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**Investigating the Impact of Using Educational Technology In
Teaching English as a Foreign Language in Algerian Secondary
School**

**The Case of First Year Students at Qudry Mohamed El Aid Secondary School Touggret
Tamacine**

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of the
Requirements for the Degree of Master in Sciences of Language

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Declaration

I hereby declare that the study under the title “Investigating the Impact of Using Educational Technology In Teaching English as a Foreign Language in Algerian Secondary School the case of first year pupils at Qudry Mohamed El Aid secondary school Touggret_tamacine” submitted to the University of Mohamed Kheider Biskra is genuinely my own work apart from data gathered in the background study. This study has not been submitted for any other university or requirement at any other educational institution. I also declare and acknowledge the provision and contributions of my supervisor, Dr. Nouari Wafa, for her assistance and valuable feedback throughout the expansion of this research. Additionally, declare that sources and information used have been references according to the academic principles of the University of Mohamed Kheider Biskra.

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Dedication

In the name of Allah, Most Gracious, Most merciful All the pray is due to God alone.

I dedicate this modest work to the one whom told me ones: do not be like me, to make me proud of you.. so I choose to be like him to be proud of myself ... to my father. To my angel whom I believe that she is in better place now.. to my Mother.

To my darling who support me to be here today and encourage me step by step, to my Husband.

To my lovely brothers El Montaser Billah and Idris. To my lovely three sisters Sohir, Razan and Marim.

To my parents in law, to my brother in law Abd El Bari.

To my uncounted friends: Oumnia, Anowar, Wissam, Imane, Djihane, Razika, Oumnia, Soumia, Rahma, Hiba ..and all.

To all my big family, aunts, uncles and cousins.

To those whom believe in me and pray for my success.

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Abstract

Using technology has become an effective strategy in enhancing learning a foreign language, this new method in teaching gives EL learners the opportunity to use the target language fluently and achieve well in the language skills. In addition, Educational technology enables the learners to use the language and play a big role in constructing students' abilities in their performance. According to this study, we hypothesize that if technological materials influence English in many aspects, EL learners may help them achieve learning process. So this research aims to showing the impact of using technology in teaching EL at secondary school classrooms. In order to confirm this hypothesis and to achieve the aim, we investigated this study through questionnaires to first year secondary school pupils and other questionnaire to the teachers in the same secondary school (Quidri Mohamed El Aid _Tamacine_Toggrut) for the academic year 2023/2024. Our present study is divided into two main parts a theoretical part that includes one chapter divided into two sections, in which it made a general overview about educational technology and some important elements that include it. In the second section we shed the light on the teaching and teachers themselves and the methods of learning. Moreover, the second chapter is devoted for the analysis of the data obtained of the pupils' questionnaire and teachers' questionnaire. The displayed finding showed that both learners and teachers consider technology as an important factor in teaching EL inside classroom. So, EL learners need technological equipments that would help them to find the suitable atmosphere in order to get their learning weaknesses and perform better.

Key words: Educational technology; English as a foreign language(EFL); Student perceptions; Teacher perceptions.

List of Abbreviations and acronyms

TEFL: Teaching English as a Foreign Language

EFL: English as a Foreign Language

EL: English Language

FL: Foreign Language

L1: First Language

L2: Second Language

ET: Educational technology

Q: Question

%: Percentage

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General Introduction

1. Introduction

Technology today has a big role in our lives and it helps us in many things. For this the developed countries using it in all their life aspects. One of those aspects is teaching. It is about time to start using technology in our country Algeria. We mean by (using it) that the Algerian educational institution should work with more efficiency with technology not just using data show and pictures in computers. Technology is the light of the world and it is better to light the children's minds Teenagers all the time using technology in way or another and making them benefit from this technologies is consider as a great step to change the thinking about the teaching and technology and working with both of them hand by hand to give prosperous future.

Learning English is important for Algerians as non native speakers and students that deal with it in classrooms. But most teachers face difficulties in teaching English foreign language for student consider it as a second language, for that educational technology can be an educational method that facilitates the learning and teaching process. Nowadays; teachers are aim to use technology methods of teaching English language, to achieve teaching style.

