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Degree of Master in Didactics

# Exploring the Use of Educational Technology in EFL Teaching

Case Study: First year English students at Ghardaia  
University

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*Many thanks for everyone who helped me during my research*

# DEDICATION

*In the name of Allah, the Most Gracious, the Most Merciful. Praise be to Allah, the Lord of the Worlds, and peace and blessings of Allah be upon the noblest of the Prophets and Messengers, our Prophet Muhammed.*

*This humble research work is dedicated to:*

*The light of my eyes, the ease of my night: My beloved and dearest parents who supports me all the time with their prayers and encouragement to continue my work. Words can never be sufficient to express my profound love to them.*

*My supportive brothers and my lovely sisters. Thank you for being such helpful, supportive and beloved family; and for the unconditional love, encouragement and support that you provide, and our teachers who work passionately in the education scene to make the world a better place.*

*Everyone who knows me and supports me.*

*Please do not ever doubt our dedication and love for you.*

## **ABSTRACT**

New innovations in education have been introduced as a result of technological advancements. There are a variety of technology devices available today that can be used to aid teaching and meet the needs of students. As a result, it is up to the instructor to decide whether or not to use current techniques in his work rather than relying on the chalkboard and chalk. The goal of this research is to shed light on the role of educational technology and its significance in EFL teaching and learning. It aims to investigate the most often utilized technology instruments. To create this work, a case study was undertaken at Ghardaia University, primarily in the English department, with the sample population consisting of thirty EFL students. Data was collected using a questionnaire that was sent to the students. The information gathered was examined quantitatively. Students alike embrace the use of educational technology, according to the study's findings. The students, on the other hand, believed that using it would be extremely beneficial to them. Furthermore, they all acknowledged the value of educational technology and agreed that it plays an important part in the EFL teaching and learning process.

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# LIST OF ABBREVIATION

EFL	English as a Foreign Language
CALL	Computer Assisted Language Learning
ICT	Information and Communication Technologies



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# *General Introduction*

## **Introduction**

It is noticeable that the development of information technology has caused significant changes in human's life, especially the category of students and this compelling a clear effect on the political, economic and especially in the educational system, particularly in Algeria.

Lamentably, the presence of technology was a little bit not the case, but the last decade has witnessed loads of rapid changes in the world of technology and digitalization. There are some developed countries in the world where technology is involved in every part of education environment. Thus, this is closely related to the spread of technology in the everyday life of people of all ages, but youth are the most. They have been surrounded by technology from their childhood in which they have become dependent of it. The fact that society is surrounded by technology clears the view for us that society itself encourages the incorporation of technology in education. For that reason, Mikre (2011), states that "Because Information and Communication Technologies provide both students and teachers with more opportunities in adapting learning and teaching to individual needs, society is, forcing schools aptly respond to this technical innovation". It is clear that, when we say technology it does not mean only computers but a lot of other devices. Undoubtedly, it has been determined that mobile is the most used technology device among youth especially those who are involved in education. As we are now, it is very common to observe many of students who are springing up in every corner using mobiles for many reasons; therefore, consciously or unconsciously the students are in the right position when it comes to the innovative use of technology during their learning process.

### **Motivation and Statement of the problem**

Teaching English as a foreign language is not an easy task. So that teachers withdraw to the use of traditional methods and replace it with technology. Thus, new learning and teaching techniques have been introduced and several achievements with the current case of technological developments have been identified. Nowadays, the use of technology in EFL classrooms plays a significant role in education because it maintain several technological tools that can make teaching and learning process more effective because young generation are the future of a country because it said that every country depends for the building of their brighter future on young generation.

### **Aim of the study**

Throughout this paper, we are aiming to find how educational technology affects the students perception in EFL classroom. The results of this research will inform those involved how the depths of it though determining their perspectives and nature. Such studies will pave the way for other studies adding more influential variables in the study, and thus contributing to the accumulation research on educational technology and its impact.

This study design to investigate:

1. To identify the impact of the use of technology within en EFL classroom on students perception.
2. Clarify the different tools used in teaching by using technology.
3. To investigate the students feeling toward using technology rather than traditional methods

### **Significance of the Study**

This study provides some detail information with the students' perception and it has wide applications. We have selected students and teachers to check whether the Western the innovative use of technology influenced their perceptions and to what extent.

### **Method**

In our study we use the descriptive or explanatory method that emphasis on the quantitative research technique. We have decided to use a questionnaire instrument which was designed based on the previous literature as a research tool composed on close and open ended questions delivered to 30 students that can be useful in collecting data. The target participants of this study are the first year students of the English department from the university of Ghardaia.. That means on the way of the students' participating, motivation, perception, in order to evaluate to what degree a student is tuned to the use of educational technology rather than traditional aids.

### **Research questions**

Studies show that there is a great effectiveness for the use of technology within an EFL classroom in manipulating the

On this basis, the following questions would be addressed:

1. What is the impact of the innovative use of technology in EFL classrooms?
2. Do teachers see that the use of technology is helpful in the teaching process?
3. Does the use of technology replace the traditional methods of teaching?

### **Research hypotheses**

To answer the previous questions, we hypothesize that the innovative use of technology in EFL classroom plays the biggest role in deleting with the perfect perception of the students rather than the traditional ways and that technology facilitates teaching and learning by providing numerous tools that teachers and learners can use effectively.

### **Structure of the study**

The present study is composed of two chapters. In chapter one, we have presented the general introduction in addition to the overview of technology education and its impact on the students' perception. The Second chapter deals with the methodology with all of the components and procedures besides the data analyses and interpretation, it contains a detailed analysis of the questionnaire and the interview as well as the discussion of the results.

### **Conclusion**

The purpose of the research is to figure out the main point of using technology in the classroom and how it can be beneficial for the learning progress of the students. The participants were selected based on certain criteria which are their dealing with the innovative use of technology. It can be said that the results will show that once students have a better understanding and grasp on the pros of technology during the learning process, and how to utilize it to their advantage, we are certain that they will be able to be at the top. However, that may not always be the case, but we certainly hope that this will affect them in a good manner with the contribution of the teacher.

---

# *Chapter 1*

*Literature Review*

---

## **Introduction**

The evolution of new technologies over the last two decades has sparked a lot of discussion in the field of education. Technology has introduced additional elements to the character of English as a Foreign Language in particular (EFL). However, in the sphere of language teaching, the subject of its incorporation in the language classroom is still a great topic to be tackled.

Teachers employ technological tools to facilitate learning and satisfy the demands of their students as a result of the necessity for varied teaching strategies in EFL. The use of educational technology in EFL teaching and learning is the subject of this chapter. Traditional and modern education, as well as educational technology, are all defined. In addition, it provides a historical background on the integration of technology's in the educational system. It also discusses EFL instruction and its relationship to technological use by describing certain technical tools. It clarifies some learning theories and instructional approaches, as well as their connections to technology. This chapter concludes with a discussion of the advantages of using educational technology.

### **1. Educational Technology: Overview**

Many researchers stated that teaching is the act of sharing information and assisting learners in gaining knowledge through a variety of courses. It necessitates planning and practice. Learning, on the other hand, is the purposeful acquisition of knowledge. It is the act or process of gaining new knowledge and abilities or improving old ones. It happens as part of the educational process.

Educational technology refers to a variety of materials that are used to enhance learning and make teaching more interesting. It makes learning easier by utilizing the right technology procedures and resources. Educational technology, according to Ely (1972, 36), is a "field concerned with the facilitation of human learning" (as cited in Robinson et al. 2008). It is concerned with the creation, organization, and use of learning resources (Robinson et al. 2008).

