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Students' Perspectives of the Impact of Technology on their Learning

Second-Year Students as a Case study at Dr. Moulay Tahar University of Saida

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Dedications

To my generous parents, to whom I owe all my gratitude no words could possibly be poetic sufficient to convey what you deserve.

To the companion who stands close to me at all times Nesrine

To those who encouraged me and raise my spirits, my sisters, my brother, and my dear friend Ikram

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Abstract

The world in the 21st- century has witnessed the emergence of modern technological innovations that affected many fields, including education. Therefore, there is no doubt that this speed of technological progress clearly impacted the learning process and its elements. The current research intends to explore second-year English foreign language students' perspectives on how technology has impacted their learning. Hence, the purpose of this study is to highlight the importance of using technology in the classroom and its impact on English foreign language students' academic achievement. To achieve the objectives of the study, the researcher uses a questionnaire delivered to 30 English foreign language students and classroom observation, in which the researcher acts as an observer inside the classroom. The findings demonstrate that the views of learners concerning using technology to enhance learning can be both beneficial and adverse. Although, the incorporation of technology inside classrooms has led to the development of the learning process and has a clear and significant impact on improving the abilities of both students and teachers also increasing interaction and participation between them. However, this technology also harm students' learning. It is found that excessive reliance on technological tools and techniques distracts students and makes them more internet-dependent. It is highly recommended to equally combine the modern learning method with the traditional one so that these modern technologies do not negatively impact students.

Keywords: Education, English Foreign Language students, Learning Process, Modern Learning, Negative Impact, Technology

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List of Abbreviation

EFL	English as a Foreign Language
EDTH	Educational Technology
UK	United Kingdom
AECT	The Association for Educational Communication and Technology
ICT	Information and Communication Technology
CALL	Computer-Assisted Language Learning
CD ROM	Compact Disc, Read-Only-Memory
PP	PowerPoint
WWW	World Wide Web

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General Introduction

General Introduction

The rapid changes in most areas of life are one of the prominent features of the current era. Among these changes, it is found that the modern technological revolution has permeated all aspects of life. At present, technology has become a constant companion that cannot be escaped or ignored, and this era is the era, in which it has developed, flourished, and reached the highest levels of modernity. In fact, the emergence of technology began with the beginning of the modern era; As inventions began to appear, modern products began to flow into the market, cars and planes appeared as well as the radio, then cinema, television, and others, until the invention of the computer, which changed the face of the world, and led to a rapid renaissance in all fields; It particularly affected the development of the educational field.

The impact of technology has extended to many aspects of life, even reaching the educational aspect. Where the learning process has shifted from traditional methods to modern ones that depend on technological innovations in teaching methods and tools, and in light of this technological development, educational institutions have been forced to keep pace with the modern era and its modern technologies. In other words, technology has become an effective force and a major demand that imposes itself on modern education, which requires the presence of modern technological teaching aids used in the educational process. Nowadays, people are becoming more interested in the area of social media websites and apps. Social networking sites have become the most widespread and used among students. For instance, Facebook is regarded as one of the greatest websites for online learning since it allows users to acquire information fast and share it with others, including their teachers.

Technology is now viewed in the classroom as a teaching tool rather than a topic to be taught. Therefore, teachers make a strong effort to integrate technology into their regular lessons and to link students' enthusiasm with learning. In this regard, Harris (2016) claimed

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that there is a lot of demand for educators today to give students a quality education that is in line with 21st-century standards. These requirements involve giving learners the technological and informational skills necessary to thrive in a world that is shaped by technology and is constantly changing. (p. 27, as cited in Carstens, et al 2021)

Although incorporating technology into EFL classrooms benefits students' learning, it also has certain unintended consequences. Students were inspired to learn and helped to strengthen their abilities through the use of technology. The use of technology, however, may have an unfavorable effect on students' ability to study. It can be time-wasting and confusing. As a result, the primary goal of the current study is to examine how technology can be used to enhance learning. Also, the opinions of the students on how technology has affected their learning are attempted to be explored. It also seeks to learn what technological resources students employ. In this respect, it is possible to pose the following research questions:

- 1-What are the students' perspectives about the use of technology in their learning?
- 2- How does technology affect students' level?
- 3- What are the most important technological tools that can be used in learning English?

The following research hypotheses are suggested for the above research questions:

- 1-Many students view technology as a helpful tool that can enhance their learning experience, increase their engagement and motivation, provide access to more resources, and help them collaborate with peers and teachers.
- 2- Technology may affect students positively or negatively.

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3- Technology has many tools such as Smart phones, computers, and audiovisual aids that may be used inside the classroom to improve the learning process.

In order to verify the validity of the hypotheses above, the researcher prepared an exploratory case study working with second-year EFL students at Saida University. In this research work, the researcher relied on two research instrument which are the questionnaire for students and classroom observation. The present work is structured into three chapters. The first chapter provides a literature review of educational technology, it presents the history of technology and focuses on the concept of the integration of technology in EFL classrooms and how can technology influence the learning process. It also describes some learning theories and their relationship with technology. Furthermore, it shows some technological tools that can be used and implemented in classrooms by teachers and students. Additionally, it discusses the various benefits and drawbacks of integrating technology in EFL.

The second chapter deals with the case study of the research. It aims at describing the research methodology by focusing on the analysis of gathered data. This chapter tends to mention the different types of research which are quantitative and qualitative. Furthermore; it introduces the research methodology and design by concentrating on the analysis of the data collected from the two research instruments, the questionnaire, and the classroom observation. The third chapter seeks to present the discussion and the interpretations of the findings that were analyzed in the second chapter. The last part of the research ends with a general conclusion and some suggested recommendations.

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Chapter One

Chapter One: Literature Review

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I.1. Introduction

The current time has seen tremendous advancement in every area, but modern technology has become increasingly prevalent in education and is used at all levels. The purpose of using contemporary educational technology is to progress learning, and this is accomplished by utilizing a wide range of innovative technological resources. This chapter reviews the literature on educational technology, starting with a definition and an explanation of how education technology has changed over time, and moving on to a discussion of how technology is used in EFL classes. And how can technology influence students' learning process? It also sheds light on some learning theories and their relationship with technology. Furthermore, the research presents some technological tools that teachers and students may use and implement in their classrooms. At the end, this chapter mentions the various benefits and drawbacks of integrating technology in EFL.

I.2. Educational Technology

The use of technological tools and techniques to enhance and raise the quality of instruction and learning is known as educational technology.

I.2.1. Defining Educational Technology

The field of educational technology is broad. Thus, there are available and numerous definitions. Educational technology can be described as an integrated system that aims to improve and develop the educational and teaching process with all its integrated elements. According to Ely (1972:36), educational technology is defined as a "Field that works to facilitate human learning." (as cited in Robinson et Al. 2008). In the same way, the Council of Educational Technology UK defined EDTH as " The creation, implementation, and assessment of methods, tools, and systems to enhance the learning process in humans" (as cited in Kumar, 1996). Moreover, The Association for Educational Communication and

Technology (AECT) (2008), describes Educational Technology as " Developing, utilizing, and monitoring tools and procedures intended to boost performance is all part of the moral and ethical practice of supporting learning " (as cited in Richey et al. 2008). Also, it can be thought of as a science that studies how to achieve educational objectives using various tactics and methodologies (Mitra, 1968:4, as cited in Kumar, 2020). In addition, there is another phrase associated with educational technology is "e-learning," which refers to the use of technological tools such as computers and digital technologies (Asta, 2010).

Education technology is generally recognized as the systematic design of a learning system by using different techniques to improve the teaching-learning evaluation process. Thus, both teachers and students will be more aware of the significance of the entire teaching-learning process with the aid of educational technology.

I.2.2. History of Educational Technology

Educational technology has been passing through various innovations that helped the development of the education system. Educational technology began in the 1940s with the availability of microfilms and phonograph records. However, the majority of individuals hold the view that the adoption of technology in education came in the 1970s and 1980s with the development of desktop computers after the invention of email in the 1980s, it has become easier for people to communicate with each other across distant places. In addition, the adoption of email technology made it simpler for educators and students to interact while also facilitating research collaboration. (Sokolik, 2014, as cited in Houari, 2020).

Now In the 21st century, there are online education websites and even social networking websites, With all these inventions, students may quickly learn new material much more easily than before, thanks to all these inventions. Today, technology has

become a necessary instrument, as it has provided different ways of communication and interaction, and has provided different means used in developing the educational process.

I.3. an Overview of Traditional and Modern Learning in EFL Classroom

Education is characterized by being one of the fields that can rapidly progress and adapt to meet the requirements as well the needs of students. Therefore the presence of scientific techniques, methods, and modern tools helps in that. Nowadays the learning environment has changed with the shift from traditional classrooms to modern ones.

There are several differences between the traditional educational system and the modern educational system. In other words, the traditional learning method is based on the prescribed curriculum, and the teacher is the basis of the learning process, while modern ones offer a new type of culture, which is a digital culture that contains many technological devices.

I.3.1.Traditional Learning

Students' ability to study and think critically is not developed in traditional learning environments. This method places more emphasis on the subject matter than on the skills and learning potential of the students. In other words, the traditional method relies only on memorization techniques that students learn from their teachers. The use of students' imagination and creativity to acquire new things and hone their skills is not encouraged by this teaching strategy (Li et al., 2014). The teacher is given more attention in traditional learning, unlike the students. Moreover, the traditional method depends on the teacher's ability to improve his/her instruction using basic teaching tools like chalk and a blackboard. (Belias et al, 2013)

I.3.2. Modern Learning

Recently, one of the things that have helped the teaching process in classrooms is the use of digital applications. Due to the technological revolution's pressure on educators to find appropriate technologies for the educational system, the latter witnessed a major change in teaching methods, and modern education became one of the most prominent in the learning process. Technology-based resources are the foundation of modern education in which it provides a variety of tools for information sharing. The teacher is viewed by his students as a mentor. This fosters their growth in independence. Moreover, the demands of the students and their characteristics are taken into account in modern education. They consequently have more chances to hone their skills. (Belias al, 2013)

Hutchings, (2006) claimed that modern teaching techniques frequently place a greater emphasis on the student and actively involve them in the learning process. Furthermore, Wong and Fong, (2014) said that universities must greatly increase the use of Information and Communications Technologies (ICT) in their curricula if they want to maintain their competitiveness on a global scale. Additionally, Kunene et al, (2017) found that using technological tools may aid in implementing all potential changes. (All cited in Trabulsi, 2018)

In modern learning, students can communicate with their classmates and make presentations using a variety of technological tools, which encourages teamwork inside the classroom. Students can use the internet to independently strengthen their thinking skills. Moreover, they may use computers to complete tasks, analyze the outcomes, and provide comments also students engage more in the classroom because of the use of technology. (Jan 2017, as cited in Houari, 2020)

I.4. Integrating Technology in the EFL Classrooms

The term integrating technology into classrooms refers to the use of developed teaching aids in the educational system. It is a process of merging modern learning and traditional learning in the classroom by relying on modern technological tools such as the

internet, computers, and social media, in addition to the interaction between students and teachers through these means.

Mulrine, (2007) claimed that Information technology is now widely used in classrooms, assisting in the elevation and replacement of old educational practices and providing teachers with the ability to construct differentiated curricula in advance. Many teachers still find methods to incorporate technology into the classroom, regardless of the volume and type of specific techniques used in the classroom or the fact that some technology may not have been created with educational objectives in mind. (Zimlich, 2015, all cited in Francis, 2017)

Eckstein, (2009) in his turn claimed that Students have a special opportunity to collaborate with classmates because of the abundance of tools and the user-friendly nature of technology (also for teachers). Students have the option to collaborate on a project with one or more co-authors who are located in different places thanks to Google Drive and Google Doc technologies. In addition, Weblogs, often known as blogs, give users comparable options by letting them post thoughts and comments in a public arena where other readers can respond. With the use of this technology, students can share ideas and opinions about what they have learned, exchanging viewpoints much like in a classroom debate. (as cited in Francis, 2017)

When technology is effectively integrated into the curriculum, technology tools have the potential to significantly extend learning which motivates students to interact with

teachers in the classroom and makes learning an enjoyable journey for students also the use of these tools makes the lessons more interesting and effective.

II.5.The Influence of Technology on Inclusive Education

There is no doubt that technology affects all aspects of life and especially on the educational process. Besides that, the growth of computers and Internet tools has resulted in significant changes in the educational environment. Students and their teachers may be impacted favorably or negatively by the use of this technology in the learning process for instance the implementation of computers in the classroom has made it simpler for teachers to impart information and for students to learn it. In addition, the development of PowerPoint presentations and computer graphics software has been employed in schools to convey material to the students in an engaging way, improving understanding because of the students' heightened interest. In this regard, Miller (2008) claimed that learning has become more enjoyable because of computer technology. A further benefit of the internet's invention is that it has facilitated much-needed contact in the field of education. In addition, the usage of PPT presentations and animation software serves as additional teaching assistance for the instructors. According to research, doing so improves student alertness, attendance, and grades. Comparing the use of textbooks and computer-aided learning, further demonstrates how the latter has changed the educational field (as cited in Ivy Panda, 2019).

Today, the world of higher education has changed as a result of online and distance learning. Contrary to earlier times, students can now participate in discussions even if they are not physically present in a classroom. In this regard, Pea (1998) claimed that for students who are unable to attend normal classrooms, several higher education institutions offer online courses. Furthermore, almost all educational institutions worldwide now

provide students with the option of submitting their assignments online. There has been a significant advancement in schooling, and it is all due to technology (as cited in IvyPanda, 2019).

It would be an error to assert that there are no drawbacks to technology in education, even though the majority of its effects have been beneficial. Technology, however, can also be harmful to the educational process. But because of how technology has affected individuals, few instructors have defined objectives or strategies for achieving certain outcomes in various subjects without the use of technology (Miller, 2008). One other negative effect of technology is the possibility of the student being preoccupied with what distracts him from the lesson, through what is on his device (computer/laptop) and thus losing what is important. (As cited in Ivy Panda, 2019)

1.6 The Relation between Technology and Learning Theories

The education sector is witnessing remarkable development through the use of technology in the learning process. There are many pedagogical perspectives on educational technology, and even learning theories that design and interact with educational technology. Hence, many theories have been developed in the field of psychology, such as behaviorism and constructivism.