2. Statement Of Problem

Teaching is the basic foundation for any country system and English language is the more using all around the world. Teaching English language is a step to develop the level of students. For that, the policy makers in this system are trying to develop and give it the initial intention by different ways and methodologies to be stronger and more workable for gain a successful future. One of those methodologies is using the technology on teaching English to

be more validation, effectiveness, and to give opportunity for both teachers and pupils/students to save energy and focus. Also, educational technology is a very important factor in teaching and learning English. To be more specific, the teachers of secondary schools are facing difficulties with the learners which are very exhausted from the old failing ways that made them not interesting nor exciting on learning English language. based on this outcome and like any student love and study English language for seven years and specialize in study English at Mohamed Khider university, wants to help the Algerian educational system, this research paper is going to study the effect of using technology on learning English in secondary schools classrooms.

3. Literature Review

Using technology in general and educational technology in particular was an enticing topic from many years, and a large number of studies and researches has been done by researchers and scientists, just to extension the idea of using it inside classrooms and helps both teachers and learners.

Zhi Li, Ahnet Dursun, Volker Hegelheiner(2017) agree that the four English skills(writing, listening, reading, speaking) in this digital era should be pattern in the shape of the new technologies and look for and use the need tools to practise the English inside the classes or out it in easy ways and academic.

In addition, about the roles of visual technology in improving the ways of teaching English, Blake(2016) basing on previous studies reported that using writing spaces in technology machines/ tools (see then write/ write while seeing) is the most remember process by learners or students/pupils.

Rose Young(2008) found that to use technologies in teaching is not just present need to help teachers or learners but also consider as project for future workers to know how to deal with technology in age going to be more machinal/ digital .

Bromely(2005), Marint(2008), Kinzer & Verhoven(2008) claim that technology affected both what is written and how it is written and continues claiming that; because, technology has made it easier to compose and revise, students becoming better writers, readers, speakers, listeners.

In the same bath, lomri Asma(2016) tested what enhance teaching with technologies aids to improve student speaking in English , and she found that it is better and easy to learn and speak with using audio-visual technologies From the traditional ways.

From the above literature review, many researchers and writer agree on the usefulness of the use of technology on teaching English language inside classrooms, and it is topic deserve to be studied and applying it in real life.

4. Significant Of The Study

Our research is interesting topics, it focuses on the use of technology in TEFL classrooms and how the use of technology during teaching ELFL can develop the bank up of learners (pupils), also we shed the light on solving the problems that teachers face inside the class, and how teachers introduce their capacities to reduce the difficulties that students face when learning English. So, look for the useful technological tools that improve and motivate students to learn.

The main significance of our research is to explore teachers' and students' attitudes towards the use of technology in teaching English in Algeria.

5. Aim Of Study

The aim in this study is to shed light on the importance of teaching English language through using educational technology as a necessary teaching method that supplies positive attitudes about English. So, our main aims are to use the easy Educational Technology that suits the secondary school learners. And, finding the appropriate strategy in teaching EL learners. Also, to study the effects of Educational Technology and its importance.

6. Research Questions

Our research will answer the following questions:

Q1 .How do Algeria high schools' pupils of English view the use of technology?

Q2. What are the factors affecting Algerian high school teachers' use of educational technology?

Q3. How do Algerian high school teachers of English view educational technology?

7. Research Hypotheses

- ✓ This study aims at showing the impact of using technology in teaching EL at secondary school classrooms.

8. Research Methodology

The research between our hands is based on a mixed-method approach, incorporating both qualitative and quantitative methods. This will involve conducting a questionnaire with teachers, and other questionnaires to students (pupils) to collect data. Because, it is more appropriate to discover the ideas about educational technology and what its effects, To collect

data and check out the validity of the hypotheses of our current work, we distribute the questionnaire to first year pupils at Quidry Mohamed El Aid secondary school for the academic year 2023/2024. These students have been chosen randomly to be the sample of the study and the teacher also. The results of the data collection tool will be analyzed and interpreted in this research.

8-1. Sampling

The researcher will adopt a mixed-method approach for data collection. We will utilize one distinct tool to gather necessary data about using educational technology. Firstly, a semi-structured questionnaire with teachers will be conducted to explore their attitudes towards the use of educational technology in EFL classes. Additionally, a structured questionnaire will be administered to students to assess their difficulties in learning English language and their attitudes towards the use of technological tools. *The case study of our research is first year Quidry Mohamed Al Eid secondary school pupils(25), And three teachers*.