E-learning is a phrase that refers to the use of technological devices such as computers and digital technologies in educational settings (Asta, 2010). Learners' visual and aural senses are satisfied by technology. Educational technology considers three factors: the level of pupils, the teacher's motivation and training, and the institute's objectives. Schools are now connected to the internet as part of this new teaching method. Video conferencing, for example, allows students to bring the rest of the world into the classroom. (Nomass, 2013)

## **2. Integrating technology in education**

The term 'integration' is frequently used when discussing technology in teaching and learning. The notion of incorporating technology into the curriculum arose from a concern that we may have been teaching about and how to utilize technology but not how students may apply their newfound knowledge and skills. To solve this issue, a push was made to incorporate technology into each of the major learning areas.

Information and communication technologies (ICTs) are critical in the field of education because they can alter the classroom environment and make subject matter more accessible to students (Mishra & Koehler, 2006). As a result, EFL teachers must decide how to utilize technology in the classroom (and how not to use it) (Morgan, 2008). In this



regard, integrating technology into classroom instruction entails more than just teaching computer skills; it also necessitates educators seeking new ways to engage students and improve their learning; thus, one way to achieve this important goal is through the effective use of instructional technology.

Some theoretical researches have been conducted to demonstrate the importance of using ICTs in the teaching and learning process. It has been proven that incorporating technology into the classroom increases students' interest in the material being studied (Mayora, 2006, as cited in Ilter, 2009). "Technology might be one of the aspects that effect students' attitude favourably in the teaching-learning process," Ilter (2009, 136) stated in response to this problem. Furthermore, technology assists pupils to acquire critical thinking abilities, high levels of comprehension, and solve problems. (O'Dwyer et al, 2005).

According to Marshall (2002), technology in education allows students to study things they couldn't learn otherwise and travel to places they've never visited. Extensive research on learning using technology, according to him, "provides conclusive proof that people can and do learn via educational devices".

We can say from a general perspective that any form of technology provided with a purposeful content aids students in learning new material or connecting it to what they have already learnt.

### **3. Modern education Vs traditional education**

The teaching method has evolved over time, beginning with the use of chalk and progressing to the introduction of educational technologies such as computers. As a result, there are certain distinctions between traditional and modern education. Each technique has its own set of qualities. Traditional education places a greater emphasis on the teacher than on the students. The teachers have complete control over the lesson and have the option to

speak throughout it, but the pupils are passive and have limited opportunities to speak. They only get information. Traditional education relies on memorization and ignores the application of critical thinking. (Balias et al, 2013, 129-132)

To assist English language students in improving their learning skills, a variety of technology tools are used. English language learning websites, Computer-Assisted Language Learning applications, presentation software, electronic dictionaries, chatting and email messaging systems, CD-players, and learning video clips are among the resources worth mentioning. (Nomass, 2013, 114)

Furthermore, Balias et al (2013) stated that in today's world, there are quick changes in a variety of disciplines. Because the technology revolution forces educators to search for appropriate technologies for the educational system, the educational system has developed and the style of teaching has changed as a result of these developments. As a result, technological resources are used in modern schooling. It provides a variety of tools for sharing information. The teacher is regarded as a mentor to his students. This promotes their independence. Individual characteristics and requirements of learners are taken into account in modern education. As a result, people have more opportunity to improve their skills.

#### **4. Technological tools**

Education has evolved from being passive and reactive to becoming participatory and aggressive as a result of technological advancements. In both corporate and academic environments, education is critical. Education or training is employed in the former to assist workers in doing things differently than they did previously. In the latter, education is aimed at instilling curiosity in pupils' minds. In any situation, the use of technology can

assist students in improved understanding and retention of topics and now technology intertwined with every aspect of our lives, including education. It is a valuable tool for EFL teaching and learning because it offers a variety of technology materials such as Information and Communication Technologies, Computer Assisted Language Learning (CALL), Audio-visual Aids and Language Laboratories and Google Classrooms.

➤ **Information and Communication Technologies (ICT):**

The wealth of authentic teaching material makes ICT use in English language classrooms possible.

According to Evans, C. (2009, p.43) the CALL software encourages natural language acquisition by emphasizing listening comprehension, reading comprehension, speaking, and writing, all of which provide realistic and real-world information. They give students real-life visuals, written material, and native speaker voices to learn from (Reksten, 2000). Students' motivation and interest in learning are increased when they use blogs, wikis, and podcasts to broadcast their assignments and classroom accomplishments for prospective authentic readers. When students understand that their submissions have a purpose and are intended to be read, they are more motivated to complete them.

➤ **Computer Assisted Language Learning (CALL):**

The use of a computer in the language learning process is known as CALL. CALL programs are designed to teach components of the language learning process using computers. CALL programs can (and have) been created for a variety of aspects of the language acquisition process:

- The language taught,
- The language of instruction,
- The language writing system (both roman and non-roman character based),
- The level of the language to be taught (from absolute beginners to advanced),

- What is to be taught (grammar, informal conversation, and pronunciation) are some of the factors that determine the characteristics of any CALL program.

Because educators used traditional teaching approaches, EFL learning was once seen to be tedious. As a result, adopting CALL can help learners become more motivated, as CALL programs can present students with several ways to learn English "through the use of games, animated images, and problem-solving methods As a result, even the most mundane drills become more engaging" (Ravichandran, 2000, 82). CALL is a technique utilized in EFL teaching and learning since it offers numerous benefits. Learners can be more autonomous thanks to CALL, which provides them with a variety of learning resources. The computer can be a great tool for assessing and self-correcting mistakes made by students (Davies, 2006). However, in EFL teaching and learning, a lack of computer knowledge can be a significant issue.

➤ **Audio-visual Aids:**

Audio-visual aids are an intriguing tool for teaching and learning English as a foreign language. Many students love learning in language classrooms with audio-visual resources because it stimulates them and makes learning more pleasurable (Abdullah, 2014, 80). Audio-visual aids come in a variety of shapes and sizes. Pictures, tunes, videos, projectors, and PowerPoint presentations are among them.

A picture is a visual or textual representation of something. Thousands of photographs may now be found on the internet that can be used in the classroom. A photograph can be shown in a variety of ways, including as a slide show on a computer screen or on a display board using a projector. The use of visuals can help to make a lesson more engaging (Abdullah, 2014).

Furthermore, Abdullah (2014) states that a projector is also commonly used in classrooms. It is a device that uses the display of a computer screen to project a huge version of it onto a surface. It is regarded as a crucial instrument. A projector allows teachers to effortlessly and attractively communicate their teachings to their students. It is a tool used to present subjects to students. When a course is provided using visual resources, students are more engaged because they can see photos, maps, and graphics; students can also use PowerPoint to show their projects.

➤ **Language Laboratories:**

Teacher management over student computers and other networked devices will be available in all present language labs. These levels of lab functionality differ from one vendor to the next. The more advanced software laboratories that allow teachers to govern and control the student desktop, the more they will be needed. One of the most notable features of high-end software is its ability to collaborate live with students while they capture and manipulate media (Roby, 2004, pp. 523-541 as cited in Abdelaziz, 2017, p.88).

As a result, rather than waiting to correct student recordings after they have been recorded and returned, a teacher can now work synchronously and live with students on their own, in pairs, or in groups, boosting learning.



