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Integrating Technology into EFL Classroom

A Case Study: 1st Year LMD Students and Teachers of

English at Ahmed Draia University-Adrar

This Dissertation is submitted in Partial Fulfillment of the Requirements for a Master's

Degree in Linguistics and Didactics

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Dedication

I dedicate this work

To my beloved family and

To my precious friend Abderrahman.

Acknowledgement

A special thank you to my supervisor Mr. Boukli for his patience and support in supervising my work.

I am thankful to the teachers and students of the Department of English for their cooperation and support.

Abstract

It is undeniable that technology has concerned many facets of life. One of such facets is education. Since education is important and necessary to gain knowledge, researchers try to find new ways and methods to improve it. One of ways is to enhance teaching and learning by using technology in the classroom. The spread of technology and the different benefits it can offer to teachers and students has made it part of the educational system. Electronic devices provide different resources that can be accessed easily by teachers and students. The objective of this study is to investigate the impact of technology on the teaching-learning process, and the perception of teachers and students of technology use in English as a Foreign Language (EFL) classroom. A qualitative method is used in order to accomplish this study. Moreover, a sample of 116 students of first year Licence at the Department of Arts & English Language at Adrar University were interviewed. In addition, 11 teachers who teach first year students were also interviewed. The results show that technology improves the teaching and learning experience. Besides, it makes the teaching process easier for teachers, and it motivates students to learn. Based on the results of this research, it is concluded that technology enhances teaching and learning. Furthermore, it has a positive impact on teachers and students in addition to making students more active in the classroom.

Key words: Technology, classroom, teaching, learning, EFL students.

Résumé

Il est indéniable que la technologie concerne de nombreuses facettes de la vie. L'éducation est l'une d'elles. Étant donné que l'éducation est très importante et nécessaire pour acquérir de différentes connaissances, les chercheurs essaient de trouver de nouvelles façons et méthodes pour l'améliorer. Une façon d'améliorer l'enseignement et l'apprentissage consiste à utiliser la technologie en classe. Le développement de la technologie et les différentes possibilités qu'elle peut offrir aux enseignants et aux étudiants en ont fait une partie intégrante du système éducatif. Les appareils électroniques fournissent différentes ressources auxquelles les enseignants et les étudiants peuvent facilement accéder. L'objectif de cette étude est d'étudier l'impact de la technologie sur le processus d'enseignement-apprentissage, et le point de vue des enseignants et des étudiants sur l'utilisation de la technologie dans les classes d'anglais langue étrangère, A.L.E dit EFL. Pour réaliser cette étude, une méthode qualitative a été utilisée. Un entretien a été réalisé avec 116 étudiants LMD de première année du département d'anglais à l'université d'Adrar. De plus, 11 enseignants qui enseignent ce niveau d'étudiants ont également été interviewés. Les résultats montrent que la technologie améliore l'expérience d'enseignement et d'apprentissage, et facilite aussi le processus d'enseignement pour les enseignants et motive les étudiants à apprendre davantage. Donc l'intégration de la technologie en classe a un impact plutôt positif sur les enseignants et les étudiants en classe.

Les mots-clés :

Technologie, cours d'anglais langue étrangère, enseignement, apprentissage

الملخص

لا يمكن إنكار أن التكنولوجيا قد لمست العديد من جوانب الحياة. أحد هذه الجوانب هو التعليم. نظرًا لأن التعليم مهم جدًا وضروري لاكتساب المعرفة حول أشياء مختلفة ، يحاول الباحثون إيجاد طرق وأساليب جديدة لتحسينه. تتمثل إحدى طرق تحسين التدريس والتعلم في استخدام التكنولوجيا في الفصل الدراسي. إن نمو التكنولوجيا والأشياء المختلفة التي يمكن أن تقدمها للمعلمين والطلاب جعلها جزءًا من النظام التعليمي. توفر الأجهزة الإلكترونية موارد مختلفة يمكن للمدرسين والطلاب الوصول إليها بسهولة. الهدف من هذه الدراسة هو التحقيق في تأثير التكنولوجيا على عملية التدريس والتعلم ، ووجهة نظر المعلمين والطلاب حول استخدام التكنولوجيا في فصل اللغة الإنجليزية كلغة أجنبية. ولإنجاز هذه الدراسة تم استخدام المنهج النوعي. تم إجراء مقابلة مع 116 من طلاب السنة الأولى في قسم اللغة الإنجليزية في جامعة أدرار. بالإضافة إلى ذلك ، تم عمل مقابلة مع 11 استادا و الدين يقومون بتدريس هذا المستوى من الطلاب. تظهر النتائج أن التكنولوجيا تحسن تجربة التدريس والتعلم. بالإضافة إلى ذلك ، فهي تجعل عملية التدريس أسهل للمعلمين ، كما أنها تحفز الطلاب على التعلم. بناءً على نتائج هذا البحث ، تم استنتاج أن التكنولوجيا تعزز التدريس والتعلم في فصل اللغة الإنجليزية كلغة أجنبية. علاوة على ذلك ، ان لها تأثيرا إيجابيا على المعلمين والطلاب بالإضافة إلى جعل طلاب اللغة الإنجليزية كلغة أجنبية أكثر نشاطًا في الفصل الدراسي.

الكلمات المفتاحية:

التكنولوجيا ، فصل اللغة الإنجليزية كلغة أجنبية، التدريس ، التعلم

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List of Acronyms

CALL: Computer-Assisted Language Learning

DVD: Digital Video Disc

EFL: English as a Foreign Language

ELL: English Language Learners

LMD: License, Master and Doctorate

SAT: Scholastic Aptitude Test

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General Introduction

Technology concerns all the aspects of life. With the rapid development of technology in the twenty-first century, the issue of exploiting it in the field of education has become an important topic. The importance of technology in our life has encouraged its use for creating better learning and teaching methods. In the past, teachers and students relied too much on books. With the advent of technology, there are many sources that can be used in the field of education. Technology has changed the whole teaching and learning environment. In modern education where technology is considered as an important tool in the classroom, English language learners are now able to learn this language in different ways. The changes that technology brings to EFL classroom affect the methods that are used by teachers to teach, as a result, students are capable of developing their learning process by relying on teachers and technology.

The aim of this study is to investigate the importance of technological tools in the teaching-learning process and to explore the influence of using technology in EFL classroom. In addition, it tackles the benefits that technology brings to EFL students and to what extent it can improve their learning. Finally, this research focuses on the opinion of students and teachers about technology integration in the classroom, and the impact it has on the motivation of students.

The following research questions are formulated to facilitate the investigation about technology and the teaching-learning process.

A- Does the use of technology in the classroom facilitate the teaching-learning process?

B- To what extent has technology changed this process?

C- What are the pros of technology integration in EFL classroom?

This work hypothesizes that technology improves the process of teaching and learning, and facilitates transmitting information to students. In addition, it enhances¹ the motivation of students to learn and creates an active learning environment.

This work is divided into three main chapters. The first chapter tackles a comparison between traditional and modern education in order to understand to what extent technology has changed the teaching and learning process. Moreover, it sheds light on the history of technology in education and the devices that are used to enhance the teaching-learning process. Additionally, it deals with the impediments that teachers face while using technology in the classroom. The second chapter deals with the use of digital devices to improve the four language skills (listening, speaking, reading and writing) in EFL classroom and the importance of E-learning for teachers and students. Besides, it tackles the impact of technology on the motivation of EFL students and its advantages and disadvantages in EFL classroom. The last chapter describes the methods that are used to collect the needed data for this research in addition to analyzing students' and teachers' interview.

Chapter One:

Technology and the Teaching-

Learning Process

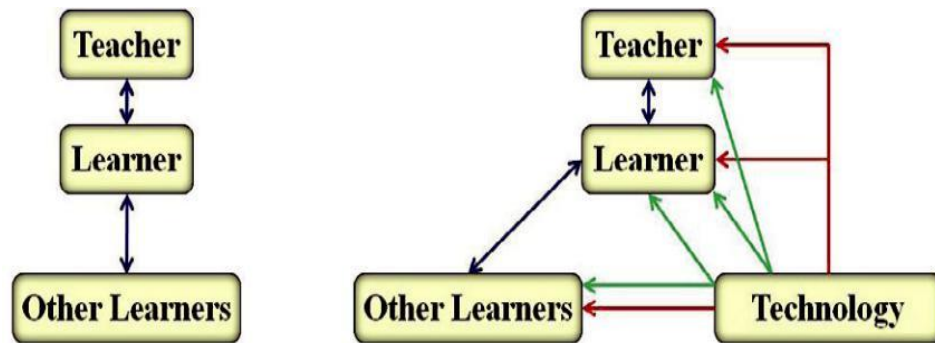
1. Chapter One: Technology and the Teaching-Learning Process

1.1. Introduction

The rapid development of technology led to the spread of the idea of integrating it into classroom learning. Technology has changed the educational process and the learning environment. Consequently, the ways and methods of teaching, course planning, presenting information and creating activities are influenced by technology. This chapter sheds light on how education used to be in the past, and the changes that technology has brought to education. Furthermore, this chapter presents the history of technology in education, and technology devices and applications that students and teachers can use in the classroom. Finally, it includes barriers to the effective use of technology in classrooms.

1.2. A General View about Traditional Education Vs Modern Education

Many changes happened in the field of education because of technology. Education in the past used to focus on transmitting information from teachers to students. In order to gain new knowledge, students relied completely on the teacher and textbooks. The classroom was the only place where students could improve their learning process. However, technology opens the door for new and a more advanced educational system. Instead of learning only from the teacher, students are now able to learn through many technological tools inside and outside classroom. In traditional methods, there is a direct interaction between the teacher and students; they also interact with each other in the classroom while the interaction in modern education is possible inside and outside the classroom.



Graph01: The Interrelationship in Traditional Education and Modern Education.

(Hamiti & Reka, 2012).

Teachers use technology to deliver information. Conversely, learners use technology to receive information. As the figure above shows, there is clearly an interrelationship between the learner and teacher. The Traditional education, on the left side of the graph above, demonstrates that the interaction in the process of teaching and learning was bound by teachers and learners only. Whereas modern education shows signs of flexibility and development. The interaction in this type of education is wider than the interaction in the traditional one.

1.2.1. An overview of Teaching in Classrooms

In the past, the process of teaching relied to a great extent on the teacher. They had full control over the class; traditional classrooms focus on the content teachers provided for students, whereas modern classrooms focus on students and developing their thinking skills. There is a big difference between traditional and modern teachers. Modern methods of teaching change the role of the teacher from the controller of the learning environment to the facilitator of the learning process. (Jan, 2017).

1.2.1.1. Traditional Teaching in Classrooms

In traditional classrooms, teachers are the source of knowledge. Students sit and receive information without having any initial knowledge about the topic, as a result, they do not have to do any effort to prepare and search for new information unless they want to. Traditional method considers the teacher as the only bridge that delivers information to students in classrooms. Textbooks were an essential part of the field of education. Besides, teachers and students depended heavily on them to gain knowledge. The problem of traditional method is that it does not give much attention to students' reaction during the lesson. They get bored easily and lose their attention due to the lack of the things that motivate them to concentrate in the classroom. This leads to decreasing the interaction between teachers and students.

1.2.1.2 Modern Teaching in Classrooms

In recent years, the use of technology applications becomes one of the factors that facilitates the teaching process in classrooms. Technology changes and develops the learning system. The advanced tools of technology help teachers to explain lessons easily and clear the concept for students in an attractive way. Teachers can use technology to create collaborative learning activities for students to encourage them to share their ideas and opinion.

1.2.2. An overview of Learning in Classrooms

The learning environment changed with the transformation from traditional classroom to the modern one. The development of technology in education narrows the gaps

that traditional classroom leads to in the process of learning. Traditional classrooms differ from modern classrooms in many ways. (Li, Qi, Wang, & Wang, 2014).

1.2.2.1. Traditional Learning

Traditional learning classroom does not develop students' learning and thinking skills. It focuses on the material instead of students' abilities and capacities for learning. Traditional method used the techniques of memorization which depend on memorizing the information given by teachers during the lesson. This learning method does not stimulate students to use their creativity and mind to gain new knowledge and develop their skills. (Li et al., 2014)

Traditional classroom can be divided into two approaches which are teacher-centered approach and student-centered approach. In the process of traditional learning, teacher-centered approach focuses only on the teacher. He guides his students, explains the lesson, and provides knowledge to them. This type of traditional learning is characterized as a passive learning for students because teachers do the whole work. (Li et al., 2014)

Teacher-centered approach relies completely on the teacher. He has full control on the class, and he is the only one who guides the process of learning. It does not support group work. The teacher is responsible for deciding what information students need, and the tasks they have to solve. (Serin, 2018).

Student-centered traditional classroom focuses more on students. It supports collaboration between them and allows them to participate in courses. They can ask more questions, communicate with other students and cooperate in tasks. This approach pays more attention to the capacities of students. It develops their thinking skills. (Li et al., 2014).

Learners in student-centered approach have more opportunities to work with each other and discuss the content. Furthermore, teachers do not give full knowledge about the topic which makes them more active and engages them in the learning process. They can use their skills and thinking to understand the content. (Serin, 2018).

1.2.2.2. Modern Learning

The technological development in the field of education facilitates the process of accessing various information that students need during their academic path. They can use different technology applications to prepare presentations and communicate with their classmates. Technology supports collaboration inside the classroom. Internet provides opportunities for students to develop their thinking skills on their own. By using technology in the course, the interaction between students increases. They can solve activities using computers and discuss the answers or give feedback. (Jan, 2017).

The more technology is integrated into the classroom the more the learning environment becomes enjoyable. Technology allows students to share their experiences, give their opinions, and gain new knowledge easily. They become more interested in the learning process and more active in participation.

1.3. History of Technology in Education

As technology keeps developing, the idea of applying advanced devices to education began to expand in the 1940s. The use of technology in classrooms started with simple visual materials until it evolved to the use of computers and various programs that facilitate the teaching-learning process.

1.3.1. Visionaries in the 1940s and 1980s

In the 1940s, the use of technology in education started with the emergence of microfilms and phonographic records. However, many people consider the development of personal computers in the 1970s and 1980s as the starting point of using technology in education. The evolution of microchip and miniaturization of components contributed at a rapid pace in developing technology in the field of education in the 1970s and 1980s. The advent of email in the 1980s made communication between distant people much easier. The use of email technology facilitated the process of collaboration between researchers and enabled teachers and students to communicate easily. (Sokolik, 2014) .

1.3.2. Computer-Assisted Language Learning and the Web in the 1990s

The development of stand-alone software, CALL, and video-based programs in the 1990s helped in supporting the creativity of students with technology. However, the slow network connections and the limited technology at that time led to using these programs for limited educational purposes. In this period of time, the use of technology started changing. The creation of programs for computers was difficult and complicated. It was necessary to learn how to create them through specific courses.

The advent of websites technology by the end of 1994 facilitated the creation of useful webpages instead of programs. Students became able to create many websites easily. This step changed the role of CALL from teacher-centered to a participatory mean. The websites provided teachers-created materials and students-created projects that became popular and spread rapidly because of the web. (Sokolik, 2014) .

1.3.3. Web, Social Media and Expanding Mobility from 2000 till Now

The development of web 0.2 contributed in the rapid growth of many applications such as Facebook, blogs, wikis, videos, and eBooks. Web 0.2 technology facilitated the process of communication between different users through comments and videos. It offers more possibilities for students to use these applications in learning any language inside and outside classrooms. It allows students to communicate directly and create their own learning materials and webpages. (Sokolik, 2014) .

Web 0.2 has a big impact in the publication of textbook. It was necessary for publishers to change the way of publication from traditional way to an online one because the emergence of these applications pushed students to depend on online materials for learning. Web 02 technologies can be used in many digital devices such as laptops, mobile phones and eBook (electronic book) readers, as a result, teachers and students are not tied to the use of computers only. They can rely on a variety of advanced devices to use in classrooms.