8-2. Research Tools

In order to obtain data for this study we are going to use questionnaires for both teachers and pupils. The teachers' questionnaire is divided into three sections, section one is about personal information, it contains three questions. The second section is an overview about teaching English language' process and it contains seven questions, the third one is five questions about teachers' attitude about educational technology. The student' questionnaire is also divided into three sections. Section one contains three general questions. The second section is an overview of learning English. The third section contains nine questions about the students' attitude about educational technology.

9. Structure Of The Study

Our research sub-divided into two chapters:

The first chapter is the theoretical part of the study in two sections. First one includes the definition and the main techniques and terminology from other authors and researchers about technology and educational technologies, in particular based on quoting, paraphrasing and summarising technique from different sources (books, articles... etc). In addition, types of the technology tools and how and when should be use. Second one, contains definitions, the main characteristics of teaching, methods, of foreign and teachers' roles. The second chapter is the practical part of the research which contain the interpretation of the teachers and pupils questionnaire in addition, the discussion of data collection analyses, to sum up with a suggestion solution and general conclusion about the research.

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Chapter One: Educational technology and teaching

➤ **Section One:** Educational technology

Introduction

We believe in technology that is a significant element in the teaching process; it help of being motivated, gets information, and enriches the mind with a large range of knowledge. Generally, people learn to obtain information that fit their need. Academically, educational technology has an fundamental part of teaching EFL for those whom learn EL.

In this present chapter, we speak about the definition educational technology, and then we discuss educational technology and the importance of using technology in education. The following point will focus on educational technological materials, also, the contribution of education technology in the four skills achievement. Moreover, it sheds the light on student's needs and teacher ways in using technology in the classrooms and the benefits of technology for teaching English language. We conclude talking about educational technology following by teacher's role in using technology in the classroom.

1. Definition Of Educational Technology

Educational technology is a workable method used in the field of teaching the English language therefore, it considered as a way that the teachers apply it in the session time in order to raise attention and motivation among students , this can lead them to gain knowledge. Cox (2015, 10), claims that “in the EFL classroom technology is becoming very noticeable; thus, both students and teachers use their smart phones to research about something they need. Also, social media is widely used in a way or another technology has completely changed our educational

system.” As a result, technology such as radio, TV, computers, internet, electronic dictionary, G- mail, and videos will increase learner’s abilities of performance. In the same context, the idea that link education with technology, it implement a positive changes in schools and raise awareness among teachers that it actively embraces new technologies to see how they can help students learn efficiently (Barrett, 2016).

According to , Dudeney and Hockly, (2007, p, 65) affirm that “educational technology is a collections of tasks.” From that learners can benefit technological tools to enhance learning skills and perform different various types of activities. In other words, according to Anderson (2010, p,15) in the psychological approaches learners who are well prepared to use their capacity in order to reach goal of producing organized work, in fact that they use educational technology tools.” It seems from the above point of view that technology is gaining extra information through working on teachers’ instruction which can reduce students’ difficulties which gives powerful techniques and systems to broaden novices feel of competencies of collaboration and cooperation.

Another point discussed from Pelet,(2014) says that ”implementing new technologies in learning a foreign language has many opportunities in assisting language learning at all levels of education, the learner will be able to use such kind of educational technology which implies them of knowledge that shared. ”From the above statements, we can deduce that educational technology focuses on learner-centered that increase the amount of interaction and motivation in the classroom. Thus, educational

technology is needed for exploring the benefits that it involves in the teaching-learning process. To sum up, technology is widely used by both teachers and learners in order to achieve the system in all levels of education; this means that technology is effective for professional learning that enable to learners to promote collaboration in foreign language learning objectives.

2. Educational Technology and Traditional Education

Teaching English become a necessity in the whole world and all the countries try to develop its teaching method , technology has a big role in teaching system. In addition, EFL teachers are increasing various educational technology teaching tools and methods to test its effect on the teaching rather than traditional one. Many teachers use authentic materials such as films, radio, TV as a form of technologies that have a successful effectiveness and replacing the traditional teaching method. Thus, technology is present in students and teachers educational system, this lead them as a technology users interact with each other on the lessons.

According to National Educational Technology Plan (2017), technology is useful for the learners to unlock the power of learning principles and think about the given task in more than one way from different context. In addition they suggest various ways that technology can achieve learning process (2017, p.12-17) that technology gives ability to the students to be experienced in learning for more relevant, technology help the teachers for design effective and motivated lessons that allow students in the classroom to explain their thoughts and ideas. And, technology organize learning process syllabus which requires

more challenges in learning. Also, technology gives various answers for students' concern in many domains. In addition, technology enables the students look about different topics. Furthermore, the traditional education has been changes through the new era of using educational technology, which gives new challenges and production for both teacher and learners.

