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MASTER

"Language and communication"

The Integration of Computer Technologies and Smartphone in EFL Classroom to enhance Language Learning

A Case Study of Master one Students at Mostaganem University.

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Dedication

First of all, I would like to dedicate this work to my mother soul and to my dear father, my reason for living, to whom my gratitude, thanks and love can never be expressed in words, without forgetting my mother soul

Abstract

This research work puts emphasis on one of the most prominent techniques of teaching English as a foreign language which is mobile-learning, through the use of technology With the progress of technology, all applications of the instruction start to have tendency towards technology based instruction instead of directed, teacher-centered instructions. It is important to mention that Smart phones and computers technology are the main instructional support to enhance language learning and teaching. This study attempts to unveil the effectiveness of integrating Computer technology and Smartphone in department of English as a foreign language learning. Its main objective is to discover whether the use of Smartphones and computer technology in the EFL classroom would enhance language learning. Accordingly,two methods are adopted in order to validate or invalidate our hypotheses and to cover the main elements and queries of the research. A questionnaire was addressed to the students of English at Abdelhamid Ibn Badis University, and an interview was administered to the teachers from the same department. The findings of this study show that EFL teachers and learners support the use of educational technology (computers and Smartphones) inside the classroom, and they can use some strategies while teaching and learning .

Key words: EFL ,educational technology, Smartphone, computer technology. language learning.

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List of Abbreviations

EFL: English as a Foreign Language.

A.D : After Death.

ICT: information and communication technologies.

LLS: Language Learning Strategies.

CALL : Computer Assisted Language Learning.

CALI :computer-assisted language instruction.

CAI:computer-assisted instruction

SPALL : Smartphone assisted language learning.

LLA: Language Learning Achievement.

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General introduction

Over the last Century, The era of globalization and Multimedia technology (Smartphones, computers…),are revolutionizing and making many changes in all aspects of our life . Therefore, many researchers have noticed that technology very important in our life, more than ever in education life.

The new era assigns new challenges and duties on the modern EFL teachers .The tradition of English teaching has drastically changed with the remarkable introduction of new technology.

Teaching English as foreign language is not an easy task .Some time ago, EFL teachers depended on traditional methods of teaching which still is useful, but technological development, education multimedia technology (Smart phones and computers) provide different solutions for EFL learners and teachers that can help them to enhance their language learning and develop the ability to communicate in the second foreign language and make the learning and teaching process effective.

A couple of decades ago, teaching a foreign language was considered as the hardest task for which the teacher followed a traditional way of teaching to assess his/her learners. At present, with the development of technology, the majority of teachers are changing their traditional way of teaching to the modern one by using different elements such as computers and Smartphones.

 Drawing on our own experience, and according to what we have noticed during our career as license students at University of Mostaganem. It could be obviously seen that there are some students who find themselves demotivated towards learning a language.

The present study aims to find out if the use of computers and Smartphone can help students to develop their learning process and for teachers to develop their teaching process, and also to shed some light on the most useful strategies and techniques of EFL students language learning, focusing basically on the use of Computers and Smartphone in EFL classroom to enhance language learning.

Our research is based on the following research questions:

_What is the effect of the use of computer technology and Smart phone on Master one students of English at Abdelhamid Ibn Badis University - in enhancing Language Learning?

_What are teachers' attitudes towards using Smartphones and computers inside EFL classroom to enhance language learning ?

To answer the above-mentioned question, our hypotheses runs as follows:

- ✓ If EFL learners integrated computer technology and smart phone, language learning could be enhanced.

- ✓ Effective Language Learning may be better enhanced if EFL students use computers and Smartphones in classroom correctly as a supporting tool.
- ✓ T eachers may show positive attitudes towards using Smartphone and computer inside the classrooms.

  Our objectives runs as follow:

- • To develop students' language learning level by using smart phones and computer technology.

- • To empower teachers so as to enable them to enhance their students' language learning and create learner-centered classroom processes and encourage them to develop their skills through the use of some technology (computer,Smartphone).

- To offer students the possibility to practice English Language at the same time that combination of skills is provided and language learning is achieved.

To investigate our research hypothesis, we opted for two data collection tools: the teachers' interview and the students' questionnaire designed for Master one students of English. The reason behind choosing this population is that they have already been taught English for almost four years, which makes them a fertile ground to gather data from concerning the way they were assessed and evaluated during the four years.

The dissertation is divided into three chapters. Chapter one provides a theoretical background. It contains two sections; the first section is about an overview of computer technology and smartphone, The second section deals with language learning.

Chapter two is about the description of the research design, the population of study, the administration of the questionnaire, interview. and analysis of the questionnaire and interview.

The last chapter contains the discussion of the findings , some obstacles faced during the research work and some useful and helpful suggestions and recommendations, Ended with the general conclusion.

CHAPTER ONE

Theoretical Background

Introduction

At present, we are dealing with technology which is affecting our life, by providing different cultural contexts and different life standards with globalization impact Technology has become a way of life in some societies and it has become a needed factor to get access to knowledge and to facilitate all issues.

Technology, with its different types including Computers and Smart phones ,is taking an important part in our daily lives. It is being used by many people, at work, in universities ,schools and everywhere. More than ever, technology becomes an essential part in our personal and professional lives and plays an important role in education .According to Dudeney and Hokly (2007:7) "Technology has became more wide spread, it has moved beyond the use of computer to embrace the use of the internet and web_ based tools ".

Using computers and Smartphones in the EFL classroom as tools to enhance language learning motivated us to investigate this area of study that is adopted by many researchers in the field . This chapter highlights the use of technology that is progressively being encouraged in higher education. Using these technologies in the classroom are expected to change the traditional way of teaching and learning by the new one, and break the routine inside the classroom, We focus first on the definitions of the computer and Smartphone in classroom We also deal with the use of Computer and Smartphone in English language learning by focusing on the modern education.

The second section concerns Language learning as an important part in education life, which plays a significant role as a guide for learners to learn a language, particularly language learning via computer technology has been growing interest in Students and teachers' life, Finally, we deal with the CALL and SPALL as a major concerns language learning.

Section one: An Overview of Computer Technology and Smart phones.

1.1 Defining computer technology

The term computer technology is considered as one of the most important technologies in the 21st century ,it is the best one in the last years ,one way to define computer is that "computer is a programmable usually device that can store, retrieve, and process data " (Merriam Webster) .

An article defines the word computer as "an electronic device that manipulates data, accepts and stores the input data for further use, processes the data and produces the output data in required format ". Moreover, an article posted by Margaret Rouse,(2005), argues that "a computer is a device that accepts information and manipulates it for some result based on a program or sequence of instructions on how the data is to be processed ",So the main definition of computer it is a tool that take information and helps in solving some problems easily in the form of digitalized data in different fields .

Furthermore, The TechTerms Computer Technology defines the word computer as "Technically, a computer is a programmable machine, This means it can execute a programmed list of instructions and respond to new instructions that it is given, Today, however, the term is most often used to refer to the desktop and laptop computers that most people use ,When referring to a desktop model ,the term "computer " technically only refers to the computer itself –not the monitor, keyboard ,and mouse .Still ,it is acceptable to refer to everything together as the computer"

Floyd,(2003) Defines computer as "A combination of computer related hardware or software such as multimedia computers, different types of media (graphics, audios and videos) and networked communication tools (email, bulletin boards, Blackboard or WebCT, and list serves), together in an educational setting in order to enhance language learning». However, there are some "researchers" who describe Computer as an important machine which allows

people to communicate online with their friends using email and social media ,Sometimes they prefer to play games ,watch movies and listen to the music's .

1.1.2 Defining Smart phone

The smart phone is a small tool which is no longer an odd thing to part of people's, it is a new generation of mobile phones that has emerged over the most recent years and already has conquered the market. It has progressively entered people everyday life.

Smart phone with its small keyboards is not just a phone, but it has some computer skills and interest research, even electronic mail and agenda, and some applications for learning a new language , and also multimedia phone features such as camera, video, recordings ,dictionary It has become a source of entertainment and a means of communication, and so much more.

Banister,(2010) and Ockert,(2014;Oosteveen and Muirhead,2007) Stated that "A growing number of education-related applications were released and educational institutions became interested in using this mobile device as a learning tool".

Tyler(2002) argues that "Mobile technology is a device such as PDA or Smartphone,that can store, access, create, allows modifying ,organizing or otherwise manipulating data in various forms from a location without being required to be lathered to any particular spot".

Small report by Margaret rouse she states that" A Smartphone is a cellular telephone with an integrated computer and other features not originally associated with telephones, such as an operating system, web browsing and the ability to run software applications." Even while in the classroom, many students use their smart phone and pass some time checking their 'home page' and listen to their teachers in the same time.

In today's technological era ,The Smart phone are not only increasing and developing in popularity but also gives people a series of changes and new possibilities in all fields as exchanging information, mobile working entertainment at anytime and everywhere .

1.1.3 The use of computer technology in EFL classroom:

Often, when we refer to technology in the language classroom, we always think about computer technology .For teaching, learning purposes, the Computer has always played an important role in the EFL classroom and it can be a useful teaching/learning tool.