1.4. Technological Devices and Applications that Support Teaching and Learning

There are many technology tools and applications students and teachers can use in the course. These tools can be utilized to support student's learning and achievement; teachers can incorporate devices and programs to create active learning environments that strengthen the will of students to learn.

1.4.1. Audio-visual Aids

Audio-visual materials are the tools that provide students with visual and audio content. Showing videos to students is an effective way to make them remember the information about a particular subject. They can understand the content of the course easier with the help of audio-visuals. Visual aids provide many ways that teachers can follow to explain the lesson. Moreover, it increases students' enthusiasm to learn and stimulate their thinking skills. Audios and videos are materials that can be used easily to transmit knowledge to students.

1.4.1.1. Audio Technologies

Audio technologies differ from devices that record the sound to applications that allow students and teachers to download other people's recordings. Teachers can exploit the technology of audios to recode information that they explained during the course and upload these records to their webpage. This method allows students to have access to a huge amount of records that they can rely on for revising. (Howard, 2012).

1.4.1.2. Video Materials

In the processes of teaching and learning, teachers focus on attracting the interests of students so that they can follow the lesson and absorb as many information as possible. An interesting way to do this is using audio-visual tools. Video uses pictures, movements and sounds. This leads to attracting the attention of students to the show; moreover, it makes them acquire new vocabulary and improve their sense of hearing. It is easy to get a video about any topic, but teachers should pay attention to the way the lesson is explained in it. Before deciding what videos they use for their lesson, they need to make sure that they

commensurate with the level of students, and explain the topic in an easy way that students can understand. If students find difficulties in understanding what the video is about, they may not follow it and get bored.

Teachers can use videos for presenting the content and engaging the students in a discussion activity to debate the content of the video and how is it related to the lesson. In addition, videos make the meaning clearer and involve students in real communicative situations. This can give them an idea about the way people behave in the culture of the language they are learning. Teachers should exploit the chance of using videos in improving the language four skills (listening, speaking, reading and writing) of the students; they should focus more on the listening and speaking skills because videos provide audio-visual surroundings in the classroom. (Bajrami & Ismaili, 2016).

1.4.2. Using Computer in Classrooms

The use of computer technology in classrooms is an effective way to support students' creativity. The integration of computer devices helps the collaboration between students. They can use computer as a presentation tool that facilitates the explanation of information in a more enjoyable and attractive way.

According to Wergrif (2002), a computer has three primary roles which are computer as tutor, computer as mindtool, and computer as a support for reflection and conversation. (cited in Cennamo, Ross & Ertmer, 2009).

1.4.2.1. Computer as Tutor

Computer as a tutor is about using computer as a teaching tool for giving new knowledge to students. Many computer tutorials guide and control the process of teaching students. These tutorials provide a clear explanation of a specific lesson and activities related

to this lesson. Computer as an automated tutor creates a direct relationship between students and computers. In learning a second language, the tutorial model can be very useful. It involves grammar instructions. Moreover, it assesses students' learning and gives feedback. (Cennamo et al., 2009).

1.4.2.2. Computer as Mindtool

Mindtools are software programs that support the creative thinking of students and their intelligence. They can be used to prevent students from thinking in the same way. Mindtools are applications that push students to think differently about the information they have. Programs such as concept maps and databases are mindtool applications. Concept maps can be used to organize information, acquire new knowledge and identify the relationship between different concepts. They encourage students to think about related concepts that convey similar meanings and use their knowledge to define them. Databases are applications used for organizing information. Creating a database can function as a mindtool. While creating it, students need to understand how it is used and to classify information into categories. This engages them in creative thinking. (Cennamo et al., 2009).

1.4.2.3. Computer as Conversation Support

Communication is a part of our daily life. Teaching students how to be able to communicate using a foreign language is so important. In traditional classes, solving complicated activities did not support communication during individual work, and teachers did not encourage students to talk to each other. Computers can serve as an interactive tool that supports cooperation between students and discussions among learners. They can foster the collaborative learning between students in two ways by serving as a collaborative learning tool and as a conferencing tool. (Cennamo et al., 2009).

Computer as a collaborative learning tool focuses on the value of conversations between students. Collaboration is about effective communication and successful cooperation. While using computers by pair groups, it is important to have positive result after finishing the activity. Teachers need to ensure the effectiveness of the computer in allowing students to obtain knowledge. Using computer as a mean of collaboration promote students to discuss answers and increases the value of communication.

Computer conferencing gives students the opportunity to participate in several online conversations. Students can communicate freely without limitations through computer applications such as blogs. Furthermore, electronic conferencing improves thinking skills of students by allowing them to participate in discussion without restrictions and think about their replies before responding. (Cennamo et al., 2009).

There are many websites and applications that make computer a conferencing tool. These websites and applications facilitate collaboration and communication between learners from different schools around the world. Kindlink is an effective website that offers possibilities for conversations between students and supports them to collaborate. Another useful website is e-pals. It allows learners from different countries to communicate thorough interchanging topics of the same interest and encourages them to exchange ideas and information.

1.5. Some Questions Tips Asked by Teachers when Integrating Technology in the Classroom

Before integrating technology into the classroom, teachers need to make plan for using the appropriate means according to the content they want the present to students. Hokly (2011) puts a list of questions that can help teachers to know if the materials that they are going to use will be useful or not. (cited in Whittaker, 2014).

Integrating Technology: Eight Questions to Ask Yourself	
1. Outcomes	What do students learn? Be clear on the aims of the lesson. Once you are clear ask yourself what the use of this particular technology brings to the learning outcomes, and how it enhances learning.
2. Added value	What does the technology bring to the activity? Check if the technology you are using enhances the activity in some way.
3. Time & effort	Is the time spent on the tool worth it? Will it be for long-term or short-term use? Ensure that using a tool is not going to take up more time and energy than the language actually being produced.
4. Syllabus	What's the fit? Take a look at your syllabus and think about what tools you could use, at what points in your syllabus, and to achieve what results.
5. Skills	What do teachers and students need to know how to do? Think about the technical and digital skills both you and your students need to be able to successfully use the technology/tool.

6. Location	Where and when will the tool(s) be used? In the computer room, at home, if using mobile devices inside and/or outside the classroom?
7. Role	Do students consume or produce? Ensure that your use of technology across the syllabus balances consumption with production.
8. Resources	What tools are available? Have a range of tools and repertoire of techniques to draw on. Design effective task types for the tool.

Table 01: Some Questions Teachers Ask Before Using Technology in the Classroom.

(Hockly, 2011 as cited in Whittaker, 2014).

This table shows the questions that teachers have to take into consideration while integrating technology into classroom. Since the aim of teaching is to make students gain new knowledge and develop their language skills, it is necessary to know if the materials of technology they are going to use will bring positive outcomes to their students or not and the new things these materials will bring to activities. For using technology effectively, it is better for teachers to limit the time of using technology while explaining the content; this makes them avoid wasting time and gives them the chance to make students practice on the language they are learning about. It is also important to choose the right location to use technology tools. Teachers need to understand that technology integration into the classroom is not just for facilitating the explanation of the content, but they also need to make students show what they learned from it by giving them various tasks that should be created according to the tools that are available to teachers and students.

1.6. Barriers to the Effective Use of Technology in Classrooms

The process of integrating technology into teaching and learning is so complicated. Teachers may face a number of difficulties that hinder the use of digital devices effectively.

1.6.1. Teacher-level Barriers

Although integrating technology into education has various benefits, many teachers encounter difficulties to use new technologies in the classroom. Unfortunately, there are barriers which prevent teachers to integrate technology successfully into the classroom. These barriers differ between internal problems caused by the teacher himself and external problems that affect his ability to use them. (Balanskat, Blamir & Kefala, 2006, as cited in Bingimlas, 2009).

1.6.1.1. Lack of Skills

The lack of teachers' skills regarding technology makes them hesitate to use it. Some teachers do not have enough knowledge about how to use digital tools, as a result, they avoid using it in the classroom. This makes them view technology as something so complicated to deal with. Many feel the need for more knowledge about how to integrate it effectively and what relevant software they have to use. (Balanskat et al.,2006, as cited in Bingimlas, 2009).

1.6.1.2. Lack of Confidence

The attitude of students may affect the confidence of teachers in using digital tools. In normal cases, students expect teachers to have more knowledge about the appropriate way for running and using the machines. This raises the anxiety of teachers. They fear of showing their limited knowledge in using technology. (Balanskat et al.,2006, as cited in Bingimlas, 2009).

1.6.1.3. Lack of Time

Teachers do not have enough time to learn the new skills in using technology because they spend most of their day in the classroom. It is important to have enough time to successfully learn new skills. the process of learning them is not only about knowing the way they use digital tools, but it is also about understanding how to integrate it in the curriculum and prepare relevant materials to enhance the learning of students. (Bingimlas, 2009).

1.6.1.4. Lack of Resources

The quality and availability of resources can be a barrier to the teaching –learning process. In order to successfully enhance students’ achievement, it is necessary to prepare a leaning environment that has all the materials needed for learning. The unavailability of digital tools can limit the role of teachers in the classroom and makes them struggle to meet the needs of their students. The quality of resources can be a barrier to teachers. It is so important to provide them with good quality material so that they can engage their students in the lesson successfully. (Balanskat et al., 2006, as cited in Bingimlas, 2009).

To ease the use of materials, teachers need to prepare suitable resources that correspond to the needs of their students. It is important to provide the classroom with the proper advanced devices and to choose the right types of technology for each session. (Balanskat et al., 2006, as cited in Bingimlas, 2009).

Furthermore, Jhonson, Javonica, Russell & Soto (2016) divided the barriers to classroom technology into two types. The first type is external barriers that are related to the institutional level; the second type is internal barriers that concern teachers and their knowledge about the usage of technology devices.

Barriers to technology integration in the classroom			
External barriers		Internal barriers	
The barriers	The way it is related teachers	The barrier	The way it is related teachers
Access	Teachers can not always get access to technology devices they need for the lesson. Teachers can not use technology tools like computers whenever they want.	Teachers attitudes towards the use of technology	-Teachers do not believe in the effectiveness of technology in the teaching-learning process
Training	-Teachers do not know how to use new tools. -Teachers face difficulties in dealing	Confidence in skills and knowledge	-Teachers have less information about new devices and the right way of using them. -Teachers do not believe in their ability

	with unfamiliar devices.		to use advanced tools as a mean to support them in giving information to students.
Support	-Teachers do not get enough support to use technology. -lack of technical and administrative support	About technology and learning	
		Teachers resistance to technology in classroom	-Teachers are satisfied with the traditional methods of teaching. - Teachers do not use technology when their lesson plans are enough to increase the achievement of their students.

Table 02: Barriers to Technology Integration in the Classroom.

The table above shows the external and internal impediments of technology integration in classrooms. Because technology keeps changing, teachers need to stay up-to-date with technology professionals. They need to be trained during their career. Ongoing training is necessary to provide teachers with knowledge about different tools and to develop their ability of using technology.

Classroom technology integration does not revolve only about supporting students with technology, but it is also about the support teachers need to accept using technology. Many teachers come across the problem of not getting any or enough support from the school to utilize advanced devices. Common challenges that concern the issue of support are related to technical skills and administrative support. According to (Cennamo et al., 2009), teachers need have technical and administrative support. In order to overcome the challenge of lack of technical support, teachers need to learn more about the way of using new tools from technology professionals. The administration also plays a role in supporting teachers to use technology. Administrative support is about encouraging teachers to develop and create new uses of technology materials for enhancing students learning.

In addition, there are internal challenges. Not all teachers accept the idea of using technology in their classes. The reasons differ from one teacher to another. Some of them do not see the positive results that technology brings to their students. Others do not believe in their skills and abilities to use technology tools. Technology classroom integration cannot be useful in the teaching-learning process when teachers do not consider it as a successful means to give the intended results. Eventhough the use of it in schools is increased, there are teachers who are satisfied with traditional methods. They avoid using technology because they believe that traditional methods are enough to plan lessons and teach their students.

1.7. Conclusion

Indeed, technology has changed education; it allows students and teachers to create new ways to enhance the learning process. This chapter introduces technology as an important factor in changing education from a traditional environment to a modern one where technology tools have a big impact on the teaching-learning process. Moreover, it gives an idea about when technology got in contact with the field of education, and the different devices teachers and students can use.

However, choosing the right materials for students cannot be done randomly. There are important aims and benefits technology could bring to students. In order to select the right materials, there are eight questions teachers can ask themselves before planning the lesson. These questions help them to know whether the tools they are going to use have positive results or not. Integrating technology is not as easy as it sounds; some teachers face difficulties while trying to use it in classrooms. The impediments they face prevent them from using technology effectively. Technology is a tool that can be used to enhance any educational process. As such, we can consider technology as providing further development in EFL classroom as the following chapter will tackle.

Chapter Two:

Technology Integration into

Teaching English as a Second

Language

Chapter Two: Technology Integration into Teaching English as a Foreign Language

2.1. Introduction

Nowadays, the use of technology in EFL classroom is becoming increasingly important for engaging students in an effective learning environment. Technology provides to English Language Learners (ELL) more opportunities to learn this language in different ways and in a short time. The most important thing that technology brings to EFL classroom is the language of native speakers. The use of technology tools and applications gives teachers the chance to develop the four language skills of their students. It becomes easy to improve the skills of listening, speaking, reading and writing with the help of advanced devices.

This chapter highlights the role that technology plays in improving the skills of students in EFL classroom, and the websites and programs that teachers and students can use to develop each skill. It also deals with electronic learning in EFL classroom, and the methods that teachers rely on in the environment where electronic devices are used to improve the learning process. Besides, this chapter attempts to show how technology contributes in creating an interesting environment for English language learners, and the way it motivates them to learn this language. Finally, it tackles the benefits of technology integration to EFL classroom and the negative effects it may bring to teachers and students.

2.2. Technology Integration into English Classroom to Enhance the Four Language Skills

The purpose of learning a second language is to be able to communicate effectively using this language. Before focusing on the communicative process, there are four basic skills students need to learn and understand. These skills are listening, speaking, reading and writing. Teaching these four skills of language was not easy in the past. However, technology enables teachers to use devices in EFL classroom which are very helpful in learning the four language skills. There are also sites that are made specifically for teaching English. Teachers can rely on them to support collaborative learning in EFL classroom.

2.2.1. Listening

According to Hubbard (in press), improving listening skills of a second language has two main purposes. The first one is to enhance the comprehension of students who are learning about the target language, and the second aim is to help them during the process of acquiring new forms and to understand the way these forms are used. Technology has a big impact in making students achieve these purposes. The development of records, audios and video helps them to listen to native speakers of the language they are learning about. Different digital devices including DVD players, smart phones, tablets and streaming media players have a big role in facilitating access to various listening experiences that language learners can rely on.

Internet provides learners with countless listening files about different types of spoken language texts from dialogues and movies to academic lectures explained orally. The

most important change that internet brings to learners of a second language (especially English learners since it is widely used) is the ability to access the content of native speakers.

E-tools such as podcasts, vodcasts, audio blogs, and video listening libraries facilitate the development of listening skill and give EFL students the opportunity to listen to various English recordings. (Erben, Ban, & Castaneda, 2008).

2.2.1.1. Podcasts

A podcast is a digital audio file that can be created and downloaded by many users. Students can use it to listen to different language speakers. One of the useful features a podcast offers is the subscription feature. When the creator of the podcast post new content, the subscriber will immediately receive it. Users of podcasts can subscribe to any other users and listen to their files whenever they want. (Erben et al.,2008).