To conclude with, the use of English language is increased among human been; as a result, the need to new methods to teach that language rather than traditional one. In fact, the educational technology motivated the learner more than the traditional education did.

3. The Use Of Education Technology To EFL Student In Algerian Secondary Schools

The Educational Technologies in the Algerian secondary Schools In Algeria, the new methods do not use the new technology in education and politicians renew each time their desire to revolutionize teaching with technology.

According to the latest figures published by the Institut Univeritaire de Technology (2015), the number of Internet users in Algeria was just over 15% in 2012, compared to 41.4% and 55% respectively for Tunisia and Morocco. And it's not just the raw numbers that are worrisome. In fact, between 2005 and 2012, the number of internet users only increased three-fold while our neighbours did much better. Thus, for the same period, Tunisia and Morocco increased their numbers of Internet users by 5 and 7, respectively. Worse still, Algeria is lagging behind all the Arab countries and only Djibouti, the Comoros and Mauritania have worse results. The

Algerian result (15, 2%) is well below the average for developing countries (30, 7%), the world average (38, 8%) and even less. So for developed countries (76, 8%). The use of internet is reflex to the use of technology. According to the Minister of Education at the time, about 60% of Algerian colleges did not have a computer lab in 2011. According to some middle school teachers and students, even when this laboratory exist, it is used very little (often not at all), even in the major cities of the north of the country.

In secondary school, all Algerian secondary schools are equipped with at least one computer lab. However, with the exception of students in the technical-mathematical stream, only students in the first year of secondary school are required to take a computer course (on the Windows environment and some office suite software) taking place in the laboratory. In other words, entire cohorts of Algerian students cross the primary, middle and secondary cycles and arrive at the University having attended a computer lab for no more than a single school year, at a rate of a small number of hours per week. The educational technologies in the Algerian secondary schools and particularly in the Algerian ELT classes are not satisfying

4. The Importance Of Using Technology In Education

A lot of researchers, the strategy of use technology is involve with the aid of work tools for teaching in more validation , teacher's implement different type of educational technology materials during the session because , they know that it is important it create a motivational air between the learners and help students to enjoy the lesson. Furthermore, technology helps the student to learn easily. According to Zhang (2006, 11) 'through using technology like multimedia and social networking, we can offer learners not only rich, sources of authentic learning materials,

but also an attractive through pictures and sounds that overcomes the lack of authentic language climate and rises students' interest in learning English language." It is clear that the learners learning goals can be happend trough using technology, competitive, or hard efforts. Thus in EFL classroom, teachers use multimedia technology in teaching certain activities for the goal to arrive the aims of learning. Technologies fulfill students working effectively and inform them with information.

Similarly, "the aim of using technology inside the classroom involves a space in which facilitate learning English , and learning itself, can take place" (Shi, 2008, 76).

Moreover, technology inspire learner's achievement. It becomes principle in learning English, which depended on encourage students to show their abilities, produce and change opinion, and learning new vocabulary in tasks. To conclude educational technology is the aid materials that can be used in fighting many problems that hinder learning, teachers should be interest to the important of technology tools in influencing English language teaching.

5. Educational Technological Materials

Nowadays, Technology becomes powerful and crucial material for transforming learning and teaching process. It can give many advances for educators and learners to adapt with learning experiences and meet what they needs in learning. There are different educational technology materials for creating learning experiences that involves the right information and supports the learners to be thriven.

5.1 Computer Learning Technology

Generally, computer is a famous electronic device which enable the users to receive or send information and practice various operations in a set of instruction. According to Nunan (1999, 26) computer help in solving problems in foreign language or second language learning computer is one of the audio visual media tools which involves a unique instructional capability in different aspects, in addition.” Computer technology has an important role technology in EFL classrooms for teaching, learning, producing, and practicing knowledge issues. Today, learners enjoy the use of computer technology in second and foreign language teaching and learning processes, because it useful for assessing learning English. For that , the use of computer in learning English deliver a wide variety of multimedia content for presenting the target language knowledge. According to Szendeffy (2008, 04), “ the use of computer technology can offers learners with different benefits such as research, communication with class members, practice exercises and receive feedback. The use of computer also change the learning style from the traditional teacher centered towards the learner centered.” Furthermore, computer in education provides opportunities and creates dynamic learners and teachers to cooperate with challenging activities in the target language. The use of computer involves motivational situations that push the learners to learn through challenging tasks that in fact are interdisciplinary. Also, it provides the English language learners to work by their own space and understand the complex words easily.