I.6.1 Behaviorism

The behaviorist view of learning first appeared in the early 20th century and has historically been held in high regard by some authors, including Watson (1913) and Skinner (1953), who founded and developed it. Behaviorism focuses on the observable behavior of people and animals rather than the unobservable events that occur in their minds (Altuna & Lareki, 2015). Based on this learning theory Skinner created a system of instruction known as programmed instruction, consisting of several programs. These

programs can provide positive reinforcement for desired behaviors and negative reinforcement for undesirable ones (Mary & Dina, 2012). In this regard, Webb (2007), stated that Watson and Skinner's behaviorism is founded on a positivistic view of science, or a reductionist perspective in which the only issue that can be addressed is the relationship between sensory stimuli and the unique corresponding response (p. 1086, as cited in Altuna & Lareki, 2015).

In the learning process, Behaviorism contributes to the development of the concept of learning so that it focuses on student behavior and the conditions under which learning takes place.

Concerning educational technology, Skinner in 1958 built a teaching device containing the origins of behaviorism. It was a rote-and-drill machine in which each student received personalized instruction in the form of a book; this machine also stored, showed, and delivered pre-recorded lessons. It is possible to think of this teaching device as an example of early technology that can be likened to the most fundamental instructional software available today. Skinner's teaching device connects to the modern digital world, which can be broadly characterized as the foundation of behaviorism. (Mary & Dina, 2012)

I.6.2 Constructivism

Another theory known as Constructivism evolved by Swiss psychologist Jean Piaget and the Russian psychologist Lev Vygotsky. Constructivism's core tenet is the idea that people acquire understanding and knowledge by creating their own through reflection on and application of personal experience. In a constructivist classroom, the teacher's role is changed from one of the knowledge distributors to one of facilitator, helping students build their knowledge (Adams & Burns, 1999). In addition, Altuna & Lareki, (2015) claimed that the theory of constructivism was established to describe how knowledge is created by

drawing on prior knowledge that each person has acquired through learning or other experiences. This idea emphasizes the creation of knowledge in a way that allows it to adapt to the world in its approach to education. According to constructivist theory, Children gain knowledge through actively participating in their learning (Mary & Dina, 2012).

The concept of constructivism is found consistently throughout educational research and is becoming particularly more prevalent in current educational technology research. According to Miller (2006), Differentiation, also known as lesson planning, is the process wherein teachers design learning activities that let each student approach learning objectives in his or her way and at their own pace. Students can develop knowledge and give meaning to the material being presented by using differentiation. Teachers can use technology to differentiate instruction and adapt learning settings by using a technology-centered curriculum. Technology promotes constructivism and offers both students with and without proven learning difficulties a variety of learning opportunities. One of the main features of the constructivism theory is that it makes the student the focal point in the educational process by encouraging students to take an active part in the learning process by seeking out, finding, and putting tasks into practice.

I.7. Educational Technological Tools used in the EFL classrooms

The advancement of the educational system is undoubtedly impacted by the use of technology in learning and instructing. Through the use of numerous modern technological materials comprising computer-assisted language learning (CALL), information and communication technologies (ICT), and audio-visual aids, technology is currently becoming an important, essential, and even vital component in fostering the educational process.

I.7.1. Computer-Assisted Language Learning

CALL, is an abbreviation for Computer Assisted Language Learning, it is the use of the computer as one of the basic means to assist in the teaching and learning process instead of or in addition to the traditional methods of lectures and textbooks, and it is distinguished from other technological means by interacting with the learner.

CALL is defined as 'Looking for and researching computer applications for language learning and teaching ' (Levy 1997: 1, as cited in Chapelle, 2010). According to the definition, CALL work is an investigation that encompasses developing, discovering, choosing, using, and evaluating technologically based language learning activities. The term "computer-assisted language learning" (CALL) describes a range of technological applications for language learning, such as interactive CD-ROMs with multimedia and other language exercises, electronic reference materials like online dictionaries and grammar checkers, and electronic communication in the target language via email, blogs, and wikis. Over the past few years, these various technologies have proliferated throughout numerous language schools and outside of them. (Chapelle, 2010)

In addition, due to its many benefits, CALL is a method used in EFL instruction and learning. It is an instrument that teachers apply in the classroom to assist them in their teaching. For example, the most important application for presenting scientific material on a computer is the PowerPoint program relies on slides that allow the teacher and trainer to write texts, paste pictures and diagrams...etc. Another advantage of CALL, it helps in the distance learning process, and trains learners to acquire some skills related to self-learning, besides that weak students can correct their mistakes without embarrassment. In this regard, Davies (2006) noted that to review mistakes made by students and enable self-

correction, computers can be an effective tool. (as cited in Amina& Salim,2015 Master thesis).

There are several drawbacks to CALL, even though computers in language classes play a significant role in the language learning process. CALL needs expensive hardware, including computers, software, and other components. Once computer labs are constructed, it takes several years to completely overhaul them. There are several equipment and facility restrictions, so many teachers might not be able to do everything they wish to. (Gündüz, 2005). Another disadvantage is that learning CALL software can take longer than handling a textbook for both instructors and students because the user must go through the material rather than simply skimming it. (Higgins, 1988, as cited in Gündüz, 2005)

1.7.2. Information and Communication Technology (ICT)

ICT is a tool. it can be hardware such as computers, tablets, laptops, and others, and software which is the programs and other information used by the computer such as PowerPoint, word, excel Also can be the internet, distance learning ...etc.

In addition, " Technologies that make it easier to acquire, store, process, transmit and disseminate information in all forms, including speech, text, data, images, and video, are referred to as information and communication technologies (ICTs)." (Michiels& Van Crowder, 2001; De Alcantara, 2001, as cited in Cavas, et al, 2009). This definition means that through the use of computers and telecommunications technology, information can be safely produced, processed, stored, transmitted, and retrieved.

Moreover, ICT significantly influences education and offers a wealth of instruments for improving teaching and learning. Many studies have highlighted the different ways that ICT may help teaching and learning processes in a variety of disciplinary disciplines, such

as the creation of new chances for interaction between students and knowledge; accessing information; etc... Also, if ICT is used under the proper circumstances, such as appropriate sources, training, and support, this can be beneficial for teaching and learning (Cavas, et al, 2009). Despite its many benefits, ICTs have a few limitations, for instance, they can be expensive meaning that ICT components and tools can be very expensive and unaffordable for most students.

1.7.3. Audio Visual Aids

Audio-visual aids is a widespread term in the world of computing and refer to a group consisting of texts, static and animated graphics, and what is listened to (audio) and visual (video) within one technology, such as a computer or television. The importance of these audio-visual aids lies in the fact that it allows knowledge to be presented and represented in different ways.

The following are some of the gathered opinions of academics on the term "audiovisual aids," as reported by Aggarwal (2001, p. 53):

- Edgar Dale: In various teaching and training contexts, audio-visual aids are used in the sharing of ideas between individuals and groups. These aids can be materials and are additionally known as multi-sensory materials.
- Good's Dictionary of Education: The term "audiovisual aids" refers to anything that uses sound or visuals to support or further the learning process.
- Kinder, S. James: any tool that can be used to add more dynamic, realistic, and concrete learning experiences is referred to as audio-visual. (All cited in LOMRI, 2016)

Audio-visual aids are devices, tools, and methods of different use, used by the teacher to improve the process of teaching and learning, to clarify the meanings and explain ideas

to the learners, as well as improve the educational situation inside or outside the classroom. These audio-visual aids have different types such as songs, PowerPoint presentations (PPT), and others. There are several benefits to using songs as auditory-visual tools while teaching a foreign language. According to Lo and Li (1998), with the mellowing influence of music, songs can improve the drab mood in the classroom and create an enjoyable learning environment where kids can more readily develop their language abilities. Besides, using songs in a classroom context makes students feel at ease, and teaches them linguistic structure through song while helping them lose their negative attitudes toward learning a new language. (as cited in Keskin, 2011). Additionally, When it comes to studying pronunciation, songs can be very beneficial, to improve learners' ability to grasp it, learners should be exposed to the original language as often as possible including all of its traps (such as connected speech, different pronunciations of the same sound, or difficult pronunciation of some phrases) (Rosová, 2007).

Moreover, in the modern teaching system, one of the most widely used programs for making presentations is PowerPoint. It is one of the first programs to go along with oral presentations and is used as a tool for education through slide presentations that contain already prepared material. In a recent study, Ozaslan & Maden (2013) discovered that students learn content more effectively when it is presented visually. Teachers also held the opinion that PowerPoint makes the material more interesting, which quickly captures the interest of the learners. (p.42, as cited in Al Mamun, 2014)

1.8. Technology Integration in EFL Classroom: Advantages and Disadvantages

I.8.1 Advantages of Using Technology in EFL classrooms

Modern living is becoming increasingly influenced by technology, which also permeates education. Where technology is used in a wide range of educational organizations, such as computers, the internet, and various technological tools, and this is called the term education technology.

Education technology offers many benefits to both teachers and students, as it organizes the learning process. it also facilitates communication between the teacher and his students and allows cooperation between them. So, Technology not only has advantages but also has some disadvantages that can affect the learners 'learning.

According to Abunowara (2014), an advantage for any teacher is having a computer in the classroom. Teachers can exhibit, present brand-new lessons, and content, demonstrate how to use new programs, and showcase brand-new websites with the aid of computers in the classroom. Cutter (2015) also demonstrates how technological advancements boost motivation. For instance, when students use computers and other contemporary technology instead of textbooks, they become more motivated to learn. The teacher can select individualized lessons for each learner based on their needs because they are frequently less distracted (as cited in MoreraTrasierra, 2018). Both authors agree that the computer is an efficient technological instrument that benefits both teachers and learners. It boosts motivation and provides chances to learn in relevant situations.

The development and spread of the World Wide Web (WWW) contributed to the search for various fields to be exploited, and perhaps one of the most prominent uses of the Internet is its use in learning. For teaching and learning languages, the Internet offers several benefits. It is also thought to be a highly helpful tool since it gives students the chance to interact with others and build a genuine learning environment. It's a very useful

tool because it allows for the natural integration of multiple abilities into a single task. Additionally, it is a teaching tool because it gives students the chance to actively engage in activities outside of the classroom and course materials, in the foreign language. Also exchanging messages with native speakers and interacting with their language as part of cultural and social exchange, with the result being an improvement in reading and writing skills. (Dina & Ciornei, 2013)

Moreover, Mollaei (2013) emphasizes how the way lessons are taught has changed greatly as a result of the use of technology in the classroom. Learning can be self-directed also technology may enrich the learning atmosphere in the classroom and lessons become more learner-centered (as cited in MoreraTrasierra, 2018). In the same way, Dan (2018) also noted that by involving students actively in the learning process, teachers may create student-centered classes. Students can pose challenging questions and work on original solutions to problems throughout class time. Thanks to technology learners can innovate, manage their learning process, enrich their knowledge, develop, and improve their skills.

I.8.2 Disadvantages of Using Technology in EFL Classrooms

Despite the great development in the modern era of the existence of the computer in all its forms as well the development of Educational Technology and its distinction with several advantages. However, it has some disadvantages that can both teachers and students face it.

According to Abunowara (2014), a lack of facilities, a lack of resources, or a lack of training may all contribute to instructors' negative views of technology. Another possibility is that teachers may not have complete control over their professional environments.

Additionally, Dina &Ciornei (2013) claimed that to learn the fundamental ICT skills necessary to use a computer, both teachers and students require training. Without this

training, learners can lose interest in learning and teachers might reject to utilize a technology they are unable to understand. Thus, all authors agreed that teachers should be well-trained along with the students on the methods of applying technology in education and practicing its use in the development of educational curricula. Therefore, there must be trained educational frameworks to explain and simplify modern curricula, which enhance the performance of students and teachers. Dina & Ciornei (2013) also highlighted that a lack of attention and uncertainty in making decisions regarding the best choice of materials could result from the numerous, yet still enormous, quantity of information available online. Another drawback of using technology in education is that it might drive students to use faulty sources of information because there are so many erroneous and false sources available. Consequently, to minimize the adverse effects of technology on the teaching and learning process, it is highly recommended to combine the traditional educational method with educational technology in an equal manner so that the learning process does not depend entirely on technology.

I.9. Conclusion

There is no doubt that the educational process has witnessed a wide change in the field of developing curricula, teaching methods, and technological tools of education. Thus, Incorporating and using modern technology at all levels of education is necessary. This chapter introduces a general view regarding the use of educational technology and its history and how technology has changed and transformed teaching methods from traditional to modern ones. In addition, it explains the concept of integrating technology in EFL classrooms that can make learning more enjoyable and beneficial for both teachers and students, and technology great influence on all aspects of the educational process, especially on students. Moreover, this chapter discussed some theories related to technology.

Learners can improve their skills by using different tools of technology in their learning such as computers, networks, and even visual aids, these tools have been explained briefly in this chapter. The final part of this chapter presents various benefits and drawbacks of integrating technology in EFL classrooms. One of the benefits of technology is that it has helped teachers and students alike improve their abilities, whether in teaching or learning. However, there may be some drawbacks to instructional technology that could harm students' abilities and accomplishments.

Chapter Two

Chapter Two: Methodology and Data Analysis

II.1 Introduction

II.2 Types of Research

II.2.1 Quantitative Research Method

II.2.2 Qualitative Research Method

II.3 Research Methodology and Design

II.3.1 The Target Population

II.3.2 Research Instruments and Data Collection Procedures

II.3.2.1 Student's Questionnaire Presentation

II.3.3.2 Classroom Observation

II.4 Data Analysis

II.4.1 Analysis of the Questionnaire

II.4.2 Analysis of Classroom Observation

II.5 Conclusion

II.1 Introduction

The second chapter contains the practical part rather than the first one, which involves the theoretical part of the research work. It aims at describing the research methodology by focusing on the analysis of gathered data. This chapter sheds light on mentioning the different types of research which are quantitative and qualitative with a brief definition of these two methods. Furthermore, it introduces the research methodology and design which include the sample population, research Instruments, and data collection procedures after that we concentrate on describing the two methods of data collection, the questionnaire and the classroom observation. In the last, the researcher presents the data analysis followed by a conclusion.