With the growth of first generation of personal computers in the 1980s, in education, in general, and in EFL classrooms in particular the use of computer was accelerated. As this use provide, and produced positive results in teaching, learning and testing processes, it opens ways to more research and achieved maximum results. This resulted in people from different fields such as computer engineers and software designers, applied linguists and so on

Nowadays ,computers are considered as one of the best technological tool in EFL classroom ,it is used to empower students language learning and making EFL learners more, energetic, interactive, interesting, and uncomplicated because with the computer applications like internet,email,software ,games, multimedia, digital videos ,speech processing ,the computers learners can access different authentic materials ,sources and tools which motivate and drive them to learn and use English ,David Warlick as cited in Rao ,(2012,p1)stated for this reason that "we need technology in every classroom and in every student and teacher's hand because it is the pen and paper of our time ,and it is the lens through which we experience much of our world ". It also presents another source of target language knowledge and examples and relieve the EFL teacher as the sole font of target language knowledge in the classroom as summarized by Szendeffy (2008, P. 04).

There are also more facts that using computers technology in EFL classes at university level increases language improvement .students show more interest when technology is implemented in their classes. It is also creates a learning environment that is 'learner-centered' It is also provides opportunities for a creative and dynamic EFL teacher to tap activities in his / her classroom that involve and empower students, to product , and create more instances of authentic interaction between learners using the target language.

The most important idea about using computer in EFL classroom is how students are able to incorporate in their learning process and how it is implemented by teachers in their classes.

1.1.4 The use of smart phones in EFL classroom

Much attention was given to using smart phones in EFL classroom and over the last few years, smart phone has been incredibly influential to students 'learning, regardless of whether teachers' attitudes towards using smart phones in language classes are positive or not.

Levy and Kennedy ,(2005);Norbrook and scott,(2003) have concentrated on methods of using Smartphone as system to distribute content from teachers to students, rather than focus on interaction between students or communication from the students to the teacher Levy and Kennedy ,(2005), created   a program for learners of Italian in Australia , using phones to regularly send vocabulary items, idioms and example sentences , because messages related to content being studied in class were being sent to students in the Italian language. Teachers were easily able to provide input for students outside of their usual lesson time .such input, not readily available in a foreign language environment, received extremely positive reactions from students".

Using smart phones in EFL classroom drive unmotivated students forward and involve learners overall learning process . Students in classroom can record their voices on their Smart phones to examine and correct their spoken mistakes Miangah and Nazareth ,(2012) they pointed that learning through smart phones may take longer time compared to computers ,

the learners enjoy greater sense of freedom of time and place , so that they can take the advantages of spare time to learn a second language whenever and wherever they want inside and outside the classroom.

EFL teachers can deliver their lessons very successfully when they provide their students with options to use their smart phones inside the classroom, because the students enjoy when they use it. Smart phones take a part in promoting and teaching activities of students in English classes, it offers learners opportunities to improve their four skills "reading, listening, speaking and writing ",they become more motivated to learn new vocabularies and involved in the lesson. Teachers need technology in classroom to motivate the students to learn and enable them to use it inside the classroom.

1.1.5 Computer Technology and Learner Autonomy:

From a language learning perspective, computers are recognized as attractive learning tools that provide students with huge opportunities to become autonomous learners Bork, (1994); Hoven, (1999); Nikolova, (2002), the use of computer technology can help EFL learners in many ways and can be an effective tool to motivate EFL learners to seek and to fulfill their own learning needs by themselves. If they use it creatively and wisely with suitable activities tests, therefore, teachers should encourage learner autonomy from the beginning .he should be the facilitator, counselor and resource.

1.1.6 Computer Technology and Learner Motivation:

"The term motivation is one of the key words that influences the rate and success of foreign language learning, increasing and developing student motivation is an instructional design process ,student motivation is key to the success , Motivation provides the primary impetus to initiate EFL learning and later remains the driving force that sustains this long and often tedious learning process "Dornyei,(1998).

Using computer technology in EFL instructions provides situations that motivate learners to learn , Many educators and pedagogues agree that the use of computer technology, along with internet, helps in motivating EFL learners to learn through authentic tasks in real situation ,According to Becker,(2000),"students are generally more on task and express more positive feelings when they use computers then when they are given other tasks to do,

However, the positive response is related to an active participants of the learner, if the learner is passive ,the technology has less effect in increasing student interest and motivation to achieve".

Computer technology has a great and broad potential for improving motivational and instructional design, teachers should use it in order to evaluate and encourage their students.

Conclusion

Throughout this section, it has been asserted that using computer technology and Smartphones inside the classroom, can change the traditional method of teaching and learning , We can say also that computers and Smart phones have a great role in EFL classroom which can support and enhance students to learn language with ease and speed, along with that, Smart phone can offers EFL learners and teachers a wide range of possibilities and an enjoyable environment anytime and anywhere, Moreover, computers technology can increase the value of both learner sand teachers .

In learning a foreign language, it is inevitable for students to make efforts when they use technology to learn a language, it is a natural part in the learning process, and when they work with their phones and their computers, they will always end by getting the great data and new vocabularies and enhance different skills. In the second section we will discuss the language learning and some CALL(Computer Assisted language learning) and SPAll(Smartphone Assisted Language Learning) features .

Section two: Language learning

Introduction

Nowadays, using information and communication technologies (ICT)s are used to increase the great potential of instruction and facilitate students' learning ,particularly language learning via computer and Smartphones.

In this section, we will discuss some language learning issues such as "The effective language learning and learner". In addition to (LLS) language learning strategies, our aim for this chapter is to give an image about the most effective of (LLS), also, the factors influencing the choice of LLS ,in addition to computer assisted language learning (CALL), and Smartphone assisted language learning (SPALL).

1.2 Effective language learning and learner

There is no doubt that learning a language requires much efforts and capabilities, but that does not mean that the ability to learn a special language is an attribute possessed by few luck, the term effective language learning is considered as a balance between communicative competence ,linguistic competence and pragmatic competence , language is a tool for communication while learning a language is mastery of knowledge and skill ,language is a communicative tool to maintain social relations, to know where and when and how to talk.

Many of the early studies on language learning strategies were aimed at defining the effective language learning or learner As the knowledge of second language acquisition increased during the 1970s, teachers and researchers concluded that no single method of language teaching and research findings would mark the start of universal success in teaching a second language Brown, (2007).many studies realized that some learners seemed to be successful regardless of methods or teaching techniques. "Certain people appeared to be endowed with abilities to succeed, others lacked those abilities" (p.132). Rubin and Thompson, (1994)

describe that effective language learner should Find their own way, taking responsibility for their own learning, Organize information about language, and try to feel the language by experimenting its grammar and words.

*1.2.*1Definition of Language Learning Strategies

There has been an increasing interest toward language learning and language learners since the mid 1970s with the emergence of cognitive revolution, and since then great attention has been paid to language learning strategies. The term Language learning strategies refers to the efforts and the techniques that are used by language learners to enhance their own learning. It is defined by Chamot,(2005);O'Malley and Chamot ,(1990) as "the specific mental and communicative procedures that learners employ in order to learn and use the language". Language learning strategies mainly assist learners in comprehending, storing, and remembering new information.

Weinstein and Mayer (1986) ,state that the goal of learning strategies is to "affect the learners Motivational or affective state ,or the way in which the learner selects, acquires, organizes, or integrates new knowledge "(p.315).

Richards and Platt(1992) argue that "learning strategies are intentional behavior and thoughts that learners make use of during learning in order to better help them understand, learn, or remember new information" (p.209) " .

Hence, learning strategies were seen as special ways of processing information that improve comprehension, learning, or retention of the information Chamot & O'Malley, (1987), it enables students to take much responsibilities of their own language learning and personal development.

One of the most applicable definitions which have been cited most frequently in the literature was provided by (Oxford, 1990). defines language learning strategies as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed,

more effective, and more transferable to new situations" (p. 8) another definition by (oxford,1990),"LLS allows learners to be more self-directed ,they are problem-oriented and can be taught ,they are transferable to new situations and also are influenced by factors such as gender,age,social status,etc…".

Language learning strategies (LLS) are very complex behaviors which teachers and learners need to be more trained to use it, it may make some changes according to the learning task ,and they vary from one person to another.

1.2.2 Factors influencing the choice of learning strategies

Several studies have established that many factors affect the choice of learning strategies. Those factors might include degree of awareness, age, sex, nationality, learning style, personality traits, motivation, learning context, and language proficiency Zare& Noreen, (2011); Khamkhien, (2010); Rahimi, *et al*. (2008); Chamot,(2004); Griffiths,(2003); Hong-Nam and Leavell, (2007); Green and Oxford, (1995); Ehrman and Oxford, (1989).

Studies have shown the existence of Gender differences in the use of language learning strategies between males and female language learners in which females have demonstrated to use more and wider range of strategies than males Zare, (2010); Lee, (2003); Green, and Oxford, (1995); Ehrman and Oxford, (1989).

It can be said that the relationship between gender and learning strategies are not explicit due to conflicting results generated by previous studies, strategy use is a complex phenomenon that interacts with a number of variables. These variables have influences on the use of overall strategies, strategy categories, and individual strategies in different ways. So, to obtain a clear idea of learners' patterns of strategy use, it is important to take all these aspects into consideration Rahimi *et al*, (2008).therefore, more studies are needed to verify the role of gender in determining learning strategies.

1.2.3 Language learning strategies and language learning achievement

The findings in the area of language learning strategies have often demonstrated that the use of language learning strategies leads to great proficiency or achievement in mastering the target language Lee, (2003); O'Malley and Chamot, (1990); Rahimi *et at*., (2008); Griffiths, (2003); Hong, (2006); Oxford, (1993). O'Malley *et al*,(1985),clearly the term language learning strategies is any set of steps, actions and behaviors that the learner used in order to

improve their progress of learning ,understanding or remembering new information. In a study O'Malley *et al*., (1985), it has been found that successful language learners have reported to use more and wider range of learning strategies than less-successful students.