5.2 Audio Visual Aids

Technological materials take an important role in teaching a foreign language. Nowadays, the resources for teaching materials are obtainable for everyone. The internet consider as the big sea for audiovisual materials. All the materials that add students learn the English language and how it has been produced from own users in real context. Such as, TV commercials, quiz shows, cartoons, videos. Therefore, audiovisual aids is appropriate as a listening materials which provides a real, natural and spontaneous spoken language materials. Abdullah (2014, 44) shows that “audio-visual aids are effective tool for teaching and learning EFL. A lot of learners enjoy learning English in the classes which are equipped with audio-visual materials because it motivates them and makes the classroom have an enjoyable environment.”

Moreover, in many state school systems now where the pupil’s future use English is uncertain, a primary aim is to build communicative potential. Thus, teachers nowadays are looking for establishing ways of using audio visual aids that is useful to achieve student’s proficiency. In the same path Celce-Murcia (2011, 4) claims that:

“Audiolingualism is a reaction to the reading approach and its lack of emphasis on oral-aural skills; this approach became dominant in the United States during the 1940s, 1950s, and 1960s; it takes much from the direct approach but adds features from structural linguistics and behavioral psychology.”

From what is said in recent quotation, we can notice that audio visual aids deal with the production skills which are listening and speaking.

6. The Contribution Of Education Technology In the Four Skills Achievement

As previously mentioned, educational technologies is ribbed by teachers to develop competencies, gain knowledge and improve the four skills. In the field of learning English language, students apply many technological ways for fostering listening, speaking and communication abilities. “Using technology in educational settings is strongly affected the four skills. Listening is the process of understanding the speech of the sound or speakers such as accent, pronunciation, grammar, vocabulary, and comprehension of meaning (Saricoban, 1999, p,36). Thus, through listening the learners will be capable to acquire a large amount of education, information, ideas, and thoughts.

The use of educational technology such as audio materials as a listening tool is very important learning tools for enhancing EFL students’ listening skill. In addition, it helps the learners to know how words pronounce from the tasks given by the teacher using technological materials. (Hoven, 1999) Educational technology (media tools) in teaching and learning listening using allows the learners with a wide range of vocabulary, enriches the skill, and helps in producing effective results; so, they will reduce listening difficulties and provides them with visual and voice inputs that suit their needs.

Moreover, “reading is the process of understanding a written speech, text or paragraph by the learner. It enables the learning to gain vocabulary and background knowledge in the second language”. (Constantinescu, 2007, p,78) Educational technology in reading skill in English language allows the learners to

improve their vocabulary stock and terms, in addition acquire new knowledge and Speaking skill, according to Brown (2000, 13), “is the strategy of construction and share meaning through the use of verbal and non-verbal symbols, in a variety of context.” EFL learners use various types of technology such as computer, tablets and phones in order to chat and communicate and practice the language. According to Payne and Whitney (2002), different social networking sites like Gmail, Instagram, and Facebook allow the learners with audio as well as video talk, this help them in improving speaking proficiency as well as pronunciation.” The use of technology is useful for understanding new vocabulary . Furthermore, Writing is an essential skill of communication and it is the most needed in academic research. Weigle (2002, 19) claims that “writing is an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience.”

To sum up, educational technology tools are very important for enhancing the four skills, when the learners expressing thoughts, transferring ideas, communicate, writing a text among other benefits.

7. The Benefits of Technology For Learning English

Language

Teaching and learning are the most important and complex process. Thus, researchers support using new strategies that may facilitate these two processes, educational technology becomes a crucial element that was widely used by the teachers and learners to facilitate learning English as a foreign language. In addition, using educational technology in education has many benefits that suits the needs and abilities, also encourage learners to work. According to Zecha, cited

in Brown (2000, 45) One of the benefits of using educational technology on students learning progress is that learners will have more opportunities for developing critical thinking skills and show a significant improvement in those thinking skills. (p.478)

In the same path, Schunk claims that “the learning process provides acquiring and modifying information about skills, strategies, beliefs, attitudes, and behaviors. Thus, students use technology tools to learn cognitive, linguistic, motor, and social skills, and these can take many forms.” (2012, 2) It is clear that, educational technology can be an efficient methods which used by the teachers to help students to solve problems. In addition, it increase learners’ motivation and facilitate learning to have enough fluency, which is a very important in learning English language. Educational technology helps EFL students be engaged with the activity with open minded it also helps them to create a good atmosphere for successful learning. Thus, technology tools affect learner’s behavior to be changed for better.

