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MASTER IN  
“Language and Communication ”

***The breakthrough of educational technology in the  
Algerian EFL classroom ( blended learning )***

The Case study of Firth Year Middle School in Mostaganem

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## **Dedication**

*All thanks and praise be to Allah the most high for all the strength he gave me*

*I dedicate this work*

*To the soul of my father who I miss*

*To my enormously beloved mother*

*To my dear husband for his faith in me*

*To my lovely sisters Mounia,Amina ,Hamida ,*

*Amina and Halima for their love, great words and contribution*

*To my brother Amine for his unconditional support*

*To the soul of my dearest grandmother who left us*

*recently but she will always remain in our heart*

*To my sweet aunt Meriem for her support*

*Thank you all!*

*Nassrine*

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## **Abstract**

As the educational system in Algeria has undergone many changes and improvements, especially after the adoption of competency-based approach in teaching methods in 2003, people continue to ask for more investment in educational technology. This interest is due to the need to change and improve the quality of education. The aim of this study is to first explore the views of Algerian middle schools on the use of ET tools by EFL teachers in their classes. A hybrid method based on questionnaires was used. The results show that EFL teachers were aware of ET in the EFL teaching and learning. In addition, the survey results show that most teachers use computers and data projectors to teach English. Besides, The findings showed that teachers believe that incorporating ET into teaching is a source of motivation for their students. In addition, it is reported that the lack of ET tools and the lack of training and support to integrate them are the main obstacles that prevent middle school EFL teachers from successfully integrating these resources in the classroom. It is highly recommended to train in ICT integration, technical support and ethyl tools in middle schools in Algeria to overcome ET barriers.

**Key words:** **Algerian education, CBA, EFL, ET,ICT**

## **List of Abbreviations**

ADSL: Asymmetric Digital Subscriber Line

AECT: Association of Educational Communication and Technology.

BL: Blended Learning

CAA: Computer-Aided Assessment

CBA: Competency-Based Approach

CD: Compact Disc

CD-ROM: Compact Disc Read Only Memory

CLT: Communication Language Teaching

CALL: Computer Assisted Language Learning

DVD: Digital Versatile Disc

EFL: English as a Foreign Language

ELT: English Language Teaching

ET: Educational Technology

ICT: Information and Communication Technology

INFO: Information

IT: Information Technology

LMS: Learning Management Systems

MP3: Moving Picture Experts Group MPEG Audio Layer 3

MP4: Moving Picture Experts Group MPEG Advanced Video Coding 4

PCS: Personal Communication System

PDF: Portable Document Format

SF : Single Frequency

TV: Television

USB: Universal Serial Bus

WBI: Web-based Instruction

WWW: World Wide Web

e.g.: exempli gratia

i.e.: id est

## **List of Acronyms**

E-learning: Electronic learning

MOOC: Massive Open Online Course

MOODLE : Modular Object-Oriented Dynamic Learning Environment

## **List of Symbols**

%: percentage

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## **General Introduction**

Over the years, technology has revolutionized our world and daily lives. Technology has created amazing tools and resources, putting useful information at our fingertips .Since Education is the basis of every nation, Technology can be a powerful tool for transforming learning. It can help affirm and advance relationships between educators and students, reinvent our approaches to learning and collaboration, shrink long-standing equity and accessibility gaps, and adapt learning experiences to meet the needs of all learners. Introducing ET in the educational sating is a major endeavor. Education through Educational Technology has become effective, useful, interesting and motivating way of proceeding teaching practice now-a days.

### **1/Aim of the study**

The present work sheds light on the perception and usage of Educational Technology by middle School EFL teachers. This research explores the extent to which both students and teachers perceive the application of blended learning method in their current lectures. It also documents those barriers that EFL teachers face when using ET.

### **2/Statement of the problem**

With the increasing technological development and the growing popularity of Blended Learning all worldwide, there is a necessity for teachers to be prepared for the use of ET in education. However, regarded to the Algerian academic and educational system, it has been observed the lack or rather the absence of educational technology usage, even though the National Ministry of Education claimed that it has provided several technological tools to modernize the educational system. Thus, investigating this issue stems from a personal interest in the field of education motivated by our interest in teaching where it is witnessed that some teachers do not fully integrate ICT in their teaching.

### **3/Research questions**

Before we undertake our research we ask the following questions:

- Are the EFL teachers aware of the importance of integrating education technology in their classes?
- What are the barriers which hinder the use of ET in EFL classes ?

### **4/Hypothesis**

In the light of the previous question, we hypothesize that the insufficient integration of educational technology in the Algerian educational system it is due to the absence of the concept of blended learning method and the lack of awareness of its importance for both the

teacher and the student. If EFL teachers have a positive perception of Educational Technologies and access to them, they would become effective agents who would successfully integrate ET into their core subject.

### **5/Limitations of the Study**

We are aware that the field technology and education is so broad and there are many issues to be discussed. But we have deliberately limited our study to the perception of Algerian teachers of English regarding ET usage and the limitations of their integration in their teaching. Our study concerns also a limited population which is teachers and students of English in some middle schools in Algeria.

### **6/Methodology**

This study will utilize a mixed method to collect qualitative and quantitative data which is to be made from different sources thanks to two questionnaires. This method is opted for as it permits to tackle the issue at-hand from many angles and thus increasing the validity of the results as well.

### **7/Structure of the work**

The presented study is divided into three chapters .Chapter one is a historical background of blended learning and theories concerning educational technology moving to its types, tools, devices and application in EFL teaching and learning, the advantages and disadvantages of ET ,Second chapter deal with the collected data and its analysis . Third chapter discusses the results and the findings, also gives recommendations and answers the research questions.

# *Chapter One*

## **Introduction**

Today's world is in a constant dynamic of change, especially with the advent of technology, where new needs have emerged. So in this chapter, we explore the literature review about the educational system and in EFL especially. It is divided into two parts. Part one presents a brief historical background of Blended Learning. Then, part two discusses educational technology for teaching and learning where the literature will proceed with a short overview about the evolution of educational technology in addition to some theories that tackle the same subject. Then, part two will be ended with current applications of information and communication in English Language teaching and learning. As part three is concerned, we will shed light on English Language Teaching in Algeria starting by methods moving to the implementation of Information and Communication Technology in English Language Teaching in Algeria. . The third point will be about the usefulness and advantages of the application of multimedia technology in ELT and The last title will be devoted to the problems and disadvantages arising from the application of this multimedia technology in ELT.

### **I. Historical Background of Blended Learning :**

The recent growth of technology and network systems in society has led to the development of innovative instructional delivery methods. These methods have refocused the way instructors teach and students learn in academic settings. One of the areas where the use of technology has had a positive influence is blended education. The literature indicates blended instruction offers educators a way to train 21<sup>st</sup> Century learners in such a way that they are ready for today's workplace (Helen, Aaron, Heather, & Irene, 2007). Thus, in order to create a successful blended learning strategy, it's wise to learn as much as possible about its key ideas and values. To understand these, however, you must first know how it all got started and the historical highlights that shaped its core principles along the way (davis, 1993) (Brookfield & Preskill, 1999).

#### **a) First Distance Course**

The first distance education course in the modern sense was provided by Sir Isaac Pitman in the 1840s, His course centered on shorthand. Pitman sent shorthand texts to his students via mailed postcards and they were required to send them back to be graded and corrected. Even though educational technologies weren't involved and invented yet, feedback and assessments were done effectively (Börje, 1995).

#### **b) Mainframe Computer-Based Training**

Modern computer-based training can be traced back to the mini-computer and mainframe training of the 60's and 70's. It was the first time that training could be deployed to countless workers within an organization without having to rely on printed materials and face-to-face instruction (Christopher, The History Of Blended Learning, 2015). Employees could simply login to their character-based terminals to access the information. One of the most notable

systems was Plato, which was developed by Control Data and the University of Illinois back in 1963. In fact, Plato is still around today (STPAPAKADIS, 2015).

### **c) TV-Based Technology to Support Live Training**

At this stage in the blended learning timeline, videos were used to train employees, physical appearance of instructors were no longer a must .This made the training experience more interactive and engaging (Helen C. , 2019). Stanford University Interactive TV is One of the most successful satellite-based training case studies. Stanford devoted resources to their video network in the 70's and 80's so that professors could hold classes in multiple locations throughout SF at once, and it is still running to this day. Instead of having to send assignments to the professor by mail or courier, learners can now submit their work for review online (ALEX, 2019).

### **d) CD-ROM and LMS**

Blended training strategies and applications has evolved with the development of technology. Schools and institute began using CD-ROMs to deliver more interactive learning experiences, such as those that feature video and sound (Christina, 2018). This distributed format could hold larger information, what made them beneficial for distance learning. Computer-based courses for the first time were now able to offer a rich and comprehensive learning experience. In some cases, it even took the place of face-to-face instruction (Marcelo, 1999). Also, Learning Management Systems (LMS) were introduced for the first time, though they didn't offer the same functionality as the solutions available today.

### **e) Web-Based Instruction**

Web -based instruction first appeared in 1998, Computers were no longer just for upper class and companies only, but it has become available to all social classes and workers in different domains. (Jayanthi, 2019). graphics, sound, and video became more immersive, while browsers increased connection speeds and gave virtually everyone access to internet learning resources (Jaziar, Tim, Jennifer, & Isabell, 2020). Materials, eLearning assessments, and assignments were easily uploaded via the web, and learners could access them with a click of a mouse button (Dongsong, 2006).

### **f) Blended Learning Integration**

2000 Until Today: We currently find ourselves in an exciting time for blended learning. Technology is rapidly changing and an increasing number of organizations and private learning institutions are beginning to see the benefits of a blended learning approach. From interactive scenarios in the classroom to webinars and online tutorials, learners now have a wide range of tech tools and applications at their disposal (Vinz, Sandra, & Micheline, 2009). Gradually, the union between face-to-face instruction and technology-based learning is producing new and creative ways to enrich the educational experience and make learning fun, exciting, and even more beneficial (Scott, 2015).

## **Blended learning statement of meaning**

Blended learning opportunities incorporate both face-to-face and online learning opportunities. The degree to which online learning takes place, and the way it is integrated into the curriculum, can vary across schools. The strategy of blended online learning with school-based instruction is often utilized to accommodate student's diverse learning styles and to enable them to work before or after school in ways that are not possible with full-time conventional classroom instruction. Online learning has the potential to improve educational productivity by accelerating the rate of learning, taking advantage of learning time outside of school hours, reducing the cost of instructional materials, and better utilizing teacher time. These strategies can be particularly useful in rural areas where blended or online learning can help teachers and students in remote areas overcome distance.

## **II. Educational Technologies**

Over the past decades, technology has increasingly been used to enhance courses and contents offering both in the face-to-face and distance education settings. Educational Technology is concerned with the development, application and evaluation of system, techniques and aids to improve the process of human learning. It could be conceived as a science of techniques, methods and media by which educational goals could be realized.

### **1. Educational Technology Defined**

The term educational technology is increasingly embedded in teaching and learning including English Language Teaching to improve learning achievement. However, the notion of educational technology has struggled in giving a clear, determine definition to itself (Damian, 2019). This is because of its status as an applied social science to some degree, and due to the suspicion around the domain's trustworthiness. Finn (1972) indicates that the domain requires to gain the credibility with professional educators for its development and advancement (Rocci, 2005). Thus it is a tough task to define the field. Ely (1970) proposes not to come at an ending definition but to open discussion amongst specialists of the field to come up with a possible definition (Archie, 1999).