II.2 Types of Research

Generally, research needs specific methods that are compatible and commensurate with the researcher and the research methodology, to provide honest answers to the questions posed by the researcher. The current research contains two types of research instruments, a quantitative research method (questionnaire) and a qualitative research method (interview and classroom observation). These instruments make it easier for the researcher to find new information, through which he can know whether the questions and hypotheses that have been formulated are suitable for his study or not.

II.2.1 Quantitative Research Method

(Leedy & Ormrod 2001; Williams, 2011) state that the research methodology is comprised of all the actions a researcher takes before beginning their research project (p. 14). Therefore, to obtain results, a quantitative research method works by measuring and evaluating variables. quantitative method deal with Providing answers to queries like who, how much, what, where, when, how many, and how, which entails taking numerical data and performing specialized statistical analysis on it. Aliaga and Gunderson (2002) expand

on this description by stating that quantitative research methods entail examining numbers of data using mathematical techniques, particularly statistics, to explain a problem or phenomenon. (All cited in Apuke, 2017)

II.2.2 Qualitative Research Method

When conducting qualitative research, the researcher typically focuses on understanding the meanings and insights in a particular circumstance. (Strauss & Corbin, 2008; Levitt et al., 2017). It describes a variety of methods for gathering data and analyzing it that make use of open-ended, semi-structured interviews and purposeful sampling (Dudwick et al., 2006; Gopaldas, 2016). In addition, it is regarded as a successful model that takes place in a natural environment and allows the researcher to create a level of detail through intense involvement in genuine events. (Creswell, 2003) Also, it looks at people's experiences, meanings, and relationships, as well as social processes and environmental variables that exclude a certain set of people. It also looks into local knowledge and understanding of a certain program. It develops and makes new hypotheses (Leedy & Ormrod, 2001). This form of study examines the world in its natural environment and interprets events to comprehend the meanings that individuals derive from day-to-day life. therefore, the qualitative research method emphasizes words rather than numbers (Walia, 2015, all cited in Mohajan, 2018).

II.3 Research Methodology and Design

In this research work, the researcher used a combination of research approaches to collect data and analyze it. Both quantitative and qualitative method approaches included a questionnaire and classroom observation for students to gather information about integrating technology into their studies and how can the use of Technology tools affect their level of academic achievement..

II.3.1 Target Population

In this study, students are the main participants, those informants were EFL students from Saida University, and the sample consists of 30 students. The researcher chose two major data collection methods to use to complete the current research. The first one was a questionnaire administered to second-year English students of Dr. Moulay Tahar, Saida University aimed at describing students' perspectives on the influence of educational technology on their learning, whereas the second tool was a classroom observation, in which the researcher acted as an observer inside the classroom.

II.3.2 Research Instruments and Data Collection Procedures

The current research aims to gather data about students' views on the impact of technology on their learning. To achieve that the researcher investigated students' attitudes toward the Integration of technology devices as a particular means to enhance their learning and how can affect them positively and negatively. The present work was developed with a questionnaire and a classroom observation.

II.3.2.1 Students' Questionnaire Presentation

To gain statistically significant data regarding a specific subject it is highly recommended to make a set of questions made to a sample of populations, and this is what is called a questionnaire. Questionnaires can be a useful tool for making generalizations about entire populations or particular sets of individuals if they are well-designed and implemented. This instrument is among the best ways to collect huge amounts of data from several people also known as respondents or informants. So if the questions are suitable, correctly arranged, and properly scaled, these steps can make the questionnaire more valuable. In other words, to make a successful survey, the questionnaire must be constructed properly. (as cited in Roopa & Rani, 2012)

In this research work, The questionnaire was intended for second-year EFL students at Dr. MoulayTaher Saida University. It was applied to collect students' opinions toward the use of technology in EFL classrooms and how can these technological materials improve and affect their learning. This questionnaire was addressed to 30 students and was distributed in the second week of February 2023 after the exam period; they were given a hard copy containing 24 questions at the beginning of their learning session. The students' questionnaire was made up of three sections. The first section started with personal information about the gender of the informants, while the second section sheds light on students' views toward the integration of Technology inside the classroom. And the last section includes the impact of technology on EFL students learning. This questionnaire is comprised of two types of questions closed-ended questions and open-ended questions, which the first one includes yes/no questions, multiple choice, and the Likert scale, while the second one requires the respondents to reply in their own words. (See Appendix A)

II.3.3.2 Classroom Observation

There is another instrument to gather information qualitatively which is called observation. Classroom observation can be defined as a technique for watching teaching practices in action as they are being conducted in actual time. it involves the observer or analyst who in his turn observes the classroom environment by taking notes and/or coding instructional actions (Hora & Ferrare, 2013). Classroom observation in this research work was arranged after attending several sessions of the ICT module for second-year EFL students at Saida University. This method aims at observing the classroom environment and the teaching method used by teachers to enhance the learners learning.

II.4 Data Analysis

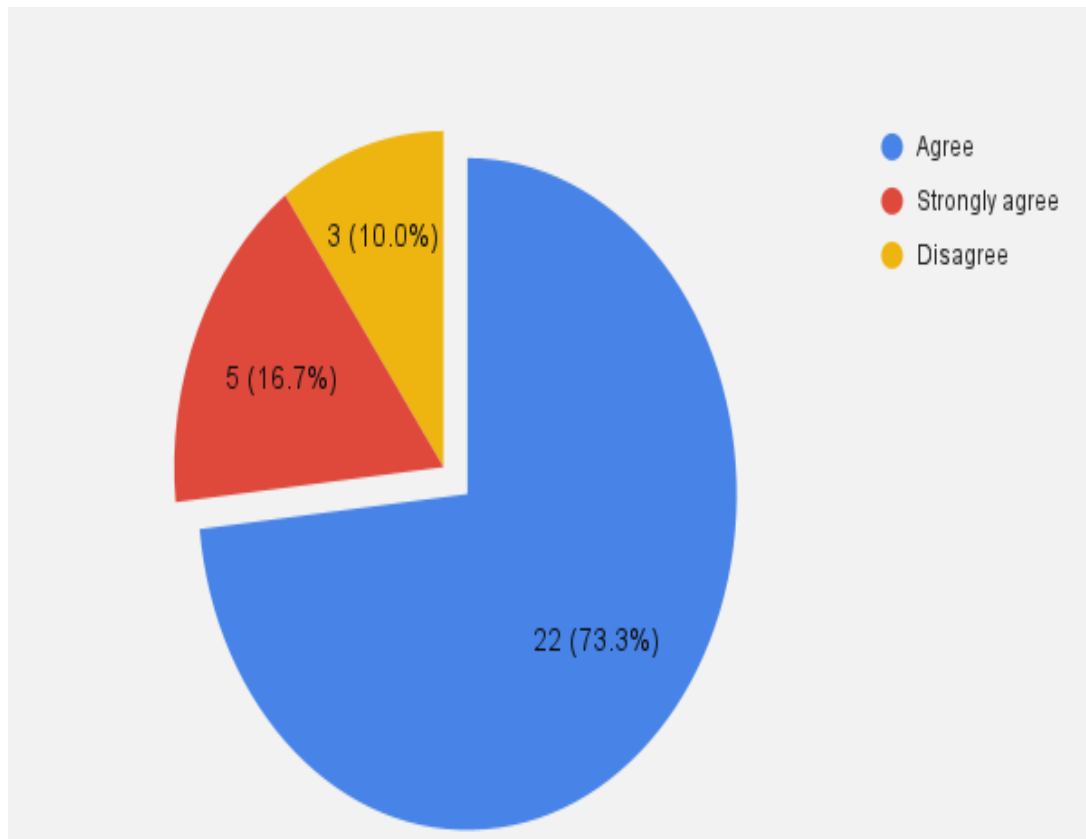
In this section, the researcher focuses on the detailed analysis of the information gathered from the research tools that were recovered from the chosen participants to get accurate results. And this is through the analysis and the description of all the questions presented in the forms of tables, pie charts, and diagrams.

II.4.1 Analysis of the Students' Questionnaire

As it was mentioned above, the questionnaire was addressed to second-year students of the English department at Dr. Moulay Taher Saida University. This questionnaire was intended for 30 students to gather information concerned with their perspective on the impact of technology on their learning.

Section One: Students' Perspectives about the Use of Technology inside the EFL Classroom

Question two: Do you agree with the use of Technology in the Classroom?



Pie Chart 2.1 Students' Opinion toward the Use of Technology in the Classroom

The pie chart reveals that 22 out of 30 questioned students agreed to use Technology in the classroom and 05 (16,7%) out of 30 of them strongly agreed. While only 03 informants making up (10, 0%) didn't prefer to use technology inside the classroom.

Question three: What kind of Technological tools do you use in your classroom?

Technological tools	Number of students	Percentage
Computer	2	6,6%
Laptop/ tablet	4	13,3%
Smart phone	24	80,0%
Total	30	100%

Table 2.2The Technological Tools Used in the Classroom

As shown in the table above and the figure below, most of the informants 24 out of 30 reported that they use smart phone in the classroom. However, the percentage of (13, 3%) represent 04 out of 30 students who preferred to use laptop and tablet as technological tools inside the classroom. Only 2 informants indicated that they use computers in the classroom.

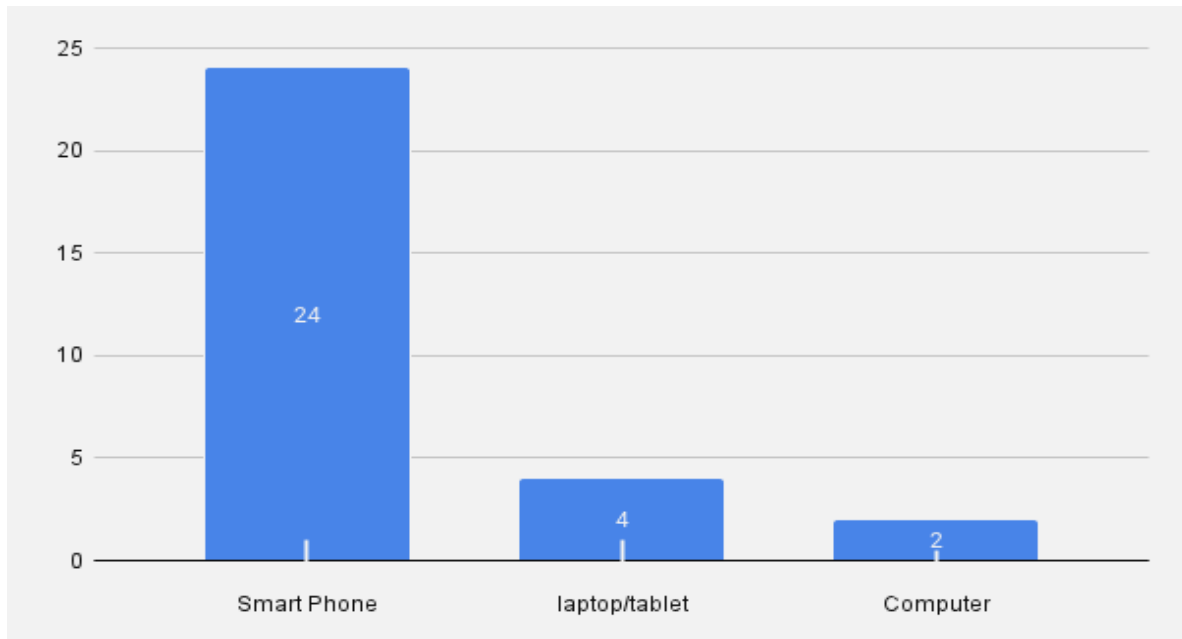
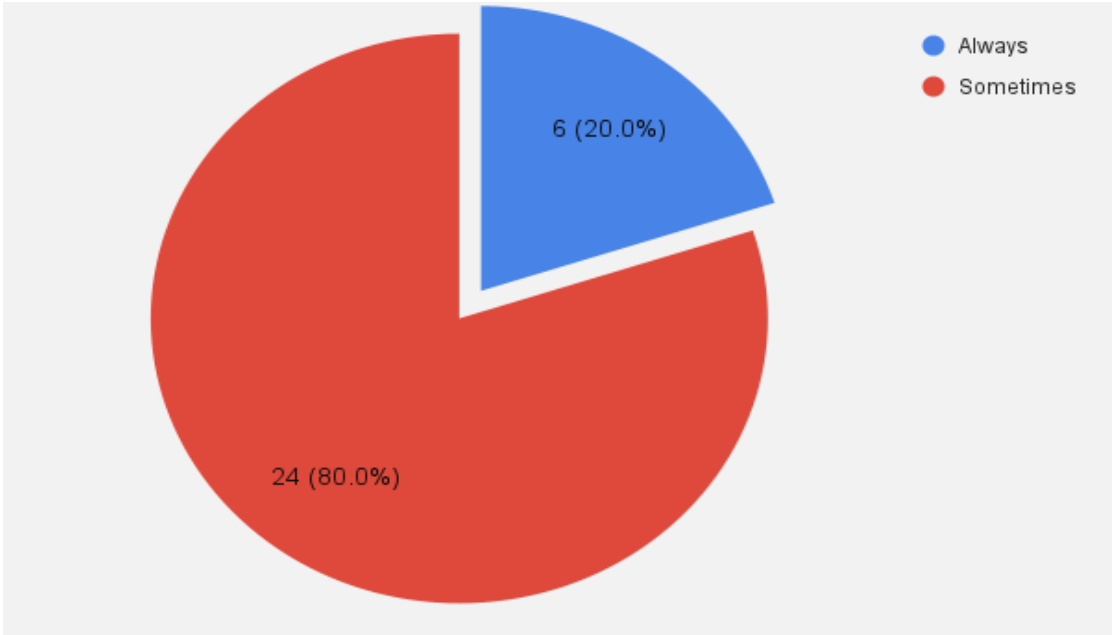


Figure 2.1 The Technological Tools Used in the Classroom

Question four: How often do you use Technology in classroom?