There are many types of podcasts that are directed to English language learners. They facilitate the process of learning English as a second language by providing students with unlimited records of native speakers. A great way to benefit from prodcasts in learning English is by giving students a task of listening to a native speaker record about any topic for a specific period of time. This method gives students opportunities to acquire new vocabulary and learn the right pronunciation of words. (Erben et al., 2008).

2.2.1.2. Vodcasts

Unlike podcasts, vodcasts are a combination of audios and visuals. In other words, vodcasts provide videos Instead of records only. Preparing listening tasks with vodcasts is another effective way teachers can use to encourage students to listen carefully. The activity can be about letting students watch two different vodcasts of the same topic. After watching

both of them, the teacher asks his students to write the similarities and differences concerning vocabulary and structures used in the two videos. (Erben et al., 2008).

2.2.1.3. Video Sharing Libraries

Video sharing libraries are online libraries that contain short videos about many topics. In this online library, users can post videos of different content. According to the reaction and opinion of viewers, the video is rated and classified to most viewed or most popular. Searching for videos related to a specific topic is so easy in this type of online libraries. Students and teachers can write key words of any topic they are interested in, and the library shows the most related videos to the topic. The problem with video libraries is that some videos do not have the exact content that meets the needs of students; as a result, teachers should choose specific videos for their students. (Erben et al.,2008).

2.2.2. Speaking Skill

Speaking skill is an important part in learning a second language. Teachers should improve their students' way of talking in order to be able to communicate effectively. The training of the speaking skill should not be limited only to the terms used in the classroom; it has to be comprehensive and enable students to use the foreign language in any situation outside the classroom. In traditional education, teachers relied on repetition and dialogues as a way to teach speaking; however, the integration of digital tools into teaching a foreign language gives teachers chances to use different methods to enhance the foreign language speaking.

Technology gives learners a chance to engage in self-directed actions, opportunities for self-paced interactions, privacy, and a safe environment in which errors get corrected and specific feedback is given. Feedback by a machine offers

additional value by its ability to track mistakes and link the student immediately to exercises that focus on specific errors. (Bahadorfar & Omidvar,2014, p.11).

Students can find useful materials of the target language over the internet. They can communicate with other people, even native speakers, by using different applications of social media. There are many technology programmes that can be used for enhancing the oral skills of English language learners.

2.2.2.1. Speech Recognition Software

Speech Recognition Software is a programme that converts the human speech into corresponding texts. It connects the speaker directly to the machine through oral communication. Learners can read whatever they want, and the programme encourages them by giving positive reinforcement when they speak well. They can figure the accuracy of what they read by allowing them to try again; moreover, it corrects the mistakes of speakers immediately and give scores of pronunciation and grammar. (Bahadorfar et al., 2014).

2.2.2.2. Podcasts

Podcasts are audio files that can be used by teachers to engage their students in discussion activities. Internet provides many podcasts that EFL learners can use to enhance their pronunciation. Podcasting opens possibilities for students to move from face-to-face training with keeping the student-to-trainer relationship. (Bahadorfar et al., 2014).

In addition to internet podcasts, EFL students can create their own podcast individually or in a group by using Audacity and Podomatic programmes. Podcasting supports cooperation between students. It allows them to record their findings about a

specific topic and engages them in a recorded discussion. This cooperation between group members encourages every student to speak. (Erben et al., 2008).

2.2.3. Reading

Digital technology offers many online sources for EFL students to use for developing their reading skill. It becomes possible for English language learners to train on their reading and spelling with the help of the various web pages that seek to build their skills successfully. Technology is rich with reading applications that learners can depend on.

It is known that dictionaries are necessary while learning a second language. They are used to understand the meaning and to learn the right pronunciation. Internet provides different online dictionaries that have additional feature which is pronouncing the words. Online dictionaries allow English learners to listen to the pronunciation of words which leads to improving their reading.

Computer is a helpful tool for enhancing the reading skill for English learners. According to Park and Kim (2015), computer-based learning activities improve the reading skill and motivates students to read. These activities also encourage learners to read critically. In addition, Internet provides many online reading materials that facilitate the reading process for students.

2.2.3.1. Hypermedia

Hypermedia is a text with links which contains multimedia formats. These links provide explanation of words and concepts using additional texts, images and videos. Hypermedia facilitates understanding unfamiliar words. Moreover, the use of it allows English learners to read and understand texts in a short time. Using multimedia while reading

makes this process enjoyable because students can understand the words in different ways. (Park et al., 2015).

Multiple media tools are effective for promoting the reading skill of second language learners. They train them to read fluently and enrich their vocabulary. Students read and learn new words and concepts at the same time. They also make it comprehensible and provide examples of correct language use. (Robbins, 2009).

2.2.3.2. Glosses

A gloss is a simple definition of a word. It explains the meaning briefly and provides information about an unknown linguistic item. Glosses assist English learners to read and comprehend a text in three ways. First, they give clarity to various words. Readers may not understand a specific word in a given text. These words may be important to understand the content of the text, but are not so important to the extent of using them in our daily life. Instead of wasting time on looking for unnecessary word, readers can know the meaning directly using a gloss. (Vela, 2015).

Second, unfamiliar words create the problem of getting distracted while reading. When learners read a text, they keep looking for the meaning of unknown words by using dictionaries or asking the teacher. This makes their attention distracted from reading; as a result, they lose their focus on the text. Glosses are very useful for keeping readers engaged in the text. They give direct definitions and explanations inside the text. (vela, 2015).

Third, using glosses assists readers to understand the text. It provides clear definitions about difficult words that learners can not guess their meaning even after reading the text. They can avoid the wrong understanding of words by using a gloss. In addition, Key words are important for having an idea about the content. if readers do not understand the key

words, they will not have a clear understanding of the text. Moreover, glosses give a clear picture about the text. They promote comprehension and prevent wrong inferences. (Vela, 2015).

2.2.4. Writing

“Technology can act as a medium to improve the teaching instruction and student's achievement in writing. It supports learning, enhances student's motivation to write, and promotes creativity” (Zandi & Krish, 2018, p.75).

Technology provides many tools and programs students can rely on improving their writing skill. There are five useful e-tools English students can use such as write board, wikis, web quests, and e-books to support their writing skill. (Erben et al., 2008).

2.2.4.1. Write board

Write board is a web-based space and a process writing e-tool that students can use to write their ideas freely. This e-tool allows them to save their work and edit it. A beneficial side this e-tool has is that it saves many versions of the same document so students can check their former work and edit it by correcting their writing mistakes. They can also have access to previous files of writers and edit them. This e-tool helps learners to cooperate in writing tasks with their classmates, share their ideas and edit each other's work. A useful way to develop their writing skill is by assessing their previous writings through reading what they wrote about a specific topic and re-writing it in another file with fewer mistakes. Moreover; it supports collaboration between students, as a result, they feel more comfortable while writing with their classmates using Write board. (Erben et al.,2008).

2.2.4.2. Wikis

Wikis are great tools for collaboration writing that students can use to control the text and edit it. One of the most important features that a wiki provides is that it saves information about changes that other writers made, who edited it, the date it was edited and the reason of modification. (Erben et al., 2008). Wikis engage students in discussions and develop their skill of solving problems by expressing their opinion about other writers' work through comments. (Achterman, 2006, as cited in Erben et al., 2008).

Teachers can engage their students in written activities using wikis. The teacher can create a wiki page as the class dictionary containing vocabulary that is related to a specific topic. During lessons, he gives students definitions, examples and phrases concerning the vocabulary they are learning about. After that, he makes them decide what elements are relevant to the vocabulary of the class dictionary and orders them to form small groups. Each group has a limited time to write the elements in the wiki page. When all groups participate in writing words, the teacher asks his students to write a paragraph about the topic using the vocabulary in the class dictionary. (Erben et al., 2008).

Another method a teacher can use to benefit from wikis in classrooms is by putting different video links that are related to the lesson in wiki pages. The number of pages and video links depends on the number of computers available and the number of students or groups who are going to be engaged in the activity. Each group chooses a computer and watches the video by entering the link on wiki page. After understanding the content of the video, students write a summary about it. Next, the teacher asks his students to choose another group's computer; this depends on the level of students. Finally, the new group watches the video in the computer of the previous group and corrects the written mistakes in the previous group's summary. (Erben et al., 2008).

2.3. E-learning Environment in EFL Classroom

According to the European Commission (2001), E-Learning, also known as electronic learning, refers to the technology and internet that are used to improve the quality of learning by allowing learners to get access to resources easily and facilitating remote exchanges and collaborative work. (Cited in Soliman, 2014).

E-learning helps teachers to create an active educational environment that facilitates the teaching-learning process through technology. Moreover, e-learning environment allows teachers to be creative in presenting the content of the lesson by using different program tools.

2.3.1. EFL Teaching Methods in E-Learning Environment

The advent of Technology contributes in changing the methods teachers use in EFL classroom. The new electronic devices in education lead to expanding the traditional methods and creating new ones that English teachers use to teach in a more advanced environment. In e-learning environment, five EFL teaching methods are used. These methods are training method, demonstration method, problem solving method, team working method, and creative research method. (Shishkovskaya, Bakalo, & Grigoryev 2015).

2.3.1.1 Training Method

Training method revolves around tasks and activities. Teachers in e-learning environment create activities using computer's programs. They can also engage their student in online tasks that make them answer questions using computers. (Shishkovskaya et al., 2015).

2.3.1.2 Demonstration Method

The feature of demonstration method lies behind allowing teachers to use different forms to present information to students. The forms that teachers use in this method are pictures, videos, graphics and audios. However, slide presentations are usually the forms they use in EFL classroom. Slide share, Web 0.2 and slide presentations allow students to store, share and collect information. Furthermore, students can depend on them for their training activities. (Shishkovskaya et al., 2015).

2.3.1.3. Problem Solving Method

Problem solving method in e-learning environment focuses primarily on developing students' critical skills and training them to be able to communicate in the target language. Students need to have the capacity to look and choose the most important information for their activities. In addition, they should have the ability to analyse and present them. There are many formats of web-based activities that students can use in this method. Some of the formats that are easy to look for information in are Hotlist which contains useful links and Web Quest. These activities are based on the use of the information of internet resources. (Shishkovskaya et al., 2015).

2.3.1.4. Team Working Method

This method is based on using several types of telecommunication applications for supporting collaborative work in e-learning environment; this method helps English learners to communicate outside the classroom. Skype is one of the different applications that can be used by learners who are very distant from each other. (Shishkovskaya et al., 2015).

2.3.1.5 Creative Research Method

Creative research method is also known as project-based method. The development of technology led to creating a new way for applying this method; this new way is called the web-project method. It is about preparing projects using internet and its programs. The use of this method allows students to work together. In traditional methods, books were the famous source of information. Web-project method is related to internet only; Students utilize internet as the main source of information. Besides, they rely completely on internet programs to create the project. This method promotes collaborative work and motivates the students to work on the project. The use of this method in EFL teaching results in giving students the opportunity to communicate with native speakers and creating real learning environment. (Shishkovskaya et al., 2015).

2.4. Creating an Interesting English Classroom Using Technology

Teaching English as a second language is not as easy as it seems. Teachers need to choose the suitable tools of technology that keep students interested in the learning process. Developing English students' skills was challenging for teachers. The impediments and difficulties English teachers used to face in EFL classroom is decreasing with the integration of advanced tools and websites in the educational environment. Tools, websites and blogs that internet offers to students simplify the teaching-learning process.

2.4.1. Interactive Whiteboards

Interactive Whiteboard, also known as smart board, is a display that shows the desktop of the computer by using electronic projector. It is considered as the easiest tool that teachers use to present information and support student interactivity. It engages students in

several learning styles and raises their motivation. This tool also develops many skills for English language learners. (Alvarado, 2013).

2.4.2. SAT Vocabulary Tests

Scholastic Aptitude Test (SAT) vocabulary is a website that teachers use in testing the vocabulary of students. This website is so beneficial because it creates test according to the needs of students; the test focuses on one topic. The teacher can use this site by writing the words and definitions he wants to include in the test for his students, and the website creates the test. Each test of a specific list of words and definition gives students six types of activities that contain these words which are related to the same topic. The task consists of activities that support learners to develop their vocabulary. The activities are about learning definitions, reverse definitions, spelling practice, word search, crosswords and play vocabuzz. (Alvarado, 2013).

This task can be used in EFL classroom in four ways. The first way is by showing it on the whiteboard and giving time to students to solve it together. The second way is giving it as homework. This gives more time to students solve the task, as a result, they can remember new words and definitions. The third way is letting students answer the activities independently inside the classroom. After finishing the answer, they can exchange answers and correct their mistake. This helps in correcting wrong concepts that English students may have. The last way is by putting them in a learning platform. (Alvarado, 2013).

2.4.3. Spelling City

Spelling City is another website that focuses on developing vocabulary. This site uses games as a way of teaching new words. The teacher can only write the words without definitions, and the site creates games that contain the written word. An additional feature

of this site is that it does not develop vocabulary only, but it also develops the skills of grammar, listening, speaking and reading. (Alvarado, 2013).

2.4.5. Film English

Film English is a blog that contains short films about many topics. This blog gives a suggested lesson plan about each topic. it develops the critical thinking skill of students. Film English can be shown during the session as a way to support students understanding of the lesson and to make the idea more clear. (Alvarado, 2013).

2.5. Role of Technology in Increasing Motivation in EFL Classroom

Every learning process needs motivation in order to push students to work hard and do their best. Motivation is an important factor in learning a foreign language. Teachers in EFL classroom need to create a balance between the content of the lesson and the materials he uses to present the content. The methods and materials that are used in the learning process control the pace of teaching and motivate or unmotivated students to learn. Students with high level of motivation are more likely to succeed in their educational career. The integration of technology means into EFL classroom assist teachers to change their teaching methods and engages students in an enjoyable learning environment. (Joshi & Poudel, 2019).

"ICT is just a tool; neither a method nor an actor. It should be used as a technique to manage the knowledge and a method for searching and integrating information" (Joshi et al., 2019, p.74).

According to Warschauer (1996), technology provides three main factors of students' motivation. The first factor is communication which he sees it as the strongest one. Technology gives students the chance to communicate with native speakers. In the case of

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the classroom, it encourages them to communicate with their classmates and their teachers .in addition, it supports them to learn from each other. The second factor is empowerment. In an environment, classroom, where technology is used, students have the courage to contact others and overcome the fear of being isolated. The last factor is learning. Students prefer using computers because they can control them; as a result, they feel like they control their learning process. They also see them as a helping tool for writing in a creative way.

Social networking sites play a big role in motivating students to learn and improving their academic level. These sites allow them to share their writing and interest in the academic field. Furthermore, students enjoy using them in their learning process. (Al-Zedjali, Al-Harrasi&Al-Badi, 2014).

The use of technology in classroom can overcome the problems of students' motivation when used in the appropriate way. The good side of using technology as a motivational factor is that it engages students with different levels of intelligence. It is not limited to smart students only but it also affects weak students. Learners with weak levels of learning can be motivated with technology because it allows them to reveal their true abilities and capacities. However, teachers need to choose the right materials for every course and to change them in order to keep students engaged in the lesson for a long time.

Teachers may face problems with students who do not have any desire to learn English. They do not focus or follow the explanation of the teacher. In this situation, teachers need to try to integrate technology devices in the classroom gradually and notice their reaction. They can also limit the time of using technology and give the chance for weak students to participate during the session. Furthermore, teachers can create short and easy activities with the help of technology so that all students with different levels can participate.

Internet materials give chances to English students to enrich their vocabulary and gain new information. They can benefit from these materials by creating tasks, visiting sites that are made for learners who learn English as a foreign language. The use of technology in EFL classroom makes the learning process interesting and gives students the courage to become active participants during the lesson.

2.5 Advantages and Disadvantages of Technology Integration in EFL Classroom

Technology is a tool that brings a set of advantages and disadvantages. The Advantages can improve the teaching-learning process while disadvantages can hinder it. The following is going to show and explain these two aspects.