According to Tu'u Sincere,(2004,75) "learning achievement is the acquisition of knowledge or skills that are developed by subject matter, usually indicated by test score or numerical value is assigned by teachers".

In a study of Oxford, (1990), the relationship between language learning strategy and language learning achievement, has been neglected in EFL education in turkey. Therefore, it is not difficult to say that students are not taught "learning how to learn", it is by how to recognize and identify students' learning strategies in order to support less successful student to achieve success and master the target language. Teachers can describe these strategies through different situations such as interviews and observations, language diaries, questionnaires, and so on. By following this method, teachers will be able to help language learners to recognize and appreciate the power of language learning strategies in the process of second or foreign language learning. Through learning strategies, teachers can assist the students to maintain their motivation, autonomy, and confidence and keep on going and try to accomplish the goal of learning the target language.

1.2.4 Computer assisted language learning

Computer assisted language learning is defined by Levy,(1997) as" the search for and study of applications of the computer in language teaching and learning";the term CALL embraces a wide range of information, applications and approaches to teaching and learning foreign languages, The term CALI (computer-assisted language instruction) was in use first before of CALL, reflecting its origins as a subset of the general term CAI (computer-assisted instruction). CALL began to replace CALI in the early 1980s Davies & Higgins (1982: p. 3), and it is now incorporated into the names of the growing number of professional associations worldwide. CALL is an important tool that helps teachers to facilitate the language learning process. It can be used to reinforce what has already been learned in the classroom or as a remedial tool to help learners who require additional support. CALL generally has come to encompass some issues of design materials, technologies, pedagogical theories and modes of instruction, It materials generally pay attention to principles of language pedagogy and methodology.

CALL has become very important in the last few years, because it offers a variety of resources to improve our skills, for example, pronunciation due that CALL requires programs to improve pronunciation and speech sound. CALL helps students to become more involved in the task, and they can feel more confident in working with a computer.

1.2.5 Smart phone assisted language learning (SPALL)

The use of computers in the field of education has seen various changes nowadays. the use of electronic devices has gradually increased in popularity ,students have been able to use their application to guide them in their studies ,the developments of computers and more over Smart phones has hugely influential to students' learning, such devices creates a classroom environment with added opportunities for learning Stockwell and Hubbard,(2013),Kukulska Hulume(2005).

Many studies Example Levy and Kennedy ,(2005);Norbook &Scott;2003) concentrated on methods using smart phones as a way to distribute content from teachers to learners, rather than focus on interaction between students or communication from the students to the teacher.

Smartphone assisted language learning is a language learning that is assisted or enhanced through the use of Smartphone. Smartphone assisted language learning has evolved to support students language learning and make students able to access language learning materials and to communicate with their teachers and peers at anytime and anywhere.

Using SPALL would give learning in general support by providing immediate test feedback accessible via mobile phone, this test will encourage students to use their Smartphone as a great medium to provide and assist feed back in their language study.

Stockwell (2008) stated that students tended to prefer to use computers for learning and their smart phones for entertainment. Nowadays ,using smart phone in classroom become a need for daily life ,students who use SPALL in class showed more efforts in their private learning ,using SPALL may not only benefits learners but teachers also should encourage and allowing students to use SPALL in order to see more positive aspects to learning and better education that meets their needs.

Conclusion

 We have discussed through this chapter the importance of using technologies inside the classroom, in addition to the value of computer technology in learning the English language. Also, we tried to mention the importance of the effective language learning and learner, and a brief definition of language learning strategies (LLS) ,and factors influencing the choice of learning strategies, moreover the definition of computer assisted language learning (CALL),and Smartphone assisted language learning (SPALL).

Chapter Two

The Field of Work

Introduction

The previous Chapter is devoted to Theoretical Background about integration of computer technology and smartphone to enhance language learning in EFL classroom.

The present chapter is designed to collect data about students' reaction to the use of computer and smartphone inside the classroom ,and teachers' opinion about using these tools inside their classes .

Throughout this chapter we mention the target population and the instrumentation. And also analyze and describe the results of the data that were obtained from both EFL teachers' interview and learners' questionnaire ,of Master one students at University of Abdelhamid Ibn Badis Mostaganem ,As for the main aims behind this research it is to spot the light on the use of computer and smart phone in enhancing language learning ,Therefore, knowing the importance of using computer technology and Smart phone as a pedagogical strategy by teachers and students is essential.

2.1 Methodology

Any research design is a step to move on something practical, our present research work relies on two main approaches, namely quantitative and qualitative approaches, two data gathering tools are selected.,a questionnaire for learners and a semi-structured interview for teachers, in order to gather the data that enable to provide the glue that holds the research project together that will more likely advance knowledge and understanding in this topic and gain a lot of valuable information and a true and full picture of integrating computer and smart phone in EFL classroom.

2.2 Population of the Study

Teachers and students are the main variables in the study. Two research instruments were used for data collection; a questionnaire that was addressed to first year Master EFL university students ,and an interview which was designed for teachers in the English department at Abdel Hamid Ben Badis, university of Mostaganem.

The purpose of using more than one instrument of research is to gather information from diverse sources and study the problem from different angles.

2.2.1 Students' sample

A self-completion questionnaire was selected as a method for investigating the views of First year Master students of English Department at Abdelhamid Ibn badis -Mostaganem University, We dealt with 50 participants from total a population of more than 140students. All of them are baccalaureate holders from different streams who have learnt the English language since the first year in the middle school; this makes a sum of seven years before entering the university. At this level their educational background comprises thirteen years of

Arabic as their mother tongue, ten years of French as their first foreign language and seven years of English as their second foreign language.

2.2.2 Students' Questionnaire

The questionnaire is composed of ten (10) questions dispersed over three parts. The first part contains "Students background information"; their gender, the second part involves (5) questions concerning "student's perception about the use of computer technology and smart phone inside the classroom",Part three, consisting of (5) questions deals with "Student's perceptions towards the use of computer technology and smart phone to enhance English language learning."

Moreover, Data collected from this questionnaire are either type is close-ended question which require answers with 'yes' or 'no' with some that need justification, open ended questions or both close-ended questions and multiple-choice questions provide quantitative data. The questionnaire is designed to get information about students' feeling when they use computer technology and smartphone to enhance language learning.

2.2.3 Teachers' sample

This study also concerns four teachers in the English department at Abdel Hamid Ben Badis, university of Mostaganem. They all hold either the degree of 'Magister' or 'Doctorate'. Their experience in teaching English ranges from 3 to 15 years and they teach all levels, start from first year , until Master year. The selection of such sample was based on the consideration that teachers will benefit us more since they teach essentially students how to develop their skills and enhance their language learning, which are our concern.

2.2.4 Teachers' Interview

The purpose of this interview is to know the teachers' opinion about using computer and smartphone as tools to enhance language learning in an EFL classrooms , Four teachers of different ages and professional experience participated during the data collection procedure. The sampling was done randomly among teachers who were appropriate in terms of the aims of this study. However, the informants were also chosen according to availability and what the time-limit allowed.

This interview consists of eleven(11) questions divided into three main sections ,First, devotes to get "Teachers' background information" Second part entitled "teacher´s attitudes towards the use of computer technology and Smartphone"**.** The Third part, is about **"**teacher's perceptions about the use of computer and smart phone as tools for enhancing the language learning". The interview took place in a free classroom at the Department of English, .Our interviewee was kind and has cooperated so much with us.

2.3 The research procedures and results analysis

To analyze the questionnaire and the interview our research depended on a mixture of data, the Data will be treated in tables, and figures and information will be presented and analyzed, to order items of students questionnaire and teachers interview The following tables will describe the result of each question.

2.3.1 Analysis of Students' Questionnaire

The number of the students who participated in the study is 50 students, that is to say the whole sample (100%).

Part one: Background Information.

Gender

Options	Number	Percentage %
Male	18	36%
Female	32	64%
Total	50	100%

Table 1: Students' Gender
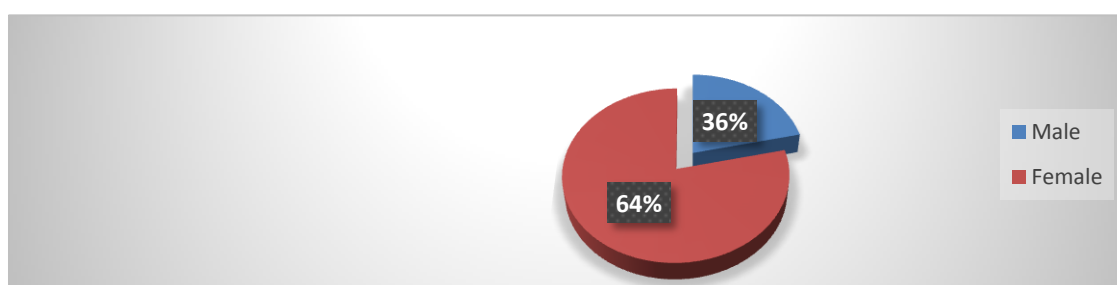
Figure 1 : Students' Gender

As we can see on the table, the majority (64%) of the population is females and only (36%) are males. This explains the high rate of females especially in the department

of English. The aim of the question was to give the reader a picture about the growing number of females in learning languages.

Part two: student's perception about the use of computer technology and smart phone inside the classroom.

Question 1:Have you ever used the computer or smart phone inside the classroom?

