذلك ، من أجل تأكيد هذه الفرضية ، قمنا بالتحقيق في هذه الدراسة من خلال استبيانات لطلاب السنة الأولى ومقابلة مع مدرسو القسم بجامعة غرداية للعام الدراسي 2021/2022. علاوة على ذلك، تهدف هذه الدراسة إلى إظهار تأثير استخدام التكنولوجيا في فصل تدريس اللغة الإنجليزية كلغة أجنبية. تنقسم دراستنا الحالية إلى جزأين رئيسيين، جزء نظري يتضمن فصلين قدمت فيهما لمحة عامة عن التكنولوجيا وبعض العناصر والمعدات المهمة التي تتضمنها. في الفصل الثاني، سلط الضوء على منهجية البحث وأدوات جمع البيانات، وقدم وصفاً مفصلاً للاستبيان والمقابلة. علاوة على ذلك، تم تخصيص الجزء الثالث لتحليل البيانات التي تم الحصول عليها من استبيان الطلاب ومقابلة المعلمين. أظهرت النتائج المعروضة أن كلاً من المتعلمين والمعلمين يعتبرون التكنولوجيا عاملاً مهمًا في فصل تدريس اللغة الإنجليزية كلغة أجنبية   . لذلك، يحتاج متعلمي اللغة الإنجليزية كلغة أجنبية إلى المعدات التكنولوجية التي من شأنها أن تساعدهم في إيجاد الجو المناسب من أجل الحصول على نقاط ضعف التعلم لديهم وأداء أفضل.

الكلمات المفتاحية: التكنولوجيا ، دور المعلمين ، طلاب اللغة الإنجليزية كلغة أجنبية ، التعليم التقليدي ، المعدات التكنولوجية.