Early definitions of educational technology are traced back to the definitions of audio-visual communication (Robert & Donald, 1997). Ely (1963) claims that:

*"Audiovisual communication is that branch of educational theory  
and practice primarily concerned with the design and use of messages,  
which control the learning process."*

On his part Mitchell (1972) defines the field as:

*""A field of research and practice related to various aspects of an organization or an educational system and program, through which resources can be assigned to specific and possibly reproducible educational outcomes"(BOKOVA, 2014)*

Identically a comprehensive definition given by AECT (1972) states :

*"Educational technology is a field involved in the facilitation of human learning through the systematic identification, development, organization and utilization of learning resources and through the management of these processes." (Ri, 2005)*

## **2. Evolution of Educational Technology**

Technology has changed over the years. The evolution of technology in the education sector dates back 2,500 years ago. Technology has transformed learning in classrooms, with teachers keen to emulate new learning techniques with the help of technology. The names of various technologies in the present scientific and technological age are quite common nowadays, such as paper technology, cloth technology and glass technology. In educational field too, the term 'Educational Technology' used with great interest. (Khvilon, 2002)

People's knowledge has been transferred to other societies through communication tools and technologies, including writing, pictures, television, computers and the Internet. Because data and experience can be stored in books and various tools, society evolves.. (Parshakova, 2013)

The first ways of sharing knowledge were handwritten books through printing press in the 15th century. Printing represented a technology that allowed knowledge to be spread to a larger group of people throughout the world. The printed books could be reproduced in editions of hundreds of copies that could easily be read and transported in privacy from one place to another. From the 19th to the 21st century, innovations including radio, photographic and cinematographic media have brought society into what is called the technological age. Equipments such as: televisions, CD players, DVDs, computers and devices such as Smartphones, iPods, iPads, and iPhones played a big role in communication and getting information. An immense sum of information can easily be stored and distributed all over the world thanks to these advanced technologies. (Manuel Area Moreira, 2008)

### **2.1 Behaviorism, Cognitive and Constructivism Learning Theories**

It is apparent that educational technology has been shaped by three philosophies and retains characteristics of each one. (PEGGY & TIMOTHY, 2013)

#### **a) Behaviorism Learning Theory**

Behaviorism theorists believe that knowledge exists independently and outside of people. (Cruz, 2013) Declared the expression "a universal learning process," to define human learning focuses on observable behaviors. She wrote according to Watson certain responses which trigger from particular stimuli lead to human behavior in what she thinks is useful for some disciplines but unhelpful and unsuccessful for students to obtain new skills .She gave an example about acquiring typing skills in direct education. As far as the acquisition of the second language is concerned, (Cruz, 2013) added one to be competent communicator, repetition (rote) as well as learning by heart vocabulary are vital in becoming so in a different language. She concluded by saying

*“Direct instruction and rote memorization are good strategies of teaching and learning.”*

### **b) Cognitive Learning Theory**

Students are not able to keep information in long-term memory unless it is accorded with a unique experience or depends on much sensory information during presentation of the lesson (Orey, 2008)

In a Teacher Affects Eternity website, it is written that Pitler, et al. (2007) show the usefulness in combining technology into their note-taking process to better lesson's understanding. (Robertson, 2007)

According to Joan Clarke site (2016)(Haigh, 2014) technology, within this theory, can successfully be implemented in the classroom because it facilitates the acquisition of knowledge that students need to ameliorate their studies. The examples stated in that cite contends that

*“if a group of students need information in order to do a project, instead of waiting for teacher to tell them some information that they can grasp, they can use a software to get the information they need”.*

Technological tools integration in classroom helps students better understand datum.

### **c) Constructivism Learning Theory**

In (Reg, 2016)Constructivism has been defined as a theory which was developed by Jean Piaget. This latter believed children build knowledge while they are fully engaged with tasks done by themselves with a careful choice of the type of materials they use depends on their age stages. In his opinion students have to grow through all these stages and must not skip one of them.

Within the same cite, it is indicated that the application of technology inside the constructivist classroom has a big impact on the improvement of the student knowledge acquisition as it focuses on the learner's experiences. With the help of their teacher's instructions, the students here are more active and are guided to discover for themselves (Abbas, 2013). In addition, students, in order to reach higher learning, are encouraged to work in groups; because an environment like this helps the students to achieve their full potentials.

*“In so doing they become team leaders and team players; willingly working with others; they plan and present their findings. The facilitators are also able to follow as they use various technological tools to use in assessing and giving feedback to their students.”*

(Haigh, 2014)

## **3. Types of Educational Technology**

The wide spread of technology in our daily life make some materials the essence of education ,notably in foreign language teaching ;for the reason that it provides authentic language .These Technologies can be summarized in the following points :

### **a) Information and Communication Technology**

### **b) Computer Assisted Language Learning**

In short, computer assisted language learning defined as “*The study of applications of the computer in language teaching and learning*” (Levy.M, 1997)

Introducing CALL to teaching English provides students with a great opportunity to succeed by increasing their interest and motivation in the course, ... games, animated graphics, and problem-solving techniques throughout the process. The result is even boring. Probes get more and more interesting ( (Ravichandran, 10-12 Feb. 2000) .

Overall, CALL aims to promote the learning process using real material and to “improve the learning ability of those who learn languages by computer means »(Cameron, 1999)

### **c) Language Laboratories**

The language laboratory is an audiovisual facility for teaching foreign languages. Due to the command of the language, it is usually equipped with a collaborative product of a computer, a recorder and a projector, which is mainly used for oral production and aural compression. they avers that:

*“The last language lab is equipped with all the necessary equipment, such as computers, headphones, microphones, audio tapes and a large amount of audio equipment.”*

(César, 2006)

These types of materials bring the outside world to the classroom, henceforth, contribute to increase students motivation and self confident.

### **d) Audio-Visuals**

Audio-visual stand for both a sound and visual elements such as TV shows .Audio-visuals create a positive learning environment. Mannan (Bagulia, 2005) explains that visual aids « *help the teacher explain concepts and make their learning effective, interesting, meaningful and* »

## **4. Educational Technology for Teaching and Learning**

The educational system today uses technology to make the learning process easier and more developed. It can be found in every classroom courses all over the world: in universities, high schools, middle schools and elementary schools.

*“For this reason, technology application in classrooms is essential to ensuring its efficiency and effective integration. Technology has now changed how teachers and students access, gather, analyze, present, and transmit information by giving them more power in the classroom”*

(Dooly, 1999)

### **a) Educational Technology and the language teacher**

Nobody doubts that technology has a major impact on both teaching technology and the quality of classroom interaction. (Heinecke, October 2007) pointed out that "*The implementation of technology in the classroom will lead to changes and changes in teaching practices*". Additionally, according to estimates from Microsoft Corporation's "*Anytime, Anywhere*" learning project, teachers are reporting increased self-confidence when implementing technical equipment. Furthermore, teachers pointed out that computers allow people to use constructivist methods to teach instead of relying on traditional methods such as lectures and sessions (Demirtas, January 2004).

### **b) Educational Technology and the Language Learner**

Studies have shown that all four skills for learning success have occurred successfully in the technical field and the impact on students (Goldberg, Russell, & Cook, 2003) pointed out: Students who use vocabulary for learning writing tend to produce Competencies.

*"The integration of technology in the classroom has a positive impact on students' academic performance", concluded that the implementation of technology in the classroom has a positive impact on student achievement. The class can increase students' motivation, develop a positive attitude and self-esteem."*

(Waddoups, September 2004)

## **5. Principles of Technology -based classroom**

There is no doubt that the way teachers teach, and learners learn witnesses a remarkable change, this change influences in a way or another teacher and learner roles.

### **a) Roles of the Teacher**

The teacher is no longer the unique source of information, but rather he/she plays the role of a facilitator, integrator, orchestrator and mainly a motivator.

As a facilitator, the teacher needs to be aware and skillful in using different resources and materials that enhance the teaching process .According to Normala and Maimunah (Kadir & Maimunah, 2004):

*"Changing the role of teachers from the dominant information nurturer to facilitator creates many unique opportunities for teachers to build relationships with students, because teachers can take on various roles as coaches, facilitators and colleagues"*

As an integrator, the teacher must integrate new technical equipment into his teaching and must understand the "how" and the "when", that is, how to use technology and when to use technology.

### **b) Roles of the Students**

The role of students in education is central and must go beyond the traditional view of students as receptors or receivers of knowledge (Harrington, July 2014). Besides the role of beneficiaries, “*students are the raw material of education and the main products of educational reform; most importantly, ... students are important members of the workforce involved in creating education*” (Lengnick-Hall C. a., 1997) . Likewise, in terms of time management, learning styles, maturity, demographics, expertise, cultural orientation, and interests, the diversity of individual differences between learners increases (Williams-Pierce C. , 2011)Because they suggest that teachers are "the creators of an environment that allows students to learn as much as possible", or that school becomes a place of learning for interpersonal relationships between people, students will develop their own personal courses and various system selection surveys. Replace passive reception of information (Putzel, 2007)

## **6. Educational Technology in English Language Teaching and Learning**

*"We have to use technology in every class and in the hands of all students and teachers, because this is the pen and paper of our time, and it is also the lens through which we experience many things in the world."*

David Warlick

Owing to technological development, education becomes easier than it was before and the class rooms are affected by digitalized world. “*the term ‘digital learning’ took its place in education world. It can be defined as any instructional practice that is effectively using technology to strengthen the student learning experience*”(Education, 2015)

## **7. Information and Communication Technology Tools, Devices, and Infrastructures in English as a Foreign Language Context**

After the 1950s, the teaching and learning of foreign languages has developed enormously. New teaching methods and tools are introduced in the English as a foreign language teaching environment. The United Nations Educational, Scientific and Cultural Organization (UNESCO)(2004)(Mominó, 2016) stated that "*promoting access to other cultures and languages is the main objective of language teaching, and the effective use of language resources. ICT in their teaching is one of the main challenge facing language teachers.*"

The application of educational technology in the English as a Foreign Language classroom is designed to achieve the purpose of learning and teaching English. That is why educational technology enables students to improve their language skills (Asta, 2010). In turn, teachers can use them to help students improve their English. Technologies that are classified differently in ICT are often used in an English-speaking environment. Some of these technologies play an important role in the process of teaching English as a foreign language, such as:

## **7.1 Web-Based Tools and Applications for Managing Learning and Teaching**

Today, the teaching of English as a foreign language is not limited to traditional classrooms. With the help of distance learning, students can learn this language. Furthermore, with the help of the Internet, teachers can transmit their guidance remotely. Therefore, Web-based learning (WBI) defined by (Zakirova & Haydarov, 2020) as a "*hypermedia-based teaching program that uses the attributes and resources of the World Wide Web (www) to create a meaningful learning environment for that people learn and support.*" Therefore, web-based teaching aims to manage learning and teaching. (Govindarajan & Srivastava, 2020) further stated that "*Web-based teaching (WBI) can be seen as an innovative method that can use the Web as a resource to provide remote teaching audiences.*" With the widespread use of the World Wide Web (WWW), many educational institutions can manage the application of these technical tools provided by the Internet. The Internet can achieve the objectives of learning and teaching English, with the aim of improving the performance of students in different skills.

### **a) Learning Management Systems**

The web provides facilities for managing learning thanks to such infrastructures as Learning Management Systems. According to Piña, "*a learning management system (hereinafter referred to as an LMS) is a server-based software program that interfaces with a database containing information about users, courses and content.*" The internet software offers the students opportunities of managing, reporting and tracing their interaction with the content or with the teacher. This software enables students to indicate course completions. It also allows for teachers' assessment of their students' performance in different tasks which are related to language skills development. In Algeria, we generally find LMS in higher education where online learning environments as MOODLE and MOOC are promoted. Unfortunately, there is no record of the availability of LMS in our secondary schools (Piña, january 2010).

### **b) Online Collaborative Workspaces**

In our school, collaboration is essential because it allows colleagues and students to maintain constant contact. Due to technological advances, there is more space for online collaboration. The latter is "... *a collaborative work area, like an intranet or known portal*" (Alosaimi, 2016). Even if they are from different schools and regions, teachers can also use online collaboration sites to collaborate. (Peristeras, Nasirifard, Decker, & Hayes, 2009) put it this way: "*The online sharing of assignments provides users with the tools and techniques*

#### **Virtual Classroom Systems**

Due to the development of information and communication technologies, education from traditional classrooms to virtual classrooms has undergone a significant transformation. Hiltz (Hiltz, 1995) defines a virtual classroom as "... *a teaching and learning environment located in a computer communication system. It is not constructed from bricks and wooden planks, but from a group of groups integrated with software to communicate and "space" and work facilities. Some of these communication structures*

*are similar to the facilities or procedures used in traditional classrooms. Others support forms of interaction that are difficult or impossible in a "face" environment."*

As Allyson (Allyson, 2010) noted : "*Improvement such as the ability to 'raise one's hand by clicking on an icon provide the instructor and other students of a visual indication of who is in line to speak. The chat feature can serve as a means of providing simultaneous feedback while a classmate is speaking. Emoticon buttons such as happy face, applauding hands or thumbs-up also work well for simultaneously communicating with the speaker in the absence of body language or verbal cues. Whiteboards, note taking pods and polls allow for collaboration with the whole class or in smaller break-out rooms.*"

## **7.2 Learning and Teaching Tools**

As a consequence of the technological revolution, new technological devices are invented to facilitate the process of EFL teaching and learning such as:

### **a) Projected Aids**

According to project aids from Dash & Dash (Dash & Dash, 2007), "*refers to aids where bright light passes through a transparent image through a lens, and then the enlarged image is projected or projected onto a screen or wall white.*" , Overhead projectors and flexible mirrors are examples of projectors. The latter has the ability to present digital files by projecting the computer desktop onto the circuit board surface, where users can project display data stored on their computer or Universal Serial Bus (USB). EFL teachers usually use bullets when teaching language skills (especially listening, speaking and sometimes writing).