Option	Number	Percantage
Yes	41	82%
No	9	18%
Total	50	100%

Table n°02: Student's use of computer.
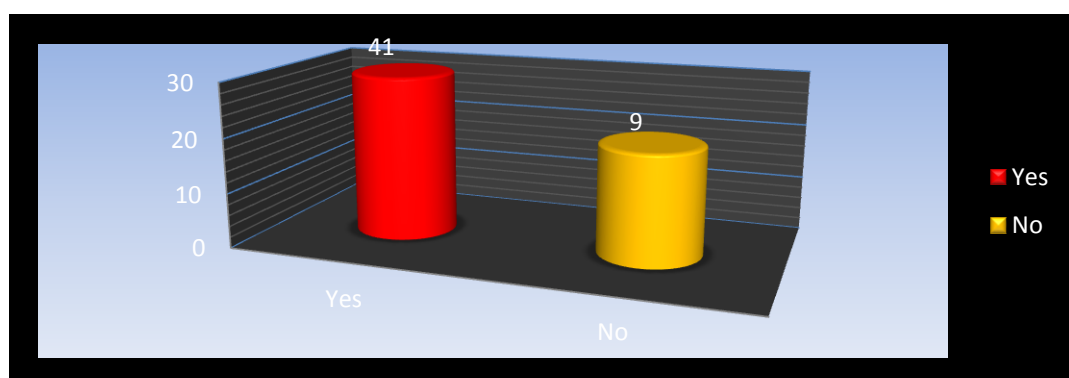
Figure n°02: Student's use of computer.

This question was designed to quantify the number of students who either used the computer and smartphone inside the class or not. The majority of our participants (41) students (82 %) said that they have used the computer and smartphone While (09) (18%) of them said no.

Question2: Have you been taught a computing course before entering the secondary school?

Option	Number	Percantage
Yes	20	40%
No	30	60%
Total	50	100%

<div align="center">Table n°03: Computer Technology Skills.</div>
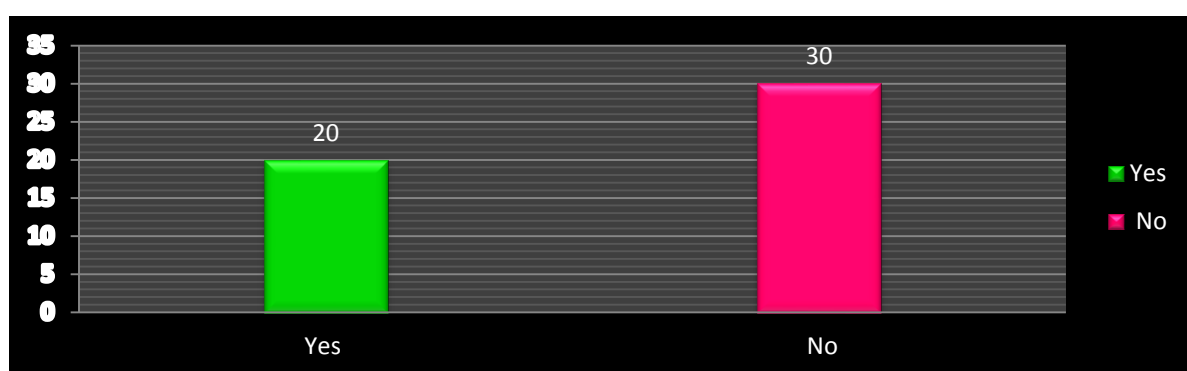
<div align="center">Figure n°03 : Computer Technology Skills.</div>

Through out this table , it is revealed that (30)students (60%) claimed that they haven't been taught computing courses before entering the secondary school.This means that the idea of using a computer in the educational process is still lagging behind. On other hand, (20) students (40%) react positively.

Question n°03: Does your teacher use textbook as his/her main teaching material?

Options	Number	Percentage
Yes	40	80%
No	10	20%

<div align="center">Table n°04: Teacher's Material.</div>
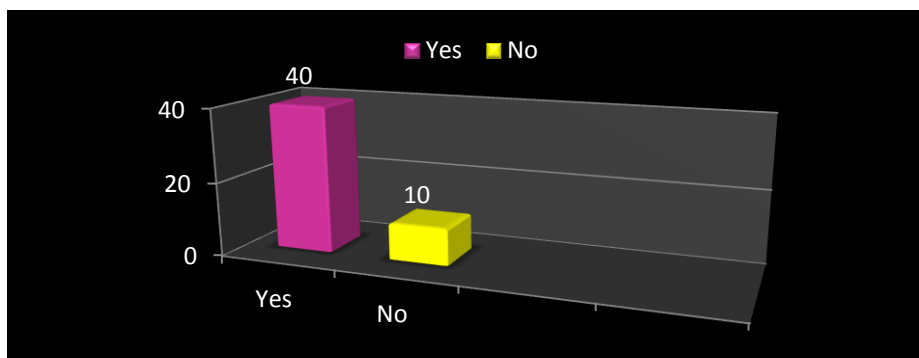
Figure n°04: **Teacher's Material.**

It is obvious that out of (40) students (80%) claimed that their teacher use the textbook as it is the main material. While (10) students (20%) answer negatively. The highest rate represented in the table (80%) is of the students who said that textbook is the main material for their teacher. While (10%) said the opposite.

Question n°04: Do you think it is easier for you to learn the English language using a computer or smart phone than using books? If yes or no, please state why?

Option	Number	Percentage
Yes	35	70%
No	15	30%
Total	50	100%

Table n°05: Student's Opinion about Learning Language.
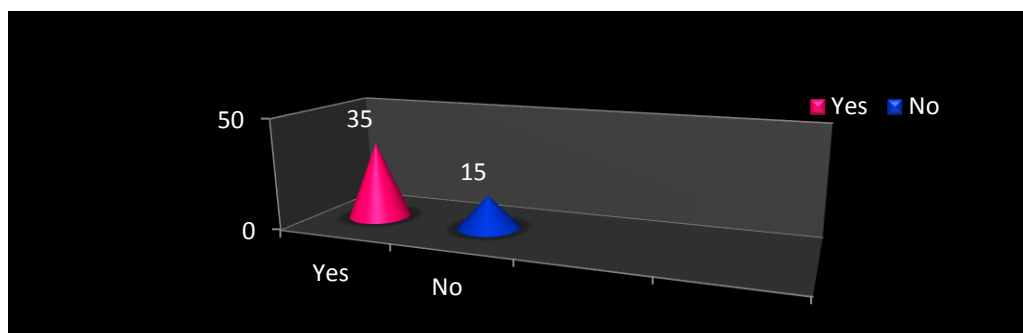
Figure05: Student's Opinion about Learning Language.

According to the results shown in this table, we find that (35) students (70%) saw that learning English by using computer and their phones   is easier than books. While (15) students (30%) saw that textbooks are the main source of learning English at this level.

Those who answered positively said that a computer is an unlimited world, and smartphone is great tool we can learn many things in a small period of time, and feeling autonomous when using both of them. Communicating with native speakers makes us learn the language easily, rapidly and spontaneously.

Question n°05: Does video chat using phones help you to improve your speaking skills?

Option	Number	Percentage
Yes	46	70%
No	4	30%
Total	50	100%

Table 06:Students opinions' about Video chat to improve speaking skill
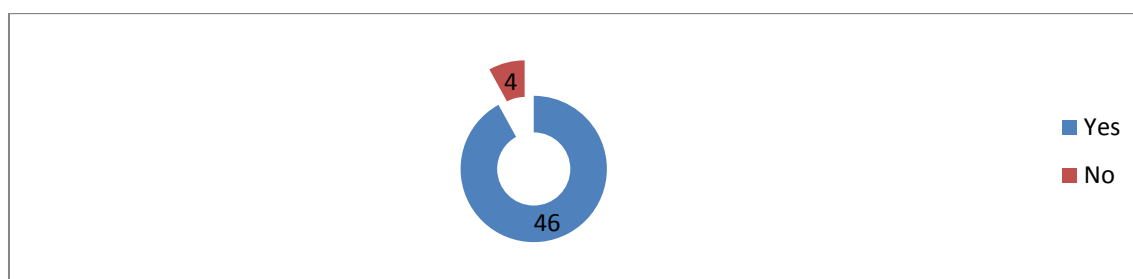
Figure 06: Students opinions' about Video chat to improve speaking skill.

Results show that 46 students (70%) ,they responded positively towards the use of phone video chat which will improve their speaking skills, while 4 students (4%) them argue that they do not think that video chat will help us to improve our speaking skill.

Part three: Student's perceptions towards the use of computer technology and smart phone to enhance English language learning .

Question n°06: do you think using computer technology or Smart phone would facilitate learning or would encourage laziness?

Option	Number	Percentage
Enhance learning	25	50%
Encourage laziness	25	50%
Total	50	100%

Table n°07: Students opinion about the over use of computer.
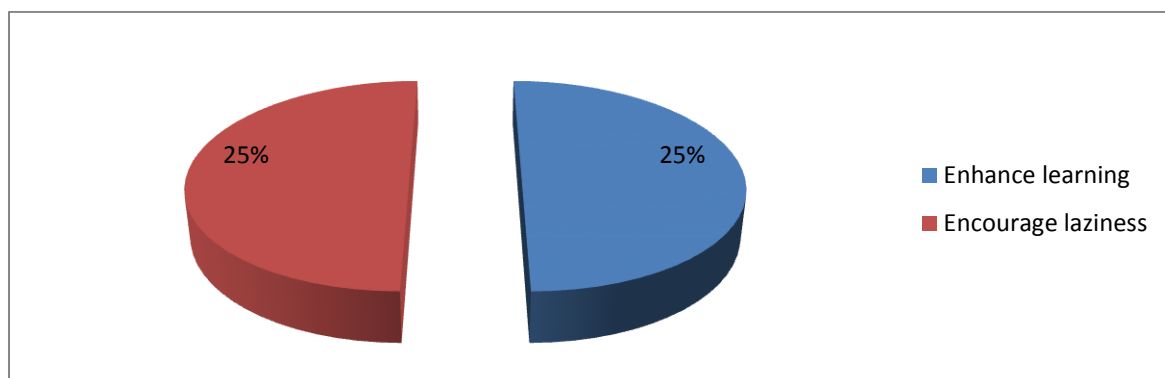
Figure 07: Students opinion about the use of computer.