**Figure 01: A Japanese high school language lab shows students' positions**  
(Abdelaziz, 2017, 88)

➤ **Google Classrooms:**

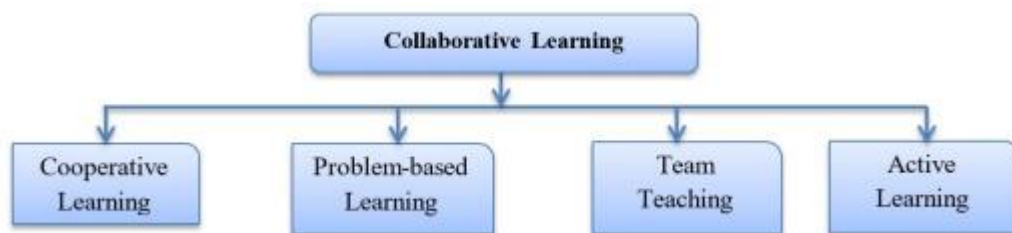
Google Classroom is well-known due of its simplicity. There is enough room for all of the disciplines, including English. Students entered the teacher's class code in order to participate in the lessons of Google Classrooms. Furthermore, Syakur et al. (2020, 475-483) are less difficult and more adaptable to use. It is therefore appropriate for teachers with varying levels of e-learning experience. Northey et al. (2015, 171-180) also suggest that it is simple to organize work and save time. It can hold all of the resources and tasks for each topic, making it easier for the instructor to organize, collect, and provide feedback because they are not intermingled throughout subjects.

## 5. The Impact of using Technology for Teaching and Learning English Language

The educational process has been improved because to technological advancements. The educational system had shifted from a teacher-centered to a student-centered learning style as a result of this. Students were merely passive consumers of knowledge, with minimal involvement in the learning process. English teaching fosters a student-centered learning environment that helps students develop critical thinking skills and problem-solving abilities.

In the context of education, ICT offers the potential to expand access to education while also improving its relevance and quality. According to Nagasubramani (2018, 34), ICT has a significant impact on education in terms of knowledge acquisition and absorption for both teachers and students by promoting:

- **Active learning:** ICT tools aid in the calculation and analysis of information gathered for examinations, as well as the computerization and accessibility of students' performance reports. In contrast to memorization-based or rote learning, ICT encourages learner engagement by allowing students to choose what they want to learn at their own pace and work on real-world challenges.
- **Collaborative and cooperative learning:** Regardless of the distance between them, ICT facilitates interaction and cooperation among students and teachers. It also allows pupils to collaborate with people from various cultures.



**Figure 02: Collaborative learning strategy (Aleem, 2019, 10)**

- **Creative learning:** ICT supports the manipulation of existing information and the creation of one's own knowledge in order to achieve a concrete product or a specific educational goal.
- **Integrative learning:** ICT encourages an integrative approach to teaching and learning by removing the synthetic divide between theory and practice, which is common in traditional classrooms where the focus is on a single aspect.
- **Evaluative learning:** Using ICT for learning is student-centered and gives relevant feedback via a variety of interactive elements. Instead of memorizing and rote learning, ICT allows students to investigate and learn through new approaches of teaching and learning that are supported by constructivist theories of learning.

## 6. Advantages and disadvantages of Educational Technology

Nowadays, the benefits that both teachers and students can gain during the teaching and learning process, using technology in the classroom has become a must in learning a foreign language. As a result, English as a foreign language teachers must improve their teaching methods in order to capture students' attention. In this sense, Riasati, Allahyar & Tan (2012) claim that for every benefit that technology provides, it also has some drawbacks.



Effective use of technology can assist foreign language learners develop their linguistic abilities and learning attitude, as well as build their self-instruction tactics and self-confidence, through a variety of communicative and interactive activities (Lai & Kritsonis, 2006). According to Dudeney and Hockly (2008), technology is important in the EFL classroom because it gives new ways to practice language and validates students' performance. Furthermore, Barani, Mazandarani, and Rezaie (2010) state that by utilizing media, teachers can expose students to a variety of input sources and broaden their language learning experience rather than becoming reliant on their teacher's dialect or idiolect.

Accordingly, Abunowara (2016) points that using technology in the EFL classroom has some drawbacks for teachers. One of them is that it takes time and effort to obtain real materials since teachers must continually learn new things, change software programs, and try to figure out how to use new technologies effectively. Furthermore, some students lack access to technology (Kruse, 2001b; as cited in O'Donoghue et al., 2004). As a result, Lai and Kritsonis (2006) argued that before employing technology to aid language teaching and learning, both teachers and students should have at least basic technological understanding.

Regardless of the benefits and drawbacks that using technology may bring, EFL teachers should be aware that they require it in order to serve digital natives in a more meaningful and complete manner (Merç, 2015).

## **7. Teaching Approaches and their Relation to the Use of Technology**

There are a variety of teaching approaches that concentrate on the fundamentals of how to teach a foreign language. Each method introduced a distinct method of instruction.

The grammar translation approach, which was popular in the eighteenth and nineteenth centuries, focuses on the target language's grammar and vocabulary translation. Because speaking has been ignored, the goal of this method is to teach students to read and write. The direct approach was developed in response to the grammatical translation method in the 1960s. Because teachers focus on speaking rather than reading and writing, the direct method neglects the usage of the local language; listening comprehension is emphasized. (Zainuddin et al, 2011)

Another teaching approach that developed in response to the direct method is the audio-lingual method. It placed a strong emphasis on the teaching of listening and speaking skills. The usage of language laboratories is a unique feature of this strategy. Its goal is to teach students how to understand what they are hearing. Because students must repeat the statement as soon as they hear it, the audio-lingual method is centered on repetition. As a result, students will be able to grasp the lessons quickly and communicate in the target language. (Zainuddin et al, 2011)

### **Conclusion**

That said in this chapter, when one can realize the historical background of educational technology on EFL learners, we can say technology has a great influence on education, but it can also have detrimental consequences. Teachers and students should seize this opportunity in a positive perspective and reduce the barriers that are preventing many students and schools from attaining excellence. As a result, it is past time for every country to implement a more technologically advanced educational system in the future. All this was properly discussed through this chapter; for the sake of crystallize an idea about the effect of educational technology on EFL learners.

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# *Chapter 2*

*Methods, Results and Discussion*

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### **Introduction**

The aim of our research is to explore the impact of educational technology on students' teaching/learning process. This chapter contains: methods, aim and description, data analysis and results discussion. It is also divided into parts which tackle the analyses of our case study; the first part includes results and discussion of the questionnaire in three sections. In which the data collected were analyzed quantitatively.

### **Research Setting**

The information will be gathered in the faculty of letters and foreign languages, the English department of Ghardaia university on March, 23<sup>rd</sup> 2022 at 11:00.

### **Participants**

The case study seems to be the examination of the target situation where conducting a research. Robert (1994) identifies it as “an empirical inquiry that investigates a contemporary phenomenon within its real life context, particularly when the boundaries between phenomenon and context are not clearly evident.”

The sample population, who will be addressed to answer the research tools administrated to them, are First year English students at the university of Ghardaia. Though, from this population, we have selected thirty students. The objective of our choice of this level is that their manipulation with the technology in their learning process since they came from secondary school with basic knowledge in using technology in their second language and they still in need to learn the language more. This study aims to choose a random sampling in order to achieve more authentic and accurate data.

### **Data Gathering tools**

According to Pahoo (1997, 59), “a research instrument is a tool used to collect data. An instrument is a tool designed to measure knowledge, attitude and skills.” To investigate what is the effect of educational technology on the learning/teaching process especially in Algerian educational system, we carried out two different tools. We designed questionnaire for students in the selected university which was administered to the students whose views were obtained, opinions and attitudes on how effective educational technology influence the academic performance and learning process of EFL learners (Appendix A).