### **b) Personal communication**

A digital communication tool enables both teachers and students to interact with each other using web forums such as social networks (Facebook, Twitter, Viber & Skype). (Millea, Green, & Putland, 2005) pointed out that :

*"Web forums, sometimes called Internet forums, message boards, discussion boards, or bulletin boards, are available on the web and provide a mechanism for asynchronous communications ... Some web forum software enables users to receive and contribute via email and the contributions are published in the web forum automatically."*

### **c) Personal Digital Entertainment Devices and MP3 Players**

Personal digital entertainment are devices which "... enable users to download, store and play audio, photo and video files and in many cases to also undertake other tasks or participate in other activities" (Millea, Green, & Putland, 2005). They include smart phones, Moving Picture Experts Group MPEG Audio Layer 3 (MP3), Moving Picture Experts Group MPEG Advanced Video Coding 4 (MP4), iPods, etc. Hence, learners equipped with the necessary materials can learn and stay in touch with the English language. Teachers, on their turn, can also use these devices in their classes to better illustrate different language points (Mohammed, 2015).

#### **d) Laptops**

Millea, Green, & Putland defined a laptop to be “*a mobile computer that is operated with a battery away from power sources. Newer versions are now wireless and can connect to the internet in wireless hotspots.*” Laptops are widespread nowadays. They are used almost in all domains including education (Millea, Green, & Putland, 2005). Street highlighted that “*laptops when used by teachers and pupils together can be very powerful resource for learning and teaching.*” Both teachers and learners, for instance, can use laptops to make a PowerPoint presentation (Street, 2005).

#### **e) Storage Devices**

There are two types of data storage: primary storage and auxiliary storage. “*the hard disk is your main storage device*”. “*Auxiliary storage device refers to the device to which you copy data from the main device (and vice versa).*” (Norton & Clark, 2002)

For example, some ESL teachers use DVDs, CD-ROMs, floppy disks, tapes and USB to store courses, tests, exams, and so on.

In short, learning and teaching tools are so useful in an EFL environment that every teacher cannot deny their importance. These tools can help teachers and students store and retrieve data, design different courses, communicate and collaborate.

### **8. Current Application of Information and Communication Technology in English Language Teaching and Learning**

Nowadays, Information and Communication Technology play an important role in facilitating the communication between people. As far as EFL context is concerned, ICT have a significant role as the medium linking the learning process between the teacher and the student although they are in two different places in a certain time. With the teacher's instruction, guidance and explanations, the students can follow and receive progressive program to learn lessons in English language. Fitzpatrick & Davies (Fitzpatrick & Davies, 2003) identified seven ways in which ICT are applied in English language teaching and learning: presentation, practice, authoring, publishing, communication, simulations, and Computer-Aided Assessment (CAA):

#### **a)Presentation**

One of the advantages of ICT is related to the presentation of language learning materials.

“*Text-based materials and audio or video materials may be used to present or recycle new language to learners*”

(FITZPATRICK, LUND, MORO, & RÜSCHOFF, 2003)

Students' understanding of these materials can be improved positively through text-based and audio- video presentations.

## **b) Practice**

ICT provide learners with certain tasks which can be analyzed and given feedback by the teacher. These tasks and exercises can be done online, or downloaded and printed. Fitzpatrick and Davies stated that "*A wide range of different exercise types are possible with ICT, incorporating the presentation of stimuli in varying combinations of text, audio and video materials, format. ICTs also offer the possibility of analyzing of learners' responses, with appropriate feedback and branching.*" Thus, ICT make the learning and teaching of English language more active (Fitzpatrick & Davies, 2003).

## **c) Authoring**

In order to easily convert different lessons into e-learning, EFL teachers can benefit from different authoring tools available on the web. Seel defined an authoring tool to be "*a software package which is to build courseware like programming language, but easier. It also decreases the build time. It is famous for Toolbooks, Lectora , Authorware, and Director. It can be an authoring tool such as Flash and Dreamweaver which supports authoring on the web.*" For example, when applying ICT for EFL, the teacher can bring text-based materials as books, novels, magazines for further illustration, or create his own tasks and PowerPoint files relying on various authoring tools. Thanks to these tools, teachers can easily create quick assessment of his learners' work too (Seel, 2012).

## **d) Publishing**

One of the main objectives of ICT tools is to make it easier for English teachers and students to publish their work and keep them connected to a specific local network. In the article "Communications: the real power of the web" it was noted: "In the most successful classrooms we have encountered, posting on the Internet is in fact the beginning of the story that begins to be published on the Internet. The classroom door allows outside audiences to Respond and provides an excellent opportunity for online authors to speak with the audience (Cohen & Margaret, 2003). For example, teachers can post online presentations on social media "Facebook" requiring programs such as Microsoft Office (Word, PowerPoint , Excel, etc.). Teachers of English as a Foreign Language post Teaching Plans and Presentations, and share quizzes and exams in various groups on Facebook, such as Algerian English Teachers Association, High School English Teacher and Teacher Algerian High School English-Vizcaya Province, Algeria There are also "Dz Batna", "English" Teachers Forum "," Djelfa Info "and" Physique Relizane "forums, the professors EFL students in Algeria communicate different exams and exams with colleagues from different provinces. Another method of posting certain jobs requires the use of cameras and tape recorders. The recording tool, which is very useful for recording interviews, role plays and discussions.

## **e) Communication**

Through the use of different ICT tools, people can easily communicate wherever they are. This is what Cameron says: "*New ICT tools such as websites, corporate extranets, e-mail applications, list services, conference calls and video and online surveys. line allow people to*

*Communication*” . Therefore, ICTs tend to facilitate the process of communication between teachers themselves and between teachers and students. This is possible by using their tools to exchange information. For example, e-mails and Skype chat offer English learners the opportunity to communicate with other English learners from different countries / regions. EFL teachers can also communicate through different blogs, emails and different social media groups and pages (Cameron S. , 2006).

#### **f) Simulations**

The computer can stimulate the students and generate their discussion, and critical thinking. This is what Fitzpatrick & Davis affirmed as they stated that “*the computer can act as a stimulus which generates analysis, critical thinking, discussion and writing. Programs which include simulations are especially effective as stimuli.*” In addition, some computer programs like video conferencing act effectively as stimuli by providing English language learners with real world tasks and discussions on different topics (Fitzpatrick & Davies, 2003)

#### **g) Computer-Aided Assessment (CAA)**

In order to easily and quickly assess learners’ learning, teachers can make use of Computer-Aided Assessment (CAA) tools. “*CAA refers to any instance in which some aspect of computer technology is deployed as part of the assessment process*” (Atkinson & Davies, 2016). Computer-Aided Assessment media play an important role in English language teaching and learning. Teachers can use these media to assess and test their students' performance after receiving some courses in English. Therefore, CAA facilitates, manages and supports the task of assessment for teachers.

To sum up, the different applications of ICT in English language teaching and learning pave the way for EFL teachers to be up-to-date. Learners also benefit from these applications as learning English nowadays is promoted by ICT.

### **9. ELT Methods in Algeria**

The history of ELT in Algeria started a long time ago. Since then, English language education has witnessed the implementation of the different methods and approaches that the literature of foreign language learning/teaching has developed, moving from the most ancient classical method, the Grammar-Translation Method, to the most recent one, the Competency-Based approach .

After the independence the Grammar translation Method was presented and applied to ELT in Algeria . It is also called the classical method, in grammar translation method classes, students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language. In such a method, vocabulary and grammar reading and writing are the first Skills that learners work on.

Audio Lingual Method appeared after the second world war due to the weakness of grammar translation method. In this method language is taught through stimuli response to form new habits of second language, it focuses more on spoken language and oral

communication .After a period of time scholars as Rivers discovered that this method is not effective.

According to Rivers: (1981)

*“The audio-lingual is a mechanical way of teaching language  
that gave birth to well- trained parrots able to recite whole  
utterances while given a certain stimulus”*

(Rayhan & Alakkam, 2013)

The ever growing need for good communication skill in English paved the way to the implementation of Communicative Language Teaching (CLT). The broad objective of this approach was to enhance learners communicative competence as it focused on the real use of English in class. CLT provides learners with a variety of linguistic forms for the purpose of making them communicatively competent .For this reason m their errors are tolerated and seen as a natural outcome of the development of the communicative skills. In the principle of this Approach, teachers should not play a dominant role nor should they be authoritative in class. Instead m they need to give their learners the chance to discuss and express their ideas, so that they take part in their learning progress. Moreover, teachers need to act as advisors and co-communicators as they manage the classroom activities, and monitor the learners' performance (Richards J. C., 2006) (Rahmatullah, 2019).

Algeria moved to the application of the Competency - Based Approach CBA with the beginning of the 21<sup>st</sup> century as a modern approach . The approach is centered on the leaner and based on his creative participation in the learning process. the CBA curriculum seek to provide opportunities through activities and tasks. It aims to prepare more competent learners able to relate what they study at school to their everyday life

## **10. Development of ELT through Technology**

We are in the era of globalization .It is important to understand various foreign languages and English appeared for the first time (Graddol, 1997). Graddol showed in his research that there were around one billion English students in 2000, but ten years later that number doubled. In the same study, author Graddol pointed out that over 80% of the information stored on the Internet is in English. With the emergence of multimedia technology, its application in teaching and the development of technology, English now is installed on a suitable platform. He said that no one can deny the positive role of multimedia teaching in evaluating student activities and initiatives and the effectiveness of classroom teaching. Furthermore, the development of the Internet has promoted the development of English. Technological innovations have developed with the development of English and are influencing the way we communicate. English teachers need to identify the latest tools and have a thorough understanding of the tools available in each situation. They can use multimedia technology to deliver more enlightening lessons (Graddol, 1997)

## **10.1Advantages of Educational Technologies to English language Teaching:**

Solanki, Shaymlee and Phil (Solanki, Shyamlee, & Phil, 2013) have written about the advantages of the use of multimedia technology to English teaching, and here are some of them:

### **a) Cultivate students' interest in learning**

Multimedia technology and its audio and video animation effects are easily accessible data, thus attracting many users. Furthermore, multimedia technology can be provided anytime and anywhere, inspiring students' interest and motivating them to participate effectively in classroom activities.

### **b) Improve students' communication skills**

Traditional teaching hampers students' ability to understand certain structures, meanings, and functions of language and turns them into passive recipients of knowledge. Therefore, the purpose of communication is impossible to achieve. Multimedia technology plays a role in integrating teaching and learning, and provides incentives to students and stimulates their positive thinking and communication skills in social practice.

### **c) Extensive knowledge of students**

When students visit many channels (websites, e-books, blogs, YouTube, etc.) to gain knowledge, they will be better engaged in communication in the classroom.

### **d) Improve teaching efficiency**

it is not easy to communicate between language classes and students. This technology transcends time and space and creates a more lifeless visual reality environment for learning English.

### **e) Improving the interaction of teachers**

with multimedia technology has improved the interaction between students and teachers. Create a good platform for interaction between teachers and students. In this way, teachers in the classroom no longer enter information blindly, but instead force students to passively receive information.

## **10.2 Disadvantages of Educational Technologies to English language Teaching:**

Though they (Solanki, Shyamlee, & Phil, 2013) have stated many positive points in this field he did not deny the existence of many hindrances in practical teaching, as an example :

### **a) Relying solely on multimedia**

Equipment for teaching will make teachers their slaves instead of playing a leadership role in teaching. These modern educational technologies can be understood as auxiliary tools, not ends, that should not dominate the classroom.

### **b) Lack of oral communication**

The introduction of multimedia technology will lead to insufficient communication between teachers and students, because the voice of the telephone replaces the voice of the teacher, and the teacher is analyzed through visual images. Therefore, students rarely have the opportunity to interact.

### **c) The limitations of the learner's mindset**

Due to the overexposure of multimedia technology and the predetermined sequence, these courses lack real-time impact and cannot provide feedback. In addition, it prevents the teaching of thinking and problem solving to students.

### **d) Abstract Thinking Replaced by Imaginable Thinking**

The multimedia technology facilitates the content, because the concepts in the minds of the students are displayed on the screen. However, this led to the limitations of his abstract thinking and the loss of his logical thinking.

They concluded: "Multimedia cannot replace the main role of teachers ..." It combines text and visual display with the teaching experience to improve the general level of listening, speaking, reading and writing of students (Solanki, Shyamlee, & Phil, 2013).

## **Conclusion**

Throughout this theoretical chapter, we have attempted to discuss the evolution of Educational Technology as well as their usage in English language teaching context in the Algerian educational system . This innovative educational paradigm is fully explained in correlation with the necessities of the 21<sup>st</sup> century and hence, advantageous position of technology in the midst of an ever-changing world.