Moreover, the use of educational technology material in the classroom is significant for many advantages as students will be exposed with real discourse. According to Sanderson (1999), technology keep students informed about what is happening in the world, so they have an intrinsic educational value. As teachers, we are educators working within the school system, so education and general development are part of our responsibilities. In the same path, Undrwood (1989) states that ,

“Educational technology materials like audio visual tools make the learners know as more as the communication with all the interactional features which are not

normally found in scripted materials. it gives them a true representation of real spontaneous speech with its hesitation, false, starts and mistakes, which will make them more able to cope with real life “ speech when they meet it outside the learning situation.” (p. 100)

“Nowadays, the use of educational technology is necessary in learning English as a foreign language because of the benefits that both teachers and students will be able to obtain information, also the use of technology in foreign language will catch students’ attention”. (Riasati et al, 2012, p,30)

In the same context , Dudeney and Hockly (2008) mention that technology tools are important in the EFL classroom, because it involves to practice the language, enrich language learning experience, vary in using communicative and interactive activities, learners will be strength as well as rise their self-instruction and self-confidence. To conclude, technology tools can benefits learners in the creation of the language classroom and rise students’ self- confidence, help the students to be engaged with learning activities.

8. Educational Technology Materials And Affective Factors

Educational technology materials encompass a wide range of resources used to facilitate learning through technology. These materials can include digital textbooks interactive multimedia presentations, educational games, video lectures, online puzzles and quizzes, virtual labs and use of data show.

Affective factors refers to emotions, attitude, and believes that can influence learning outcomes and experiences. In the context of educational technology, affective factors play a crucial role in determining how student or pupils interact

with technology and how it impacts their learning. Some affective factors to consider include:

8.1 Educational Technology And Emotions

Most English language learners suffer from the fearing of making mistakes during learning process, this may hamper their progress, one of those emotions is anxiety. According to Brown (2001, 51) suggests that there are: “trait anxiety” which is permanent feeling; so students always feel anxious about anything in life and “state anxiety” that is not temporary according to such situation and circumstances. In the same path, Sharon Y(2015), announce in his book that happiness also while learning and using new different technologies can support and encourage learners and teachers, especially for the students who can answer such kind of difficult questions posed by their teacher or explain to the others the way to use a particle technology.

8.2 Educational Technology And Motivation

In learning second language motivation is an important factors especially when using educational technology materials in learning tasks , in addition, the writer John M(2017) defines motivation as the psychological feature that arouses an organism to action toward a desired goal; the reason of the actions that which gives purpose and direction to behavior(the condition of being motivated).

In the same hand, academic motivation consist many characteristics, for example, enjoyment, mastery orientation, curiosity, persistence, task-endogamy and learning of challenging. And the principles or the resources that could make that motivations happened is the teachers’ motivation to their students’ through using educational technology.

8.3 Educational Technology And Self Confidence

Self-confidence is one of the important factor that help in creating a suitable atmosphere for working on educational technology strategies in the English classroom; in addition, self confidence as a method is an excellent effect in gaining information at the fulfillment of inexperienced student . It is taken into consideration as one of the number one affective elements due to the fact language of relies upon at the quantity of the learner`s mindset and perception in his skills. The following steps are essential which will construct self confidence of inexperienced persons to gain their gaining knowledge of and display their skills in performance-Appropriate instructor behaviors and appropriate courting with the students.

9. Teachers Role In Using Technology In the Classroom

Teachers have a great part of the learning process; in addition they are the gatekeepers to technology integration in the classroom. This means that, EFL teachers play a vital role in the success or failure of learning process. Also teachers play different roles in the classroom to promote students learning process by encouraging them with hands on learning for the best conditions for learning successful, all those tasks related to teachers responsibility.