2.5.1 Advantages of Technology Integration in EFL Classroom

Using technology in the classroom properly and thoughtfully results in enhancing student learning. When teachers know how to use different tools and the most suitable digital devices for the lesson, students learn effectively. Supporting the role of the teacher with digital tools has many benefits. Technology facilitates the process of teaching for teachers. It helps them to explain information in a clearer way that students can understand. Furthermore, it attracts student's attention and makes them concentrate on the lesson. The use of recorders and videos permanently develops students' listening skills .in learning a second language, teachers focus on improving the vocabulary of their students. Reading is not enough for doing this; students need to train themselves on listening in order to know how to pronounce new words. Audios and videos give the opportunity for them to listen to native speakers of the language they are learning about.

Digital Tools increase the participation of students during the session. It allows teachers to be creative in preparing different activities for them. The activity can be in a spoken form where teachers ask their students to discuss the content of the video orally or in a written form about writing what they understood from the video.

2.5.2 Disadvantages of Technology Integration in EF Classroom

According to Bransford, Brown and Cocking (2000) Technology can be a useful tool for enhancing the teaching-learning process if only used in an appropriate way by both teachers and students. Sometimes students do not have the ability to control the time they spend in using technology. They waste their time in unimportant things like choosing fonts and colours while writing a presentation instead of planning and organizing their ideas. They also spend a lot of time searching for information in the internet.

Moreover, Abunowara (2016) sees that integrating technology in EFL classroom has a negative impact on teachers. The hardest challenge that teachers face is the time and effort they spend on looking for the suitable material for every topic. Searching for new ways to use technology in EFL classroom also takes time. (cited in Solano, Cabrera, Ulehlova & Espinoz, 2017).

2.6. Conclusion

Technology can be used as a tool to improve the four language skills of students. Teachers who teach with technology have the ability to create an enjoyable learning environment for students. Internet provides various websites that EFL teachers can use to enhance each language skill. With e-learning, teachers can engage students in online tasks,

Chapter 2: Technology Integration into Teaching English as a Second Language

and students can communicate with native speakers. Moreover, using technology in the appropriate way leads to increasing the motivation of students and encouraging them to collaborate. Besides, it allows teachers to create creative ways of teaching and tasks. There are many benefits that technological tools and internet bring to the field of education. However, the wrong use of it results in creating difficulties for both teachers and learners.

Chapter Three:

The Case Study

Chapter Three: The Case Study

3.1 Introduction

The present chapter aims at describing the methods that are used to collect the needed data for this research as well as analyzing the collected data. In addition, it also attempts to find the benefits of technology integration in the classroom and to show the opinion of students and teachers about it. Besides, it identifies the sample of this research and explains the obtained results.

3.2 Data Collection

The data of this research were collected through interviews. The first interview is dedicated to students, whereas the second is dedicated to teachers.

3.2.1 Interviews

The first interview was done with 1st year LMD students of English at the university of Adrar. The students were given 15 questions about the use of technology in the classroom. They had the chance to choose different answers and add their opinion. Moreover, the second interview was intended to be done with 11 teachers of department of Arts & English Language who teach first year students at Adrar university. They were asked to answer 18 questions.

3.2.2 Description of the Sample

The first sample consists of 116 students of first year of English at Adrar university. Students' questions aim at describing their opinion about technology integration in the classroom and to what extent they consider technology an important tool for improving the

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learning process. The second sample consists of 11 teachers of first year of English. Due to the current circumstances caused by COVID-19, a written interview was sent to them instead of doing face to face interview. Nine (09) teachers answered while two (02) teachers did not respond. Teachers' questions aim at describing their view about the use of digital devices in the classroom, and the obstacles they face while using technology during the teaching process.

3.3 Data Analysis

This section aims at analyzing the data that are collected through interviews. It will start with analyzing the interviews with students. After that, the data that are collected through teachers' interview will be analyzed.

3.3.1 Interviews Analysis and Interpretation

3.3.1.1 Analysis of Students' Interview

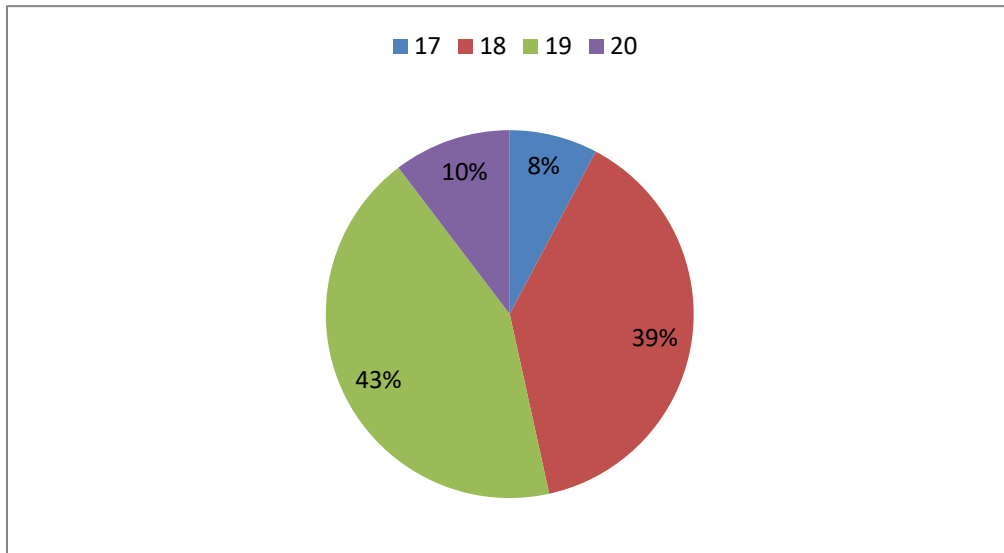
Part1:

Question 1: What is your age?

Age	Number of students	Percentage
17	9	8%
18	45	39%
19	50	43%
20	12	10%
Total	116	100%

Table 01: Students' Age

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Graph01: Students' Age

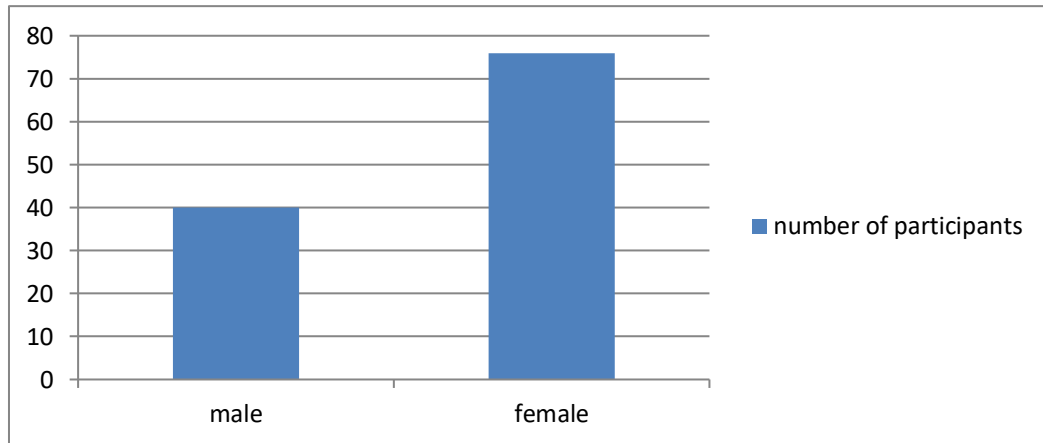
The result shows that the majority of students are between 18 and 19 years old. 39% of the participants are 18 years old, whereas 43% of the participants are 19 years old.

Question 2: What is your gender?

Gender	Number of participants	percentage
Male	40	34.5%
Female	76	65.5%
Total	116	100%

Table 02: Students' Gender

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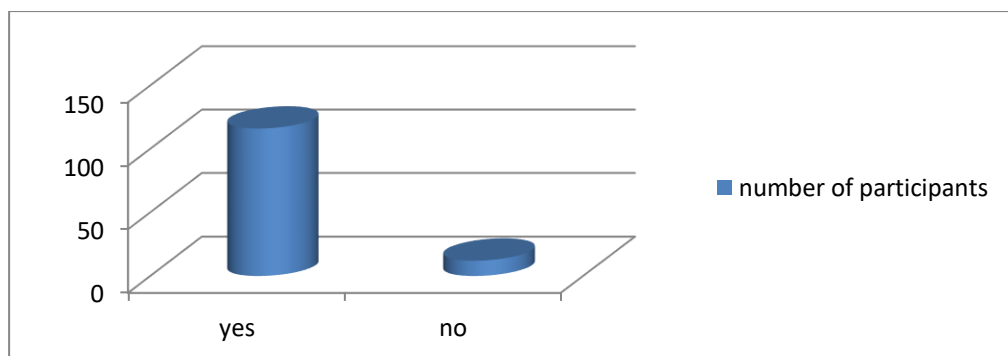
Graph 02: Students' Gender

Table and Graph (02) show that the majority of participants are females. The males present the percentage of 34.5%, while we have 65.5% of females.

Question 3: Do your teachers use technology in the classroom?

Answers	Number of students	Percentage
Yes	116	100%
No	0	0%
Total	116	100%

Table 03: The Use of Technology in the Classroom



Graph 03: The Use of Technology in the Classroom.

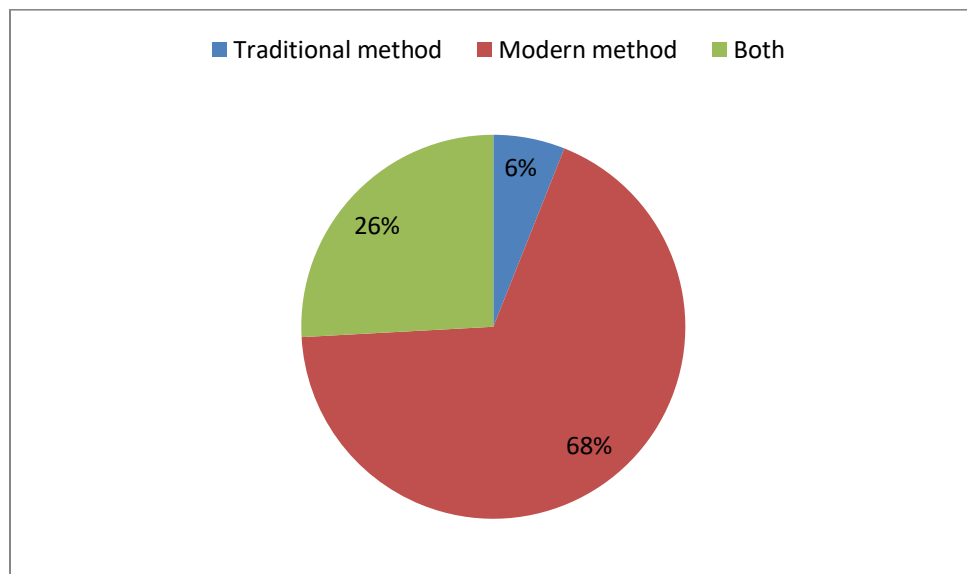
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The result that is shown in **Table 03** indicates that 100% of students answered that their teachers use technology in the classroom.

Question 4: Which learning method do you prefer?

Answers	Number of students	Percentage
Traditional method	7	6%
Modern method	79	68%
both	30	26%
Total	116	100%

Table 04: The Learning Method that Students Prefer



Graph04: The Learning Method that Students Prefer

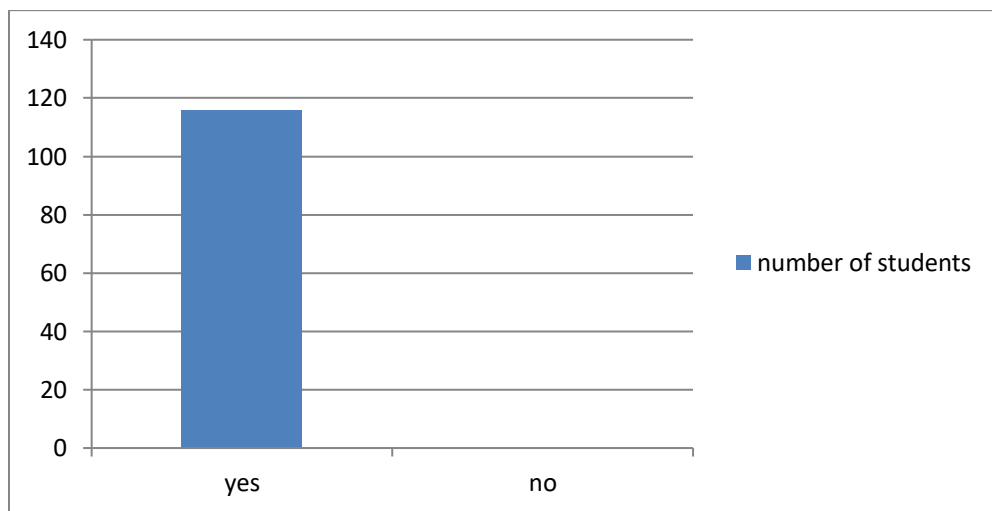
Table 04 shows that 26% of students prefer to follow the traditional learning method and the modern learning method together. There are students who prefer following one method. Only 6% of the students prefer the traditional learning methods whereas 68% of the students prefer the modern learning method.

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Question 5: Do you use technology to present the information of your research in the classroom?

Answers	Number of students	Percentage
Yes	116	100%
No	0	0%
Total	116	100%

Table 05: The Use of Technology for Presenting Information by Students in the Classroom



Graph 05: The Use of Technology for Presenting Information by Students in the Classroom

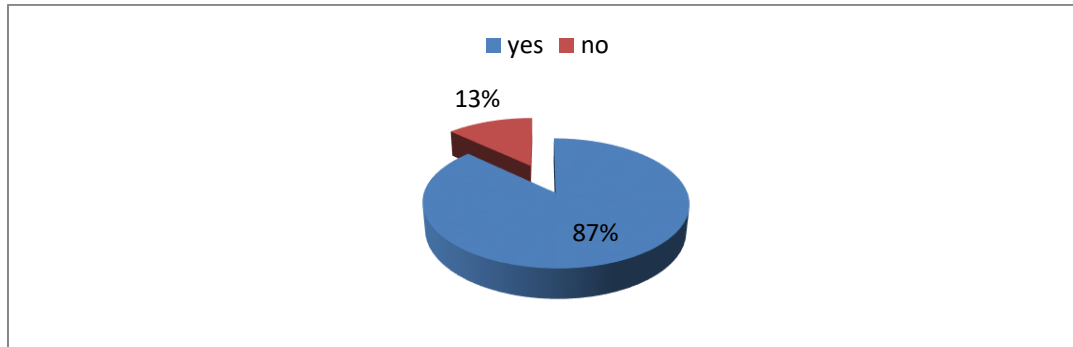
Table 05 shows that all students use technology to present the information of their research in the classroom.

Question 6: Do you consider technology as a tool that facilitates learning English as a second language?