# *Chapter Two*

## **Introduction**

The aim of this current study is to investigate and explore the views of Algerian middle school instructors on the use of ET tools. It examines how Algerian EFL teachers and students perceive the importance of ET in English Language Teaching (ELT) context. To provide a clear and meaningful explanation of that, we have presented in the previous chapter an overview of the related literature that allows us to have a clear idea about our topic and research objectives. Afterwards, this chapter aims at providing an answer to our research questions and hypothesis. For this need, we divide it into three sections. The first section is all about the description of our methodology. In the second section, we explain the data collection instruments. Presentation of the collected data is considered in the last section.

### **1.The research methodology**

Research, as defined by Saini, is a systematic methodological approach to collecting and analyzing data in order to create new knowledge. Highlighting the aim of the research, collecting data, and discussing the results are the processes that make of the research a systematic one. In our current research, we aimed at finding out the various variables which affect the success of the implementation of these resources. It also examined how teachers and students perceive the importance of educational technology in English Language Teaching and learning. Our research is based on a mixed methodology relying on both quantitative and qualitative methods (Saini, 2010).

### **2.Data Collection Instrument**

Data collection instrument is considered as the bad of any research ,and the most important task while conducting a research , yet it is a burdensome task.

*« collecting reliable data is a hard task ,and it is worth remembering that one method is not inherently better than another .this is why whatever data collection method to be used would depend upon the research goals ,advantages , as to the disadvantages of each method »*

(O'Leary, 2004)

As it is mentioned above, the research falls into the mixed methods category to data collection procedures, in which, both quantitative and qualitative methods are used. This mixed method research uses two questionnaires for both students and teachers to captivate their true impression and perspective vis-à-vis using the educational technology in teaching and learning English .The teacher's questionnaire is made up of (12) questions and the students' questionnaire is made up of twelve (15) questions, those questions vary between close and open-ended, which aim at allowing the participants to express their feelings and thoughts freely without limitation. According to Dorneyi (2007), open-ended questions are as follow:

*“Permit greater freedom of expression, open-format items can provide a far greater richness than fully quantitative data. The open responses can offer graphic examples, illustrative quotes, and can also lead us to identify issues not previously anticipated. Furthermore, sometimes we need open-ended items for the simple reason that we do not know the range of possible answers and therefore cannot provide pre-prepared response categories”*

(Dornyei & Ushioda, 2013)

The questionnaire was distributed to 12 teachers and 60 students. The following lines explain the reason behind every question that has been asked in the both two questionnaires.

**a) Teacher's questionnaire**

The objectives behind the questions that are given to teachers are as follow:

**Question 1:**

How many years have you been teaching English?

Asking teachers about their teaching experience aim to see whether both new and oldest teacher agree on the employment of new techniques and methods in their English language teaching.

**Question 2:**

What challenges do you face in managing your EFI classroom?

One of the main goals of education is to promote life-long learning. This question is mention to see if student's motivation to learn and memorization is a challenge to teachers or not.

**Question 3:**

Have you ever heard of “The Blended Learning” method of teaching?

Some teachers are always learning and updated with the latest teaching methods. This unveils their spirit and willingness to make a change in their teaching as far as boosting the learners' motivation is concerned.

**Question 4:**

Have you received training on how to integrate technology tools into your EFL teaching?

This question aim to see whether teachers are interested enough to develop and enhance their methods of teaching by technology or not.

**Question 5:**

Have you ever integrated some ICTs in your teaching?

Asking teachers about technology and to what extent they have been using it (if ever used before) is of utmost importance to be able to see if implementing educational technology and the blended learning is still a possible option to take risk upon .

**Question 6:**

To what extent you find the application of educational technologies in teaching useful?

The reason why it has been asked is to make sure that the teachers or some of them are aware of the importance of integrating technology in teaching.

**Question 7:**

Is there any relationship between educational technologies and students' EFL achievement?

Just as the previous question, this one serves the same objective. The reason why it has been asked again is to make sure of the teacher's implantation of ET in their classroom and how It effects their learners.

**Question 8:**

Do you allow your students to use their mobile /computer devices to support learning inside the class?

Student's usage of technological devises inside the classroom refers to the teacher's efficiency to manage the classroom

**Question 9:**

Have you ever signed in online lectures or MOOCs?

A teacher who is learning online and using technology would probably be more likely to integrate educational technology than a teacher who is technophobic and prefers traditional ways of teaching.

**Question 10:**

Are you able to deliver the lesson online and discuss it once you are in the classroom?

Throughout the previous stages, we did not introduce the concept of the blended learning, but, we tried to divide its features and characteristics separately to clarify the notion to teachers who are not familiar with the concept. Simply, this question aims at knowing the teachers readiness to blend their classrooms.

**Question 11:**

What are the possible changes that would make your learners more excited while learning?

Teachers, at a certain level, are able to guess whether their students would accept learning online besides learning in the classroom or not.

**Question 12:**

What advice would you give to other teachers in respect to classroom and Educational Technology's integration ?

Give the opportunity to teachers to share their experience opinions and suggestions on the use of educational technology.

## **b)Student's questionnaire**

The objectives behind the questions that are given to students are as follow:

### **Question 1:**

Do you have technological device ( smartphone computer ) ?

Today, the 21st century is called the age of information technology, people all around the world have at least one technological device, this question was asked to find out the percentage of students who own a phone or computer.

### **Question 2:**

How often do you use them per day?

This question meant to see whether students are regular users of technological devices or not.

### **Question 3:**

How often do you use your mobile device to learn English?

Students can be motivated if they use their own devices to choose the suitable ways to learn for them.

### **Question 4:**

Where do you usually use your mobile device to learn English?

In addition to the previous question, when mobile technology is readily available and performing correctly in the classroom, students are able to access the most up-to date information quicker and easier than ever before.

### **Question 5:**

Are you allowed to use your mobile device inside the classroom?

Technology helps students be more responsible. Owning your own device or borrowing the school's devices gives students the opportunity to improve their decision making skills as taking ownership of a valuable device.

### **Question 6:**

Do you like learning using your own technological devices like a smartphone or a laptop?

We see students everywhere using their smartphones and laptops, and there is no doubt that there are new innovative educational tools and apps created .It is clear that educational apps are to help students in their studies which echoes that these apparatus have huge potential in the educational realm. The first question will provide us with a new insight into if students like taking advantage of technological devices to aid them in their education. It is

worth mentioning that it is not yet known if students are downloading many educational apps or any other learning material.

**Question 7:**

Would it be helpful if your teacher gives you a video to watch at home and discuss it in the classroom?

This question seeks to unveil the students' psychological readiness to accept learning following the blended learning principles or not.

**Question 8:**

To what extent do you think technology helps you learn better?

Integrating technology into the classroom is an effective way to connect with students of all learning styles

**Question 9:**

What skill you do believe technology can improve in English language classroom?

It's no secret that technology has become more central in our everyday lives than ever before. It helps us in every aspect of our lives, from creativity to social communication.

**Question 10:**

Would you be more excited if you could interact with your teacher via social media such as Facebook or Viber ?

Many educators have embraced technology and are constantly using it in new ways to encourage and improve learning, inside the classroom and beyond. One question that persists, however, is whether students are ready to communicate with their teachers through social media sites like Facebook.

**Question 11:**

Does accessing Internet in the classroom, for educational purposes, motivate you more to learn?

Motivation is probably the most important factor that teachers can target in order to improve learning, according to Gardner and Lambert, motivation is "*the combination of effort plus desire to achieve the goal of learning plus favorable attitudes toward learning*" and that "*motivation to learn is seen as referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity*". The sixth question serves to know Students' willingness to learn online in terms of their level of motivation (Gardner & Lambert, 1997).

**Question 12:**

You think that interacting with your teacher online helps you overcome your shyness and anxiety?

Anxiety is experienced often by students when being evaluated, such as when taking a test or giving a public performance. Many shy students feel so anxious when they are around others, that they start going out of their way to avoid any social situation. It can have significant negative effects on a student's ability to perform at an optimal level. The seventh question addresses introvert students who find difficulties in communicating inside the classroom environment because of shyness

**Question 13:**

Have you ever been taught using technology?

This question would provide us with a rich piece of information regarding students' experiences when being taught online or even with use of some technological tools in the classroom. This question is of utmost importance since not every student knows what it feels like to learn using technology.

**Question 14:**

If you are a decision maker, what would you bring to your classroom environment or learning in general?

Asking such questions in a student-centered classroom gives students the opportunity to think for themselves and decide what they want to learn; We will also understand, determine, and measure student performance; and we will plan activities, assignments, and materials that support student learning.

**Question 15:**

How would you evaluate your level before and after learning through using technology ?

No one can deny the speed of changing technology. Since most students are already familiar with the new technology before adopting it in the classroom, these digital natives are better suited for easy adoption of new technologies in the future. Even students with limited access at home have the opportunity to work with technology and improve their computer skills after deploying the technology in the classroom. As technology changes, students will develop the fundamental foundation that prevents them from adapting quickly to future technologies.

### **3. Data analysis**

This part deals with reporting the questionnaires results and portraying those using graphs and comments to highlight the pertinent data that are to be discussed in the third chapter.

### a) Teacher's questionnaire results

This questionnaire has been given to 12 English teachers in different middle schools in Mostaganem.

**Q1.** How many years have you been teaching English?

**Table 1: Teacher's years of experience**

Years	1--3	4--10	11--15	More than 15
Teachers	2	5	4	1

**Q2.** What challenges do you face in managing your EFI classroom?

Teachers in this question agreed on four similar challenges they face when managing their EFL classroom:

- a- when class are about to embark on an activity it occurs that all the whispers and puzzled faces mean that students haven't a clue what to do.
- b- Always there is one group of students has no interest in learning English disturb others from and prevent them to learn.
- c- Every time students are asked for group works but they just talk in their native language and usually about topics unrelated to the class assignment.
- d- The course book is terrible. It is too easy for the students and they get bored easily. Teachers do not want to spend hours planning as students don't seem interested anyway.

**Q3.** Have you ever heard of “The Blended learning” method of teaching?

**Table 2: The blended learning popularity among teachers**

	Yes	No
Teachers	2	10
Rate%	95%	5%

It seemed that this concept is still new and less popular amongst teachers.

**Q4.** Have you received training on how to integrate technology tools into your EFL teaching?

**Table 3: ET training**

Answers	Numbers	Rate
Yes	4	33.33%
No	2	16.67%
No, I learnt by myself	6	50%

**Table 4: Areas of training ICT tools**

Yes	
<b>Basic Computer Literacy</b>	2
<b>Computer Applications</b>	1
<b>Computer Integration</b>	1

**Q5.**Have you ever integrated some ICTs in your teaching?

As the table and represent, few teachers have integrated some ICTs in their teaching, while the rest remained faithful to the traditional ways of teaching

**Table 5: Integration of ICTs**

	YES	NO
<b>Answer</b>	3	9
<b>Rate (%)</b>	25%	75%

The 75% aim that ICTs are:

- A risk to the traditional book and handwriting methods
- Managing courses online is difficult
- Teachers require experience to handle ICT
- implementing computers and the internet is expensive
- 

The other 25% believe that ICTs are:

- Enhanced the modes of communication
- Interactive and collaborative teaching and learning methods
- Direct classroom teaching
- Web-based LMS tools connect students, educators, scholars and researchers, and education personal together
- Teachers can teach better with images, videos and graphics while delivering lessons
- Paperless: Eliminate the usage of paper. Eco-friendly
- Automatic solutions to manual paper-based process and procedures

**Q6.**To what extent you find the application of educational technologies in teaching useful?

Teachers shared several answers we summarized it in four points:

- a- Technology in the classroom makes teaching more interesting: students like technology because they believe it will make learning more interesting and interesting. They especially like laptops and tablets. Through virtual classes, videos or tablets, topics that students find difficult or boring can become more interesting.
- b- Technology prepares students for the future: Many students believe that using technology in the classroom will help them prepare for the digital future. These 21st century skills are essential to the success of this age. There may be only one job that used to have digital components. Education is not just about remembering facts and

vocabulary, but also about solving complex problems and being able to collaborate with others on the team. Ed Tech in the classroom prepares students for the future and for this increasingly digital economy.

- c- Technology can help students learn independently: today's technology allows students to learn at their own pace. For example, almost all programs can be taught individually. Students can learn according to their skills and needs. This form of teaching is also very important for teachers because it gives them time to work alone with students, which can be difficult.
- d- Technology connects with students: Technology occupies an important position in the student's life. When they are not at school, almost everything they do is related to technology. By putting technology in the classroom, teachers are changing the way they used to teach (six hours of lectures a day) and providing students with the tools to bring it into the 21st century.