Pie Chart 2.2 Students’ Use of Technology

In this question, the majority of questioned students (24) representing a percentage of (80 %) reported that they sometimes used technology in the classroom. While the rest of them 6 out of 30 making up (20, 0%) confirmed that they always use it in the classroom.

Question five: Does the use of Educational Technology contributes to a better understanding of the lesson?

Options	Number of students	Percentage
Yes	24	80%
No	6	20%
Total	30	100%

Table 2.3 Students’ Attitude toward the Use of Technology during the Lesson

According to the table above and the figure below, 24 out of 30 respondents admitted that the use of educational technology inside the classroom contributes to a better

understanding of the lesson which helps the teacher to choose different methods of explaining the lesson. On the other hand, only 6 informants answered negatively the question.

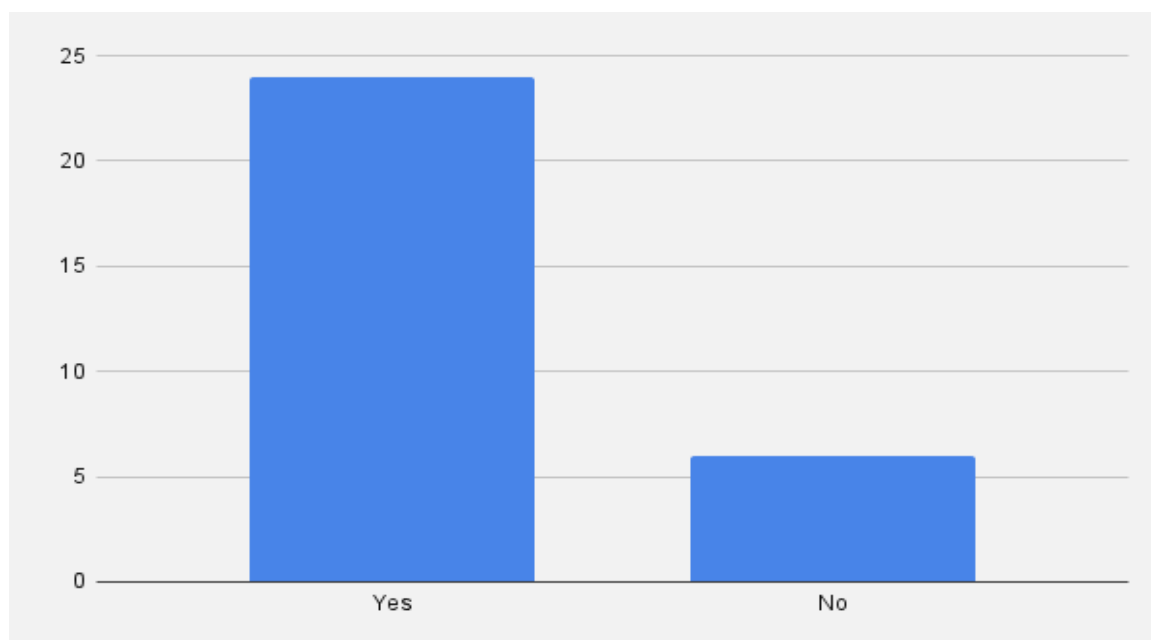


Figure 2.2 Students' Attitude toward the Use of Technology during the Lesson

Question six: Do you think it is easier for you to learn English using modern Technologies such as (Smartphone, laptop, tablet....) rather than using traditional methods?

Options	Number of students	Percentage
Yes	23	76,6%
No	7	23,3%
Total	30	100%

Table 2.4 Students' Opinion about the Use of Modern Technologies in Learning English

Language

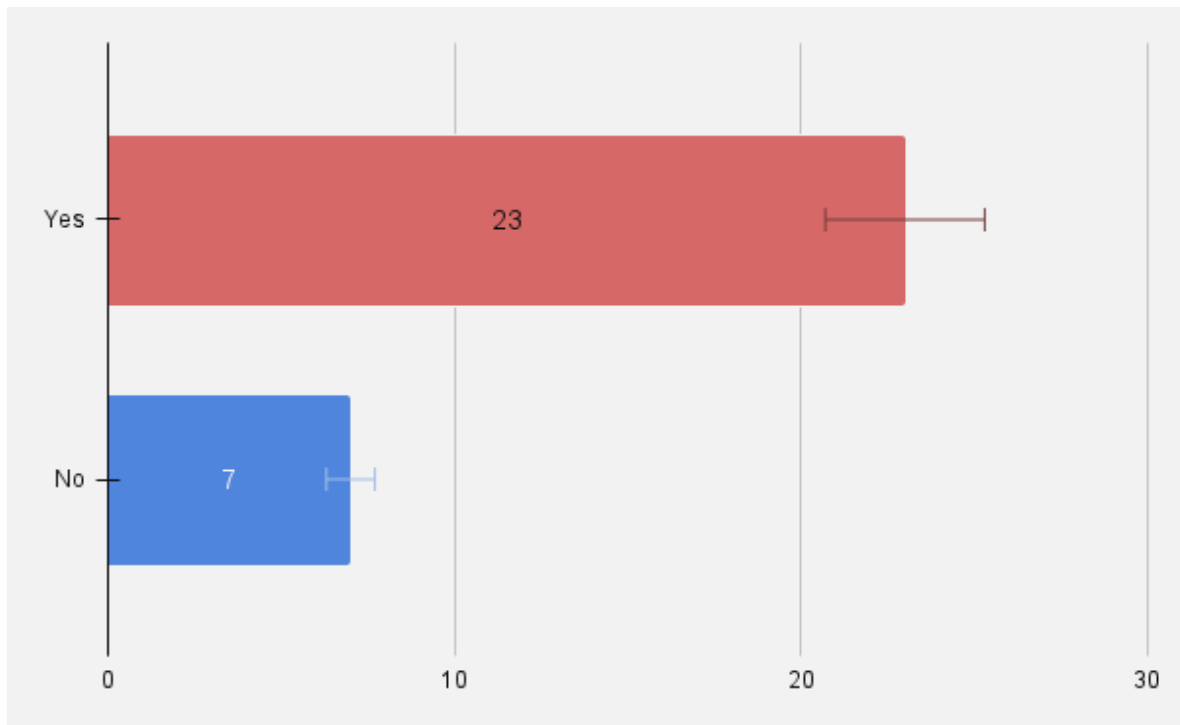


Figure 2.3 Students' Opinion about the Use of Modern Technologies in Learning English Language

From the figure above, the vast majority of the respondents 23 out of 30 (76, 6%) confirmed that using modern Technologies such as (smartphones, laptops, and tablets...) is much easier than using traditional methods in learning the English language. While a percentage of (23,3%) represents 07 informants who believed that traditional methods are more effective than modern ones and they think that modern technologies don't help in acquiring and learning the English language.

Question seven: if yes say why?

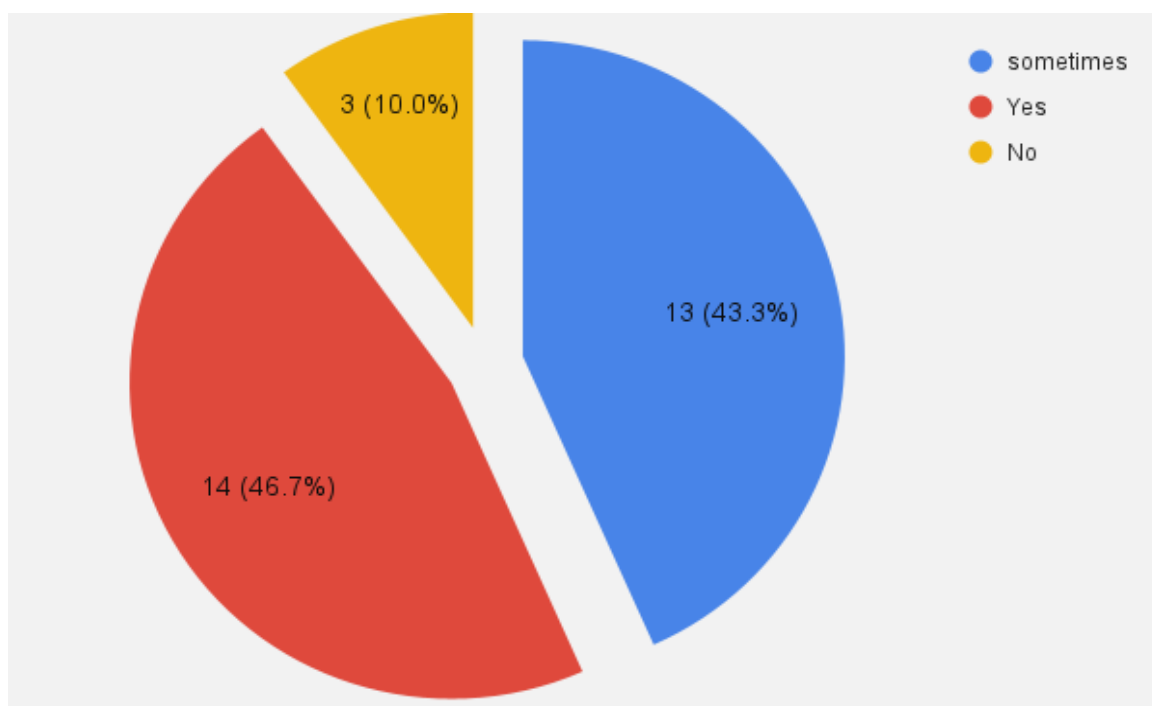
According to students' responses, it is worth noting that the majority of respondents 23 out of 30 admitted that they do not show interest in the traditional way of learning, but rather see that the use of modern technologies such as (Smartphone, laptops, tablet....) facilitates learning the English language because it provides many features that help in developing their learning. Students' illustrations can be summarized in the following claims:

- *Because it is Easy and quick access to information*
- *There are many apps on Smart phones that help in learning grammar for instance*
- *Because it's easier than the classic one and there is a lot of information*
- *It helps in improving language skills by using different apps available on smart phones*
- *Because by using modern technologies I can have rapid access to any information and I can learn English using different methods such as reading, listening, or watching which is funnier than the traditional method.*

Question eight: Does the use of modern Technologies in education contribute to create an atmosphere of fun while explaining the lesson?

Options	Number of students	percentage
Yes	14	46,7%
No	03	10%
Sometimes	13	43,3%
Total	30	100%

Table 2.5 Students' Views about the Use of Modern Technologies in Education



Pie Chart 2.3 Students' Views about the Use of Modern Technologies in Education

Concerning question eight the questioned students were asked to state whether the use of modern technologies during the explanation of the lesson contribute to creating an atmosphere of fun or not. The table and the pie chart above revealed that 14 out of 30 participants representing a percentage of (46, 7%) stated that using modern technologies create an enjoyable atmosphere during the lesson. While others (43, 3%) reported that sometimes using technology in education contributes to creating an atmosphere of fun. Only 3 of the informants respond negatively.

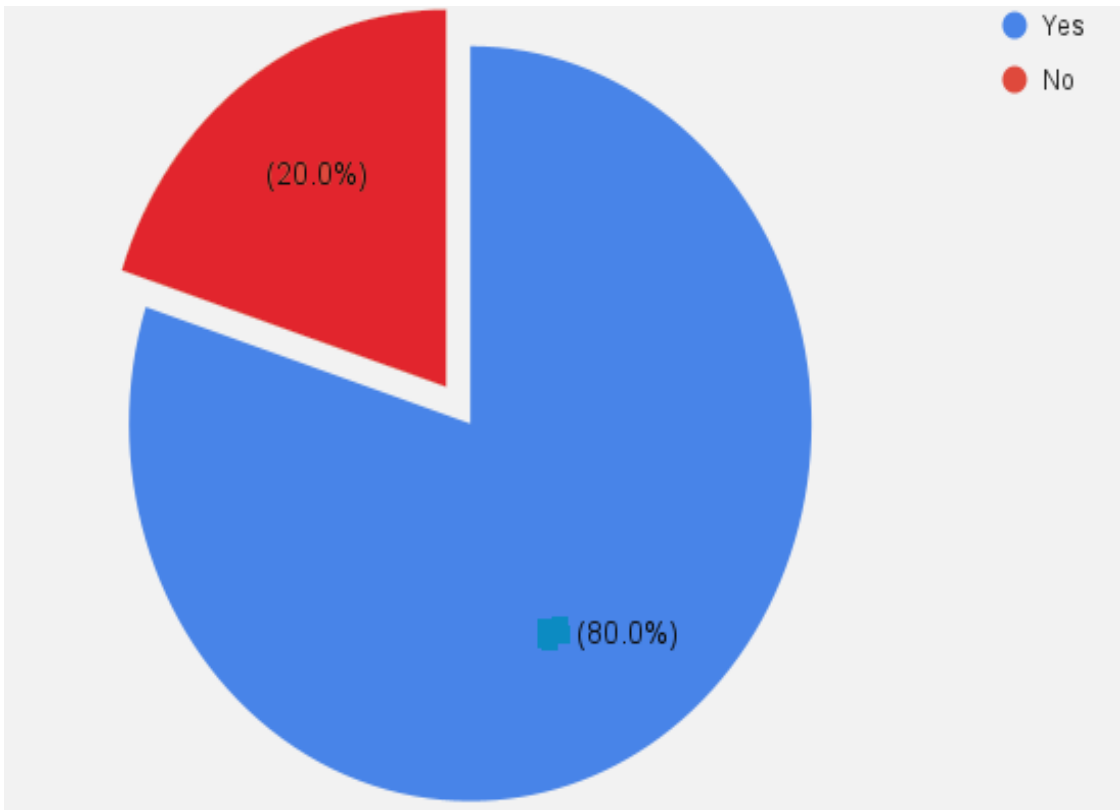
Question nine: Do social media such as (Face book, Messenger, and WhatsApp...) facilitate your studies?