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Answers	Number of students	Percentage
Yes	101	87%
No	15	13%
total	116	100%

Table 06: Using Technology to Facilitate Learning English as a Second Language



Graph 06: Using Technology to Facilitate Learning English as a Second Language

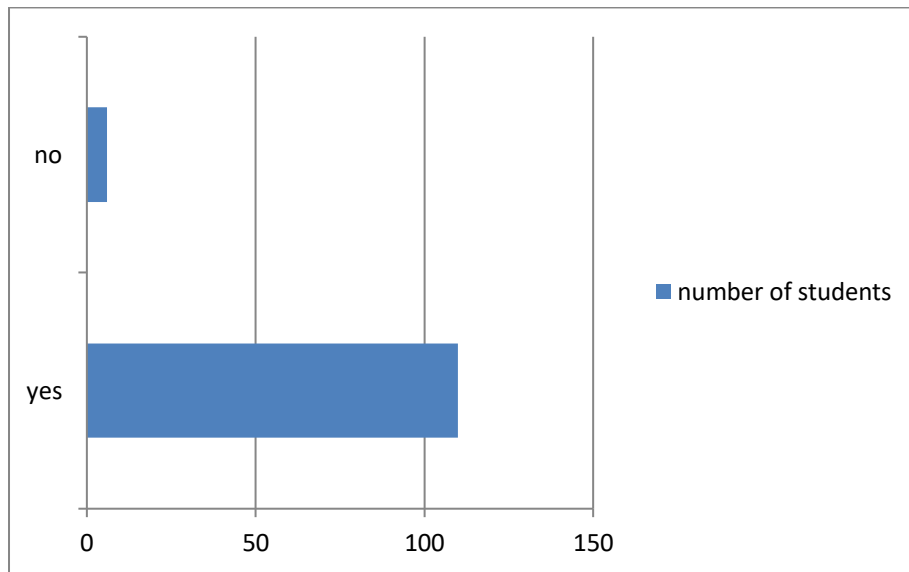
Table and Graph (06) show that 87% of students consider technology as a tool that facilitates learning English as a second language, while only 13% say that technology does not facilitate learning English as a second language.

Question 7: Do you enjoy learning English when the teacher uses technology in the classroom?

Answers	Number of students	Percentage
Yes	110	95%
No	05	05%
Total	116	100%

Table 07: Enjoying learning English with Technology in the Classroom

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Graph 07: Enjoying learning English with Technology in the Classroom

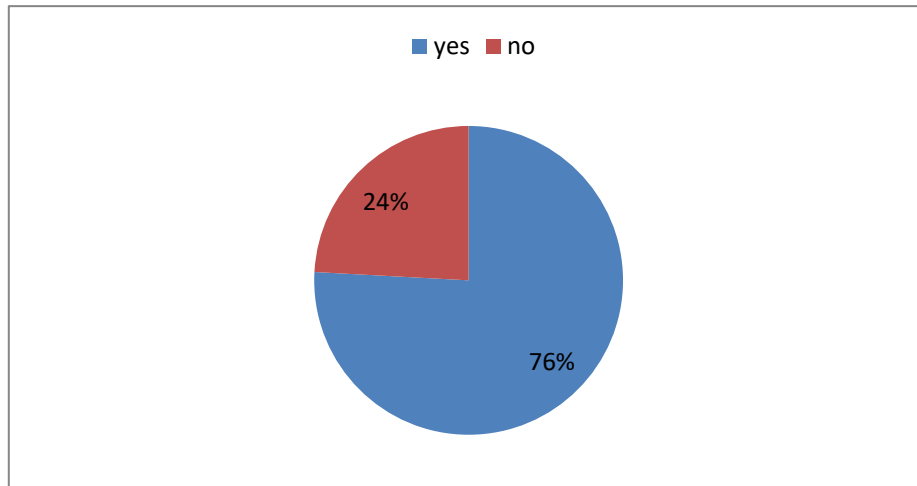
Table 07 shows that 95% of the students chose the answer of **Yes**. They enjoy learning English when the teacher uses technology. But, 05% of them do not enjoy learning English when the teacher uses technology.

Question 8: Does technology increase collaboration between students in the classroom?

Answers	Number of students	Percentage
Yes	88	76%
No	28	24%
Total	116	100%

Table 08: Technology and Collaboration between Students

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Graph08: Technology and Collaboration between Students

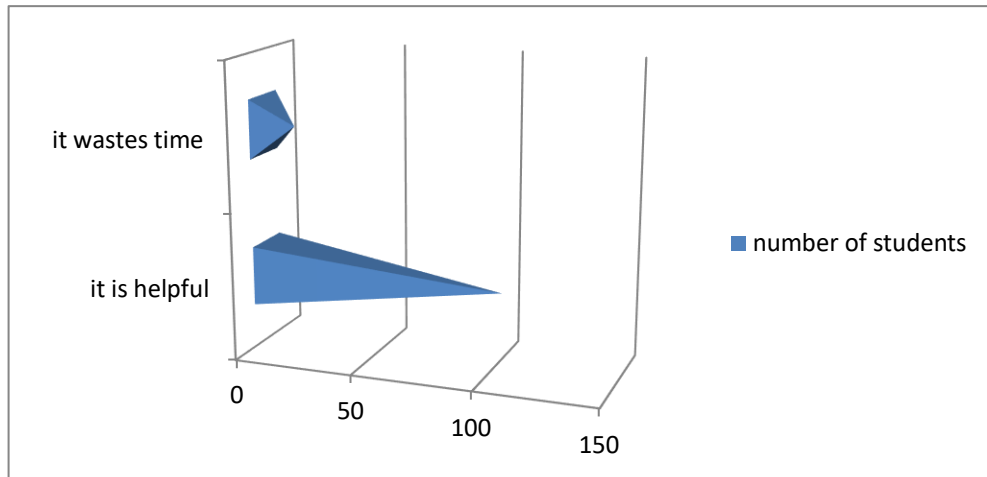
From **Table 08**, we notice that 76% of the participants see that technology increases collaboration between them in the classroom, while 24% said that technology does not increase it.

Question 9: What is your opinion about using technology in the classroom?

Answers	Number of students	Percentage
It is help ful	102	88%
It wastes time	14	12%
Total	116	100%

Table 09: The Opinion of Students about Using Technology in the Classroom

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Graph 09: The Opinion of Students about Using Technology in the Classroom

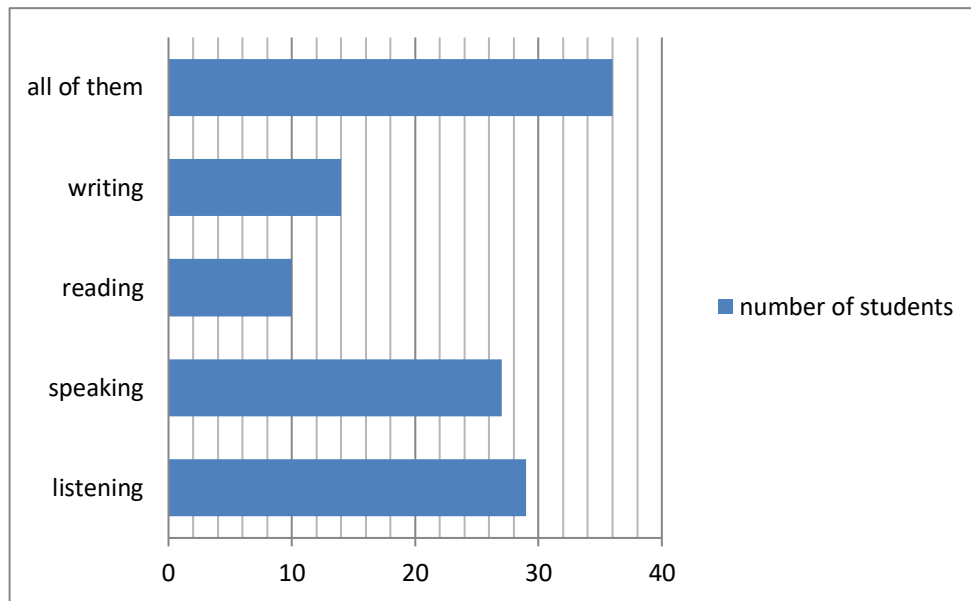
This question shows that students have different opinions about the use of technology in the classroom. 88% of the students says that using technology in the classroom is helpful, whereas 12% of them says that the use of technology in the classroom wastes time.

Question 10: Which language skill does technology improve the most?

Option	Number of students	percentage
Listening	29	25%
Speaking	27	23%
Reading	10	9%
Writing	14	12%
All of them	36	31%
Total	116	100%

Table 10: The language Skill that Technology Improves

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Graph 10: The Language Skill that Technology Improves

Table 10 shows that 25% of the participants answered that technology improves the listening skill only. Moreover, 23% of them said that technology improves the speaking skill. In addition, 09% of them chose the reading skills, and 12% of them chose the writing skill. However, 31% of the students stated that technology improves all the four language skills.

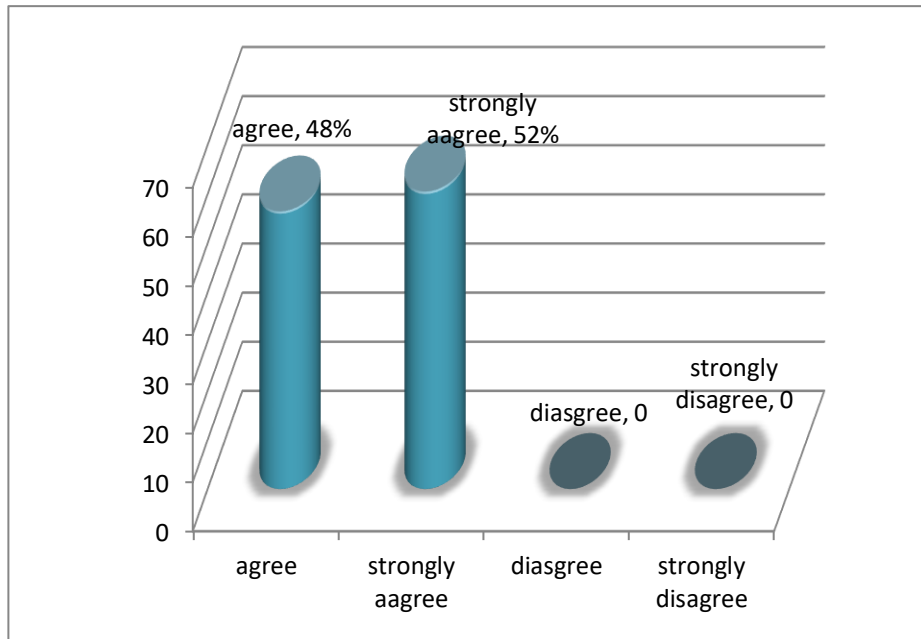
Part two:

Element 1: The use of technology in the classroom is not always enough to understand the content of the lesson.

Options	Number of students	Percentages
Agree	56	48%
Strongly agree	60	52%
Disagree	0	0%
Strongly disagree	0	0%
Total	116	100%

Table 11: The View of Students about the use of Technology in the Classroom

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Graph 11: The View of Students about the Use of Technology in the Classroom

As shown in **Graph 11**, 48% of students agreed on that the use of technology in the classroom is not always enough to understand the content of the lesson while 52% of them strongly agreed.

Justify your answer

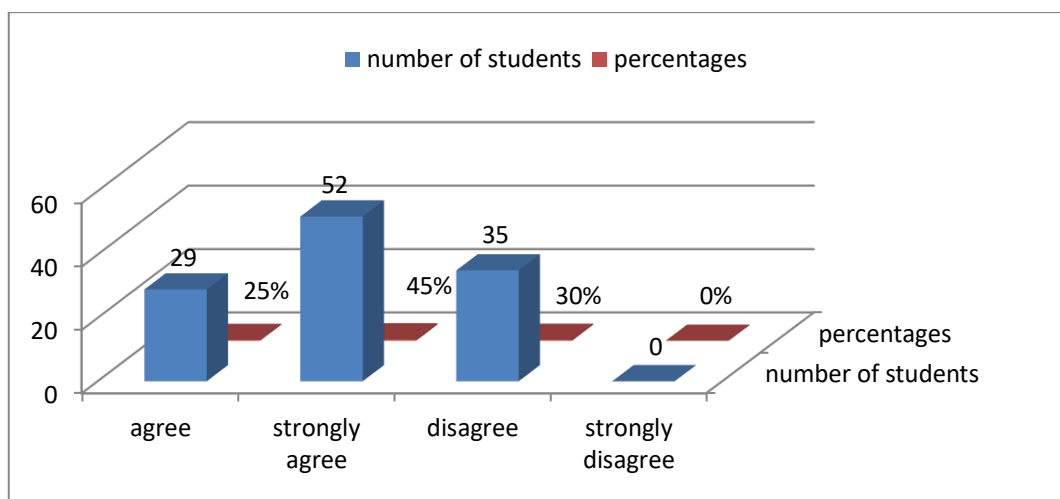
The majority of students see that sometimes technology is not enough to understand the content because the teacher does not explain the difficult and complicated parts. Even though technology facilitates receiving information, there are some points that teachers need to explain.

In the other hand, the rest of the participants think that the reason for not understanding the content lies behind the students and their will to learn.

Element 2: Using the same tools of technology in every class makes students bored

Options	Number of students	Percentages
Agree	29	25%
Strongly agree	52	45%
Disagree	35	30%
Strongly disagree	0	0%
Total	116	100%

Table 12: The View of Students about the Boredom that Technology Results in when it is Used in Every Class



Graph 12: The View of Students about the Boredom that Technology Results in when it is Used in Every Class

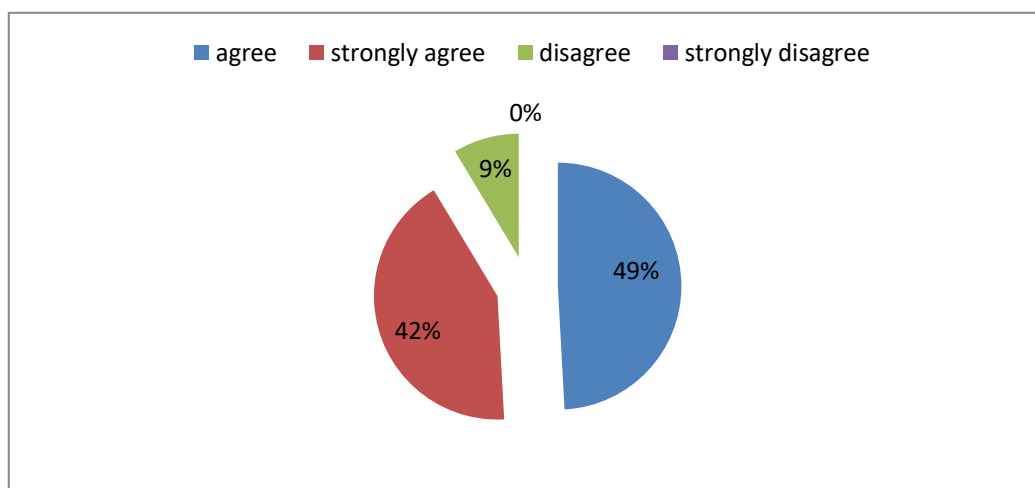
Graph 12 shows that the majority of students get bored when using the same tools of technology in every session. 25% of the students agreed, while 45% of the students strongly agreed. The rest of them (30%) do not get bored when the same tools are used.

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Element 3: The teacher plays a big role in making technology effective in the teaching-learning process.