In other words, changing technology is always changing. As educators, we need to keep up with the changing times and prepare our students for this rapidly changing world. Although we have just seen how the integration of technology in the classroom can bring advantages, it is important to note that the traditional learning process is just as important. Take some time to understand each element of the educational technology that will be integrated into the classroom. In doing so, you will find that technology can have a profound impact on student learning.

**Q7.** Is there any relationship between educational technologies and students' EFL achievement?

Majority of teachers believe that there is a relationship between ET and student's EFL achievement. Educational Technology can improves student-learning outcomes: Evidence suggests that educational technologies can improve student achievement, so long as such tools are integrated thoughtfully into teaching and learning. When digital capabilities like, online environments are incorporated meaningfully into instruction, students have new opportunities to learn and achieve.

**Table 6: Teacher's position of ET's effect on student's achievement**

Answers	Yes	NO
Teachers	10	2
Rate%	80%	20%

**Q8.** Do you allow your students to use their mobile /computer devices to support learning inside the class?

**Table 7: Teacher's approvement of mobile's usage in classroom**

	Yes	NO
Teacher	7	5

<b>Rate</b>	58.33%	41.67%
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The 7 teachers who are for the use of mobile in classroom showed the reason to the advantage of mobile in facilitating accessing sources ,translation and meaning but only after permission .The other 5 who are against the usage claim that mobile phone are the major distraction in class.

**Q9.**Have you ever signed in online lectures or MOOCs?

**Table 8: Teacher's online learning experience**

	<b>Yes</b>	<b>No</b>
<b>Teacher</b>	3	9
<b>Rate%</b>	25%	75%

Teachers (75%) said that they have never experienced learning online, while 25% assumed their learning online on specific platforms and MOOCs

**Q10.**Are you able to deliver the lesson online and discuss it once you are in the classroom?

**Table 9: Teacher's replies vis-a-vis delivring half of the lesson online**

	<b>Yes</b>	<b>No</b>
<b>Teacher</b>	2	10
<b>Rate%</b>	16.67%	83.33%

83.33% of teachers were against delivering half of the lesson online, thinking that it might not be useful if students are going to ignore the teacher's posts. However, 16.67% were totally for it.

**Q11.**What are the possible changes that would make your learners more excited while learning?

The common answers were:

- Maybe using a projector (power point presentations) would help them better than handouts.
- Allowing them to check some words in their online dictionaries
- Asking them to work in groups

It seems that teachers are explicitly admitting the effectiveness of technology to enhance the learners' motivation, as their common answers show.

**Q12.** What advice would you give to other teachers in respect to classroom and Educational Technology's integration ?

The ultimate question deals with the teacher's suggestions to their colleagues in respect to the issue of classroom management, and technology integration in EFL teaching/learning. They have proposed the following:

-Teachers need to integrate these technologies, but they need to reconsider the role of students who need to participate.

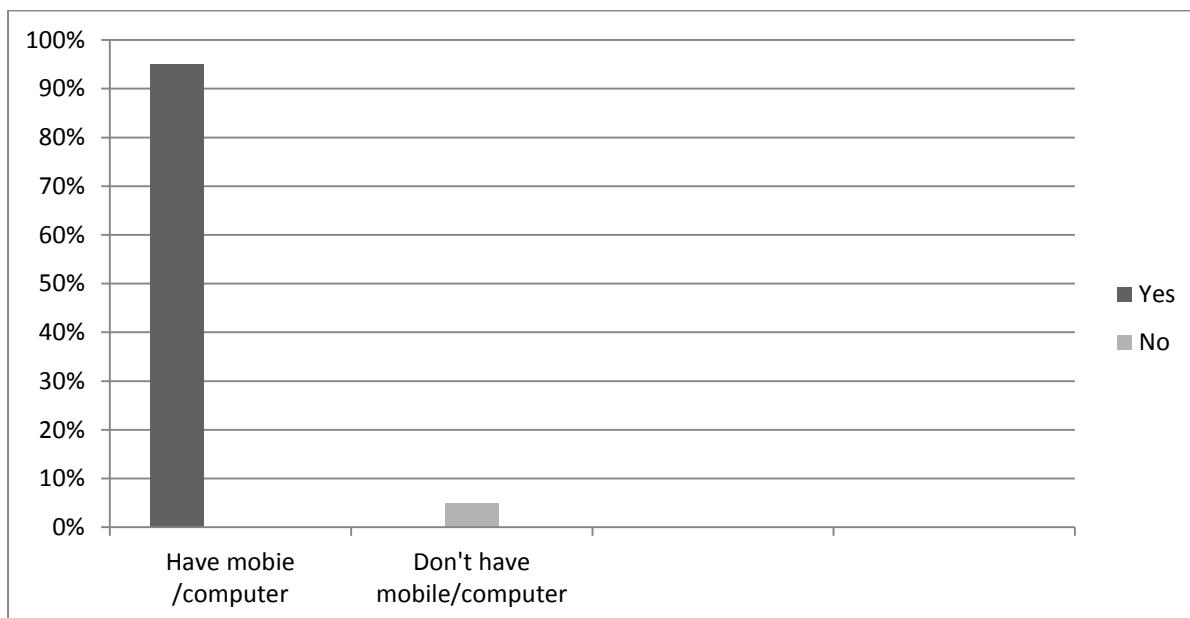
- Teachers must demand that the classroom is in good condition when implementing the technology. -Teachers need to keep up to date with the latest use of modern technology.

-The management of the classroom should be the priority of teachers in teaching operations to ensure positive results. Finally, it is worth mentioning that the role of the teacher in classroom management is immutable, the technology should only be used effectively as didactic support or guidance in the classroom. The main results of the interview show that all teachers support the implantation in the EFL rooms. TE, but not for lack of separation or ignorance of their own roles in classroom management. All teachers again pointed out that there is a holistic integration of technology and student performance between the two, mainly because they have long-term teaching experience, that is, they also tried traditional and modern teaching methods and realized the difference.

### b)Student's questionnaire results

This questionnaire has been given to 60 students in different middle schools in Mostaganem.

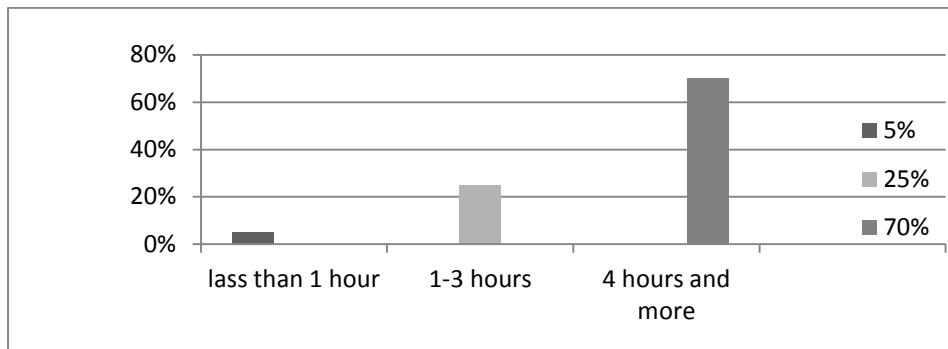
**Q1.**Do you have technological device( smart phone computer ) ?



**Figure 1:** Possession of technological device

As it is shown in the graph, Technological device are well spread among students .All the students asserted that they have mobile device, at least one.

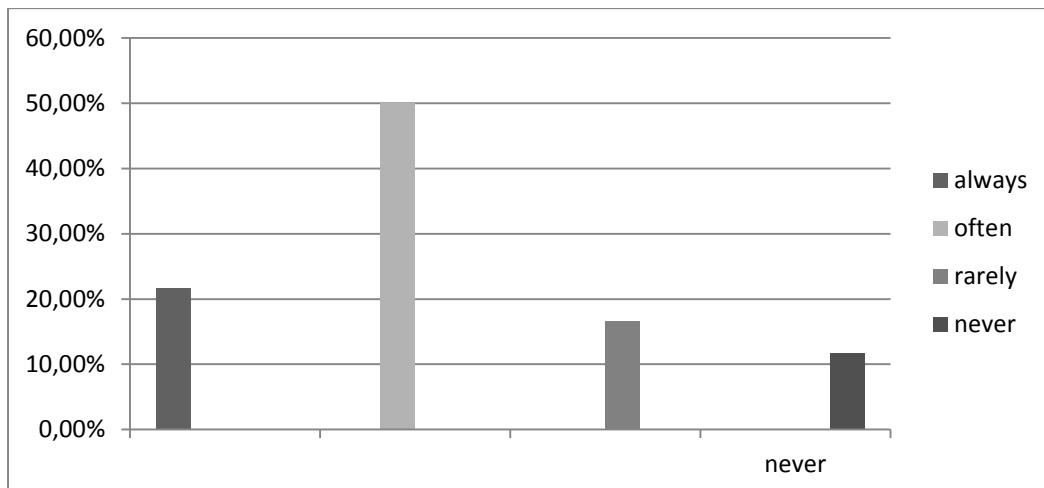
**Q2.**How often do you use them per day?



**Figure 2: Time spent using Technological devices**

It is obvious from the graph that the majority of the participants spend 4 hours and more per day on their mobile devices. 25% of them said that the time spent ranges from 1 to 2 hours. The rest claimed with less than 1 hour. The amount of time spent using mobile devices may reflect whether learning aided by the devices would be effective for them or not.

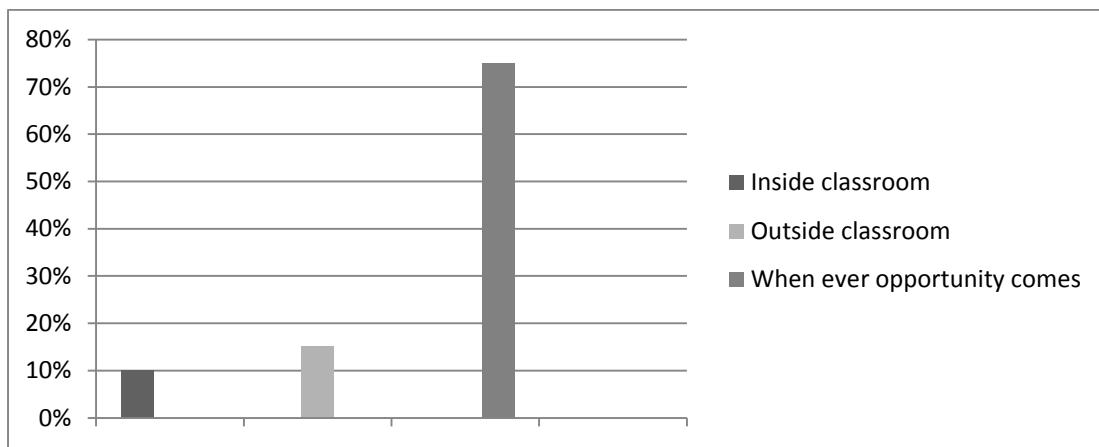
**Q3. How often do you use your mobile device to learn English?**



**Figure 3: The Frequency of Mobile Usage In English Learning by Students**

The graph indicates that the highest number of students often use mobile devices to learn English. 21% of them said always, while others rarely do so and one of them never uses mobile devices to learn English

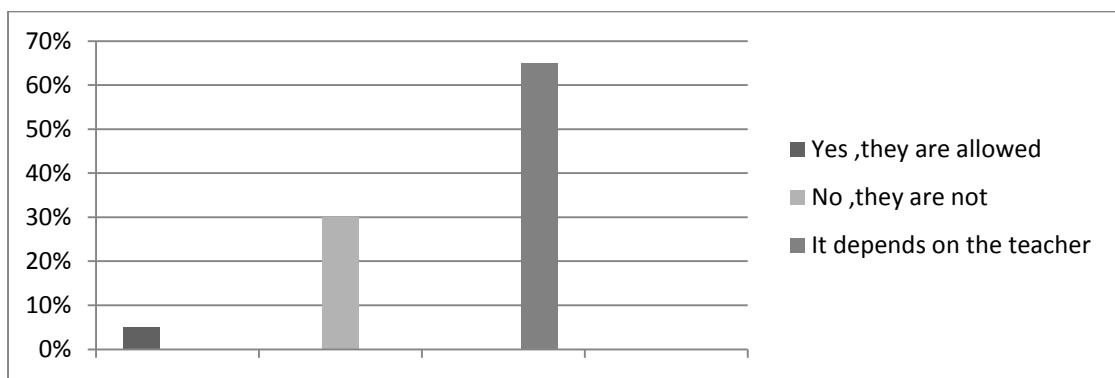
**Q4. Where do you usually use your mobile device to learn English?**



**Figure 4: Areas where Students Use their Mobile Devices**

The graph demonstrated that 75% of the students' access to Mobile- assisted Language Learning activities whenever opportunities arise. 15% of them said outside the classroom and just 10% of the participants said inside the classroom.