### **Procedure**

It is time to talk about the procedure and the step-by-step process that this research paper passed through. First of all, before it all started, previous findings of the same theme was gathered; but before collecting these findings, the goal and aim of the research was targeted and on that basis research questions appeared and research hypotheses was suggested. Then, this research demands a qualitative descriptive method to collect and gather data via using a questionnaire and an interview to do that. On the one hand, the questionnaire has been given to a randomly chosen 1<sup>st</sup> year class of 17 female and 13 male at the university of Ghardaia. After attending a session with this young sample of students waiting for the class to end, to give them the questionnaire and explain the unclear things. In addition to this explanation, each question has been well clarified to facilitate the process since may some questions are ambiguous to them and since they are newly exposed to the English language. After collecting back those questionnaire, an analysis was made on each question separately based on that descriptive method, tables and figures was drawn to represent the amount of those answers since a graphic form describe them better.

### Students' Questionnaire

#### **Aim of the questionnaire:**

The questionnaire is carried out to 30 students of the first year at the department of English. The principal purpose of this questionnaire is to figure out the impact of educational technology on their learning and the adequate strategies and techniques that the teacher use to create a suitable environment for learning with these materials.

#### **Description of the questionnaire:**

The questionnaire is carried out over the last semester of the academic year 2021/2022 for a single day (23-03-2022). It consists of 19 questions, mixture of “closed” and “open-ended” questions. Closed questions by using multiple choices questions where respondents are restricted to choose among any of the given multiple choice answers, where as open-ended questions give them the opportunity to express their opinions in free-flowing manner. The questionnaire is divided into two sections about these subjects:

- Section one: this section includes three questions for getting data about personal information: Gender, age, and the duration of learning English.

- Section two: this section consists of 16 multiple questions about students' attitude towards educational technology like: the meaning of educational technology, is the department equipped with educational technology materials, how much do the teacher use technology in the classroom, if they like using these materials, is the use of technology may improve their language skills...etc

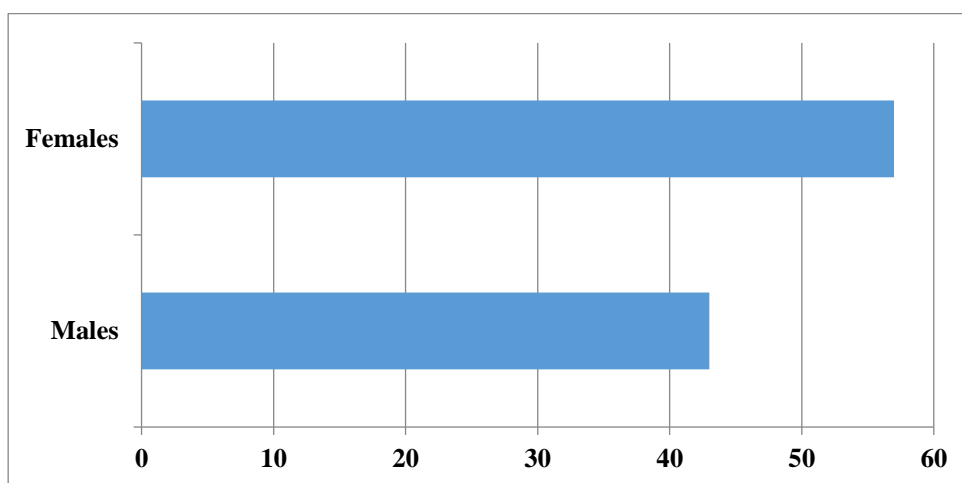
## Analysis of the questionnaire:

## Section one: Background information

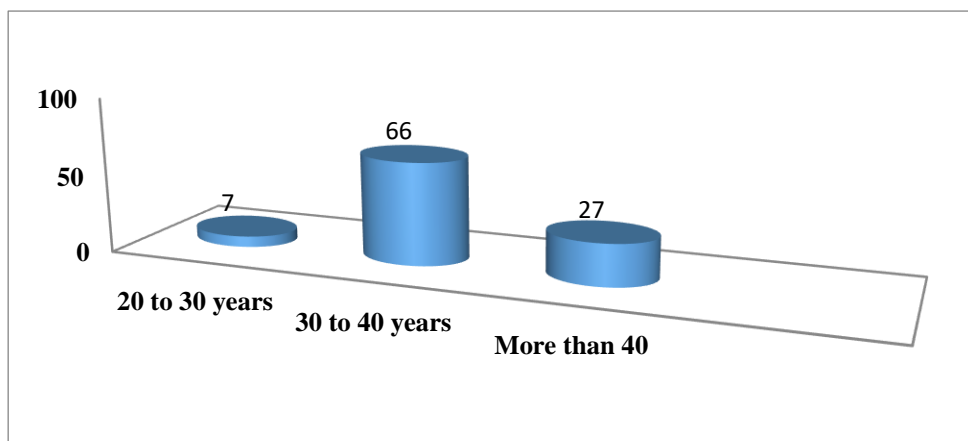
Gender	Frequency	Percentage (%)
Males	13	43
Females	17	57
<b>Age</b>		
20 to 30	2	7
30 to 40	20	66
More than 40	8	27

**Table 01:** Showing students' gender and age

Out of the 30 respondents as shown from table(5), 13(43%) were males while 17(57%) were females. This was an indication that female students dominated relatively in the study. As well as, students of 30 to 40 years old dominated the study with 20(66%), and of 20 to 30 years with 2(7%) in which the ones of more than 40 years with 8(27%) as shown in table(1) above.

**Graph 03:** Showing students' gender





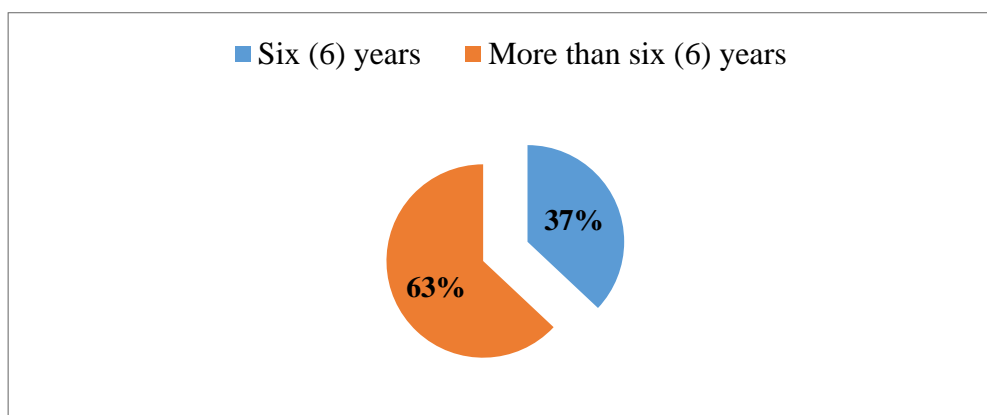
Graph 04: Showing students' age

### Q3: How long have you been studying English?

Choices	Frequency	Percentage (%)
Six (6) years	11	37
More than six (6) years	19	63

Table 02: Showing students' period of studying English

We can observe that 19(63%) of students have been studying English for more than six years, while the rest of them 11(37%) have been studying it for six years only as shown in table (2).