The goal behind this question was to know if social media facilitate students' studies or not. As the table and the pie chart below show the majority of the respondents 24 out of 30 representing a percentage of (80%) responded positively whereas the rest (20%) of

them indicated that social media such as (Facebook, Messenger, and WhatsApp...) didn't facilitate their studies.

Options	Number of students	Percentage
Yes	24	80%
No	6	20%
Total	30	100%

Table 2.6 the Use of Social Media in Facilitating Students' Studies



Pie Chart 2.4The Use of Social Media in Facilitating Students' Studies

Question ten: How do you use technology in your studies?

Options	Frequency	Percentage
Online learning	16	17%
Read eBooks	13	14%
Doing a research	26	27,6%
Assignments and homework	14	14,9%
Chatting with your classmates and teachers	16	17%
Classroom presentation	9	9,5%

Table 2.7 Students' Use of Technology in their Studies

The table above includes various functions that students need when using technology in their studies. It was noticed that the vast majority of students (27, 6%) use technology mostly in doing research. At the same time they also prefer to use it between Online learning and Chatting with classmates and teachers where they share equal percentages (17%). Concerning reading eBooks, and doing Assignments and homework it was seen that they had almost equal percentages between (14% / 14, 9%). Whereas using technology in classroom presentation it was revealed that most of the informants didn't show interest. Only a few of them making up (9, 5%) chose to use it in their presentations.

Question eleven: Do you face any problems when you use Technology?

This question seeks to figure out if students face problems when they use Technology or not. As it is shown in the table and figure below, the results reveal that almost students

19 out of 30 representing the percentage of (63,3%) respond negatively. On the other hand, 11 of questioned students replied that they face some problems when they use technology which is equal to (36, 7%).

Options	Number of students	Percentage
Yes	11	36,7%
No	19	63,3%
Total	30	100%

Table 2.8 Students' Opinion about The Problems Faced in Using Technology

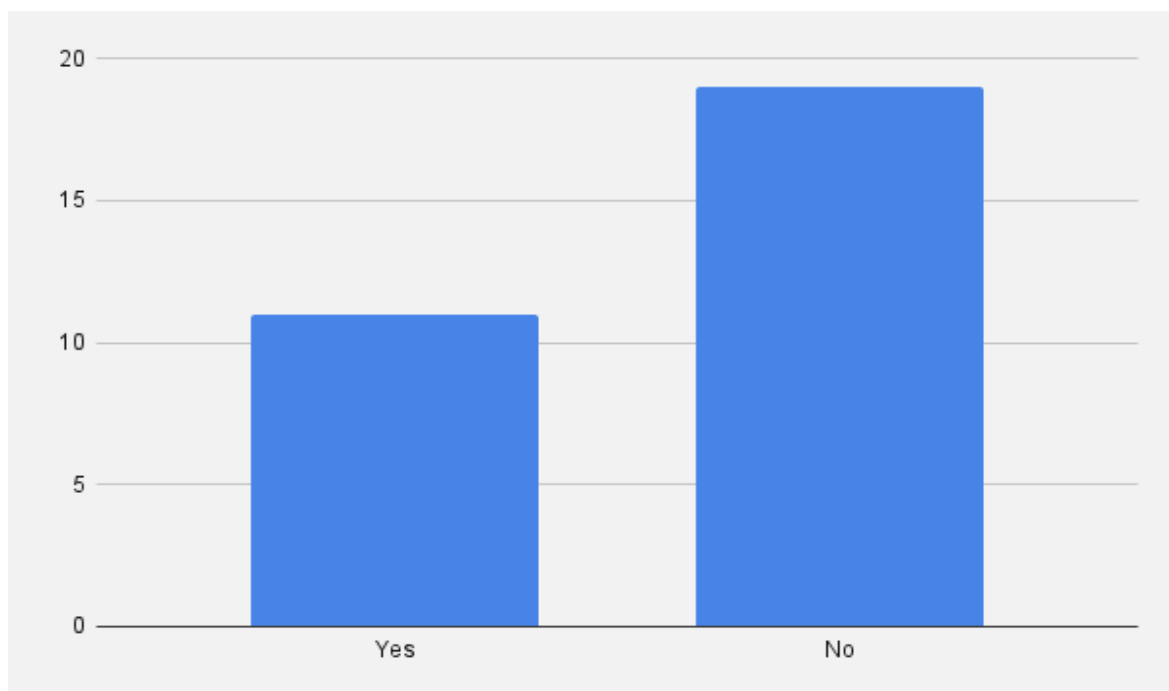


Figure 2.4 Students' Opinion about the Problems Faced in Using Technology

Question twelve: If yes would you mention some of them?

The current question was especially for those who have replied yes it aimed to know the major problems that students faced when they use technology. The answers to these questions were almost the same; they share the very ideas where most of them were technical problems in addition to the quality of the internet, which they clarified that it causes them problems when they use it. Also, they all affirmed that they had issues with moodle platform. Some Problems faced by students while they use technology can be summarized as follow:

- *When I do research or homework I can't get access to some websites or get multiple of information that can be confusing.*
- *Sometimes the bad quality of the internet. And some technical problems like the access of moodle*
- *I face some problems such as the much of announces, technical issues (problems in moodle platform)*
- *Ads, some websites contain viruses, the hard access to moodle in most of the time*
- *the bad quality of the internet, much of the ads, lack of knowledge (cognitive barriers)*

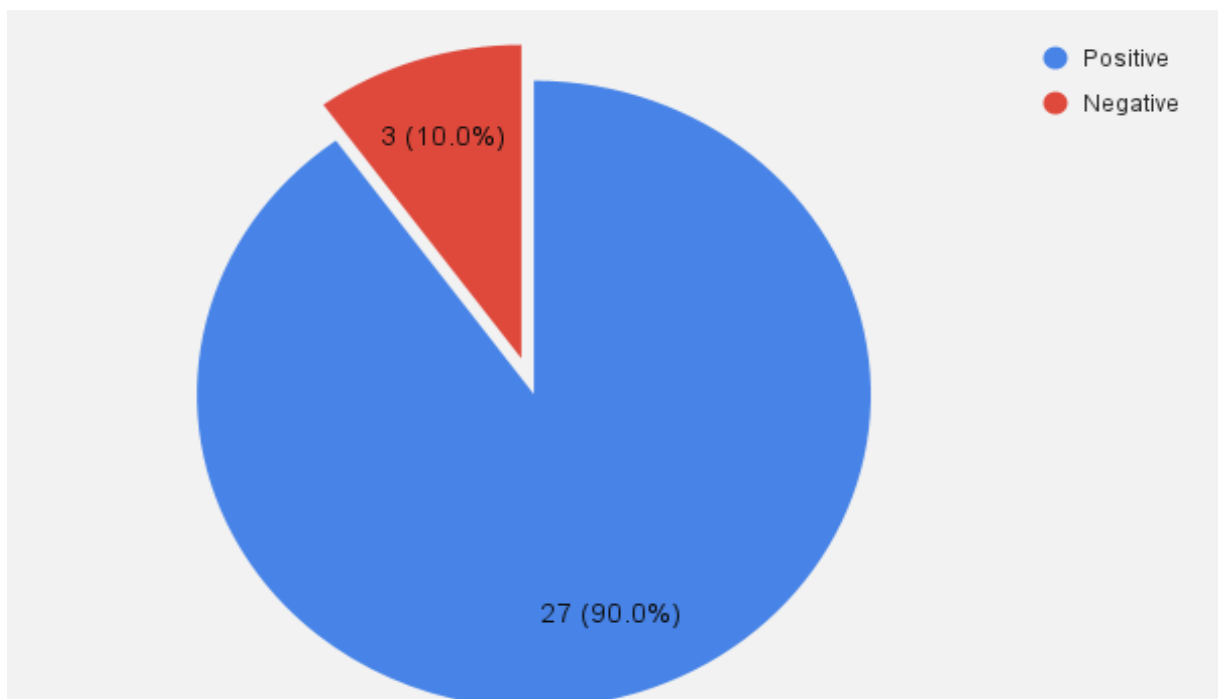
Section Two: The Impact of Technology on the EFL Students Learning

Question thirteen: What opinion do you hold towards using Technology to study English?

Options	Number of students	percentage
Positive	27	90,0%
Negative	03	10,0%
Total	30	100%

Table 2.9 Students' Attitude towards the Use of Technology in Study English Language

The questioned students were asked to give their attitude towards the use of Technology in the study English language. The table above and the pie chart below reveal that most of the respondents 27 out of 30 noticed that they have a positive attitude toward technology which is equal to the percentage of (36, 7%). Only 3 of learners (10, 0%) said that they have a negative attitude.



Pie char 2.5 Students' Attitude towards the Use of Technology in Study English Language

Question fourteen: Do you feel nervous when the teacher uses Technology in the classroom?

Options	Number of students	percentage
Yes	2	6,7%
No	27	90%
Sometimes	1	3,3%
Total	30	100%

Table 2.10 Students' Feeling toward Using Technology in the Classroom

The present question aimed to figure out students' feelings toward the use of technology in the classroom and if students get nervous when the teacher uses Technology in the classroom or not. The table above and figure below reveal that (90%), that is 27 out of 30 questioned students stated that don't feel nervous when their teachers use technology inside the classroom. Meanwhile, 02 informants answered positively. However, only one student mentioned that sometimes he/she gets nervous of the use of technology

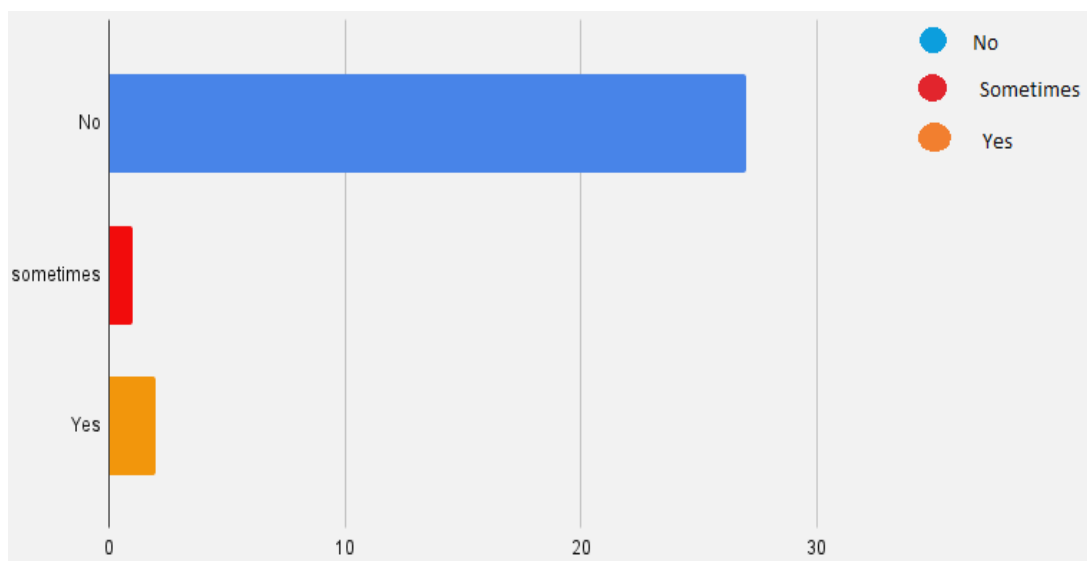


Figure 2.5 Students' Feeling toward Using Technology in the Classroom

Question fifteen: Do you feel bored when the teacher use modern techniques of Technology while explaining the lesson?

Options	Number of students	Percentage
Yes	2	6,7%
No	27	63,3%
Sometimes	1	30,0%
Total	30	100%

Table 2.11 Students' Feeling toward Teacher Using Modern Techniques of Technology

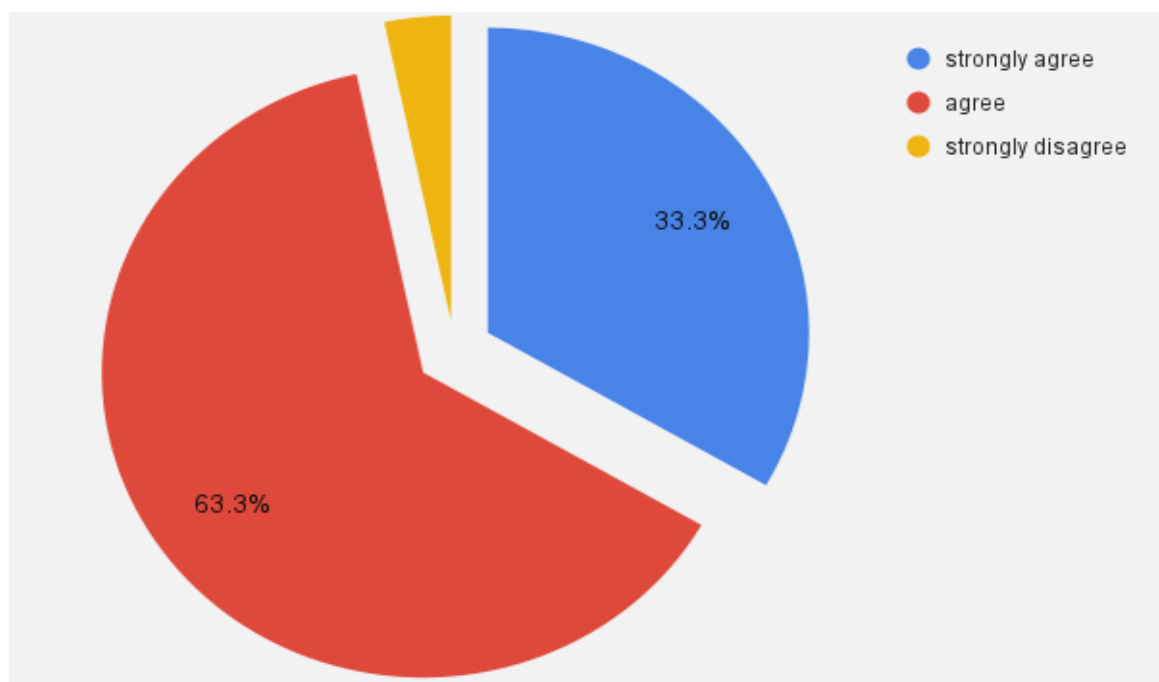
This question was also to know students' feelings toward the teacher using modern techniques of Technology and if they feel bored when their teacher uses modern techniques of Technology in explaining the lesson. The result was the same as the previous one; the informants share the same view of their feelings toward teacher uses of modern techniques of Technology, where the vast majority of the respondents replied with no, which means that they don't feel bored. On the contrary, they become motivated. While the others' answerers were between yes and sometimes, 02 of the learners replied with yes and the only remaining student said that sometimes he/she feels bored when the teacher uses modern techniques of Technology while explaining the lesson.