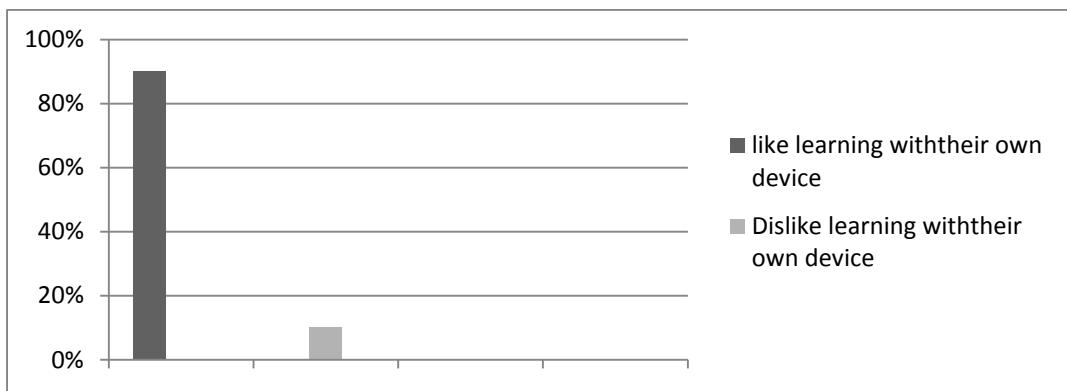
**Q5.** are you allowed to use your mobile device inside the classroom?



**Figure 5: Students Permission to use their mobiles inside the classroom**

As it is illustrated by the graph the majority of the students said 'NO'. Their teachers do not allow them to use their mobile devices inside the classroom. 30% of them claimed with 'it depends on the teacher', and 5% of the teachers allow their students to use their mobiles inside the classrooms

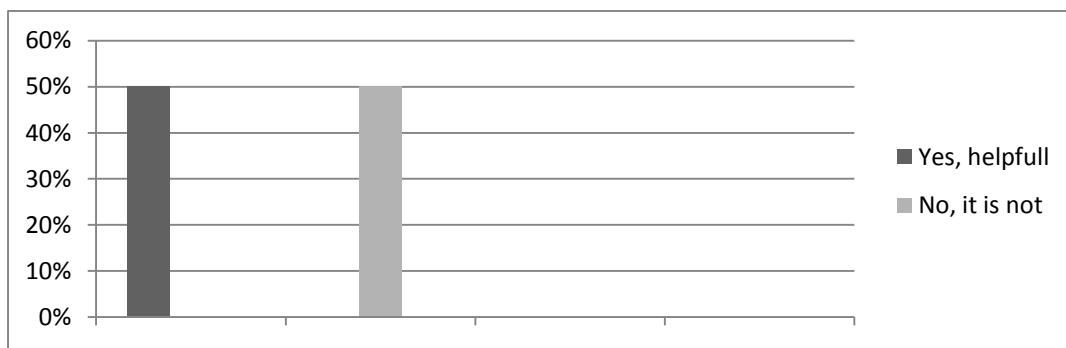
**Q6.**Do you like learning using your own technological devices like a smart phone or a laptop?



**Figure 6: Students learning through their own technological devices**

As it shown in the graph below, the majority of students claim to like using their smartphones and download applications to be used in the classroom, which will incredibly boost their level of motivation. The other 10% dislike learning with their own device in reason they don't have one .

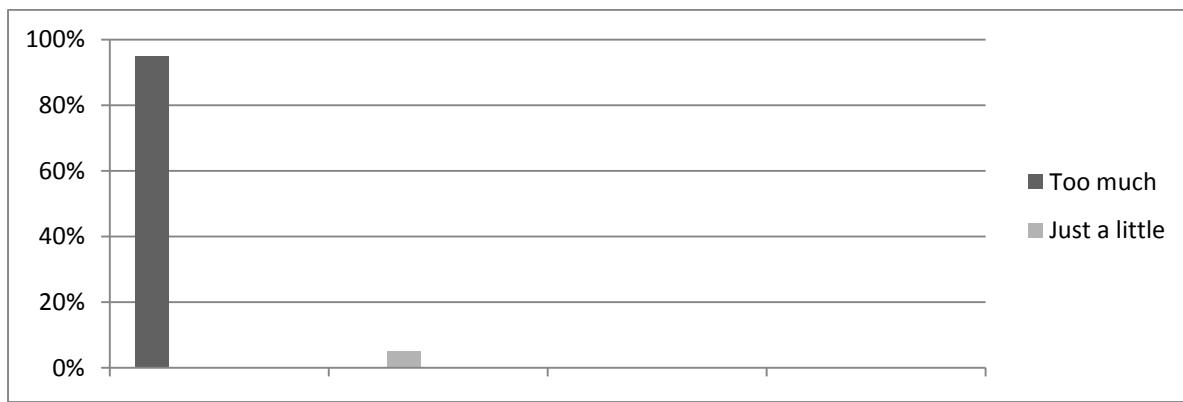
**Q7.**Would it be helpful if your teacher gives you a video to watch at home and discuss it in the classroom?



**Figure 7: Students' reaction regarding viewing the material at home**

Students' answers varied regarding dealing with videos or PDFs at home and discussing them in the classroom. 50% of them were for it, while the other half was totally against.

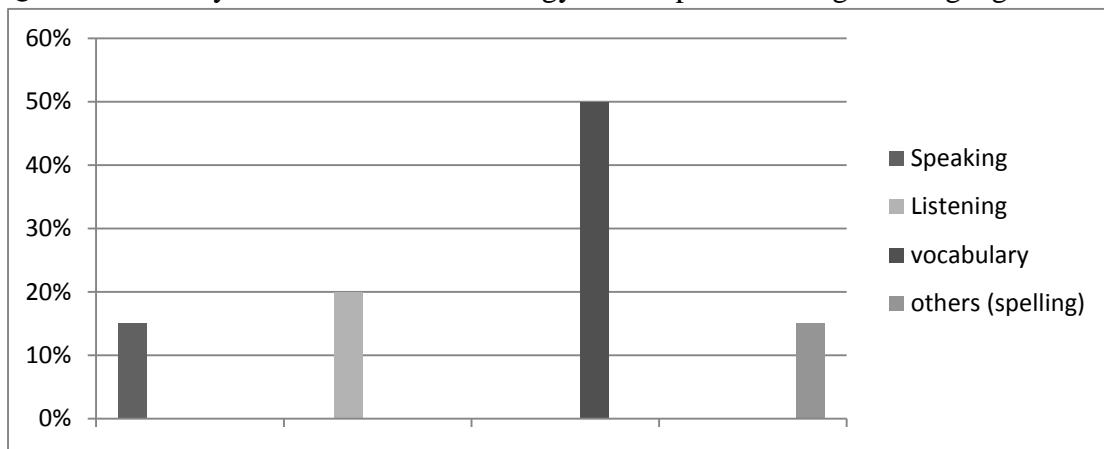
**Q8.**To what extent do you think technology helps you learn better?



**Figure 8: Students' opinions towards learning using technology**

Most of students believe in the power of technology and to what extent it can increase one's level by delivering and offering thousands of learning sources. However, just 5%, which means a minority, claims that technology is still good but it can never replace books.

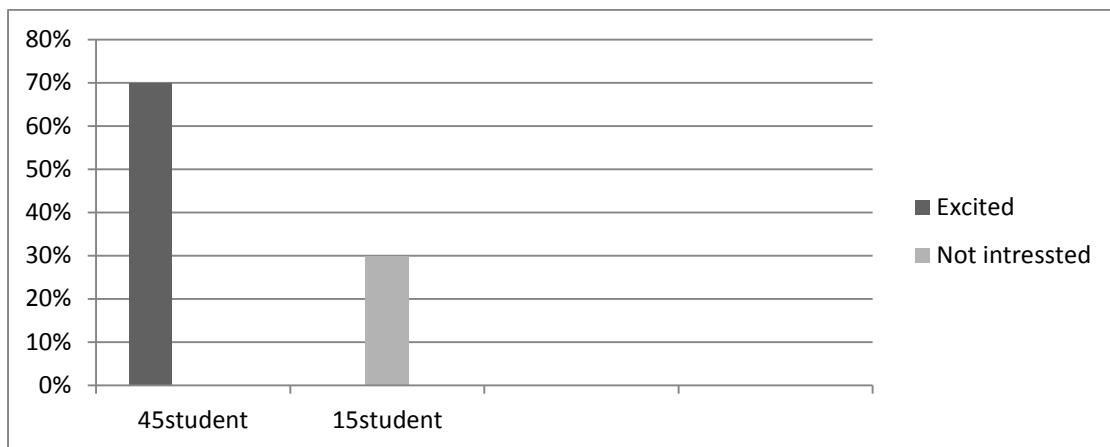
**Q9.** What skill you do believe technology can improve in English language classroom ?



**Figure 9: English Language Aspects Students Tend to Improved by Technology**

The graph shows that the majority of the students tend to improve their vocabulary by the use of mobile devices. 20%. Listening skill comes and with 15%. For speaking Some students added spelling and pronunciation.

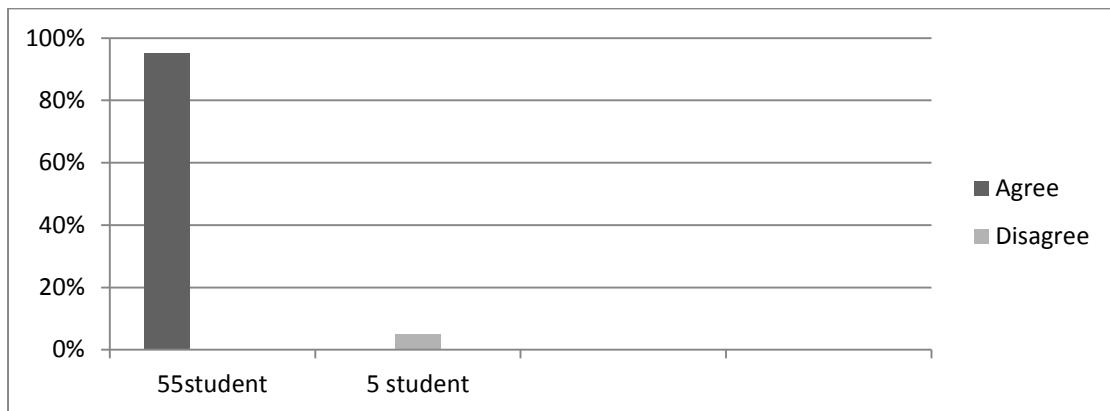
**Q10.**Would you be more excited if you could interact with your teacher via social media such as Facebook or Viber ?



**Figure 10: Students' and teachers' interaction in social media**

It seems that the majority (70%) of students have welcomed the idea of interacting with their teacher online via social media, while the rest 30% found it a bit strange to do so.

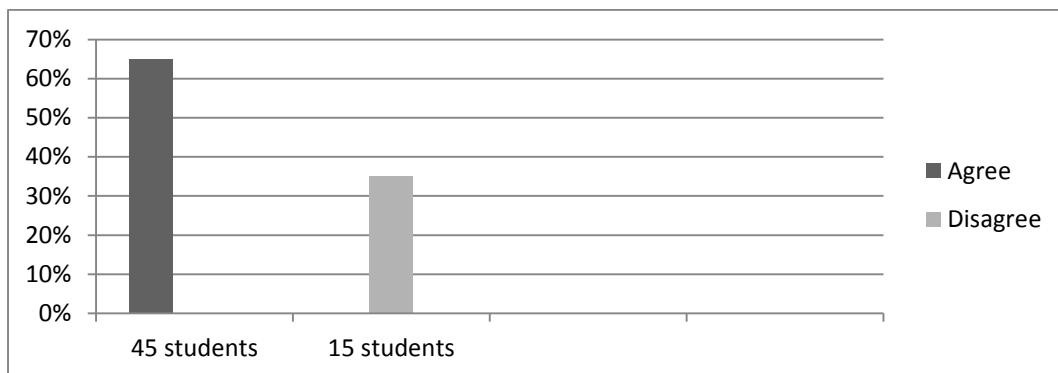
**Q11.** Does accessing internet in the classroom, for educational purposes, motivate you more to learn?



**Figure 11: Does internet in the classroom motivates students?**

Accessing internet in the classroom was a fascinating idea for the majority of students especially when using their own smartphones and applications. However, the other 5% felt like internet would be a source of distraction in the classroom and may keep them away from learning.