We submitted this question to find out the student's opinion about the use of computer technology and Smart phone inside the classroom, All students affirmed that using computer technology or Smart phone will enhance learning. and encourage laziness in the same time .

Question n°07: Do you find it easier to use the phone with its applications, like video chat ,dictionaries and games, for learning languages?

Option	Number	Percentage
Yes	40	80%
No	3	6%
It depends	7	14%

Table 08:Students' Opinion about the use of Phone' applications.

From the table we can notice that the high percentage which presents 80% of participants argue that, the use of Smart phone with its applications is easier for learning languages ,the majority claimed that using phone is easier for learning languages, while (6%) said the opposite and (14%) of them respond it depends.
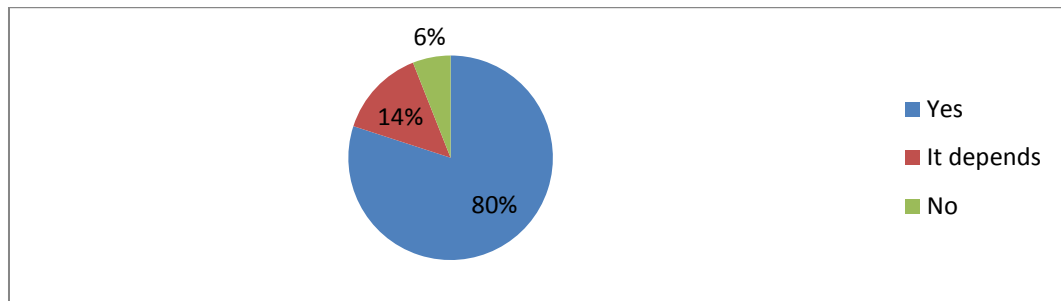
Figure 08: Students' Opinion about the use of Phone' applications.

Question n°08: How can you describe the benefits of using this technologies to improve your English language level?

The answers of these questions were almost the same ,the benefits of using Smart phone and computer technology according to M1 students it is a good way for them because it gives them more opportunities to learn languages easier and improves their four skills with different techniques in one device audio ,visual..

Question n°09: Do you agree to utilize computer technologies and smartphones in classroom and use it as a supporting means to enhance your language learning.?

Option	Number	Percentage
Agree	39	78%
Disagree	02	04
Neutral	09	18%
Total	50	100%

Table09:Applying computer in classroom to enhance language learning.
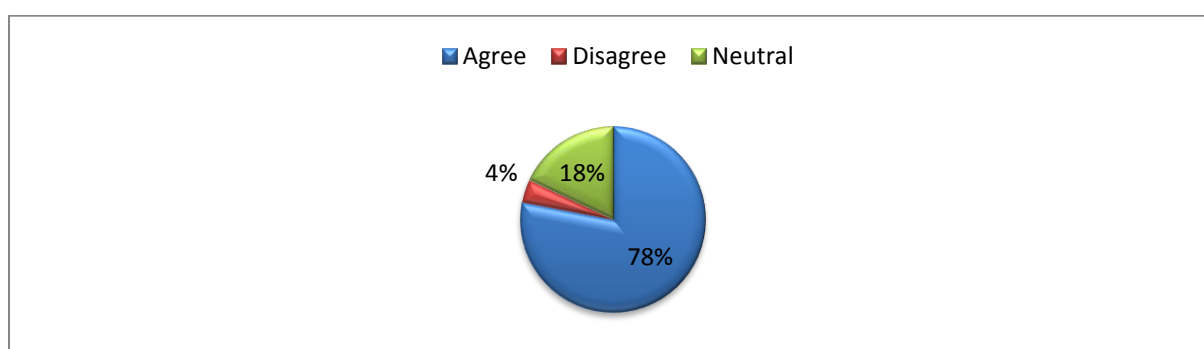
Figure09: Applying computer in classroom to enhance language learning.

When we count the answers above, we find that the percentages of answers are, 39 students (78%) agree that utilizing computer technology and smart phone inside the classroom can

help them to enhance their language learning , While, 09 of them (18%) were neutral and 02 students disagree about this expectation.

Question n°10: Do you think that teachers should change their traditional teaching way and allow the use of computer technology and smartphone as a main teaching tool?

By this question,the researcher wanted to know EFL students' opinion about teachers ways of teaching .

Option	Number	Percentage
Yes	44	88%
No	06	12%
Total	50	100%

Table10: Students opinion about changing the traditional way
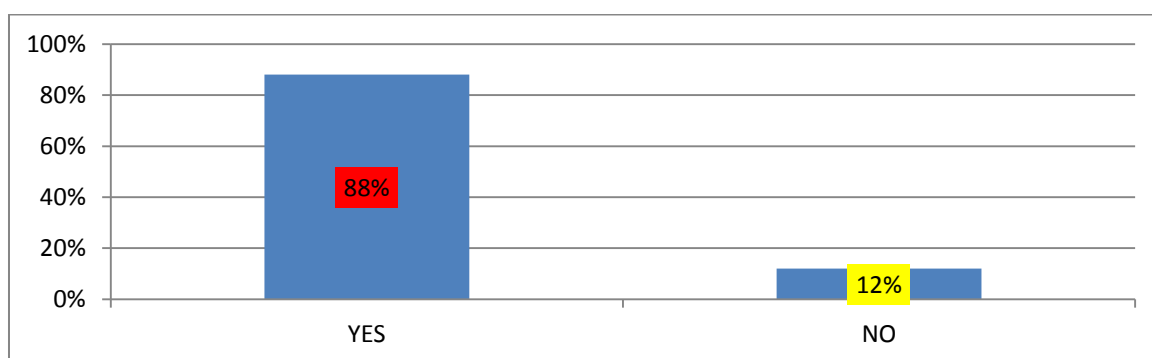
Figure 10: Students opinion about changing the traditional way .

The table above indicates that most of the students(44) representing (88%)accept the idea that teachers should change the traditional teaching way and adopt the computer and smart phone as it is the main materials, while(06) students representing (12%) do not accept it. The results imply that teaching with the new technology will raise students' motivation to learn the English language. This is because the computer and smart phone provides them with the opportunity to learn new vocabularies, correct pronunciation, exchange ideas and helps them learn better.

2.3.2 Analysis of Teachers' Interview

The interview is addressed to four EFL teachers of Abdelhamid Ibn Badis university of Mostaganem .The aim of this interview was to elicit as much information from the informants as possible .In addition to that, its basic purpose is to show their perceptions and

attitudes and reactions about computer and smart phone as a teaching materials inside the classroom.

This interview includes Eleven questions that will be analyzed and presented bellow.

The first part consists of three (03) questions concern teacher's background. The second part, composed of three (03) questions , concerning teacher's attitudes towards the use of computer technology and Smartphone.

The last part, containing five (05) questions, emphasizes teacher's perception about the use of computer and Smartphone as a tool for enhancing the language learning.

Question n° 01: How many years have you been teaching English?

Options	Number	Percentage
1-3 years	01	25%
4-5 years	00	00%
7-9 years	00	00%
10-12 years	02	50%
More than 12 years	01	25%
Total	04	100%

Table 11 : Teaching Experience.
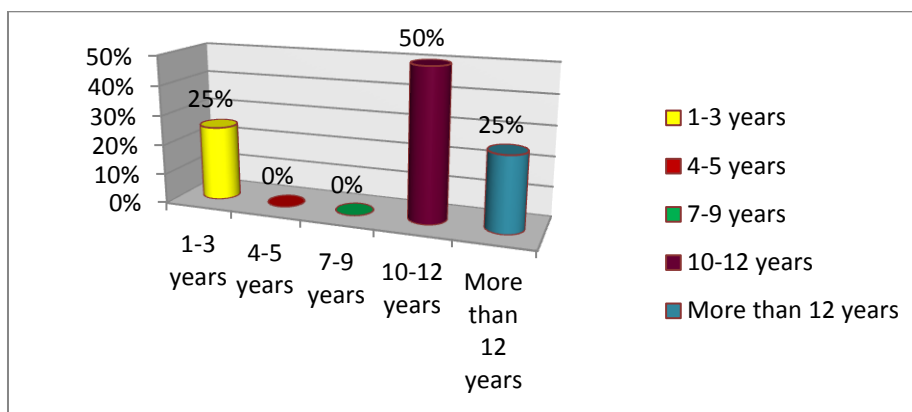
Figure 11 : Teaching Experience.

The table above shows that 01 teacher (25%) of the population of the study had an experience of less than 05 years. Meanwhile, 02 teachers represent (50%) of the respondents have an experience of more than 07 years but less than 12 years. 01 teacher (25%) had a teaching experience for more than 12 years. According to the Ministry of Education that 32 years is the teaching life time for teachers. So, we noticed that all teachers are still in the first half of their teaching career.