Choose one of these options (strongly agree, agree, strongly disagree, disagree) to answer the following statements.

Statement sixteen: New Technologies help students to improve their English language.

	Options			
	Strongly agree	agree	Strongly disagree	disagree
Number of students	10	19	1	/
Percentage	33,3%	63,3%	3,3%	/

Table 2.12 the View of Students about New Technologies in Improving their English Language



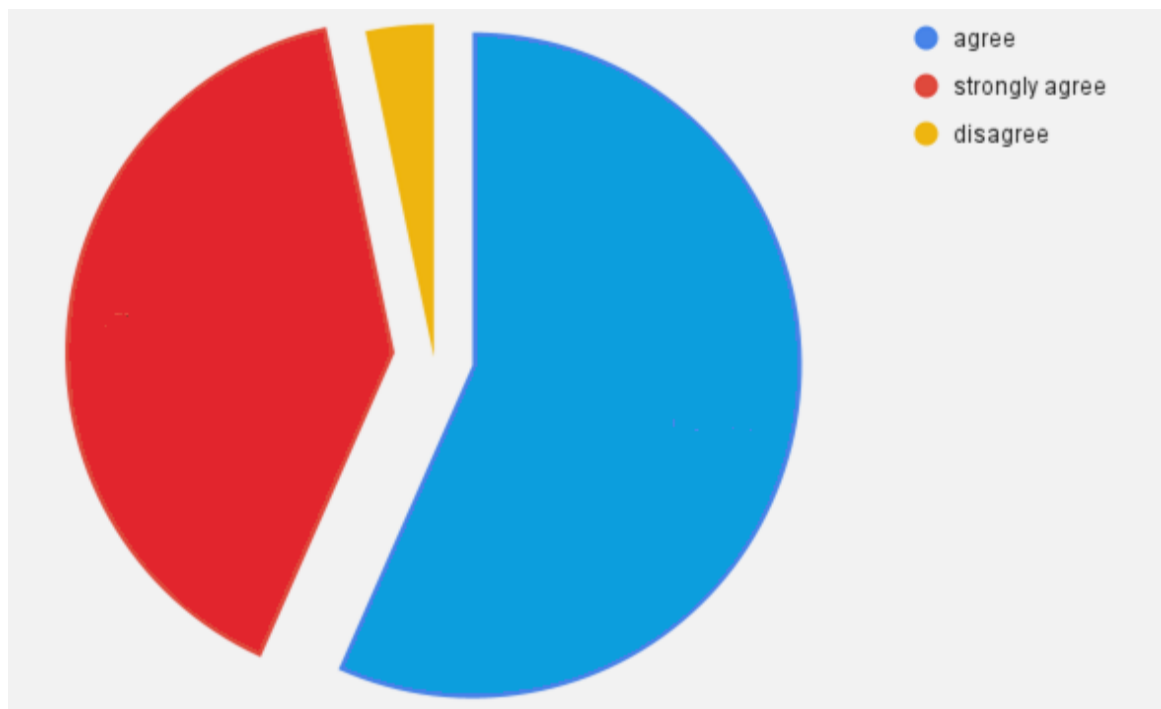
Pie chart 2.6 The View of Students about New Technologies in Improving their English Language

Within the table and the pie chart above the findings showed that (63, 3%), that is 19 out of 30 respondents agreed that technological techniques help them to improve their English language. Furthermore, 10 learners who represent a percentage of (33,3) said that they strongly agreed about that new technologies help them to enhance their level of English. Only one of the informants strongly disapproved of the claim that technology can help them in improving their English language.

Statement seventeen: Modern Technologies help to understand the lesson in a new and attractive way.

	Options			
	Strongly agree	agree	Strongly disagree	disagree
Number of students	12	17	—	1
Percentage	40,0%	56,7%	—	3,3%

Table 2.13 Students' View about the Use of Modern Technologies during the Lesson



Pie chart 2.7 Students' View about the Use of Modern Technologies during the Lesson

Concerning statement seventeen, the researcher aimed to know the view of students about the use of modern technologies during the lesson. As it is shown in the table and the pie chart above most of the informants (56, 7%), which is 17 out of 30, agreed that modern technologies help to understand the lesson in a new and attractive way. On the other hand,

12 (40, 0%) out of 30 students were strongly agree that integrating modern technologies such as audiovisual aids contributes deeply to the understanding of the lesson but only one of them clarified his disagreement toward the claim above.

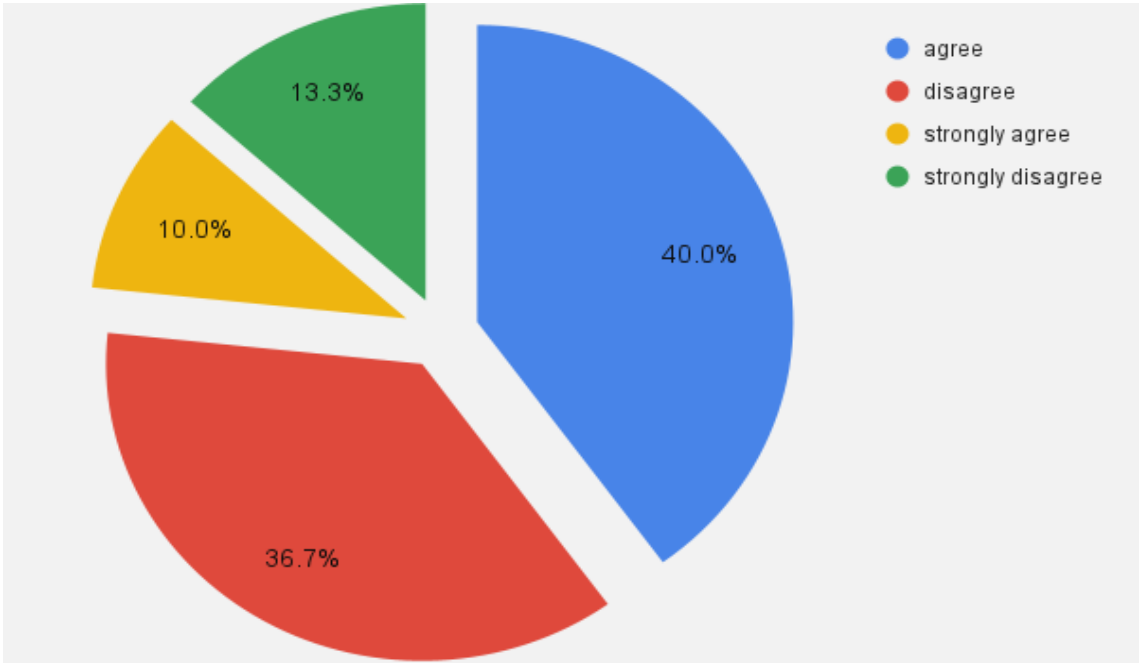
Statement eighteen: The use of Technology in different techniques while explaining a lesson is an opportunity to waste time and riot.

	Options			
	Strongly agree	agree	Strongly disagree	Disagree
Number of students	3	12	4	11
Percentage	10,0%	40,0%	13,3%	36,7%

Table 2.14 Students' Opinions of the Implementation of Technology in the Classroom as a Chance to Riot and Waste Time.

The purpose of this claim is to find out whether the use of different techniques of Technology while explaining a lesson is an opportunity to waste time and riot or not. As displayed in the table above and the pie chart below, the vast majority of questioned students' views were between agree and strongly agreed, representing percentages of (40%) and (10 %). They believed that technology negatively impacts their learning. Additionally, they clearly admitted that the use of these technological techniques during the explanation of the lesson is an opportunity to consume time and contribute to creating bad classroom management. On the contrary, 11 learners (36, 7%) had a different opinion, they presumed that the use of technology inside the classroom and precisely when the teacher explains the lesson contributes to a better understanding of the lesson and they

become more engaged with their teachers. Furthermore, 4 of the rest respondents also confirmed their disagreement with the idea that technology is just a useless technique.



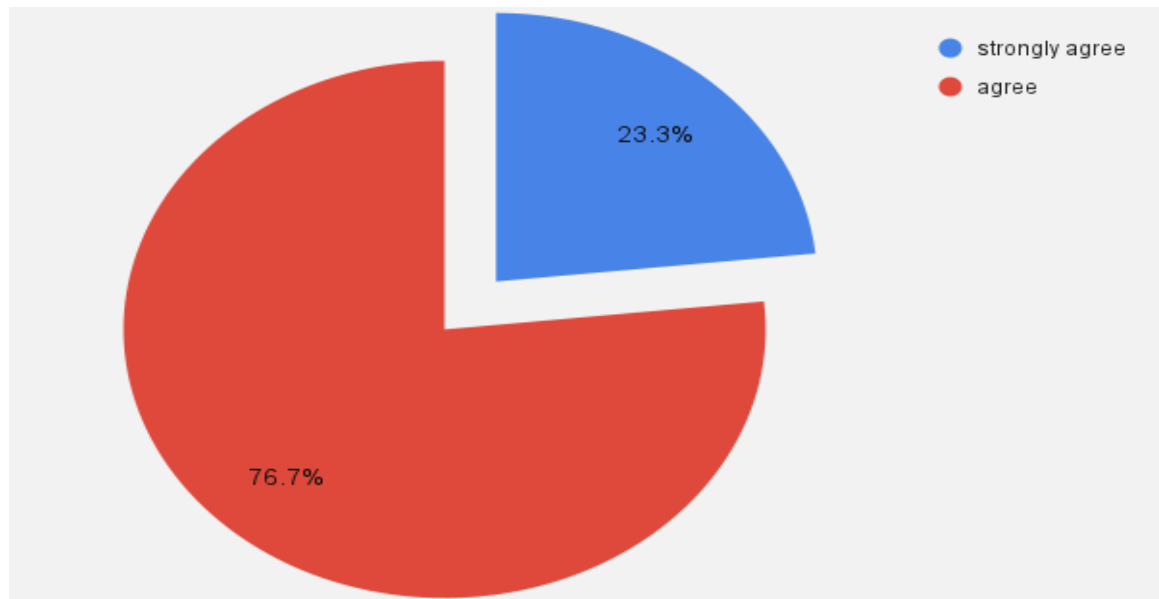
Pie chart 2.8 Students' Opinion of the Implementation of Technology in the Classroom as a Chance to Riot and Waste Time.

Statement nineteen: There are physical /cognitive barriers that prevent the use of online learning.

	Options			
	Strongly agree	agree	Strongly disagree	disagree
Number of students	7	23	/	/
Percentage	25,3%	76,7%	/	/

Table 2.15 Students' Opinion about the Different Barriers in Using Online Learning

The table above and the pie chart below reveal that 23 out of 30 questioned students claimed that there are physical /cognitive barriers that prevent the use of online learning. 07 informants (25,3 %) strongly agreed that the use of online learning requires physical needs also knowledge and this cannot be available to all students consequently this can prevent the use of online learning.



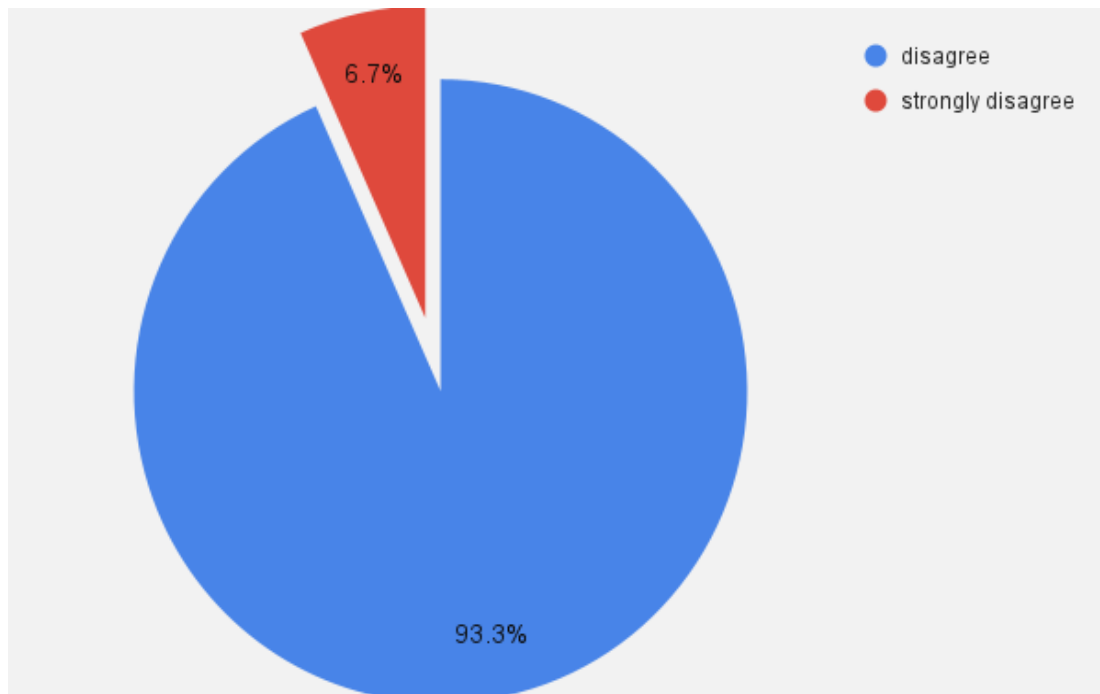
Pie chart 2.9 Students' Opinion about the Different Barriers in Using Online Learning

Statement twenty: Studying through the online learning requires a much of time.