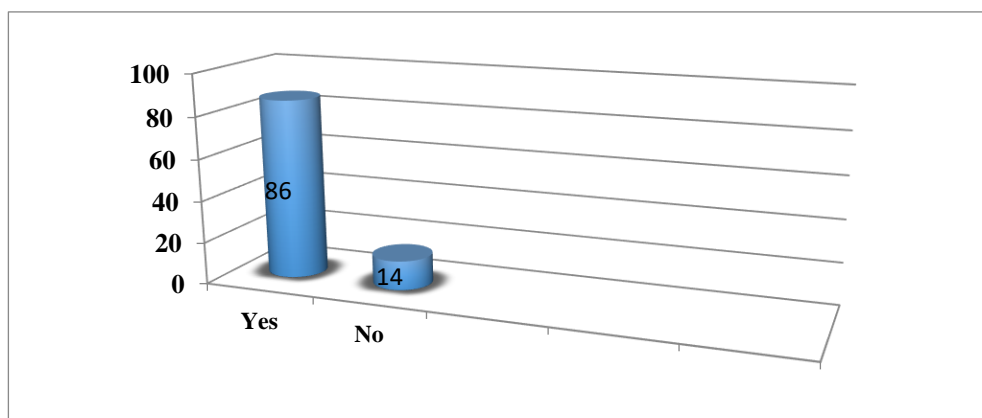
Graph 05: Students' level in English

**Section two: Students' Attitude Towards Educational Technology****Q1: - Have you ever heard of the term Educational Technology?**

Choices	Frequency	Percentage (%)
Yes	26	86
No	4	14

**Table 03: Students' perception about if they know the term educational technology**

We district the students to answer this close ended question about if they know the term educational technology. In which 26(86%) said that they know it, i.e. the learning is based on the use of educational technology and around 4(14%) said that they do not know this term. That is to say, that learning English is associated with the use of technology.



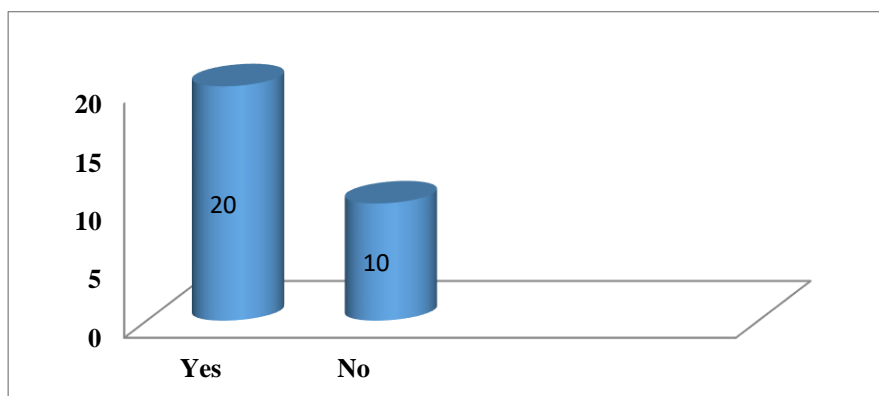
**Graph 06: Students' perception about if they know the term educational technology**

**Q2: - Have you been in an English classroom where the teacher used this pedagogy?**

Choices	Frequency	Percentage (%)
Yes	20	67
No	10	33

**Table 04:** Students' views about the teachers' use of educational technology

Students are asked to give their views about the teachers' use of educational technology, in which 20(67%) agreed that the teacher uses this pedagogy while 10(33%) said that they do not. as shown in table(4).According to that, we may say that students are going hand-in-hand with this pedagogy.



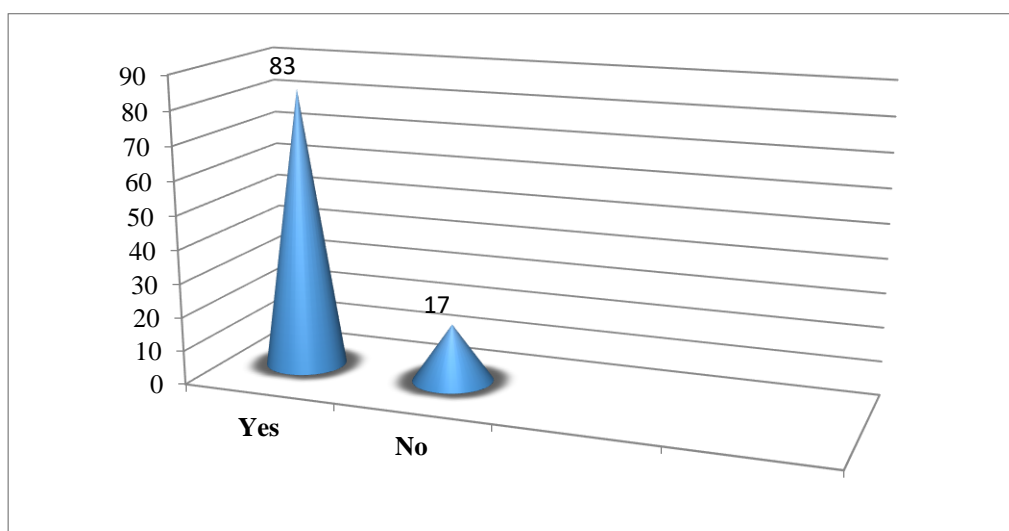
**Graph 07:** Students' views about the teachers' use of educational technology

**Q3: Do you enjoy using technology during your studies?**

Choices	Frequency	Percentage (%)
Yes	25	83
No	5	17

**Table 05:** Students' feelings about the use of educational technology

When asking the students if they enjoyed the use of technology or no, the majority of the respondents, 25(83%) from a total of (100 %) of the learners expressed their joy of using technology whereas two (05) informants, representing the percentage of (17 %) said that they did not. The following figure illustrates their answers:

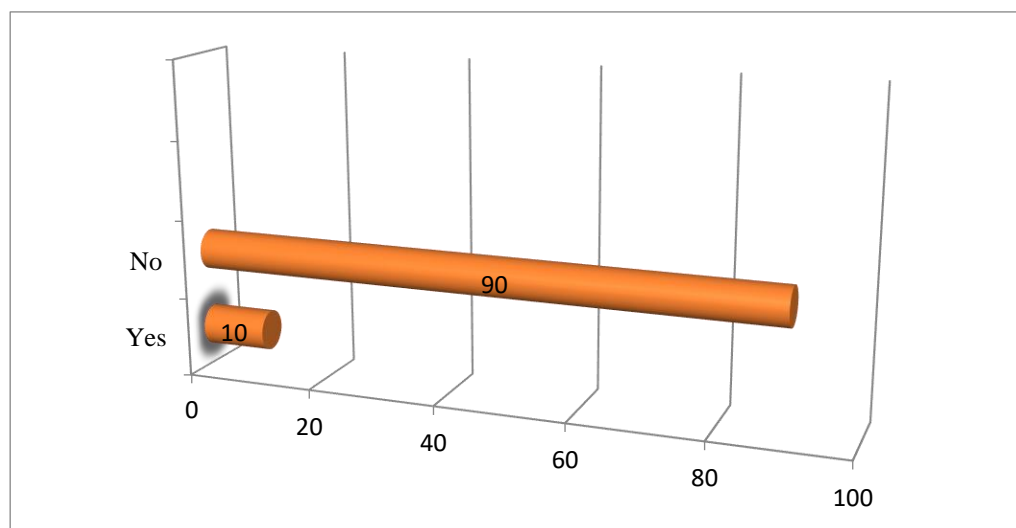
**Graph 08:** Students' feelings about the use of educational technology