Question n°02: What are the most frequent obstacles you face during your teaching session?

The aim of asking such a question is to show that the most frequent difficulties and problems that impede teachers to achieve their objectives which are improve the student's level.

All the 4 teachers (100%) claimed that lack of students motivation and they are not regular in their work is the first obstacle we faced during our teaching session, In addition, 02 teachers (50%) said that they faced difficulty in transmitting the information because there is a huge variety between students (prior knowledge). 01 teacher (25%) considers time as an obstacle because lack of time make us in hurry and sometimes we forgot to mention the main point of the lesson. one teacher added that it depends on the module and related to the specialty and that will take much time and effort.

Question n°03: what do you have to achieve by being a teacher?

The aim behind this question is to know the EFL teachers goal by being a teacher .

One teacher (1) said that ,is to deliver my lecture to research academic aims, two teachers (2) answered that to make the level of my students very high ,one teacher (1) said that to teach and made my students love teaching.

Part two: Teacher´s attitudes towards the use of computer technology and Smartphone.

Question n°04: Have you ever had a teaching experience with computer?

Option	Number	Percentage
Yes	02	50%
No	02	50%
Total	04	100%

Table 12: teachers' experience with computer
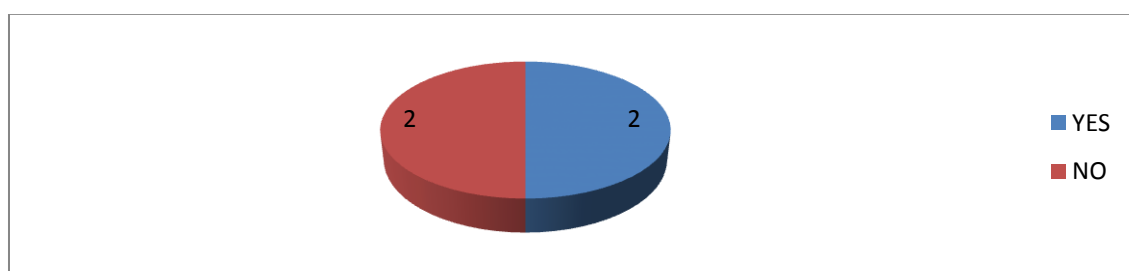
Figure12: Teachers' experience with computer

The answers given to this item show that (2) Teachers claimed that they have experience with computer technology in classroom. And one (1)teacher said sometimes ,and one teacher (1) said not really because of lack of materials and internet connection .

Questionn°05: Does video chat using phones help your students to improve their speaking skills?

This was an open _ended question for EFL teachers to show their views about using phones will help their students to improve their speaking skills ,two Teachers (2) stated that using video chat phones it can help students to improve their speaking skills,one teacher (1) think that video chat phones are not really great solution to improve students speaking skills because they are not correctly connected they keep in the same mistake ,while one (1) teacher said I don't think so .

Question n°06: Have you ever asked your students to present an expose or research with computer technology?if yes say why ?

Option	Number	Percentage
Yes	04	100%
No	00	00
Total	04	100%

Table13:students presentation
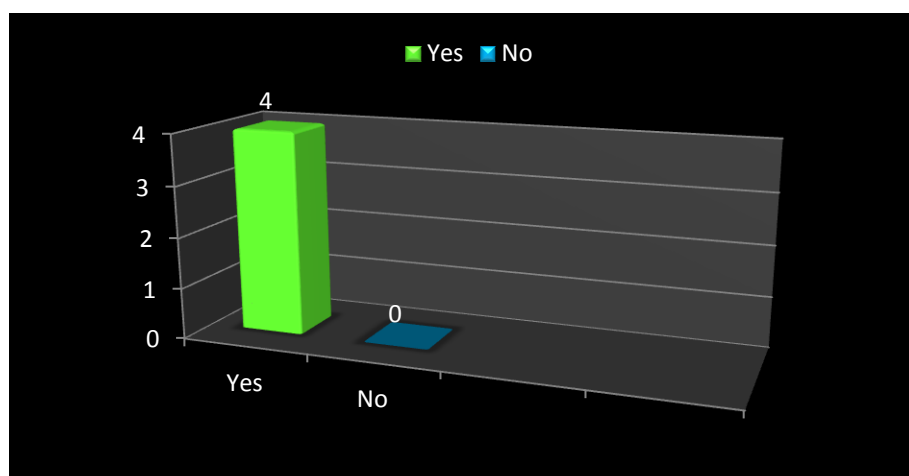
Figure 13:students presentation

The answers above show that ,All the (4) teachers ask their students to present an expose with computer technology, because students are more motivated by visual things which give them a chance and encourage them to know more and enhance their learning, in addition computer technology is very useful original and practical it helps us to facilitate and creates an enjoyable environment . In addition to this, students prefer the use of the new technology to present their research since they find it easy, adequate and more practicable. We notice that this question is an answer for our hypothesis, that the integration of computer will enhance language learning.

Part three: Teacher's perceptions about the use of computer and smart phone as tools for enhancing the language learning.

Question n°07: Do you think that using computer technology or smart phone would facilitate teaching or would encourage laziness?

Option	Number	Percentage
Enhance learning	4	100%
Encourage laziness	4	100%
Total	4	100%

Table 14:smart phone and computer to enhance language learning .
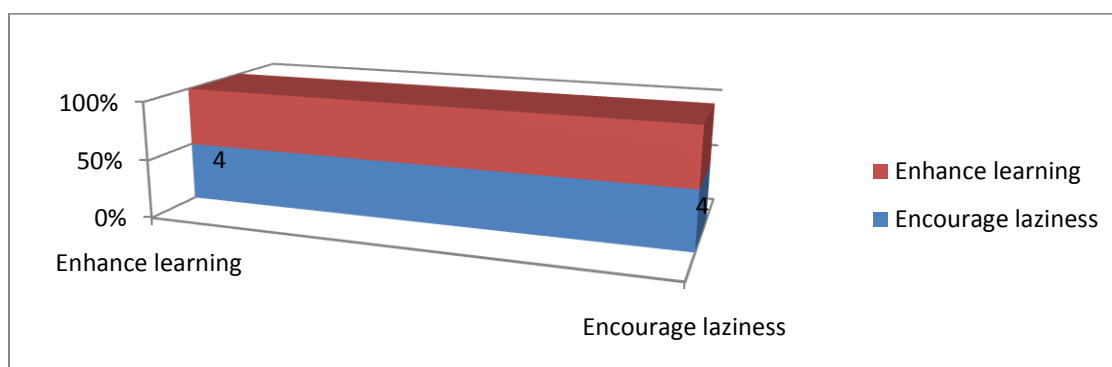
Figure14:smart phone and computer to enhance language learning .

When we count the answers above, we find that the percentages of answers are equal ,all the teachers (4) think that using smart phone and computer technology as tools can enhance language learning and encourage laziness in the same time.

Question n°08: Do you find it easier to use the phone with its applications, like video chat, dictionaries and games, as a tool for teaching languages?.

It has been shown that all teachers (4), answered "yes" to the question. They find the use of phones with his different applications, easier because they use it all the time in their daily life ,they check dictionary and search some information ,but all with limitations as one teacher said yes but with limitation.

Question n°09: Do you agree to utilize computer technologies and smartphones in classroom and use it as a supporting means to enhance your students language learning.?

Option	Number
Agree	03
Nuetral	01
Disagree	00
Total	04

Table 15:use computer and smartphone as supporting tools to enhance language learning
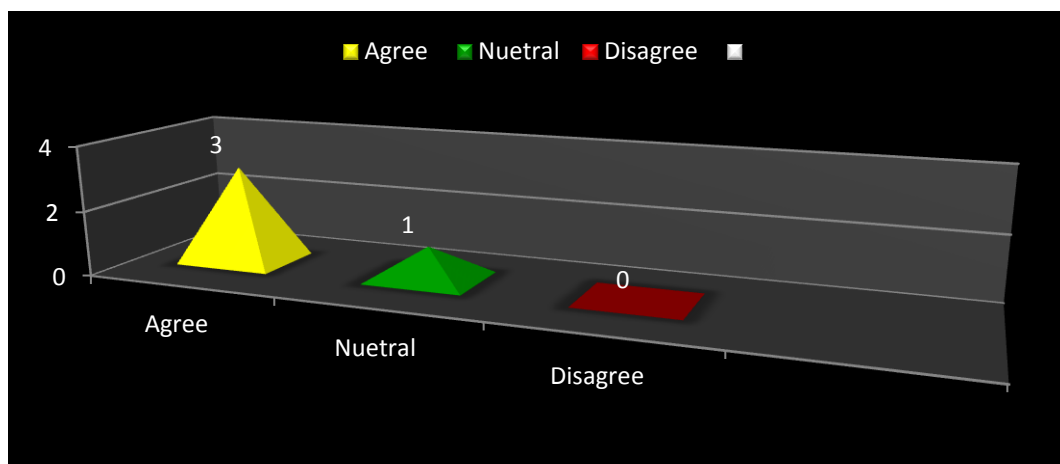
Figure 15: use computer and smartphone as supporting tools to enhance language learning

The answers above show that ,(3)of teachers agree with the idea of utilizing the computer and smart phone in classroom to enhance their students language learning ,with(0) disagreement and (1) neutral .

Question n°10: Do you think that you as a teacher should change your traditional teaching way and allow the use of computer technology and smartphone as a main teaching tool?