	Options			
	Strongly agree	agree	Strongly disagree	disagree
Number of students	7	23	2	28
Percentage	23,3%	76,7%	6,7%	93,3%

Table 2.16 Students' Opinion about the Online Learning

Statement twenty aims to know the view of students about online learning and if studying through it requires much time or not. It was seen in the table above and the pie chart below that students' views were between disagree and strongly disagree, most of the respondents which are 28 out of 30 making of (93,3%) clearly showed their disagreement also the 2 remaining students (6,7%) strongly disagreed that studying through online learning requires much time, on the contrary, they believed that online learning is suitable for study and don't take much time.



Pie chart 2.10 Students' Opinion about the Online Learning

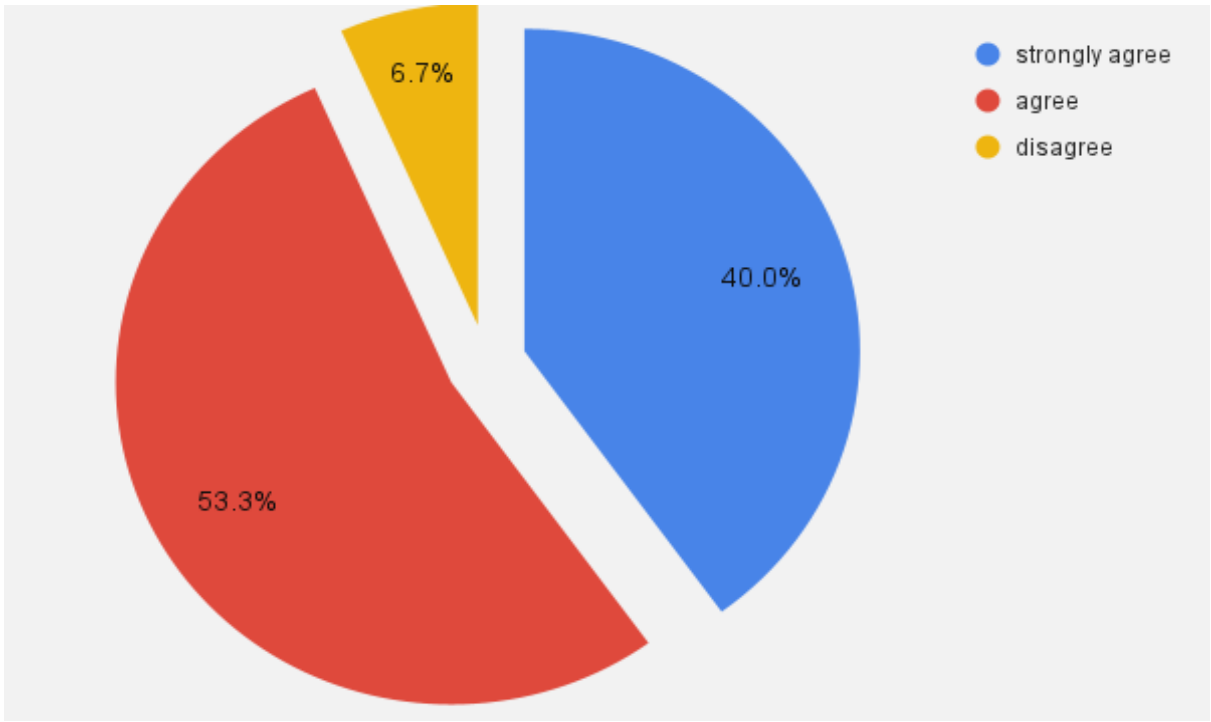
Statement twenty one: Integrating internet and smart phones inside the classroom has increased the phenomenon of cheating

The table and the pie chart below show that most students' opinions were between agreed (53,3%) and strongly agreed (40,0 %) that the phenomenon of cheating has witnessed a significant increase after the integration of the internet and smart phones inside

the classroom. They claimed that these technologies negatively affect the learning process. On the other hand, only 2 informants (6, 7%) disagreed with the claim that the internet and smart phones as tools contribute to increasing the phenomenon of cheating. They believed that students can cheat in other ways and cheating doesn't depend only on technological tools.

	Options			
	Strongly agree	agree	Strongly disagree	disagree
Number of students	12	16	/	2
Percentage	40,0 %	53,3%	/	6;7%

Table 2.17 Students' Perspectives on the Impact of Integrating Internet and Smart phones inside the Classroom

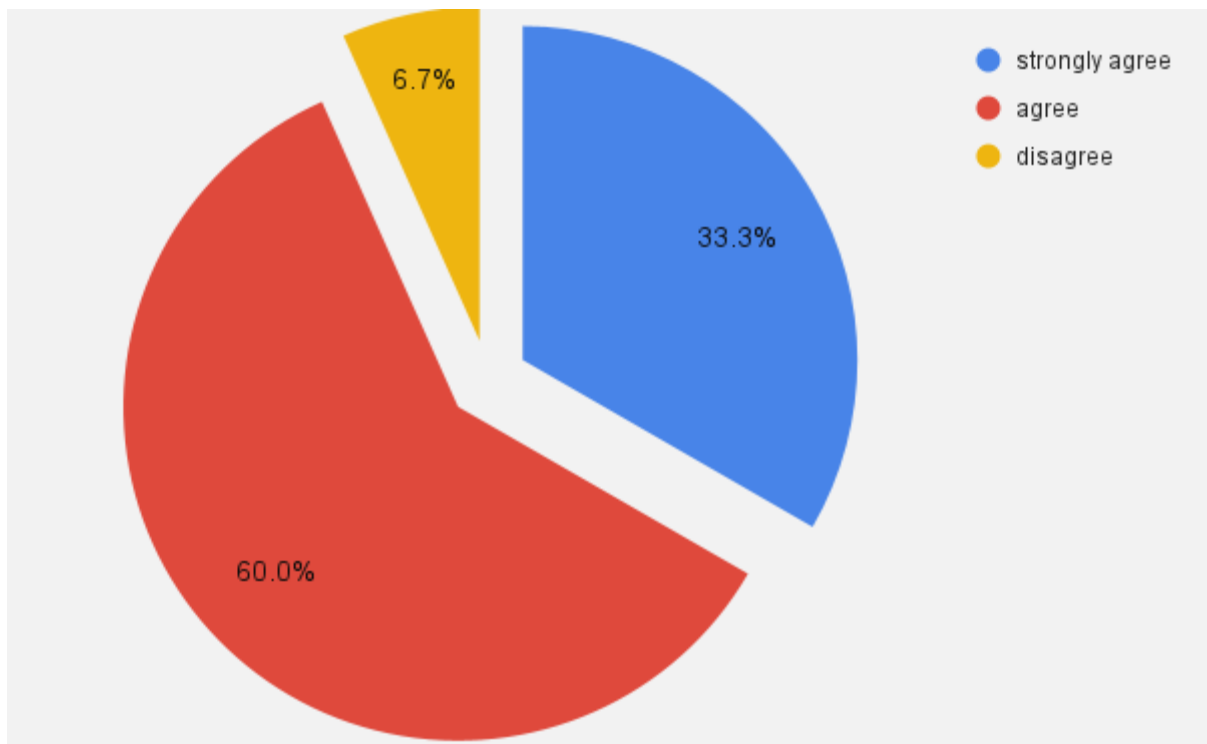


Pie chart 2.11 Students' Perspectives on the Impact of Integrating Internet and Smart phones inside the Classroom

Statement twenty two: Excessive reliance on technology in the study decreased students 'writing skill

	Options			
	Strongly agree	agree	Strongly disagree	disagree
Number of students	10	18	/	2
Percentage	33,3 %	60,0%	/	6,7%

Table 2.18 Students' Views on the Impact of Technology on Writing Skill



Pie chart 2.12 Students' Views on the Impact of Technology on their Writing Skill

The purpose of the current statement is to ascertain students' opinions regarding how technology has affected their writing abilities. As displayed above, (60%) agreed that the excessive use of technology decreases students' writing skills. Additionally (33;3%) of the

respondents also express their strong agreement toward the development of writing skills and how technology affects it negatively. In contrast, only 04 informants (6, 7%) disagreed with the claim above. They supported the idea that technology helps them in improving and developing their language skills such as writing skills.

Question twenty-three: What are the drawbacks of using Technology in the classroom?

In response to this open-ended question, students had to list certain drawbacks of using technology in the classroom. Their responses were remarkably similar, the majority of the participants stated that the use of technology like smartphones and computers instead of books and papers in learning decreases the level of basic skills among students, especially writing. All the respondents confirm that using technology inside the classroom distracts students for instance while they used their phones in chatting and playing games. Besides that, it works to reduce the role of the teacher as the student has become dependent on the internet to obtain information instead of asking the teacher about it. They also affirmed that sometimes technology provides students with wrong information where there is much information that can be trusted or not reliable. Moreover, some of the questioned students agreed that by integrating technology into the classroom, the phenomena of cheating had increased.

Question twenty-four: What are the benefits of using Technology in the classroom?

The purpose of this question was to find out what the students thought of the advantages of using technology in the classroom. Some benefits mentioned by respondents were nearly identical. All of the informants appeared to concur that using technology enables students to pick up new information and skills. They said that the availability of different technological techniques and devices such as specific software, apps, or websites

gives teachers many options to present content to students at different levels. They claimed that technology enhanced students' awareness and developed their skills. Some students confirmed that technology has provided opportunities for distance learning, for instance, the ability to upload lectures via the internet and access it on their own time, additionally, they considered that the use of technology saved time for example allowing students and teachers to have online lectures via zoom app or Google meet.

Furthermore, they asserted that the use of technology in the classroom improved the explanation and comprehension of the lessons as well as the motivation of the students. Moreover, they declared that the introduction of creative methods of instruction was facilitated by the integration of technology in the classroom, such as the use of audiovisual aids by teachers. Thus, all of the students who were polled agreed that implementing technology into the classroom allowed students to learn more and made their work simpler. To sum up, students confirmed that technology helps in improving and developing the learning process

III.4.2 Analysis of the Classroom Observation

Observation is one of the most important instruments used in research and one of the oldest methods used to collect information related to the research problem. In this study, the researcher used this tool to observe the sample of the study to identify their behavior towards the use of technology in its various techniques within the classroom. The observation took place throughout two ICT module sessions. It was noted after witnessing these sessions that technology is extremely important for the learning process. On the whole, classroom observation revealed that at the first session of the ICT module, the teacher started mentioning the basic outlines of the whole program followed by a general explanation of the process of evaluation marks after that she introduced an overview

related to the lesson and she relied on oral discussion then she used the Data show and PowerPoint to present the lesson in detailed. At the second attendance, many remarks have been observed.

The teacher started directly the lesson by using the computer, data show, and PowerPoint. Furthermore, the students also had their computers because the content of the lesson was more practical than theoretical i.e. different from the first session, what was also noticed is that some students didn't bring their PCs. Concerning that, the observer heard a student complain to her friend about not owning a PC, she even asked the teacher about the actual prices and the good marks of the computers. This classroom observation reveals that the teacher introduced the lesson's topic comprehensively and ensured all the students understood what she was explaining. Regarding students' activity, it was remarked that the majority of students worked in pairs, some of them individually, and two students were taking notes. While a few of the students were talking about their personal issues additionally, they were using their phones to chat. to some extent, students seemed comfortable and their interaction with the teacher was very well.

III.5 Conclusion

This chapter has introduced an explanation of the research methodology. First of all, the researcher has presented the two different methods of the research. Secondly, described the sample population of the study and the two research instruments, the first one was a questionnaire for students and the second one was a classroom observation. Thirdly, the researcher analyzed the results of the collected data. As well the analyses of students' questionnaire and classroom observation exposed that students have a positive view toward incorporating technology in their learning and they prefer to use different devices of these

technologies inside the classroom. However, they were few learners who prioritize the traditional method in learning.

Chapter Three

Chapter Three: Discussion and Interpretations of the Findings

III.1 Introduction

III.2 Discussion and Interpretation of the Main Result

III.2.1 Surdents' Questionnaire

III.2.2 Classroom Observation

III.3 Summary of the Findings

III.4 Conclusion

III.1 Introduction

The last chapter is a sequel to the previous one. It precisely focuses on the discussion and the interpretations of the findings that were analyzed before by the two research instruments questionnaire and classroom observation. It is concerned with students' opinions toward the effect of technology on the learning process. The purpose behind of this study is to find out if modern technologies impact learners positively or negatively.

III.2 Discussion and Interpretation of the Main Results

In this section, the findings obtained from the previous analysis of both instruments which is the students' questionnaire and the classroom observation will be discussed and interpreted to have a clear understanding of the impact of technology on EFL students in their learning.

III.2.1 Students' Questionnaire

Concerning the analysis of the questionnaire, it is noticed in questions 2 and 3 that students prefer to use technology and they especially favor the Smartphone as an educational technology tool to use inside the classroom. This is due to the great development brought about by technology in its various techniques in the educational process. Most students prefer to use technology because of the availability and access to information in an easy way and also because of the diversity of forms of educational content, for instance, the availability of various lessons on the YouTube platform.

In fact, technology encourages students to study and enhances interaction and communication between them, and even with their teachers also improves their abilities and skills. Additionally, smart phones are considered the most used tool by students, due to the ease of carrying them. And more than that, they use operating systems, including

Android, which provides many applications that help the student in his studies. However, they are not entirely dependent on it. For instance, some modules don't need to employ technology they use only the traditional method, as it was reported in question 4 that most of them infrequently employ technology in the classroom.