Harmer (2001, 22) suggests that “teachers are responsible here to transmit knowledge to the learners, so, teachers are most responsible in giving decision about all the things that happen inside the classroom.” Additionally, the

integration of technologies in EFL classrooms by the teachers can facilitate learning. According to Hisma Hismanoglu's research (2012, p,20), "in the classroom teachers duty is to increase learners motivation in learning process and make the class more student-centered through implementing a different educational technology tools into classroom." In the same context, Spelleri (2000, 47) thinks that the teacher should perform the following roles:

- Filter: Teachers present the language in suit ways, to meet learners' level, needs, and interest.

A culture guide: teachers should provide their classrooms as well as, learners with all Information of culture that is available in authentic materials.

An objective chairperson: In many cases, the use of authentic material involves some discussion in some topics; here the teacher should be leader listener.

Generally, the good selection of teaching foreign language educational technology materials enables teacher to create appropriately activities that meet the needs of their learners, and motivate them for high access.

Conclusion

The use of educational technology for teaching, learning, practicing and assessing foreign language, like English, has many advantages for the EL learners' progress. The use of technology in classrooms can help the learners to be highly encouraging, productive and givers for all levels of learning.

Section Two: Teaching

1. Definition Of Teaching

The International Encyclopedia of Teaching and Teacher Education have classified the concept of teaching into three categories:

- a. Teaching as success:** it signifies that learning is implicated in teaching. Teaching entails learning and can be defined as an activity which necessarily affects learning.
- b. Teaching as an intentional activity:** means that teaching may not logically imply learning, but it can be anticipated that will result in learning.
- c. Teaching as normative behavior:** it denotes action undertaken with the intention of bringing about learning another. It designates a family of activities: training and instructing which are primary members and indoctrination.

2. Characteristics Of Teaching

According to Rajagopalan, I. (2019), the characteristics of teaching are as follows:

Teaching is an effective interaction between teacher and students.

Teaching has various forms like formal and informal raining, conditioning or indoctrination.

Teaching is dominated by the skill of communication. Teaching should be well planned, and the teacher should decide the objectives, methods of teaching and evaluation techniques.

Teaching is suggesting and not dictating.

Good teaching is democratic, and teacher respects the students, encourages them to ask questions.

3. Foreign Language Teaching Methods

Teaching a foreign language can be a challenging but rewarding job that opens up entirely new paths of communication to students. It is beneficial for teachers to have knowledge of the many different language learning techniques including EL teaching methods so they can be flexible in their instruction methods, adapting them when needed.

Knowledge of the different methods gives foreign language teachers a good background reference to their own stand on pedagogical matters and classroom practice, and helps them understand the process that FLT has undergone, particularly through this century. To consider FLT as a process means that teaching is not static but changing to respond to new needs and demands as teachers, applied linguists and educationists can prove.

3.1. Grammar-Translation Method

Grammar-Translation Method, just as the name suggests, emphasizes the teaching of the second language grammar. Its main techniques are translation from and into the target language. In practice, reading and writing are the major focus; little or no systematic attention is paid to speaking or listening. The pupils's native language is maintained as the reference system in the acquisition of the second language. Language learners are passive in language learning and teachers are regarded as an authority, i.e. it is a teacher-centered model. (Liu, Q. X., & Shi, J. F. (2007)).

3.2. The Direct Method

The direct method is a radical change from Grammar-Translation Method through the use of the target language as a means of instruction and communication in the

language classroom, and by the avoidance of the use of the first language and of translation as a technique. It is a shift from literary language to the spoken everyday language as the object of early instruction. In this method, the learning of languages was viewed first language acquisition and the learning process involved which are often interpreted in terms of psychology. The direct method was a first attempt to make the language learning situation so impotent in any language. It demanded inventiveness on the part of teachers and led to the development of new techniques of language such as demonstrations of pictures and objects, the emphasis on questions and answer, spoken narratives, dictation and imitation, etc. Furthermore, this method requires teachers who are native speakers or have native-like fluency in the foreign language they teach, but in practice, it is difficult to meet these requirements.(ibid,(2007)).