Option	Number
Yes	01
No	01
Prefer both	02
Total	04

Table 16: Teachers opinion about changing the traditional way .
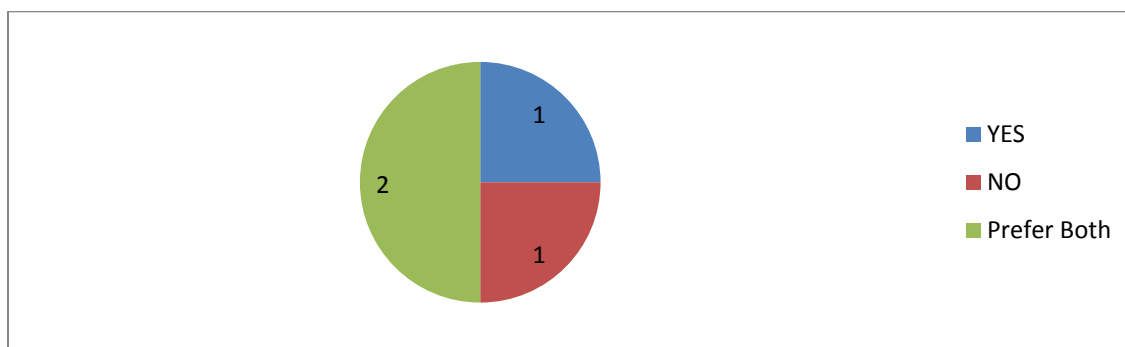
Figure 16: Teachers opinion about changing the traditional way .

The aim behind this question is to know whether EFL teachers can change their

traditional way of teaching with the new way by using some technologies, or not ,the answers

were so different (1) teacher said yes I prefer the new one because it creates a great

atmosphere for teaching, while (1) teacher said the opposite she prefers to continue with the

traditional method ,in addition ,(2)two teachers prefer both of them.

Question n°11: Do you feel that you have had an impact on the students that you've taught?

The researcher asked this question in order to know if teachers feel that they have an impact

on their students that they've taught or not , and the teachers' didn't answer this question ,

because they don't know the answer , just one of teachers who said "yes I do ,I m absolutely

have an impact on my students "while (3) teachers prefer to not answer to this question .

2.4 Description of the results

2.4.1 Description of the students' questionnaire

We designed the questionnaire to get information about students' opinion when they use

computer technology and smartphone to enhance their language learning, From the analysis

above, we obtained that the great number of students are females, So, females are more

interested in learning foreign languages than males. Nearly all students consider Smartphone

and computer technology as an essential tool to develop their language skills.

Most of the students have positive reactions when they use computer and phones to develop their skills, This explains the influence of those tools in education life, that goes hand in hand with students' attitude towards the subject and the motivation during the lectures.

Students felt very comfortable and relax when they responded the questions ,because the questions were clear and acceptable for all them .

2.4.2 Description of Teachers' interview

The purpose of this interview was to elicit as much information from the informants as possible, the interview questions were clear for interviewee, The interviewee were asked to describe their feeling and reactions toward the use of computer and smartphone in EFl classroom . we used Audio recorder during the interviews, it was a cell phone because it had good sound quality and it was also easier to transfer files to the computer with it. This would also facilitate the transcription process since that could be done from the cell phone as well, All interviews were held in comfortable locations suggested by the interviewee and were all between 10-20 minutes. The interview analyses will be presented below. Teachers were asked to discuss their own understanding of using computer and smartphone as means for enhancing their students language learning, They all described computer and smartphone as tools which teachers use to help learners improve their skills and enhance their language learning. The teachers' descriptions of Smartphone and computer are similar to what was said in the students' questionnaire, The ways in which computer and smartphone should be given refers to the teachers' thoughts on how a teacher should give a help and encouragement to learners.

The analysis of the interviews revealed that the teachers encouragement and help it was very important for learners , Although the teachers agreed that there are times when using those technology is not good for learners because it makes them motiveless ,and should use those tools with limitation .

Conclusion:

In this chapter ,we have attempted to analyze the main data gathered by using different data collection tools namely "students' questionnaire" ,which the analysis of the questionnaires guided us and gave a clear answers to confirm all our hypotheses ,Then, "teachers' interview " were presented, which aimed to check the teacher's opinions and perceptions about the use of computer technology and smart phone as a tools for enhancing the language learning .

The results of this study reveals that using smart phone and computer technology inside the classroom is an important solution to enhance students language learning and helps teachers to enhance their teaching languages.

As a conclusion, it is obvious that using Smartphone and Computer technology inside EFL classroom introduce something new to learning and teaching foreign language,and this requires new roles for both the learners and the teachers, use of computer as a main teaching tool for teachers and Smartphone as main solution for learners . So using computer and Smartphone leads to new pedagogical changes which create new pedagogical roles.

Thus, on the basis of the results obtained, the next chapter will be devoted to discussion of the main findings plus some suggestions and recommendations which attract both students and teachers to the need of integrating computer technology and Smartphone in the EFL classroom as a tool to enhance language learning.

Chapter Three:

Discussion of Findings, Suggestions and Recommendations

Introduction

This chapter is the last part of our research work, and it is concerned with the discussion of the findings, the results of this study , limitations Suggestions and recommendations will be discussed regarding the use of computer and Smartphone inside the classroom that would help teachers and learners to enhance language teaching and learning process , EFL teachers need these tools in their sessions to assign their learners with new tasks that help them communicate and enhance their language learning, In this regard ,the results that were obtained from the analyses of the students" questionnaire and the teachers interview " at the English department of Abdelhamid Ibn Badis University of Mostaganem were used for collecting information from Master students and EFL teachers concerning their use of computer technology and Smartphone in their professional and educational life In addition a set of conclusion seem to end with .

3.1 Discussion of the findings

We have reached by this paper a clear idea about the use of technology inside classroom to enhance language learning, as well, we try to explore the implications of the key findings and importance of the use of Smartphone and computer technology with EFL Teachers and Learners.

We have reached the desired results through the case study of M1 students at university of Abdel Hamid Ben Badis in Mostaganem .The discussion of the findings obtained from the analyses of data gathering tools namely the questionnaire addressed to students and the teachers' interview the major findings of the study have been described below :

After analyzing the questionnaire of the students, The main point which we found is that Smartphone and computer technology will have a significant impact on teaching and learning language ,we find out that the students showed motivation and interest for when they use their

Phones or their computers inside the classroom, They win their confidence and they feel that they are so talented in speaking and listening to videos and English songs ,to check their pronunciation in grammar Students record themselves and playing back listen to themselves speaking which can help them to correct their mistakes .

We noticed that when the teacher provides the learners with technology, they do not feel bored or unrelaxed, they feel so motivated and they interact with multimedia materials, they support their teachers new teaching way .and even controlling their learning outcome and progress.

Through the questionnaire, questions (1) and (2), we noticed that Students have not been taught computing course before ,Using computer inside the classroom wasn't allow , the answers falls in different parts ,those who thought about using computer and Smartphone without implementing it in their classrooms, those who implemented Smartphone and computer in their classrooms and those who have never thought about the idea as a whole. This means that the idea of using a computer in the educational process is still lagging behind.

From the analysis of students' questionnaire, particularly question (4) and (6), we observed that students think that   learning English via using computer and phones is easier than via books. They mentioned that computers and phones are mainly used in listening ,and speaking and make reading more enjoyable and help them to develop their skills and they can move from page to another easier rather than books,group of them were even astonished for the idea, they said: "we don't think that books are the perfect solutions for EFL learners to learn English especially that we're in 21C and the time changes we prefer computers and smart phones because they are so rapid and * it will be easily used in the extensive reading classroom.

The results of question (8) indicated that students prefer computer technology and Smartphone,because it brings benefits for them ,they always try to change their learning style to new one, and maintain a positive attitude toward computer and Smart phone.

At the last results of our questionnaire questions (9) and (10) students were asked about their opinions concerning teachers ways of teaching, the majority report that they support the idea of changing the traditional teaching way and adopt the computer and smart phone as it is the main materials, they said "teaching with the new technology will raise our motivation to learn the English language rather than the traditional one". This is because the computer and smart phone provides them the opportunity to learn better new vocabularies, and correct pronunciation.

From the analyses of the teachers' interview, we started by teachers background , in Question (1) and (2) results we noticed that the teacher's experience in teaching is long since they have spent about more than(8) years in teaching English,their responses will be of great importance in comparison with one teacher who have a short experience in teaching . However ,Teachers also face obstacles in their teaching process ,lack of Motivation it was thefirst and similar answer that teachers said , All teachers think that there are some students who are not motivated to learn a language ,Even they used different techniques to encourage their students to build their positive self-esteem.

Some teachers mention that they faced obstacle in transmitting a message because of the huge variety between students ,the lack of time also made them in hurry and they forget to mention some essential points .

The results that are obtained from teachers interview's question (4) showed that all teachers , including who had no experience with using computer and smartphone inside the EFL classes ,shared the same opinion that using these tools will enhanced language learning and teaching but it can not replace a teacher, teachers reported that using Smart phone and Computers it can bring benefits to EFL teachers , as well as to all students, but we cannot replace it by teacher.

The answers to the fifth and eight questions demonstrate that teachers don't support the idea of using video chat phones to help students improving their speaking skills ,because

their students still face some pronunciation problems and they cannot correct it easily ,but using dictionary and some English applications are necessary because they use it all the time in their daily life.

From the analysis of the teachers' interview, from question (7) ,we report that teachers think that using smartphone and computer technology in classromm it can enhance language learning indeed but it has also a negative way which encourages laziness in the same time.