Followed by questions 5, 6, and 7 nearly all students clearly admitted that the use of educational technology inside the classroom contributes to a better understanding of the lesson which helps the teacher to choose different methods in explaining the lesson also they think that using devices as (Smartphone, laptop, tablet...) facilitate the learning of English because these materials help student in improving their language skills as well mobile applications on Smartphone provide a more than wonderful way through which students can learn English easily, for example, dictionaries, vocabulary, and pronunciation applications while these technologies can be difficult to use for some learners that why they preferred the traditional method rather than modern ones. Moreover, it is also revealed in question 8 that the use of modern technologies during the explanation of the lesson contributes to creating an atmosphere of fun due to the availability of different tools such as audio-visual aids like the data show, which allows playing a video for watching or listening to recordings....etc. As a result, the communication between the students and their teachers will merely increase, and the classroom will also become less stressful.

From the findings of the analysis of questions 9 and 10, it is remarked that social media facilitates students' studies for instance it allows them to work in groups, share lectures, and information between them, chat with their classmates and their teachers also, students may know every news related to their studies from the administration which can be posted on their Face book page. On the other hand, social media may also negatively affect students' learning because it is considered an entertainment tool more than educational, as it distracts the learner from his studies. Additionally, there are various cases

students need to use technology on it. For instance, using technology in doing research, online learning, Chatting, reading eBooks, and doing Assignments and homework.

It is regarded that doing research is the most used by students due to the easy access to different information on the internet which plays an important role in helping students in their studies (doing Assignments and homework). Also, it contains various subjects in all languages of the world that allows EFL learners to develop their skills and learn new concepts, and this is by reading eBooks. Online learning is another contemporary educational technique that has gained significant attention recently, particularly in light of the epidemic. As an example, many colleges developed tools like Moodle to assist students to complete their learning from anywhere. It also allows them to organize and saves time. Furthermore, some learners claimed that they use technology in chatting with each other and their teachers, which is discussed previously.

Concerning questions 11 and 12, both aim to know if students face problems when they use Technology or not, the majority replayed negatively due to the huge development of technology nowadays, most of the current generation have the ability and knowledge, and they are well experienced in using any kind of technology although technology has come to facilitate our life and especially the learning process. However, there are those who find problems while using it. It is observed that technical issues such as the hard access to moodle platform are the most complicated problem faced by students. Currently, learners depend on it in most of their studies because it contains lectures, assignments, and announcements, and they even contact with their teachers. Thus, these technical issues may hinder their studies. One more problem faced by EFL learners, they may find it challenging to conduct information searches online due to the overabundance of ads.

The response to question 13 reveals what students thought of using technology to learn the English language. Most of them have a favorable attitude toward technology, and they think that using it to supplement their education will encourage them to learn English.

The answers to questions 14 and 15 explore how students feel when their teacher employs technology in the classroom and whether they feel anxious or bored. When the teacher uses contemporary technological techniques to explain the lesson, the overwhelming majority of them appear to be at ease while some learners don't prefer technology inside the classroom that's why they feel bored or nervous. This is either because they are shy, as the majority of students who are nervous in the classroom are the shy one, or they do not prefer to present the content of the lesson via Power Point, as sometimes it is poorly planned, which makes them feel bored.

Additionally, there are certain statements that call for students to select one of the following responses: strongly concur, agree, strongly disagree, or disagree. Statements 16, 17, and 18 show that most of the questioned students agreed that technological techniques help them to improve their English language. In order to develop and learn the English language, modern technology provides the possibility of communicating with native people to improve students' speaking as well the spread of iPads helped in developing reading skills. It is noted that learners also agreed that technology helps to understand the lesson in a new and attractive way. Using technological tools inside the classroom increases the interaction between students and their teachers. Furthermore, it creates an atmosphere of fun where learners feel comfortable, and as a result; they can understand the lesson attractively. On the other hand, some students affirmed that using various technological methods to teach a lesson presents a chance to devote too much time and incite riots. As technology has a positive side it also has a negative one for example teachers' lack of knowledge to set up technological devices inside the classroom result

waste of time. According to Strom (2021), In order to provide students with a high-quality education, teachers must be knowledgeable about how to utilize technology properly.

As it is observed in statements 19 and 20, all students agreed that they have physical /cognitive barriers that prevent them to use online learning, for instance, not all learners have the ability to buy a computer or laptop, etc... Besides that, the lack of knowledge is considered the main barrier that hinders students to use e-learning. Moreover, it is seen that students clearly showed their disagreement with the claim that studying through online learning requires much time. E-learning gives the learner much of opportunities to learn whatever he wants and wherever he is. So saving time is regarded as one of the main features of online learning in addition, recent years proved that e-learning is a successful and effective method that encourages, and motivates students to learn and also facilitated their studies.

The result of statements 21 and 22 revealed that almost all students confirmed that the phenomenon of cheating has increased after the integration of the internet and smart phones inside the classroom. Exam cheating's growing prevalence is a glaring sign that the educational system is in a major crisis as it is one of the most known global phenomena in schools and universities. Its purpose is to obtain full marks in the study without any practical or mental effort. Modern technologies significantly contribute to the spread of this phenomenon, they negatively affect the learners, they become deeply afraid of failure and they cannot rely on themselves (less confident). Moreover, it is noticed that most of the questioned students agreed that the excessive reliance on technology in students' learning decreased their writing skills. Writing is one of the linguistic skills in which the writer gives his ideas and points of view using a specific language. It is involved in every educational level and it is taught as a major subject where learners will become good writers.

Nowadays learners lose the ability to write because they become more internet-dependent. In fact, technology helps students to improve and develop their writing skills but within reasonable limits. In this regard, Omar et al (2014) confirmed that technology users are accountable for the damaging effect on writing skills, not the technology itself.

The last two questions aim at mentioning the disadvantages and benefits of the use of technology in EFL classrooms. Utilizing technology in the classroom has some drawbacks, including the fact that it can facilitate cheating and also it makes the student lazier, technologies and their various aids are expensive i.e. students need internet and computers instead of books and papers. Despite its drawbacks, it has many advantages. Technology helps in providing much time and also motivates students to be more creative, it enhances the learning process as it provides an enjoyable experience for students.

III.2.2 Classroom Observation

From the result of classroom observation analysis, it is noticed that modern technology has greatly improved the learning and teaching process. Now teachers have the option to use new and attractive teaching methods while they were dependent only on the traditional ones (blackboard). In addition, by integrating technology into classrooms, learners can use various advanced tools such as computers usually used in ICT sessions. It works as a useful device that makes the students more engaged with the teacher and even with each other. On the other hand, the main obstacle in this observation is the costs of these devices can be very expensive for some learners so that they cannot achieve their goals. In this regard, De Silva (2021) argued that not all families have equal access to modern computing devices for that the availability of technological tools for students is unequal. The school must, however, set up specialized tools that are accessible to every learner due to these disparities.

III.3 Summary of the Findings

In summary, the use of educational technology did not lead to the abolition of the role of the teacher but rather transformed him from a prompter of information to a supervisor and monitor. Moreover, the use of technological tools such as computers, the internet, and audiovisuals aids is a means that helps students to achieve their learning. Lastly the study confirmed that students' attitudes toward the impact of technology on their learning were largely positive

III.4 Conclusion

This chapter is devoted to the discussion of the data collected from students' questionnaires and classroom observation. This study indicated that students' perspectives toward the impact of technology on their learning were mostly positive. It is confirmed that the use of technological tools inside the classroom instead of the traditional method improved the quality of learning.

General Conclusion

General Conclusion

It was pointed out in the introduction to this study that modern technology witnessed an amazing development during the last decade of the twentieth century, the immediate advances in the field of technology in general and educational technology in particular, had a great impact on the educational process, especially on students' learning.

Despite incorporating technology into EFL classrooms benefits students' learning, it also has certain adverse impacts. Technology has aided students in skill development and inspired them to learn. Meanwhile, using it may negatively affect students' ability to learn. The current research aims to explore second-year EFL students' perspectives on how technology has impacted their learning. This study showed that most students prefer to use technology for learning because of the easy and rich information that is readily available and also because of the variety of forms of educational content. Meanwhile, some students may prefer traditional learning methods, but they may require more effort and time in obtaining information.

Technology has become closely linked to education, especially in universities, as it affected students learning more positively than negatively. One of the results of employing technology in education is to increase student interaction and involvement in the educational process and to enhance their positive thinking. In addition, improving their communication skills and helping them to think creatively and scientifically to solve problems. Moreover, facilitate access to a variety of information through the use of modern technological means and also share this information with students and teachers. Furthermore, audio and video presentations help students apply the information practically. Modern technological techniques can also be used to display different types of information and lessons to make it easier for the student to understand. On the other hand, technology affects students negatively, as the use of computers leads to misleading information, and many websites provide false information. Also, it works to reduce the role of the teacher as

General Conclusion

the student has become dependent on the Internet to obtain information instead of asking the teacher about it.

To develop the present research, the researcher suggests three hypotheses. The first hypothesis is that many students view technology as a helpful tool that can enhance their learning experience, increase their engagement and motivation, provide access to more resources, and help them collaborate with peers and teachers. The second one was that Technology may affect students positively or negatively. The last one was that technology has many tools such as smart phones, computers, and audiovisual aids that may be used inside the classroom to improve the learning process. Based on arguments and proof that was gained in this study work, it is found that the current research proved all the suggested hypotheses. In light of the findings of the current research, the researcher provides some recommendations as follows:

- Providing universities with the necessary capabilities that help to use modern communication technology in the learning process
- Creating and implementing training programs for instructors and students on how to use computers and the Internet, and incorporating them into educational institutions due to their significance in helping to improve students' learning and growing mental and intellectual capacities.
- To increase the efficiency of students as well as educators, it is highly recommended to promote a mindset of utilizing digital technology in the classroom.
- Providing rooms equipped with various technological tools for teaching ICT modules.
- Ensuring the availability of many modern technological means in universities
- Work on the introduction of educational technologies in all subjects.

General Conclusion

- Develop and improve the e-learning platform (Moodle) to encourage students to learn.
- The balance between modern learning and traditional learning i.e. not giving too much time to technology, because it can have negative consequences for student learning.

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APPENDICES

Appendix A

Students' Questionnaire

Dear students,

You are kindly asked to share with us your perspective and ideas through filling in the questionnaire below. The questionnaire is designed to gather information about integrating Technology in your studies and how can the use of Technology tools affect your own academic level achievement. Case Study of Second Year Students at Saida University.

Please answer the questions by ticking (X) in the right place. And add your comments when it is necessary: Your cooperation is highly appreciated.

SECTION ONE: Students 'perspectives about the use of Technology inside the EFL classroom

2/ Do you agree with the use of Technology in the Classroom?

Agree ☐ Strongly agree ☐ Disagree ☐ Strongly disagree ☐

3/ what kind of Technological tools do you use in your classroom?

Computer ☐ laptop/tablet ☐ Smart Phone ☐

4/ How often do you use Technology in classroom?

Always ☐ Sometimes ☐ Never ☐

5/ Does the use of Educational Technology contributes to a better understanding of the lesson?

Yes ☐ No ☐

6/Do you think it is easier for you to learn the English language using the modern Technologies such as (smart phone, laptop, tablet...) rather than using traditional method?

Yes ☐ No ☐

7/If yes says why?

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

8/ Does the use of modern Technologies in education contribute to creating an atmosphere of fun while explaining the lesson?

Yes ☐ No ☐ Sometimes ☐

9/Do social media such as (Face book, Messenger, and WhatsApp...) facilitate your studies?

Yes ☐ No ☐

10/ How do you use technology in your studies?

Online learning ☐

Read eBooks ☐

Doing a Research ☐

Assignments and homework ☐

Chatting with your classmates and teachers ☐

Classroom presentation ☐

11/ Do you face any problems when you use Technology?

Yes ☐ No ☐

12/ If yes, would you mention some of them

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

Section TWO: The Impact of Technology on the EFL Students' learning

13/What opinion do you hold towards using Technology to study English?

Positive ☐ Negative ☐

14/Do you feel nervous when the teacher uses Technology in the classroom?

Yes ☐ No ☐ Sometimes ☐

15/Do you feel bored when the teacher uses modern techniques of Technology while explaining the lesson?

Yes ☐ No ☐ Sometimes ☐

Choose one of these options (strongly agree, agree, strongly disagree, disagree) to answer the following statements.

The statements	strongly agree	agree	strongly disagree	disagree
16/New Technologies help students to improve their English language.				
17/Modern Technologies help to understand the lesson in a new and attractive way.				
18/The use of Technology in different techniques while explaining a lesson is an opportunity to waste time and riot.				
19/There are physical /cognitive barriers that prevent the use of online learning.				
20/Studying through the online learning requires a much of time.				
21/Integrating internet and smart phones inside the classroom has increased the phenomenon of cheating.				
22/Excessive reliance on technology in the study decreased students 'writing skill.				

23/ what are the drawbacks of using Technology in the classroom?

.....

.....

.....

.....

24/ what are the benefits of using Technology in the classroom?

.....

.....

.....

Thank You

Appendix B

Classroom Observation Form

Observer: ADDAD Asma		
Date of Observation: Feb,2023		
Number of Boys:06		Number of Girls:19
Level Observed :2nd Year EFL Students	Module Observed: ICT	Number of session: 02

Components	Observation / Description
1. ORGANIZATION	- Students entered the classroom and took their seats - The Teacher entered the classroom, turned on her computer, and connected it with the data show. Students also had computers because the lesson's content was more practical than theoretical. Some students didn't bring their PCs. - I heard a student complain to her friend about not owning a PC. She even asked the teacher about the actual prices and the good marks of the computers.
2. TEACHER ACTIVITY	- The teacher started mentioning the basic outlines of the whole program followed by a general explanation of the process of evaluation marks - She introduced an overview related to the lesson reeling on oral discussion - The teacher introduced the lesson's topic comprehensively and ensured all the students understood what she was explaining by asking them some questions
3. STUDENTS ACTIVITY	The majority of students worked in pairs with their PCs, some of them individually, and two students were taking notes, a few of the students were talking about their personal issues and using their phones to chat
4 TEACHER - STUDENTS' INTERACTION	Students are very comfortable with their teacher and their interaction with the teacher was very well.