**Q4: Do you think that the English department is equipped with enough technological materials?**

Choices	Frequency	Percentage (%)
Yes	3	10
No	27	90

**Table 06:** Students' views about the technological materials used in their department

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



**Graph 09:** Students' views about the technological materials used in their department

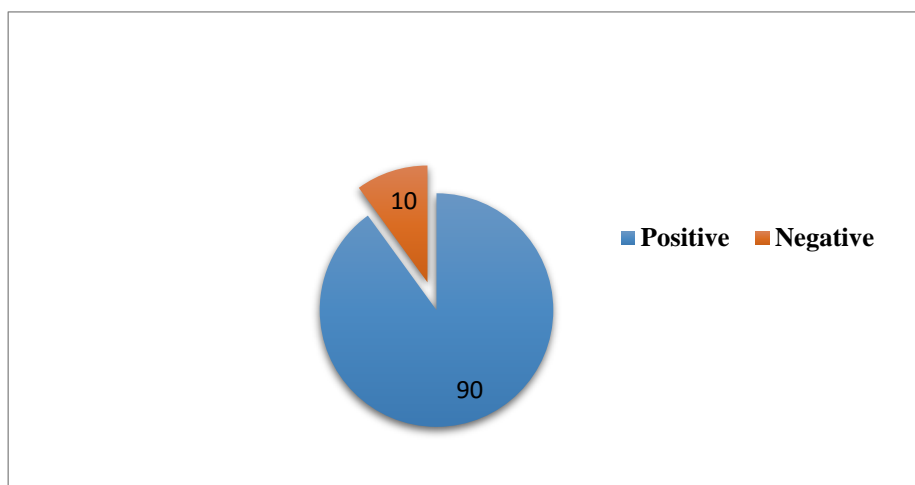
**Q5: Do you think the usage of educational technology is:**

Choices	Frequency	Percentage (%)
Positive	27	90
Negative	3	10

**Table 07:** Students' attitudes about the usage of educational technology

Through this table, we have noticed that the majority of the students have been answered by positive 27(90%), while the rest of them 3(10%) said that the use of technology is negative. Consequently, while the highest percentage is opted for positive, we cannot deny that the the use of educational technology is beneficial for the students' learning process.

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



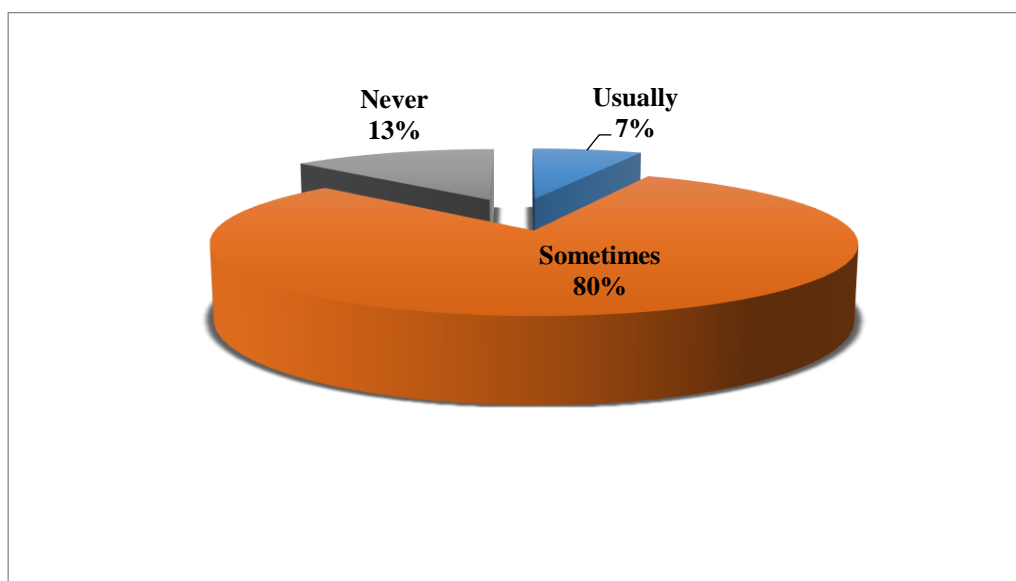
**Graph 10:** Students' attitudes about the usage of educational technology

**Q6: How often do you use technology in classroom?**

Choices	Frequency	Percentage (%)
Usually	2	7
Sometimes	24	80
Never	4	13

**Table 08:** Students' perception about the period of using technology

Concerning this question, most of the students 24(80 %) confirmed that they sometimes used technology in the classroom. Whereas, 04(13%) claimed that they never used it in the classroom. Two (02) students, representing the percentage of (7 %), said that they usually used it. The following pie chart gives an idea about the different responses of the informants:

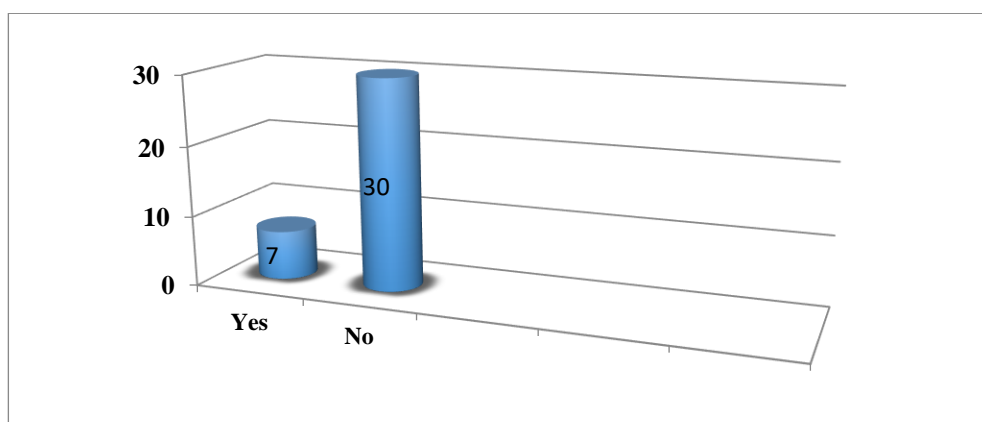
**Graph 11:** Students' perception about the period of using technology

**Q7: Do you wish to spend more time using technology in your classroom?**

Choices	Frequency	Percentage (%)
Yes	21	70
No	9	30

**Table 09:** The students' attitudes towards the use of technology

This question aimed at knowing if the students preferred to spend more time using technology in their classroom. The majority of the informants 21 (70%), answered by "yes" and the remaining, 9 (30 %), said that they did not wish to spend more time using technology in their classroom. The informants' responses are summarized in the following figure :



**Graph 12:** The students' attitudes towards the use of technology



**Q8: After being exposed to the term “Educational technology” and applying it within your classroom, what do you think about it?**

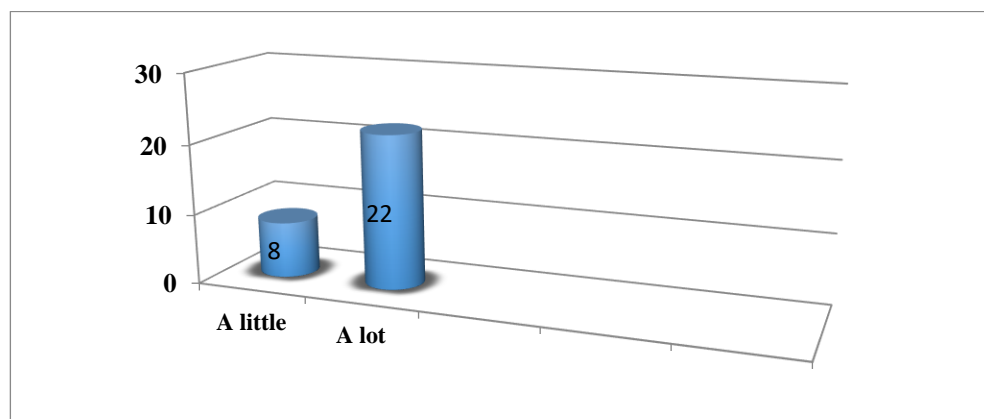
Students are asked to give their views about educational technology after having exposed to it, most of the respondents said that they think that it is useful for the learning process and recommended in the teaching process as well and they claim that the teacher must use these equipments because they are easy, helpful and enjoyable.