With regard to teachers responses in questions(9) and (10) , Almost all of the teachers agree that using the computer and smart phone in classroom to enhance their students language learning is important, and one of them he said that "computers and Smartphone's must become the norm in classrooms and universities and we should encourage our students to use these tools to develop their skills".

We report that The teachers believe that using smart phone and computer to enhance language learning is relevant, but they cannot neglect the traditional teaching way, They

 Trusted that a computer or a phone can never replace a teacher .

 The last results which is about the teachers impact on their students and we report that (3) teachers prefer do not speak about their impact and they give the word to their students because they don't know the answer, except one teacher who think he had an positive impact on his students.

3.3. Limitation of the study

This research has some limitations, The first limitation is the lack of references ,we have faced the obstacle of the availability of references in the libraries of Mostaganem,

  Another limitation we found was the population that we have choose, the population of the experimental group is small, only fifty students and might not represent the majority of the students of first year master students.

And some of Them refused to cooperate with us they didn't answer most of the questions, which push us to delete it, Third, problem of time, it was difficult to have teachers for interviews. Teachers were busy to finish their program and preparing for the exams.

3.4 Recommendations and Suggestions for Future Research

After analyzing our results of students' and teachers' questionnaires, now we will offer some recommendations for using computer technology and Smartphone inside EFL classroom to enhance language learning. We would also propose some suggestions to attract both students and teachers to the use of computer technology and Smartphone inside the classroom to enhance language learning.

First of all, the main purpose of using smart phones and computer technology   in EFL classrooms, is to provide new styles and new ways for students to learn a language .

- Using computer technology and Smartphone in EFL classroom, would give some opportunities to students to enhance their achievement and capacity of learning .

- The integration of computer technology and Smartphone in education life ,will brings new ways of learning and teaching.

- Teachers would merge Smartphone and computer technology into their classroom lessons to encourage the students and make them not feel any of boring when assist the classes.

- The teacher should involve his students in their decisions and support their learning strategies , They should understand the learners' difficulties and then follow the development of technology Smart,(2008).

- Working on computers and Smartphone reinforces collaboration between students and teacher as they work together on projects.

- Learning a foreign language is not easy for students ,it takes time and hard work ,thus the use of smartphone and computer technology ,will encourage them to develop their skills, "when someone mentions technology in the language classroom, your first impulse is to think about

computer technology, mostly because computers have so pervaded our daily home and workplace contexts" Brown, (2001:143).using these tools inside the classroom is very important and involve great results.

- using smartphone and computer inside EFL classes , students can be very motivating to accept new information, to learn and to join in learning different activities .

- To end with, it would be better if teachers and parents and governments, encourage students to learn a language by providing study materials such as computers , conducive place of study that will help them to be very motivate and have positively mind towards their study and academic achievement.

Teacher should develop and brings ways and new teaching techniques in order to adapt the needs and of all the students.

- For learner try to use your computer and your phone in a positive way to facilitate your teacher's task , and try to develop your skills rather than use it in something useless .

- And eventually, we advice all EFL teachers who have not yet used these technologies yet , to try it in his teaching lessons , because it is really useful for both teacher and learner.

To conclude, We hope that our suggestions and recommendations will have benefits for both EFL teachers and students ,especially for the students and teachers ,who have not yet work with those tools.

Conclusion

As a conclusion, this chapter examined the discussion of the findings that are obtained from the analyses of the data gathering tools Students' questionnaire and teachers' interview. Then, we provided some suggestions and recommendations for successful integration of computer technology and Smartphone to improve the learners' skills and enhance their language learning , Teachers play an important role for providing a successful language learner by choosing the effective type and the right time and help him .

General conclusion

The use of multimedia technologies (Computers and Smartphone) in EFL classroom has made a great revolution in education. Thanks to the progress of these technologies in educational realm, the teaching / learning process is enhanced and facilitated.

the use of computer and Smartphones gives the opportunity to learners to accept the new environment that is technology-driven.

Throughout this study, our focus was on one of the most important responsibilities of the teacher and the learner inside The EFL classes,Which is enhance language learning

This study was carried out to evaluate the integration of computer technology and Smartphone in the EFL classroom to enhance language learning for Master one students of English at Abdelhamid Ibn Badis university of Mostaganem .

for this research work, the researcher introduced the following research

questions:

_What is the effect of the use of computer technology and Smart phone on Master one students of English at Abdelhamid Ibn Badis University - in enhancing Language Learning?

_What are teachers' attitudes towards using Smartphones and computers inside EFL classroom to enhance language learning ?

To answer the abovementioned questions, our hypothesis runs as follows:

At the present time Computer Technologies and Smartphone are considered as a motivating tools, we suppose this can be a solution for students to learn better.

Through the present study, we aimed to confirm our hypothesis which are :

  EFL learners integrated computer technology and smart phone, language learning could be enhanced. And Effective Language Learning may be better enhanced if EFL students use computers   and Smartphones correctly in classroom as a supporting mean, Teachers may show positive attitudes towards using Smartphone and computer inside the classrooms. Our hypotheses are correct ,Master one students at Abdelhamid Ibn Badis Mostaganem feel more comfortable and motivate to use their computers and phones to enhance their language learning and develop their skills, However, it is important for the teacher to provide his students with the new technologies in their classes to enhance their language learning , and to get away of any negative feeling that would harm the learning and teaching process.

We suggest that learners should use their computers' and smart phones' in a positive way to develop their skills, and teachers should encourage their learners to enhance their learning process. Seminars should be organized to teachers to raise their awareness about the importance of using computer technology and smartphone inside the classroom to enhance language learning.

This research work has shown that computer technology and smartphone can provide the students with many opportunities and one of these is that students would not feel boredom when they use their electronic devices inside the classroom,and it is important for the teacher to provide some technological tools as computers inside their classes ,to make them support and extend learning in helpful ways and increase opportunities for all EFL students .

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APPENDICES

APPENDIX N° 1

Students' questionnaire

Dear students, this questionnaire aims to find out about student's perception and expectations of computer technology and Smart phone use to enhance language learning. You are kindly requested to answer this questionnaire We will be thankful for your precious help which will be a tremendous contribution to our research

Part one: background information

Gender :   Male. ☐   Female ☐

Part two: student's perception about the use of computer technology and smart phone inside the classroom

Please put a tick (√): to each question:

Question 01: Have you ever used the computer or smart phone inside the classroom?
          ☐   ☐
   Yes   **No**

Question 02: Have you been taught a computing course before entering the secondary school?.

Yes ☐   **No** ☐

Question n°03: Does your teacher use textbook as his/her main teaching material?

Yes ☐   **No** ☐

Question n°04: Do you think it is easier for you to learn the English language using a computer or smart phone than using books?

Yes ☐   **No** ☐

If yes say why:

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Question n°05: Does video chat using phones help you to improve your speaking skills?

Yes ☐   **No** ☐

Part three:Student's perceptions towards the use of computer technology and smart phone to enhance English language learning.

Question n°06: Do you think using computer technology or smart phone would facilitate learning or would encourage laziness?

☐ Enhance learning   ☐ Encourage laziness

Question n°07: Do you find it easier to use the phone with its applications, like video chat ,dictionaries and games, for learning languages?

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Question n°08: How can you describe the benefits of using this technologies to improve your English language level?

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Question n°09: Do you agree to utilize computer technologies and smartphones in classroom and use it as a supporting means to enhance your language learning.?

Agree	Disagree	Neutral

Question n°10: Do you think that teachers should change their traditional teaching way and allow the use of computer technology and smartphone as a main teaching tool?

Yes ☐   **NO** ☐

Thank you for your collaboration ☺ .

APPENDIX N° 2

Teachers' interview

Dear teachers, this interview aims to findout about teacher's perception and expectations of computer technology and smartphone use to enhance language teaching. We will be thankful for your precious help which will be a tremendous contribution to our research entitled as:

« *The Integrating of Computer Technology and Smart phone in EFLClassroom as a tool to Enhance Language Learning* » .

Part one: teachers' background.

Question n°01: How many years have you been teaching English?

1. 1-3 (years) ☐
2. 4-5 (years) ☐
3. 7-9 (years) ☐
4. 10-12 (years ☐
5. More than 12 years ☐

Question n°02: What are the most frequent obstacles you face during your teaching session?

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Question n°03: what do you have to achieve by being a teacher ?

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Part two: teacher´s attitudes towards the use of computer technology and Smartphone.

Question n°04: Have you ever had a teaching experience with computer?

Yes ☐   No ☐

If no say why ?

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Questionn°05: Does video chat using phones help your students to improve their speaking.skills??

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Question n°06: Have you ever asked your students to present an expose or research with computer technology?

Yes ☐   **No** ☐

If yes say why

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Part three: teacher's perceptions about the use of computer and smart phone as tools for enhancing the language learning.

Question n°07: Do you think that using computer technology or smart phone would facilitate teaching or would encourage laziness?

☐ Enhance learning and teaching   ☐   Encourage laziness

Question n°08: Do you find it easier to use the phone with its applications, like video chat ,dictionaries and games, as a tool for teaching languages?.

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Question n°09: Do you agree to utilize computer technologies and smartphones in classroom and use it as a supporting means to enhance your students language learning.?

Agree	Disagree	Neutral

Question n°10: Do you think that you as a teacher should change your traditional teaching way and allow the use of computer technology and smartphone as a main teaching tool?

Yes   ☐   **No**   ☐

Question n°11: Do you feel that you have had an impact on the students that you've taught.?!

Yes   ☐   **No**   ☐

Thank you for your Cooperation