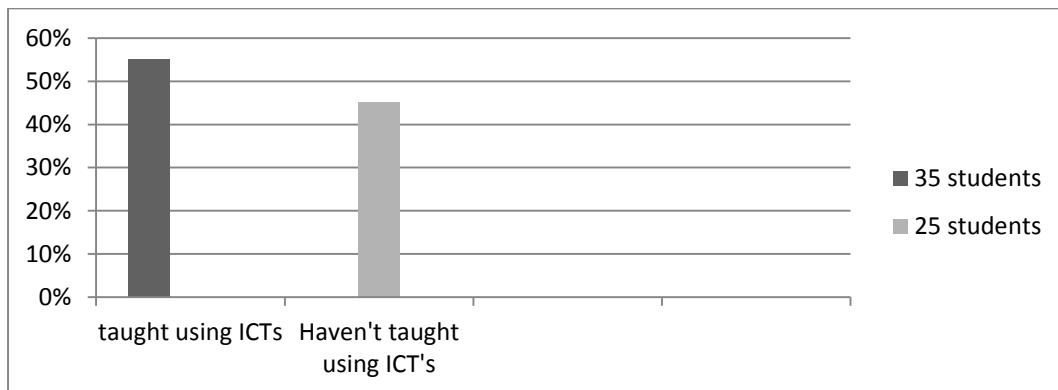
**Q12.** Do you think that interacting with your teacher online helps you overcome your shyness and anxiety?



**Figure 12: Overcoming shyness and anxiety via online interaction**

It seems that 65% agreed that interacting online with their teacher lessens their anxiety and shyness since the face to face pressure is absent. While 35% claimed that social media breaks respect between the teacher and the student.

**Q13.**Have you ever been taught using technology?



**Figure 13: Learning via ICTs**

As the results above show, 55% of the students were lucky enough to be taught by technology; even the materials were ordinary and not very developed. Eventually, the rest has never been taught by the least technological device or material.

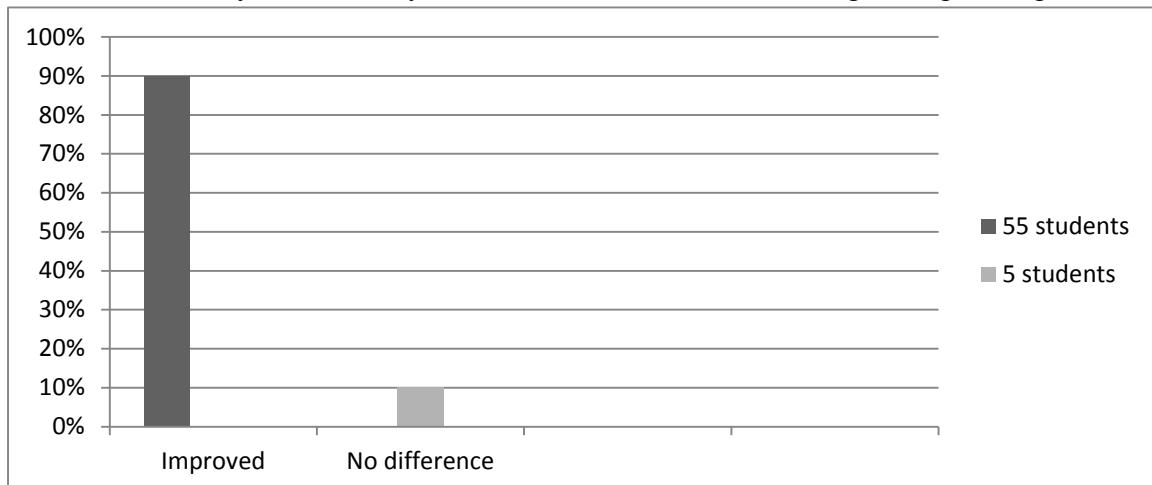
**Q14.**If you are a decision maker, what would you bring to your classroom environment or learning in general?

The common answers to this open-ended question were as follow:

- Introducing new educational websites to my mates and teachers
- The availability of computers to be used in the classroom
- Access to internet

The students' answers revealed that learning for them needs to be updated to the 21<sup>st</sup> century dimensions, i.e. it ought to contain the universal measures of education such internet and computers as the least learning conditions a school would offer its learners.

**Q15.** How would you evaluate your level before and after learning through using technology?



**Figure 14:** Student's before and after Learning through Technology

The students level of English as it is shown from the graph is highly improved with 90%. 10% of the students said No difference

### Conclusion

The empirical phase is concerned with two interrelated pedagogical practices in today's classrooms: classroom management and technology integration into the classroom and their impact upon language teaching and learning. In this chapter, the investigator tried to give a global understanding of the data collection procedures, also we demonstrated the data collection instruments used in this research work namely, students' questionnaire and teachers' questionnaire.

# *Chapter Three*

## **Introduction**

This study highlights a number of issues relevant to understanding Algerian middle school EFL teachers' perception and usage of Educational Technology in their classes. Here, we discuss the results shown in the previous section and recommendations. The interpretation of our findings will enable us to answer our research questions.

### **1.Discussion of Results and Findings**

This research has been conducted to test the students and teachers reactions and explore their perspectives vis-à-vis implementing the blended learning and Educational Technology in the Algerian context. The following lines portray the findings that are discussed all along.

✓ **Students are for the idea of using their smartphone in the classroom for learning purposes**

After analysing the students' answers, it became clear that students would love using their own materials like smartphones or laptops in the classroom freely without having negative remarks. Though, some teachers think smartphones are a source of distraction, and so does the rest of students.

✓ **Students partially agreed on some of the blended classroom principles**

Students, therefore, were so excited regarding learning online and communicating with the teacher either on specific platforms or via social media, but, at the same time they claimed to be a little bit lazy and irresponsible when it comes to commitment, they find it hard to be always punctual and available online.

✓ **Students assume that technology helps them learn better**

Unlike teachers' answers who vary between for and against the use of technology in learning, students declared that nothing helps them learn better than technology.

✓ **Interacting with teachers online lessens students' anxiety**

One of the most pertinent finding is that technology and especially the use of social media to communicate with students lessens their anxiety and shyness, especially for introverted learners.

✓ **Students are able to devote some of their online time to do home works on social media**

We found that when students are already logging in Facebook, or whatever social media, it is easier for them to do their homework and send it online, rather than doing it in a piece of paper and bringing it the day after.

✓ **Accessing internet in the classroom motivate learners better**

Students are totally for accessing internet in the classroom for learning purposes. However, teachers cannot make sure their students are using internet to learn.

✓ **Some teachers are technophobic**

Eventually, some instructors admitted their faithfulness towards traditional ways of teaching.

✓ **The Blended Learning is not well-known amongst teachers**

The results showed that teachers have no idea about this method of teaching, while some of them are following some of its principles without being aware of them, just like those teachers

who post resources like books and video on Facebook and discuss them online in addition to another talk in the same regard in the classroom.

At the end, we deduce that implementing the blended classroom in the Algerian context is still a good option to boost the learners' motivation and engagement in the learning process. Such a project would come to life if everyone in the educational community believes in the power of technology and to what extent it can serve both teachers and students.

## **2. Recommendations**

The emphasis in the research is based on boosting the quality of teaching English in EFL context. This would not be accomplished if we focus on only one element, the teaching method, the teacher or the learner himself. Instead, working on the three of them, as a triangular basis, would deliver extraordinary outcomes. For this reason, the coming lines shed light on every single element that proved to be of utmost importance in given contexts regarding teaching English.

### **2.1Recommendations to teachers**

#### **a) Before Integrating ET in the classroom**

- Ability to risk-taking

Before starting blending, the teacher needs to consider many elements and be ready for the outcomes. Bearing in mind that the blended classroom is barely known amongst teachers nowadays and learners makes instructors careful enough to maintain success all along the teaching experience.

- Professional training

At this level, teachers must be trained or at least make an intensive research about blending the classroom so that better outcomes would be noticed. However, considering the technical part of the blending procedure is so crucial, for it contributes to either success or failure vis à vis this approach. A teacher who is trained to use softwares and create his own videos and manage to share them via online resources creates worthier learning situations, since these materials fit the learners' life style.

- Adjusting the teacher's role :

Being less visible but extremely crucial. Digging deeper in this approach, we can easily notice that the role of the teacher is a bit ambiguous, since it is not purely a learner-centred nor a teacher-centred. Before blending one's classroom, the teacher has to be aware enough that his role here is significant. It is true that he/she might be less visible during the learning experience, but we should know that the whole entity has been designed by him/her.

- The audience's readiness

Again, learners, on the other side, ought to be psychologically prepared for such a new learning experience. They need to be responsible and mature to follow the teacher's instructions and do the assignments before coming to the class, so that, the extent to what this approach succeeds, would definitely increase.

- An engaging content

What if the materials' content is so important but learners are still not interested enough to have a look at it? Relevant material is good, but an engaging one is ten times better, for it helps to lengthen the learners' attention span and keep them interested and focused all along. Therefore, the teacher ought to customize and personalize these materials not only to be engaging but to open the learners' minds to think creatively and critically.

- Checking technology gaps

Before dealing with this approach, it is necessary to make survey to make sure all the learners do have a device which is able to access internet, be it a smartphone, a laptop or a tablet.

- Allowing different technological devices

Teachers, then, are asked to be tactful and comprehensive regarding the learners devices. Allowing them to use their own device would, with no doubt, boost their level of motivation and makes intrinsic. There should be no over demand on such things.

**b) While Integrating ET in the classroom**

- Monitoring the content (learning styles), anticipating and predicting the needs Moving to the “while “stage, when the material has finally been tailored and delivered online or via flash drives to learners. The teacher, thus, needs to keep an eye on the learners’ performance vis à vis the assignment using some online resources or platforms. If any learning difficulty occurs, the teacher would definitely predict what suits his/her learners better (learning styles).
- Online/ live content discussion

Social media offers opportunities for teachers and learners who do not have enough knowledge on the use of educational platforms for the sake of discussing the material and making sure learners have, at least, checked it.

**c) After ET’s Integration in the classroom**

- Assessment

Once learners arrive to the classroom, checking their understanding of the material is of utmost relevance before starting group projects. At this level, the instructor can explain the ambiguous points that students might have encountered while doing the assignment.

- Encourage group working in the classroom

It would be a great opportunity if teachers invest in the classroom time to work on projects and open rooms for collaboration and cooperation. Nevertheless, such projects are considered as the higher stages regarding Bloom’s taxonomy, where learners use the information and knowledge they have and apply it in different contexts to create new facets and models

## **2.2Recommendation for teachers and students :**

Most of the implications were recommended by our interviewees. We list them as follow:

- The Ministry of Education of Algeria should prioritize investment in teacher training in ICT integration. On-the-job training for ICT promoters will use technical teachers as resources for teaching EFL. Seminars, workshops and school meetings for professionals with ICT skills will certainly promote the effective and effective implementation of the technology in our schools.
- The Ministry of Education of Algeria has stated that it encourages the use of ICT tools and should use them in every school. Therefore, efforts should be made to get more tools, such as computers, internet, printers, project data, modern language labs, etc. Clarify the barriers that prevent teachers from using ICT and encourage them to use them more in the classroom. It is also recommended to continuously monitor the availability and adequacy of these tools in each school.
- The school management department must provide and provide technical support and Internet services.
- EFL teachers need to remember that ICT is a resource that helps them achieve course objectives, not the end. Their integration will motivate their students to participate more in the course. Therefore, they will play an active role in the teaching process.
- Our government prematurely considered popularizing ICT as a computer for all students. This will promote the further development of education in Algeria. Therefore, EFL teaching and learning will demonstrate its extraordinary progress

## **3. Replaying Research's questions:**

### **3.1 Teachers' Perception about ET Use**

Many studies have tried to find out what teachers think about using ET. Margane Saeed pointed out in his article on the impact of computer-assisted language learning (CALL) on student language that high school EFL teachers affirmed their positive understanding of the usefulness and benefits of ICT in teaching of languages. Similarly, the results of the questionnaire showed that the excessive agreement among EFL teachers in Algerian high schools emphasized their understanding of the importance of ET and its use in EFL classrooms. The deal shows a positive view of ET. This is why we found that English teachers understand ET (Margan, 2015). Similarly to the results of Benettayeb, our respondents also know the opportunities that ICT offers to teachers and students. One teacher made this point in an interview:

*"I believe that such things are very necessary nowadays, any teacher cannot rely on the classical time, using his just voice. We need to use such tools to transmit the message quickly.."*

This indicates that ET are very important very the better transmission of the information. Another teacher agreed on this when he/she asserted that

*"Since old methods or ways of teaching demotivate learners to acquire any foreign language, ET is the best choice to boost our learners to be higher achievers."*

In addition, while some teachers still refuse to use email and chat to communicate with students based on survey results, some people still realized in interviews that they use tools like Facebook to communicate with students . For example, one of teachers said:

*"...I also send some files to my students via Facebook which contain activities to be dealt with, inside the class, most of the time or some links for extra activities..."*

These findings answer our first research question. They show that EFL teachers are willing to use ET because of their importance. Hence, EFL teachers' positive perception of ET may encourage them more to integrate these tools in their EFL classes (Benettayeb, 2012).