**Q9: Do you think using technology would improve your language skills?**

Choices	Frequency	Percentage (%)
A little	8	27
A lot	22	73

**Table 10:** Students’ perception about the impact of the use of educational technology on their level

The students were supposed to explain why the use of educational technology was important for them. Hence, the results obtained demonstrated that 22(70 %) of the total number of the respondents, believed that it enhanced their language level a lot. On the other hand, 8 (30 %) claimed that the use of technology did not enhance their language level. The following figure illustrates their answers:



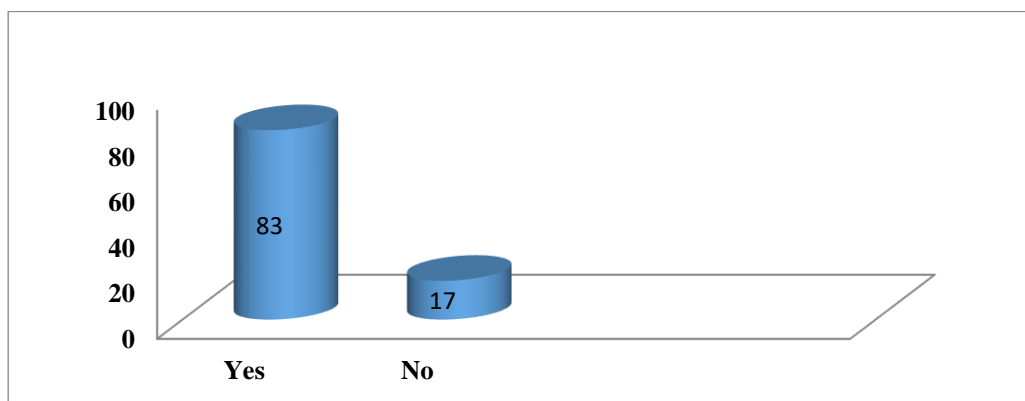
**Graph 13: Students' perception about the impact of the use of educational technology on their level**

**Q10: Does educational technology affect your academic achievement?**

Choices	Frequency	Percentage (%)
Yes	25	83
No	5	17

**Table 11: Students' views about the impact of technology on their academic Achievement**

Students are asked to give their views about the impact of technology on their academic achievement, in which the majority of the participants 25(83%) agreed that educational technology made a significant impact on their academic achievement. Whereas, the other options were 5(17%) claimed that technology has made no contribution for their academic achievement as shown in table(12). Thus, one can say technology it is a hard task for some of the students.



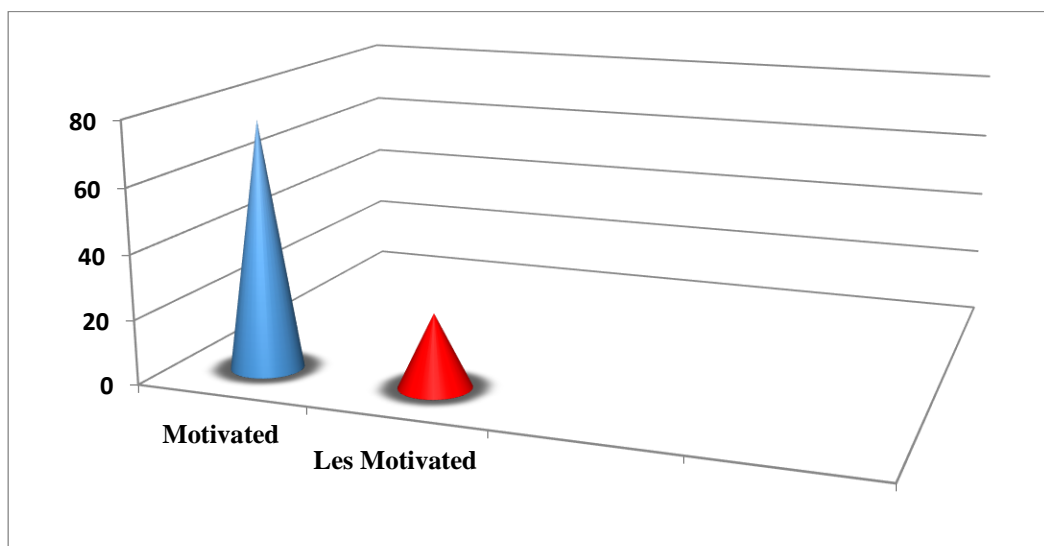
**Graph 14: Students' views about the impact of technology on their academic Achievement**

**Q11: Does the use of technology make the students?**

Choices	Frequency	Percentage (%)
Motivated	23	77
Less motivated	7	23

**Table 12: Students' views about the impact of the use of educational technology on their behaviour**

Concerning this question, the students were requested to state whether the use of educational technology motivated them or not. 23(77%) of the informants, stated that the use of educational technology motivated them while the remaining two 7(23 %), claimed that the use of technology made them less motivated. Their answers are shown in the table below:



**Graph 15: Students' views about the impact of the use of educational technology on their behaviour**

**Q12 : What do you prefer?**

Choices	Frequency	Percentage (%)
Traditional Education	3	10
Educational Technology	9	30
Both	18	60

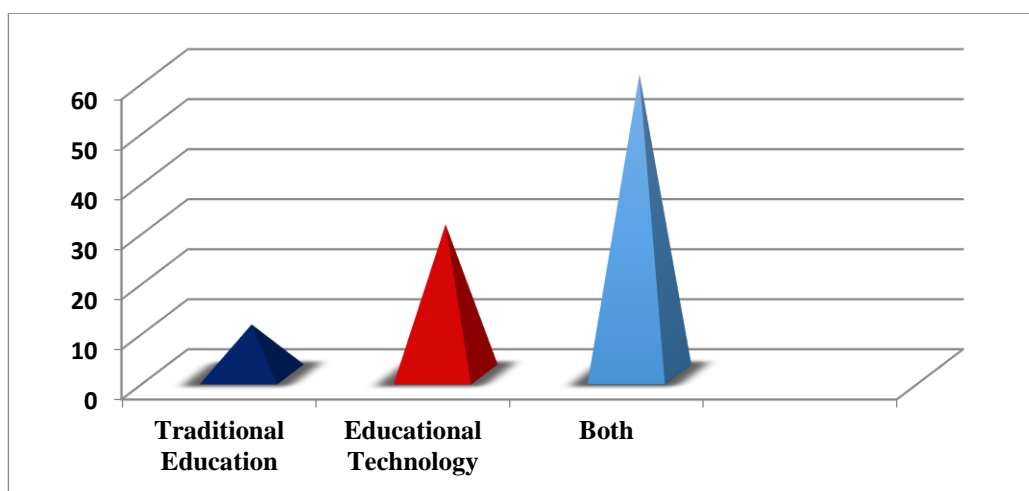
**Table 13:** Students' choice between traditional education and educational technology

When the respondents were asked whether they preferred learning through the traditional way, using new technological tools or both of them, fourteen students 18 (60 %) of the respondents, stated that they preferred the use of both methods; it means they enjoyed the use of the traditional method as well as educational technology. On the other

hand, 9 (30 %), affirmed that they preferred the use of educational technology rather than traditional education whereas 3 (10 %), said that they preferred traditional education.