Options	Number of students	Percentage
Agree	57	49%
Strongly agree	49	42%
Disagree	10	9%
Strongly disagree	0	0%
Total	116	100%

Table 13: The Opinion of Students about the Role that the Teacher Plays in Making Technology Effective



Graph13: The Opinion of Students about the Role that the Teacher Plays in Making Technology Effective

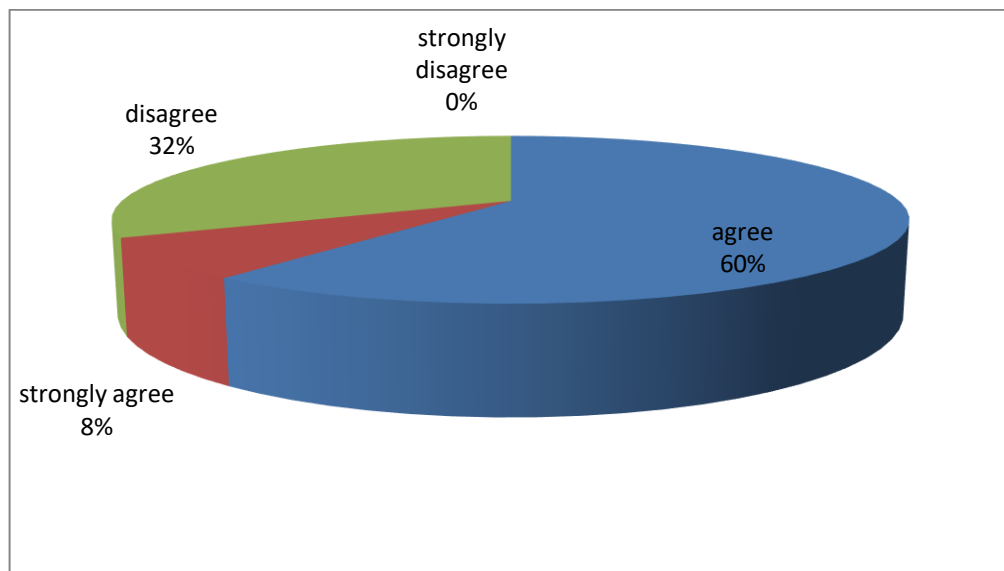
The result shows that most of the participants see that the teacher has an important role in making technology effective in the classroom. 49% of the sample agreed on that while 42% strongly agreed. Some students (09%) see that the teacher is not needed for making technology effective in the classroom.

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Element 4: Depending too much on technology to explain the content distracts the attention of students.

Options	Number of students	Percentage
Agree	70	60%
Strongly agree	09	8%
Disagree	37	32%
Strongly disagree	0	0%
Total	116	100%

Table 14: The Effect of Technology on the Attention of Students in the Classroom



Graph 14: The Effect of Technology on the Attention of Students in the Classroom

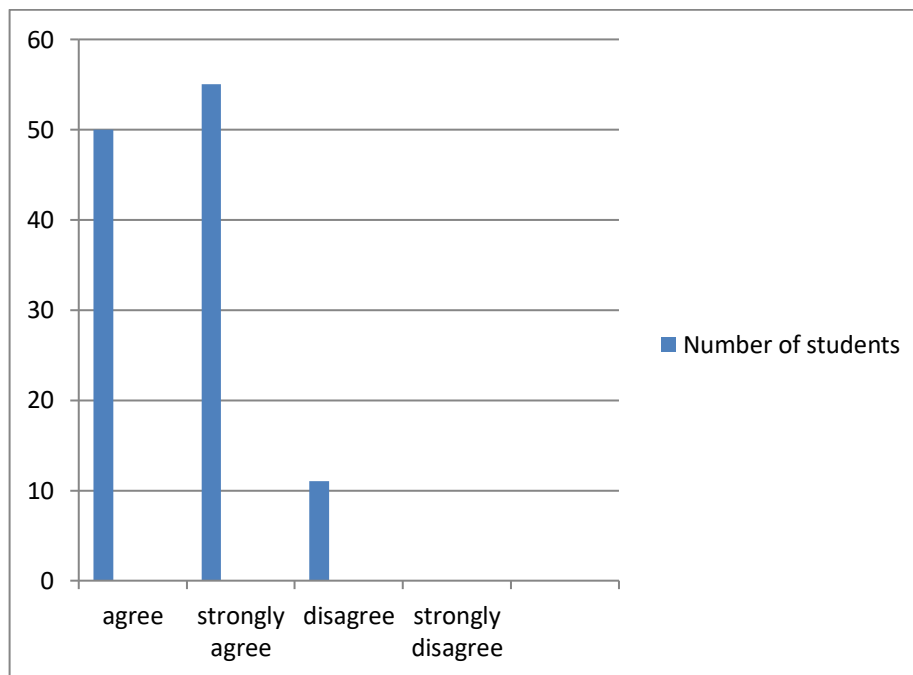
60% of the students agreed on that using technology too much leads to distracting their attention during the session. 08% strongly agreed. However, 32% did not agree to that.

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Element 5: Using technology in the right way results in increasing the motivation of students to learn.

Options	Number of students	Percentage
Agree	50	43%
Strongly agree	55	47%
Disagree	11	10%
Strongly disagree	0	0%
Total	116	100%

Table 15: Technology and the Motivation of Students



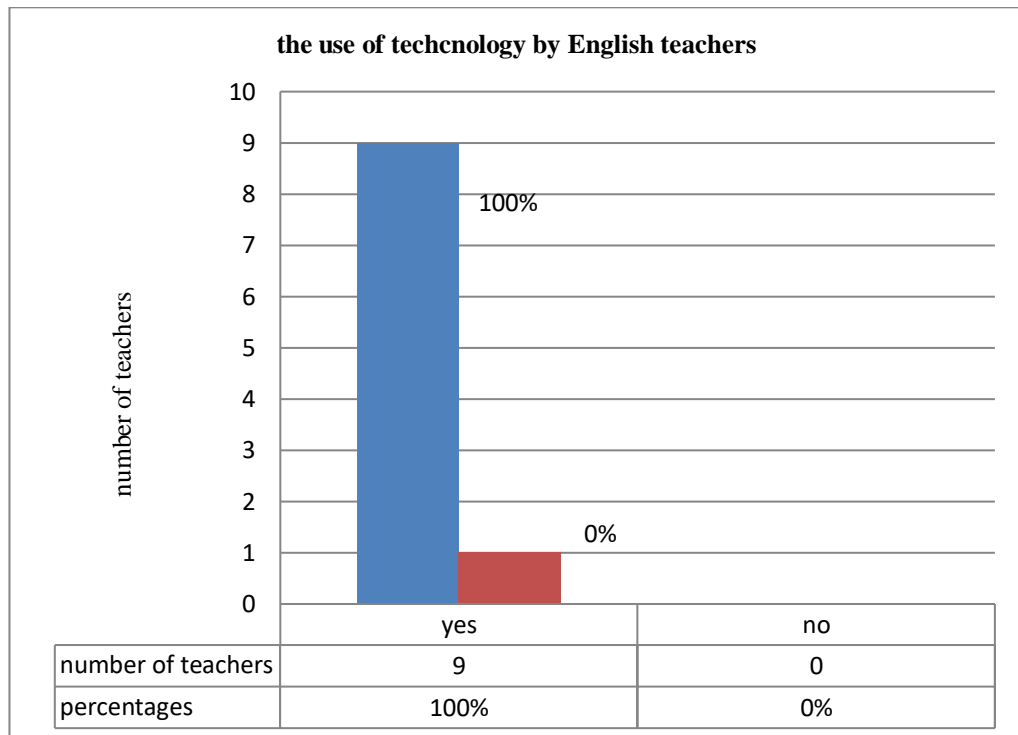
Graph 15: Technology and the Motivation of Students

Table 15 displays that the majority of the participants support the idea that technology increases their motivation. 43% of them agreed on this idea while 47% strongly agreed. However, 10% of them did not agree.

3.3.1.2 Analysis of Teachers' Interview

Part One:

Question 1: Do you use technology (data show, computer and audio-visual tools) to teach English?



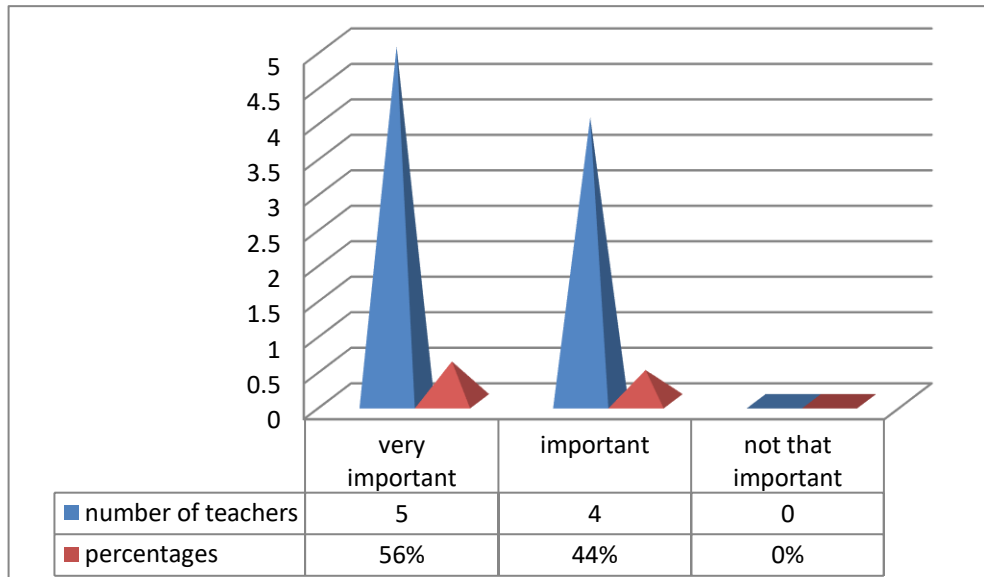
Graph 01: The Use of Technology by English Teachers.

As shown in Graph 01, all the interviewed teachers use technology to teach English in the classroom.

Part two:

Item one: How do you feel about using technology in the classroom?

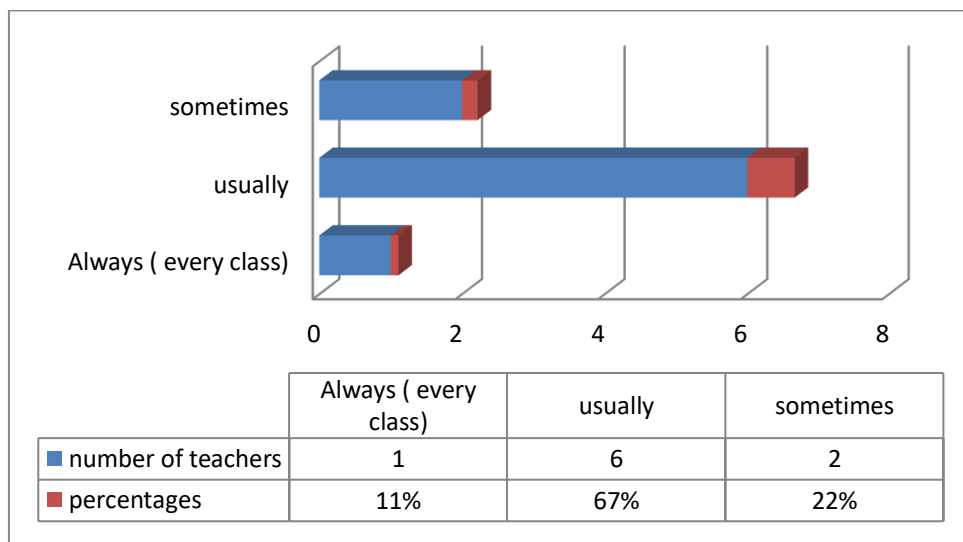
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Graph 02: The Feelings of Teachers about Using Technology in the Classroom.

This graph shows that five teachers (56%) see that the use of technology in the classroom is very important, while 44% see that the use of technology to teach is important.

Item two: How often do you use technological tools in the classroom?

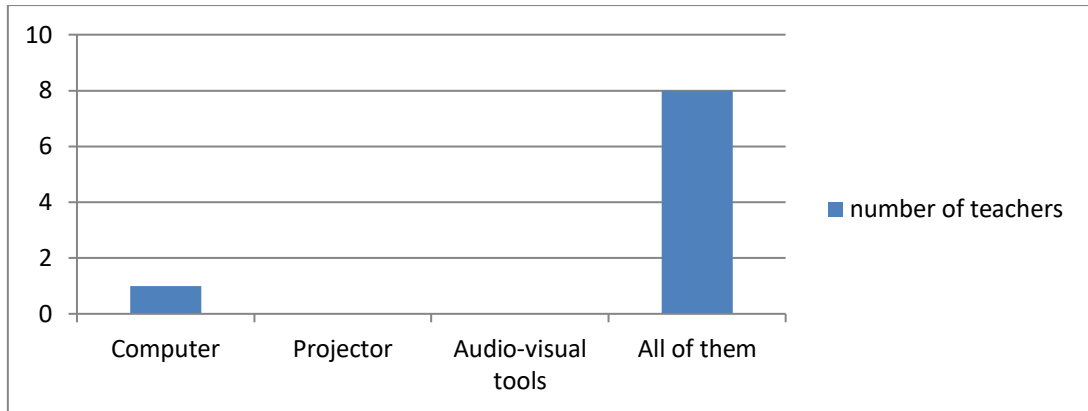


Graph 03: The Extent to Which Technology is Used in the Classroom.

From this graph we can see that one teacher (11%) uses technology in every session. In addition, 67% use it usually, and 22% use it sometimes.

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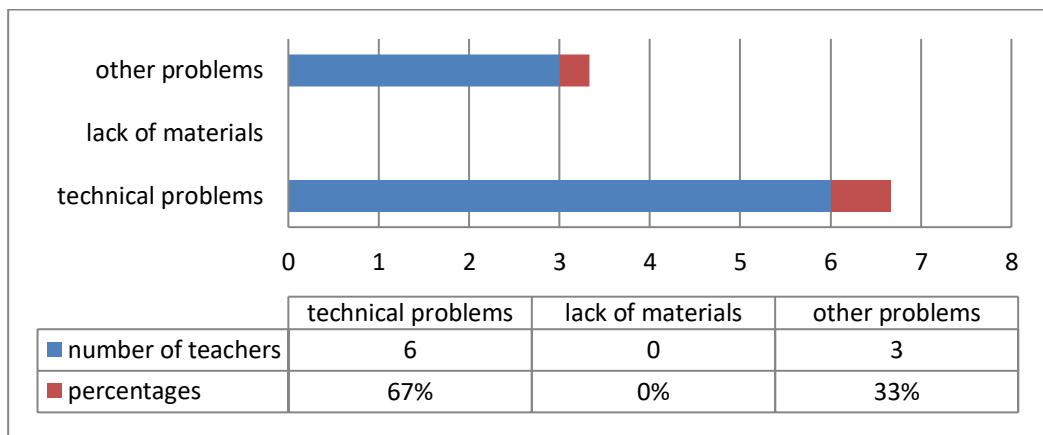
Item three: What are the tools that you use when integrating technology in the classroom?



Graph 04: The Technological Tools that are Used by Teachers

This graph shows that the majority of teachers (89%) use computer, projector and audio-visual tools to present information to their students, while 11% use computer only.

Item four: What are the difficulties that you have faced when using technology in the classroom?



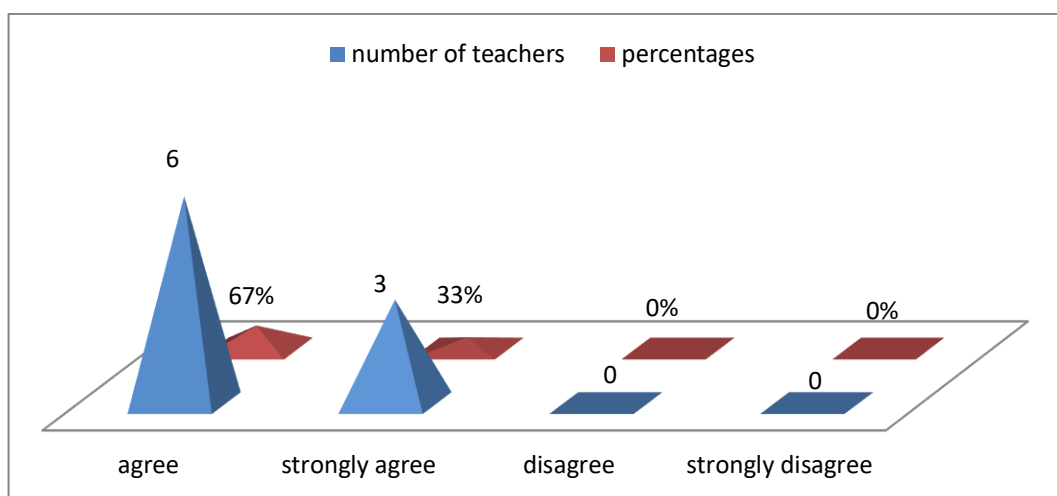
Graph 05: The Problems that Teachers Face while Using Technology in the Classroom.