### **3.2 Barriers to ET Integration**

Some Algerian researchers working on integrating ET into the EFL curriculum have mentioned many obstacles limiting the implementation of ICT. For example, Bingimlas reported in her master's thesis "Thesis on EFL Teachers' Attitudes and Beliefs about Implementing E-Learning" that although EFL teachers are increasingly aware of the value of information and communication technologies in their professions, They are different. Barriers in the educational environment often prevent them from successfully integrating ICT tools. Likewise, we noted that most respondents focused on the barriers that hindered the success of technology integration. They pointed out that lowering these barriers will help them effectively use technology in EFL courses. Most of the interviewees stressed that they have minimal resources and a lack of training on how to integrate technology. Most teachers said they rely on self-learning (Bingimlas, 2009). They even think that using ET is a challenge, similar to the results of Idri (Idri, 2013). Furthermore, some teachers have stated that some students do not know how to use ET to present their projects in the classroom, while other students have a negative attitude towards the benefits of ICT for learning. They also mentioned many technical problems, listed as follows:

- Insufficient power supply
- Accessibility of existing hardware (computers, broadcast projectors, etc.) in the school
- Technically insufficient tools for information and communication technology and lack of showroom or language can be changed Time-saving laboratory
- Inefficiency of teachers' technical knowledge to prepare materials based on Technology
- Inefficiency of instructional software/electronic resources

These findings answer our last question. Hence, the Algerian Ministry of Education attempts for ET integration in most middle schools should be followed with a considerable competent staff. This latter would charge with responsibilities to provide the necessary assistance on how to integrate educational technologies different classes, namely EFL ones.

Throughout this section, we have reported the results of the present investigation. Then, we discussed and interpreted these results in accordance with the previous findings. The scrutinizing of EFL teachers' perception about ET use as well as the deep analysis of the interviews revealed that Algerian secondary schools EFL teachers do not lack the understanding of the importance of ET. Thus, this is not the reason for the insufficient integration of technology in their teaching. In addition, our findings demonstrated that teachers of English integrate ET in their classes with different degrees in spite of the obstacles that impede such integration (the insufficient access to educational tools and the lack of training on their integration). Above all, EFL teachers would become effective agents who would successfully integrate ET into their core subject when these barriers are overcome. As a result, our assumption is confirmed only when the barriers are taken over.

#### **4. Reflection**

As any approach, blended learning needs a lot of preparation before dealing with it, and evaluation after encountering the process. The teacher at this level, ought to be wise and watchful enough to be able to recognise if this approach is beneficial in his context or not, so that he/she would bring other methods and techniques , and may be switch completely to another approach.

#### **5. Limitation of the study**

We are aware that the scope of technology and education is so broad and there are many issues to be discussed. But we have deliberately limited our study to the perception of Algerian middle school teachers of English regarding ET usage and the limitations of their integration in their teaching.

#### **6. Suggestions for Future Research**

Our advice is on how to integrate ET to EFL teaching and learning. Although there is a lot of research on technology and education around the world, we still need more research related to TE and Algerian educational texts. In addition, exploring educational technology in several schools in Algeria requires more time and requires the use of more data collection tools, such as classroom observations. This will provide more evidence for teachers to use technology in the classroom and highlight the obstacles they face in implementing it. In addition, the TE infrastructure data for each school is still limited. Therefore, we recommend trying to contact the Algerian Ministry of Education or / or the Ministry of Posts, Telecommunications and Information and Communication for further assistance with statistics. In addition, we recommend exploring the role of school management in promoting the integration of TE in EFL classes. This statement stems from our personal interest in the field of education, inspired by our interest in teaching.

## **Conclusion**

This last chapter gives a broad overview of the results that have been uncovered in chapter two, then, shifts to the recommendations and reflection and finally moves to limitation of the study and future suggestions of the study. In brief, the research attempted to weigh the extent to which both students and teachers view technology. From this study, one can observe that all instructors, that took part in the experiment, are in favour of this kind of instruction and wish to see it adopted and valued permanently by the administration.

## **General Conclusion**

Educational Technology and blended learning are widely spread all over the world. The digital generation of learners as well as the need to improve the quality of education reinforce the important and crucial role ET play in EFL classes. As we have witnessed a lack of ET integration in some Algerian schools, we attempted through the present work to investigate the Algerian Middle school EFL teachers and students perception and usage of Educational Technology.

Chapter one reviewed the state of the art theory related to the historical background of blended learning and its development through years till present day. In this sense, a full account on Educational Technology displayed; its definition, revolution and theories, types and tools ending up with ET integration in ELT in Algeria and advantages and disadvantages of educational technology .

The second chapter presents the research methods. First, the tools and methods for collecting qualitative and quantitative data are defined. Second, the concept will be illustrated by introducing different parts of the research related to the theoretical paradigm presented in the previous section. Third, display the results by segments based on the tools used for data collection.

The last chapter briefly summarizes the results of each instrument data collection in the previous section. The findings and results were discussed and presented under different headings and similar views were collected. Then, second section offers some recommendations to make some suggestions that can facilitate integration of ET for teachers in their classrooms and it presents other suggestions recommended by the interviewees The last part tackles with replaying to the research's questions ,presenting some barriers to ET integration and offering some suggestions to future researchers .

Last but not least, we strongly recommend that technologies should be implemented in our EFL classrooms, not only as an aid for classroom management but also as source of motivation.

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## **Appendices**

Appendix 01:

### **Teachers' Questionnaire**

Dear teachers, You are kindly invited to answer this questionnaire. It is intended to Algerian middle school teachers of English in order to gather the necessary information about teachers' Educational technology resources ,perception ,usage and its effect in the English language learning/ teaching process. When answering, please put a tick in the brackets/box of the selected answer.

#### **1.How many years have you been teaching English?**

1-3 years ( )      4-10 years ( )      11-15 years ( )      More than 15 years ( )

#### **2.What challenges do you face in managing your EFI classroom?**

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

#### **3.Have you ever heard of “The Blended learning” method of teaching?**

Yes ( )      No ( )

#### **4.Have you received training on how to integrate technology tools into your EFL teaching?**

Yes ( )      No ( )      No, I learnt by myself ( )

#### **If yes, what type of training have you received?**

- Basic computer literacy (On/Off operations, how to run programs, ..) ( )
- Computer applications (Word processing, Excel, etc) ( )
- Computer integration ( how to use computers in classrooms) ( )
- Other (please mention it) .....

#### **5.Have you ever integrated some ICTs in your teaching? Yes ( ) no ( )**

Why?.....  
.....

#### **6.To what extent you find the application of educational technologies in teachinguseful?.....**

.....  
.....  
.....  
**7. Is there any relationship between educational technologies and students' EFL achievement?**

Yes ( )

No ( )

Why?.....  
.....  
.....

**8. Do you allow your students to use their mobile /computer devices to support learning inside the class?**

Yes ( )                  No ( )

In either cases do please say why ?

**9. Have you ever signed in online lectures or MOOCs?** Yes ( )    No ( )

If yes, how was the experience?.....  
.....  
.....

**10. Are you able to deliver the lesson online and discuss it once you are in the classroom?**

Yes ( )                  No ( )

**11. What are the possible changes that would make your learners more excited while learning?**

**12. what advice would you give to other teachers in respect to classroom and Educational Technology's integration ?**.....  
.....  
.....

**Thank you for collaboration and help**

## Appendix 02:

### Students' questionnaire

Dear students, you are kindly requested to answer the following questions to help your teachers better manage their technology-based classrooms in the future . When answering, please put a tick in the bracket of the selected answer.

أعزائي التلاميذ، يرجى منكم الاجابة على الاسئلة التالية لمساعدة اساتذتكم على ادارة فصولهم الدراسية القائمة على استعمال التكنولوجيا بشكل افضل في المستقبل. عند الاجابة يرجى وضع علامة بين قوسين الاجابة المختارة

#### 1. Do you have technological device( smartphone computer ) ?

Yes ( ) No ( )

1. هل تملك جهاز الكتروني ( كمبيوتر/هاتف ذكي)؟

نعم ( ) لا ( )

#### 2. How often do you use them per day?

Less than 1hour ( ) 1-3 hours ( ) 4 hours or more ( )

2. كم من مرة تستعمله في اليوم ؟

اقل من ساعة ( ) من ساعة الى 3 ساعات ( ) 4 ساعات فما فوق ( )

#### 3. How often do you use your mobile device to learn English?

Always( ) often ( ) rarely( ) never ( )

3. كم من مرة تستعمل جهازك المحمول لتعلم اللغة الانجليزية ؟

دائما ( ) غالبا ( ) نادرا ( ) ابدا ( )

#### 4. Where do you usually use your mobile device to learn English ?

Inside the classroom( ) outside the classroom( ) where the opportunity arises( )

4. اين تستعمل جهازك المحمول لتعلم اللغة الانجليزية ؟

داخل القسم ( ) خارج القسم ( ) اينما ستحت لك الفرصة ( )

#### 5. are you allowed to use your mobile device inside the classroom?

Yes ( ) No ( ) Depends on the teacher ( )

5. هل مسموح لك استعمال جهازك داخل القسم ؟

نعم ( ) لا ( ) يعتمد على الاستاذ ( )

**6.Do you like learning using your own technological devices like a smartphone or a laptop?** Yes ( ) No ( )

Why ? .....  
.....

6. هل تحب التعلم باستخدام اجهزتك التكنولوجية الخاصة مثل الهاتف الذكي او الكمبيوتر ؟

نعم ( ) لا ( )

ولماذا .....

**7.Would it be helpful if your teacher gives you a video to watch at home and discuss it in the classroom?**

Yes ( ) No( )

7. هل سيكون من المفيد اذا اعطاك الاستاذ فيديو لمشاهدته في المنزل و مناقشته في القسم ؟  
نعم ( ) لا ( )

**8.To what extent do you think technology helps you learn better?**

Too much ( ) Just a little ( )

8. الى اي مدي تعتقد ان التكنولوجيا تساعدك على التعلم بشكل افضل ؟

قليلًا ( ) كثيرا ( )

**9. What skill you do believe technology can improve in English language classroom ?**

Speaking ( ) listening ( ) grammar ( ) vocabularies ( ) others ( )

9. ما هي المهارة التي يمكن للเทคโนโลยيا تحسينها في قسم اللغة الانجليزية باعتقادك ؟

الكلام ( ) الاصغاء ( ) القواعد ( ) المفردات ( ) اخر ( )

**10.Would you be more excited if you could interact with your teacher via social media such as Facebook or Viber ?**

Yes ( ) No ( )

10. هل ستكون اكثر حماسا اذا كنت تستطيع التواصل مع استاذك عبر وسائل التواصل الاجتماعي مثل فيسبوك او فيبر ؟

نعم ( ) لا ( )

**11. Does accessing internet in the classroom, for educational purposes, motivate you more to learn? Yes ( ) No ( )**

How ? .....

.....

11. هل الوصول الى شبكة الانترنت في الفصل الدراسي لاغراض تعليمية يحفزك على التعلم ؟ (نعم ) لا ( )

کیف

**12. Do you think that interacting with your teacher online helps you overcome your shyness and anxiety? Yes ( ) No ( )**

Explain please.....

12. هل تعتقد ان التواصل مع استاذك عبر الانترنت يساعدك في التغلب على خجلك و قلقك ؟

( ) لا ( ) نعم

اشرح من فضلك

**13. Have you ever been taught using technology? Yes ( ) No ( )**

If yes would you please cite the material.....

13. هل تم تعليمك باستخدام التكنولوجيا من قبل؟      نعم ( )      لا ( )

اذا احببت بنعم، هل يمكنك ان تذكر نوع الجهاز

**14. If you are a decision maker, what would you bring to your classroom environment or learning in general? .....**

١٤ . إذا كان يامكانك اتخاذ القرار . ما الذي ستتحليه معك المـ، القسم و مـاذا ستضيف المـ، التعليم بشكل عام ؟

**15. How would you evaluate your level before and after learning through using technology ?**

#### a- Improved

c- No difference

١٥. كيف تقيم مستواك قبل و بعد التعلم من خلال التكنولوجيا؟

تحسن ( ) لا فرق ( )

**Thank you for your time and your cooperation**

شکرائی علی وقتی و تعاونک