The following figure describes the students' responses:

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



**Graph 16: Students' choice between traditional education and educational technology**

**Q13 : In your point of view, what are the positive or negative impacts of educational technology on EFL students' Academic achievement?**

A lot of students claimed that the use of educational technology is beneficial for their learning process. As we can assume from some teachers.

**Q14: What are the technological tools that usually use in your class?**

Regarding this question, the students were asked about the technological tools that they usually used. Most of the students stated that they used their smart phones especially

for the use of dictionaries. And others confirmed that they made use of the internet and tablets as their own technological tools in the classroom. All the respondents agreed that they used language laboratories, data show, and different audio-visual aids like PowerPoint presentation in the classroom.

**Q15: According to you what are the advantages and disadvantages of educational technology?**

In response to this open-ended question, the informants were asked to list some of the benefits and drawbacks of using educational technology. The responses were practically identical. The utilization of educational technology was deemed inspiring and beneficial by all of the informants. It boosted the children' listening and speaking abilities.

They claimed that using the internet aided them so as to effortlessly gather additional knowledge in a short period of time They claimed that the internet allowed them to contact with people from other countries, allowing them to enhance their language skills. According to the answers, the use of educational technology aided the teaching and learning process while also developing new ways of teaching and learning.

The respondents also identified the drawbacks that prohibited them from progressing to the next level. When pupils utilize technology, they, for example, do not engage their minds and rely solely on the internet, ignoring the usage of literature. They claimed that allowing students to use technology in the classroom sometimes distracted them from their academics. Some pupils saw technology in the classroom as a kind of pleasure rather than education (a waste of time). All of the respondents believed that a lack of technological proficiency will cause issues.

**Q16: Do you have any suggestions to improve the teaching and learning situation at your university?**

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

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

### **Conclusion**

This section is about gathering data, the types and the objective of using educational technology, and the opinion of the students.

To conclude our research, we may say that the results of our questionnaire gave us an image about the variety of educational technology tools used by the teacher and its impact on students learning process.

## Discussion

### Students' Questionnaire

The researchers proposed a set of hypotheses to help them develop their investigation. As a first hypothesis, it was stated that rather than relying on traditional resources, teachers find it more productive to use modern technological tools in the learning process. The current research effort supported this theory after assessing the data collected, since teachers stated a willingness to employ technological materials to aid their teaching. The majority of the students appeared to be more motivated to utilize technology since they agreed that it had beneficial impacts and that it helps them improve their language skills. Traditional education, on the other hand, was not ignored by either the professors or the students. Teachers believe that using instructional technology is critical in today's world.

The researchers proposed a second hypothesis, claiming that a variety of technical tools, such as computers and audio visual aids, can be used inside the educational system to improve EFL teaching and learning. The results of this study confirmed that this idea is correct. The technical materials proposed in this hypothesis have been found to be effective in EFL teaching and learning. Most teachers nowadays rely on the computer and network in their personal lives to prepare their lectures and support them in their teaching. Some teachers utilize a laptop and a data projector to deliver their lessons in the classroom.

The third hypothesis proposed is that educational technology helps and enhances teaching and learning by providing a variety of tools that teachers and students may effectively use. The findings of the data collection and analysis supported this notion. When using technology tools to instruct their kids, the majority of teachers are at ease. They stated that employing it, such as computers and the internet, would benefit them greatly, particularly the teachers of the oral production module, who confirmed that



teaching oral production without the use of language laboratories and technology would be extremely difficult for them. The majority of the kids expressed an interest in incorporating technology into their classroom.

Finally, the majority of EFL teachers and students were in favor of using instructional technology. They understood the significance of its application. All of the teachers believed that today's students are considerably more interested in using technology both inside and outside the classroom. As a result, the use of technology in classrooms and institutions must become the standard. The teacher should encourage his students to use educational technologies to improve their language skills. Teachers and students, on the other hand, require professional training in the use of educational technology in order to avoid complications when using it.

### **Conclusion**

The purpose of this chapter is to give an overview of the research design and data analysis. It was about the goals of this research project. It was also concerned with explaining the research instruments and methods of data analysis. Its goal was to analyze the data and convey the findings. In fact, the use of technology for teaching and studying English as a foreign language is extremely vital and beneficial, according to the results of the students' survey. However, every student should understand how to use technology so that he or she does not encounter any difficulties when doing so. As a result, educational technology has a favorable impact on students and teachers, but it does not replace conventional education.

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## *General Conclusion*

Educational technology has altered the ways to teaching and studying English as a foreign language, bringing changes to the sector of education. The teaching and learning process is improved and facilitated as a result of its advancements. It is worth noting, for example, that new technological materials can enhance the teaching and learning environment while also providing students with the opportunity to explore and accept the new technological environment.

The use of instructional technology is on the rise nowadays. To make the educational process successful, EFL teachers and students rely on the use of various technology tools. The researchers offered the following research questions based on the role of technology as a medium for EFL teaching and learning and its impact on the EFL teaching and learning process as the researched topic for this research work.

The study has begun with a literature review of previous research studies concerning educational technology. As an entry, the researchers provided an idea of traditional and modern education, a definition and a historical background of educational technology so that the reader will have an idea about this concept, the researchers mentioned some of the tools that technology offers, and the impact of technology on language teaching and learning. The introductory chapter also discussed the challenges encountered in classrooms, resulting from the integration of technology.



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To sum up, the current study has attempted to give a notion of education in relation to technology by analyzing several facets of that relationship, including the important contribution of technological education, as well as its benefits and drawbacks. Furthermore, the purpose of this study was to determine the impact of educational technology on the teaching and learning process. Nonetheless, it tried to draw attention to future educational research, technological advancements, and the future of English language teaching and learning.

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# APPENDICES

## APPENDIX A

### Students' Questionnaire

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



#### Dear Students

This questionnaire is an attempt to gather information needed for the accomplishment of a master dissertation. It aims at showing the impact of Educational Technology on EFL teaching.

Your answers are highly important for the validity of this research being undertaken. You are kindly requested to answer the following questionnaire carefully.

Please  tick the appropriate box and add suitable comments in full sentences whenever necessary.

---

**Section One: General Information**

**Gender:** 1- Male   
2- Female

**Age:** a- 20 to 30   
b- 30 to 40   
d- More than 40

**- How long have you been studying English?**

.....

**Section Two: Students' Attitude Towards Educational Technology**

**1- Have you ever heard of the term Educational Technology?**

Yes  o

**2- Have you been in an English classroom where the teacher used this pedagogy?**

Yes  o

**3- Do you enjoy using technology during your studies?**

Yes  o

**Justify:**.....

.....  
.....

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

Yes

**5- Do you think the usage of educational technology is?**

Positive  Negative





**Explain:**.....

**6- How often do you use technology in classroom?**

Usually  Sometimes  Never

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

Yes  No

**Why:**.....

**8- After being exposed to the term “Educational technology” and applying it within your classroom, what do you think about it?**

.....

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

A little  A lot

**10- Does educational technology affect your academic achievement?**

Yes

**How:**.....

**11- Does the use of technology make the students?**

Motivated  Less motivated

**Justify your answer:**.....

**12- What do you prefer?**

Traditional education  Educational technology  Both

**13- In your point of view, what are the positive or negative impacts of educational technology on EFL students’ Academic achievement?**

.....  
.....



---

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

.....

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

.....

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

.....

*Thank you for your help and support*