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From this result we can say that most of the time the participants (67%) face technical problems, while using technology in the classroom. The rest of the participants (33%) face other problems.

Part three:

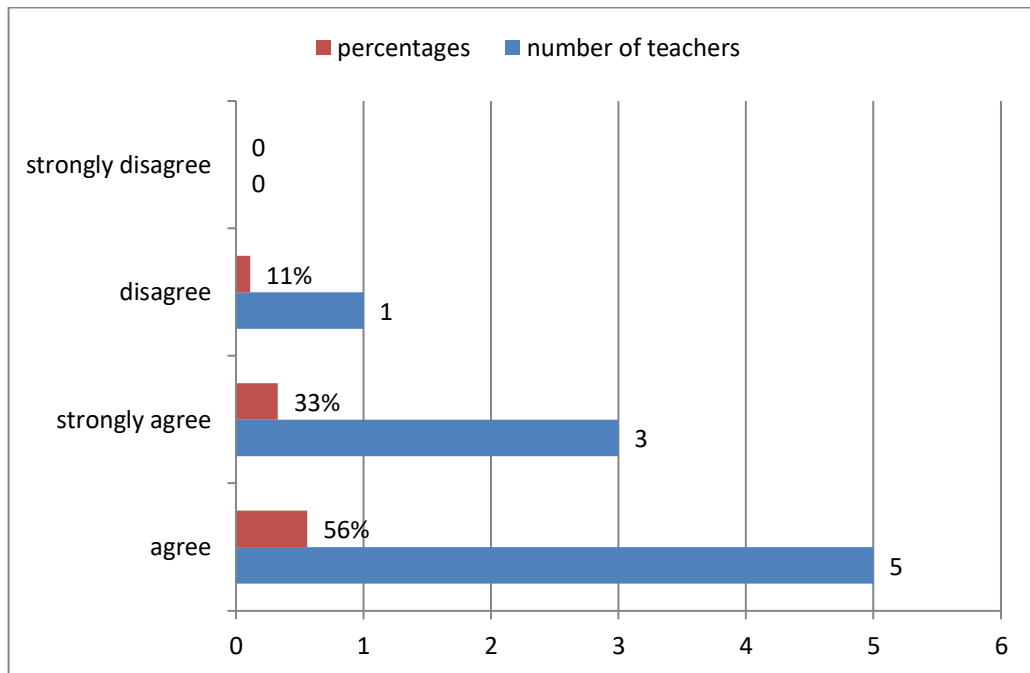
Item one: Modern teaching method is more effective than traditional teaching method.



Graph 06: Teachers' View of Traditional and Modern Teaching Method

From Graph 06, it is observed that 67% of the English teachers agreed on that modern teaching method is more effective than traditional teaching methods, while 33% strongly agreed.

Item two: Successful technology integration requires training and experience.

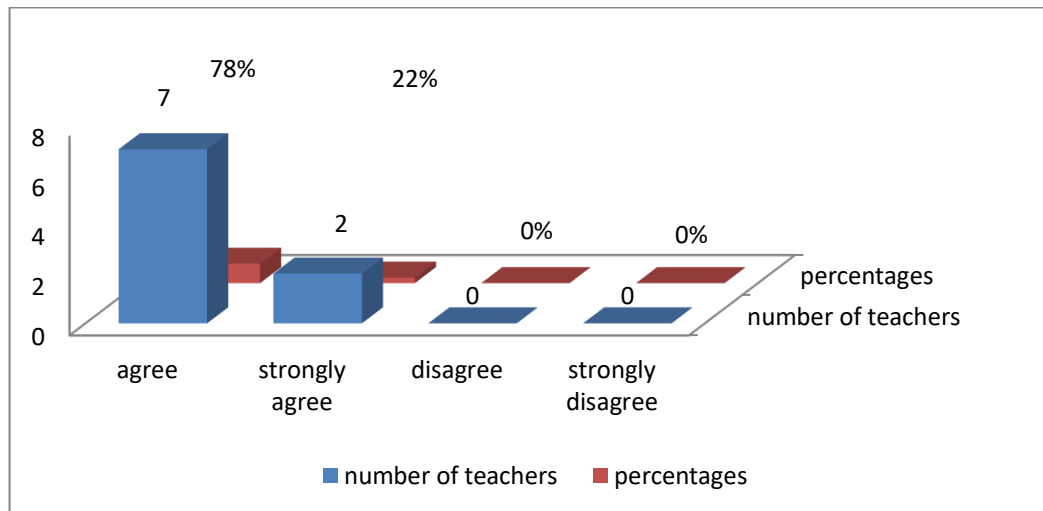


Graph 07: The Opinion of Teachers about the Importance of Training and Experience for Successful Technology Integration in the Classroom

The result indicates that 56% of teachers agreed on that it is necessary to have training and experience for integrating technology in the classroom successfully. Additionally, 33% strongly agreed. However, 11% do not think that the successful use of technology in the classroom requires training and experience.

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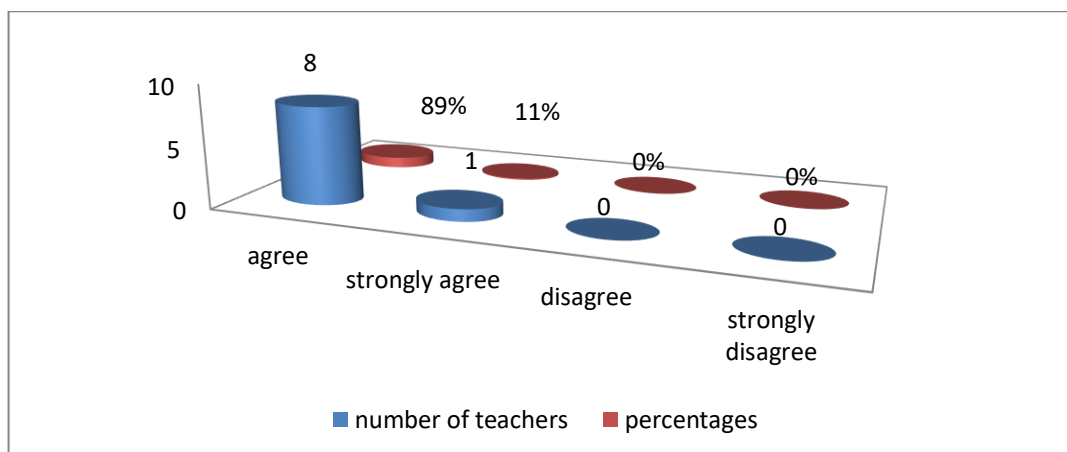
Item three: Technology helps teachers to create new ways of teaching.



Graph 08: Creating New Ways of Teaching by Using Technology.

From Graph 08, it is noticeable that 22% of teachers strongly agreed on the effectiveness of technology in creating new ways of teaching, while 78% agreed on that.

Item four: Technology allows the teacher to be learning facilitator and information provider.

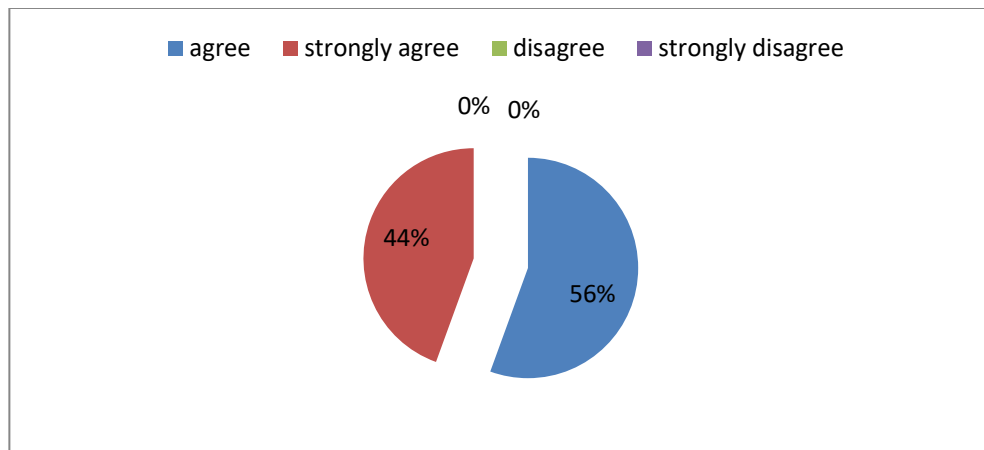


Graph 09: The Role of Technology in the Classroom

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Graph 09 shows that 89% of teachers agreed on the role that technology plays in helping them to be learning facilitators and information providers in the classroom. Moreover, 11% of the participants strongly agreed.

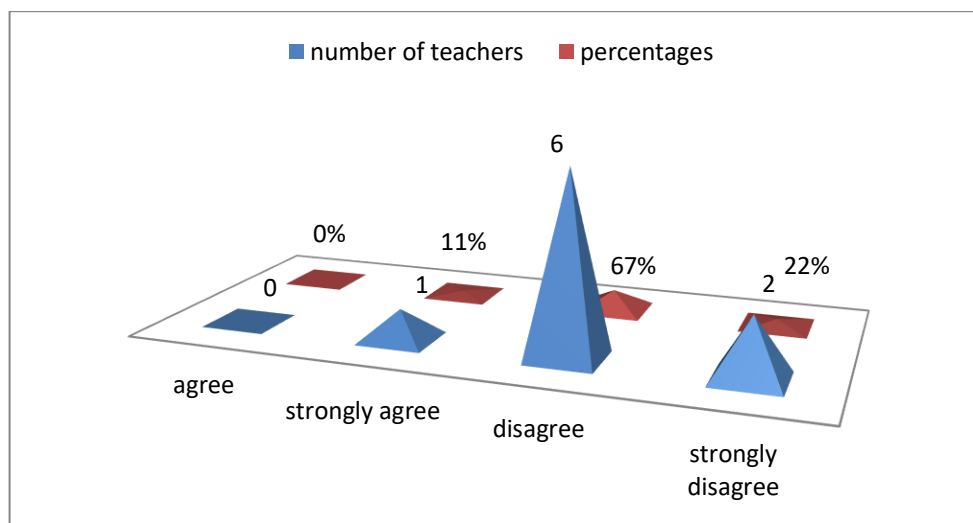
Item five: Technology improves the process of language teaching.



Graph 10: Technology and Language Teaching

As it is shown in **Graph 10**, 56% of teachers believe that technology has a big role in improving the process of language teaching, while 44% strongly agreed on that.

Item six: Using technology in the classroom requires extra time and effort.

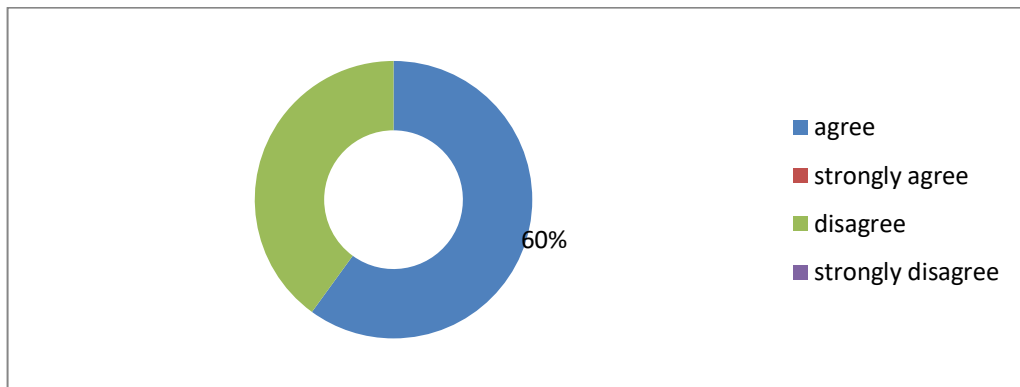


Graph 11: Technology and Teachers' Time and Effort.

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The result shows that 67% the participants do not see that using technology in the classroom requires extra time and effort. Additionally, 22% strongly disagreed with the idea that it requires time and effort. However, one teacher (11%) sees that the use of technology in the classroom requires time and effort.

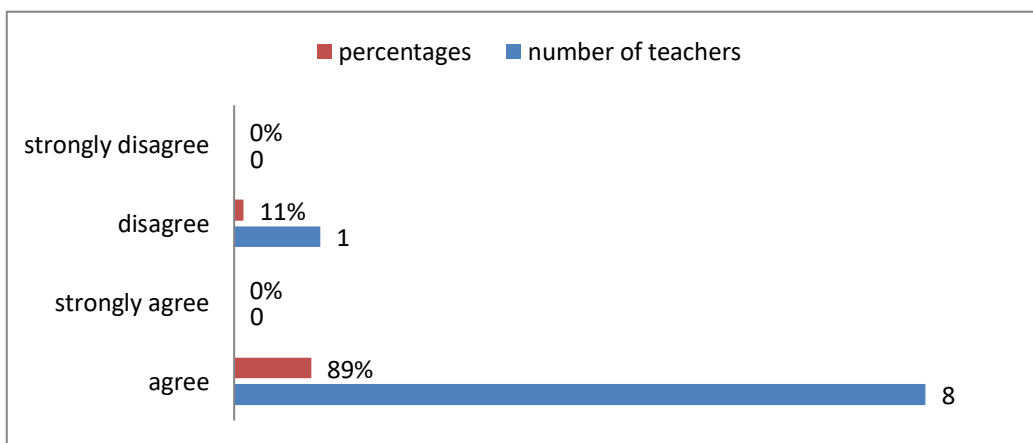
Item seven: Technology increases students' achievement.



Graph 12: Technology and the Achievement of Students.

As it is observed from **Graph 12**, 60% agreed on the effectiveness of technology in increasing the achievement of students, while 40% did not agree

Item eight: Integrating technology in EFL classroom promotes students collaboration

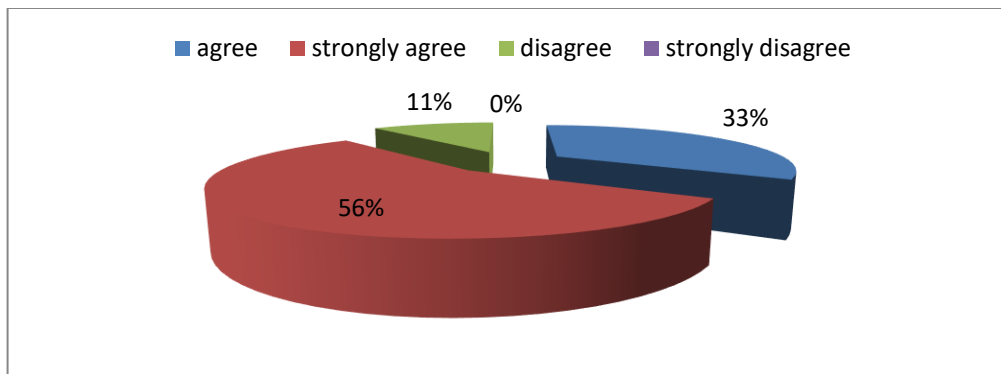


Graph 13: Technology and the Collaboration between Students.

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The result indicates that 89% of teachers agreed on the idea that technology helps students to collaborate in the classroom, 11% while disagreed.

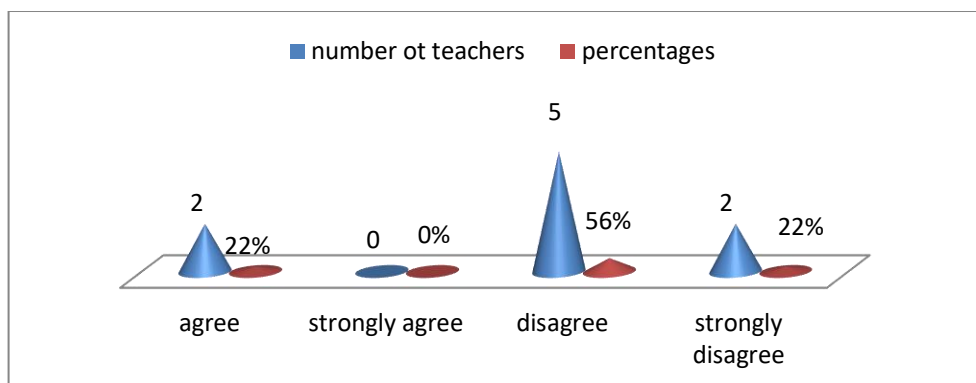
Item nine: The teacher should choose the appropriate tools of technology for every lesson in order to create an active learning environment.



Graph 14: The Importance of Choosing the Right Tools of Technology in the Classroom.

From this graph we can notice that 56% of teachers strongly agreed on that it is important to use the appropriate tools of technology while 33% agreed. 11% of the participants disagreed.

Item ten: Some mistakes that happen while using technology in classroom result in making the teacher loses confidence to use it again.

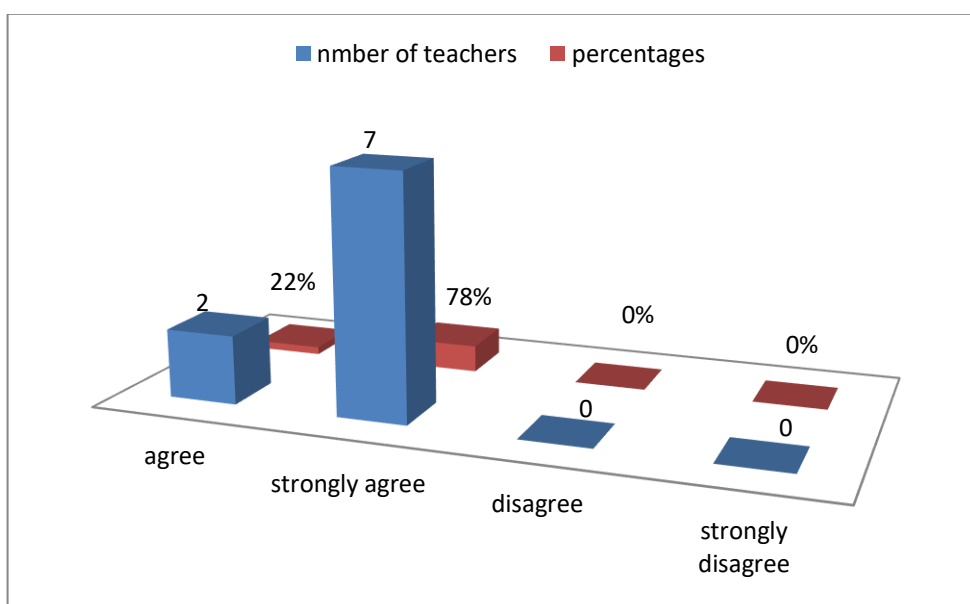


Graph15: Technology and the Confidence of Teachers to Use it.

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Graph 15 shows that the majority of the participants do not lose confidence while using technology in the wrong way. 56% of teachers do not agree with the idea of losing confidence in using technology because of making mistakes while using it in the classroom, in addition to that 22% strongly disagreed. However, 22% said that making mistakes while trying to use technology in the classroom leads to losing their confidence to use it again.

Item eleven: The integration of technology into the teaching process is only successful when the teacher believes in his ability to use it effectively.



Graph 16: Technology and the Ability of Teachers to Use it

As it is observed from this graph, 78% of the teachers strongly agreed on that they should believe in their ability to use technology in the right way in order to integrate it into the teaching process successfully, while 22% of the participants agreed on that.

Item twelve: In your opinion, which language skill out of the four skills (listening, speaking, reading and writing) is improved the most by technology in EFL classroom.

Teacher 1: Listening, speaking and reading

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Teacher 2: Listening and reading

Teacher 3: Listening and speaking

Teacher 4: Listening and speaking

Teacher 5: Listening, speaking, reading and writing

Teacher 6: Listening, speaking and writing

Teacher 7: Listening and speaking

Teacher 8: Listening and speaking

Teacher 9: Listening, speaking, reading and writing

Item thirteen: Please, write the reasons that make you use technology in EFL classroom.

Teacher 1:

- Helps involving more English students in what is going on in class.
- Helps moving smoothly from an activity to another.
- Helps getting access to a wide variety of activities.
- It saves time.
- It attracts students' attention.

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Teacher 2:

- The use of technology allows the use of multimedia in class therefore exposing students to native speakers, helps illustrate better thanks to videos and photos.
- It exposes students to world culture through movies, music etc...
- It helps student to focus on the content of the lesson when it's not just the teacher who is speaking/presenting.

Teacher 3:

- technology makes teaching more interesting.
- Technology saves time.

Teacher 4:

- It attracts students' attention via images, videos etc...
- To stimulate the visual and cognitive abilities of students.
- To save time.

Teacher 5:

- Using technology makes learners more attracted and focused.
- It allows to increase the amount of knowledge transmitted to learners.
- The new generation is familiar with technological tools.
- It saves so much time.

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Teacher 6:

- Using technology to present information is more attractive than writing them in the board.
- It allows students to see and hear at the same time.
- Technology helps in showing more details to students.

Teacher 7:

- Technology makes delivering lectures much easier.
- It makes teaching more fun.

Teacher 8:

- Makes students more interested in learning.
- Saving time.
- It keeps teachers updated with the newest pedagogical practices that attempt to cope with modern approaches and theories to teaching and learning.
- It brings a motivational atmosphere to the classroom.

Teacher 9:

- Offers students and teachers alike an array of choices concerning the matter of testing which might be fun for students and easy for teachers.
- Technology helps me as a teacher to have better control over the class.
- it helps in giving information easily.

3.4. Findings and discussion

The results of this research show that the majority of students prefer using technology in the classroom. They believe that technology is very helpful and makes the learning process easier for them. When using technology, most of the students enjoy the lesson. Furthermore, technology has an important role in increasing their motivation to learn, and it encourages them to have collaborative work in the classroom.

Most of the students prefer the modern learning method. Integrating technology in the classroom enhances their learning experience. Besides, digital devices allow them to present their research in a more creative way.

As shown in **table 10**, the participants have different opinions about the skill that technology improves in English. Most of them believe that technology improves all the four skills. However, there are students who see that technology enhances the skills of listening or speaking only. Since the use of technology manages to accomplish so much more with audio-visual tool, the use of videos can be very helpful for EFL learners. According to many students, videos help them to improve their listening and speaking skills. They pay more attention when they watch videos in the classroom. Moreover, videos allow them to hear and see at the same time. After watching a video, they start discussing the information they got from it. In other words, videos help them to gain new vocabulary, learn how words are written and have the correct pronunciation of words. EFL students find this way very interesting because it makes them more focused in trying to understand as much information as they can in an easier way.

From **table 11**, we can see that EFL students find some difficulties to understand the content of the lesson when the teacher relies too much on technological tools. Sometimes, they find the information that are presented with the use of technology difficult to

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understand. They need the teacher to explain some points in an easier way especially when they come across new words that they are not familiar with in EFL classes. The majority of the participants lose their focus and get bored when the teacher uses the same tools of technology in every session. In addition, participants think that there is another reason for getting bored while using technology which is the absence of an active classroom. Many students pointed that sometimes the teacher focuses on giving information rather than focusing on engaging learners in an active learning process. They believe that making technology an effective tool depends on the teacher.

Moreover, it is not preferable to depend completely on technology. Many students lose their attention when there is no interaction between the teacher and the students. It is important to know the right way for engaging students in a successful learning process while using technology. In the other hand, teachers who use technology in their teaching process see that technology is so important for improving the teaching-learning process. The majority of them use technology usually in their classes. The tools that they use to present information to their students are computer, projector and audio-visual tools.

Most of the teachers face technical problems while using technology in the classroom. This type of problems can hinder the teaching-learning process. Moreover, they believe that successful technology integration in the classroom requires training and experience. They need to know how to use digital devices in order to avoid facing any problem that is related to the lack of knowledge about how to utilize them.

Additionally, the right use of technology in the classroom helps teachers to create new ways of teaching; this allows them to facilitate the learning process for EFL students. Digital tools give them the opportunity to create new ways to transmit information to them.

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Besides, technology can be used in different ways which allow teachers to attract students' attention using various tools.

From **graph 11** of teachers' interview, it is noticeable that most of teachers do not think of technology as a tool that takes too much time when using it in the classroom. Instead, they believe that using it is the easiest way to save time and to transmit knowledge to EFL students in a short period of time. Also, it supports the collaboration between students and increases their achievement.

Moreover, for successful technology integration, it is very important to prepare the appropriate technological tools for each class. Besides, teachers need to believe in their abilities to use it in the right way and to have confidence in their skills with technological materials. Sometimes, teachers come across some problems when trying to use digital tools. In this case, there are teachers who do not get affected while facing such problems because they have enough confidence in their skills, whereas some teachers do not trust their skills as a result they avoid using technology again after losing their confidence.

The majority of teachers in this study included listening and speaking in the choices regarding the skills that are enhanced by technology in EFL classroom. When they use audio-visual to present information, the students focus on listening and watching the content that is present. This enhances their listening as well as their speaking. However, there are teachers who believe that technology enhances all the four skills of language.

Teacher use technology for different reasons, nevertheless there are common reasons that make them use it in the classroom. These reasons are related to the role that technology plays in saving time, attracting students' attention and facilitating the transmission of information to EFL students.

3.5. Limitations of the Study

Many challenges came across this study. One challenge was related to the methods that were needed for the collection of the data. Two methods were supposed to be used for collecting more reliable data for this research. Because of the current circumstances that are caused by COVID-19, only one method which is interview was conducted. The second method was supposed to be an observation. However, relying on the observation was canceled because the university was closed during the week of doing it. Since some students were not serious about answering the questions, an observation was needed for more appropriate data.

Another problem is the limited use of technology by the students of English department. They did not have the chance to use technology to such an extent which deprived them from having more knowledge about technology use in the classroom. Besides, their use of technology is limited to presenting their research and receiving information through videos and pictures. They did not have the chance to utilize technology by themselves. The use of it differs according to the teacher preferences. The teacher is the one who allows them to use it.

This study has run into some challenges regarding the collection of the needed data from the teachers. Before the spread of the pandemic, there were plans of interviewing teachers face to face. Unfortunately, some of them were too busy. The week when the interview was supposed to be done with some other teachers, the university was closed.

Conclusion

This chapter dealt with the analysis of the data obtained from students' and teachers' interview. To sum up what has been discussed in this chapter, technology has its advantages

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and disadvantages. However, it is very helpful for EFL students and teachers when it is used successfully. Moreover, the majority of the sample of this study has positive standpoint about the effectiveness of technology in EFL classroom.

General Conclusion

General conclusion

The use of technology in the classroom has changed the way teachers used to teach and the way students used to learn. Using digital tools like computer and audio-visual devices in the classroom paved the way for teachers and students to have more opportunities to develop the teaching and learning processes. The way teachers exploit technology leads to controlling the flow of the session. Moreover, Technology has positive impact when it is used in the right and appropriate way. It allows teachers to bring new things to the classroom which results in creating better teaching methods. Technology makes learners more engaged in the learning process. Instead of receiving everything from the teacher, students can search for information by themselves and work together while using technology.

Technology can help students to become more self-reliant. It gives them the opportunity to acquire new skills and to learn new things in different forms. They can learn at their own pace. Additionally, technology equalizes the level of learners. Students of the same class may have different levels and learn in different ways. Since technology provides easier ways to present information in the classroom, students can have better understanding of the lesson. Technology suits the needs of every student. Besides, it makes learning more interactive and enjoyable for them. It also encourages collaborative work and makes students more active in the classroom.

The use of technology in EFL classroom enhances the process of learning English language. By using technology, teachers have access to unlimited resources that are related to teaching English as a second language. Now, it is possible to bring culture and accent of native speakers to EFL classroom by using videos, records and audios. Students can learn new vocabulary and gain knowledge about the culture of other people. Audio-visual tools

General Conclusion

are very useful in EFL classroom. Teachers can use them for creating tasks that require students to pay close attention to the way words are pronounced. Besides, technology can be utilized to create simple activities that are related to the four skills of language (listening, speaking, reading and writing). Since practicing these skills is important for English learners, new techniques can be created by teachers to facilitates practicing them in the classroom.

Furthermore, videos facilitate the process of understanding the language for EFL students. Technology promotes students to be active and participate in the classroom. In addition, it improves the four language skills and attracts the attention of students. However, the teacher plays a big role in making it a successful tool for creating a better learning environment for EFL students. The teacher needs to create different ways to deliver knowledge to students with the help of technological devices to make the teaching and learning process more enjoyable.

Technology helps in improving time management; it allows teachers to have more control over the time of the session. Nevertheless, teachers need to know how to have full control over technology. They need to choose the appropriate materials for every class. It is important to know the needs of students in order to prepare the digital tools for a successful teaching process.

The use of technology to teach may lead to negative effects on students when it is used wrongly. Sometimes, the use of it does not guarantee the success of the teaching-learning process. Successful integration of technology in the classroom results in improving and facilitating the teaching-learning process; it enhances the skills of students in EFL classroom.

Technology supports the motivation of students and promotes them to be active in the classroom. Moreover, it encourages collaboration between students, saves time and support

General Conclusion

teachers and students to be creative in teaching and learning. Technology can have positive impact on education when it is utilized effectively.

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Appendix A

Structured questions of students' interview

1-What is your age?

2-What is your gender?

3-Do your teachers use technology in the classroom?

4-Which learning method do you prefer?

5-Do you use technology to present the information of your research in the classroom?

6-Do you consider technology as a tool that facilitates learning English as a second language?

7-Do you enjoy learning English when the teacher uses technology in the classroom?

8-Does technology increase collaboration between students in the classroom?

9-What is your opinion about using technology in the classroom?

10-Which language skill does technology improve the most?

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

11-The use of technology in the classroom is not always enough to understand the content of the lesson.

Justify your answer

12-Using the same tools of technology in every class makes students bored

Appendices

13-The teacher plays a big role in making technology effective in the teaching-learning process.

14-Depending too much on technology to explain the content distracts the attention of students.

15-Using technology in the right way results in increasing the motivation of students to learn.

Appendix B

Structured questions of teachers' interview

1- Do you use technology (data show, computer and audio-visual tools) to teach English?

2- How do you feel about using technology in the classroom?

3- How often do you use technological tools in the classroom?

4- What are the tools that you use when integrating technology in the classroom?

5- What are the difficulties that you have faced when using technology in the classroom?

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

6- Modern teaching method is more effective than traditional teaching method.

7- Successful technology integration requires training and experience.

8- Technology helps teachers to create new ways of teaching.

9- Technology allows the teacher to be learning facilitator and information provider.

10- Technology improves the process of language teaching.

11- Using technology in the classroom requires extra time and effort.

12- Technology increases students' achievement.

13- Integrating technology in EFL classroom promotes student collaboration

Appendices

14- The teacher should choose the appropriate tools of technology for every lesson in order to create an active learning environment.

15- Some mistakes that happen while using technology in classroom result in making the teacher loses confidence to use it again

16- The integration of technology into the teaching process is only successful when the teacher believes in his ability to use it effectively.

17- In your opinion, which language skill out of the four skills (listening, speaking, reading and writing) is improved the most by technology in EFL classroom.

18- Please, write the reasons that make you use technology in EFL classroom.