3.3. The Audio-Lingual Method

The audio-lingual method was the first to claim openly to be derived from linguistics and psychology. Audiolingualism reflects the descriptive, structural, and contrastive linguistics of the fifties and sixties. Its psychological basis is behaviorism which interprets language learning in terms of stimulus and response, operant conditioning, and reinforcement with an emphasis on successful error-free learning. It assumes that learning a language entails mastering the elements or building blocks of the language and learning the rules by which these elements are combined, from phoneme to morpheme to word to phrase to sentence. Therefore, it was characterized by the separation of the four skills: listening, speaking, reading, and writing and the primacy of the audio-lingual over the graphic skills. This method uses dialogues as the chief means of presenting the language and stresses certain practice techniques such as pattern drills, mimicry and so on. Listening and speaking were now brought

right into the center of the stage in this method, tape recordings, and language laboratory drills were offered in practice. As one of the most popular methods in the history of foreign language teaching, the audio-lingual method is of some great contributions to language teaching; for example, it attempted to make language learning accessible to large groups of ordinary learners because it proposed that language teaching should be organized in such way as not to demand great intellectual feats of abstract reasoning to learn a language. In addition, it stressed syntactical progression, while previously methods had tended to be preoccupied with vocabulary and morphology.(ibid,2007)

3.4. The Communicative Method

The communicative method was advocated in language teaching. It saw the need to focus on communicative proficiency rather than on mere mastering of structures. This communicative teaching method aims to make communicative competence the goal of language teaching, and develops procedures for teaching the four skills that acknowledge the interdependence of language and communication. It encourages activities that involve real communication and carry out meaningful tasks. It believes that language is meaningful to the learner supports the learning process. Language learners are expected to be negotiators, teachers to be an organizer, a guide, an analyst, a counselor, or a group process manager. There is no doubt that the communicative method developed quite fast; it dominates language teaching in many countries because it does not only make language learning more interesting but helps learners develop linguistic competence as well as communicative competence.(Liu, Q. X., & Shi, J. F. (2007).

4. Teachers` Roles In Classroom

The teacher as one of the key factors in education, s/he might be aware about all what concerns students` need his/ her responsibility to provide a good environment for the students for better learning. A good teacher who is a better prepared and organized so that the students receive the best education. Students view their teacher as a model they tend to follow him/her in almost every way like manners, style... etc. A Student tends to get affected by the teacher`s affection as a most favorite person. According to harmer (2003) there are several strategies and role that might be followed by the teacher to be successful at the end of any session s/he teaches, such as planner, assessor, organizer and so on and so forth; in some situations teacher play all the roles together in order to cover students` needs.

4.1. Teacher As An Assessor

A teacher can be an assessor because he must provide feedback and offer remarks on the progress of his students. Students are always concerned about whether they are using the language correctly, and this is where the assessor steps in to help them by being both sensitive and fair. Apart from the assessor's job, the tutor's position is highly significant and is a more personal one, when encouragement is needed this role is used more frequently at individual or pair work. Finally, a teacher can serve as a role model since he is the exclusive source of real English grammar, vocabulary, and pronunciation, and he has the ability to motivate students.

4.2. Teacher as an Organizer:

Perhaps the most important and difficult role the teacher has to play is that of an organizer. The success of many activities depends on good organization and on the students knowing exactly what they are required to do. A lot of time can be wasted if

the teacher forgets to give students vital information or issues conflicting and confusing instructions, so the main aim of the teacher when organizing an activity is to tell the students what they are going to talk about (or write or read about), give clear instructions about what exactly their task is, get the activity going, and then organize feedback when it is over. This sounds remarkably easy, but can be disastrous if the teacher has not thought out exactly what he is going to say beforehand.

4.3. Teacher As Facilitator

The facilitator function is also important; the teacher provides assignments to his students so that they are confident in their ability to learn the language on their own. This is a student centered method; therefore, the instructor should be present as a resource at all times while remaining unobtrusive among the students. As a result, students will be allowed to participate in a variety of activities without intervention from the teacher. In addition, the teacher may be required to observe and supervise what is happening in the classroom. He should take notes while the student are developing a speak or compliment them at the conclusion, he should be able to jump into some activities to keep an eye on current writing projects or listen to oral presentations. The teacher, on the other hand, should never disturb them and should maintain a low profile throughout the exercise. A teacher can also act as a participant since he will be required to participate in specific tasks in order to balance the number of students in pair work or simply to motivate pupils from within. All in all, he should be unobtrusive and avoid attracting the groups` attention.

4.4. Teacher As Participant

The teacher then takes on the role of a participant. At times during the session, the teacher may prefer to participate as an equal rather than a teacher. There are a variety of reasons for this, including the ability to participate in activities with pupils and the

need to balance the number of pairs during an activity. It is critical for a participatory teacher not to dominate the action or draw attention to him-self or her-self.

4.5 Teacher As An Observer And Controller

This role explains the teacher's job as an observer and a controller. During a lesson, the instructor will want to keep an eye on what is going on in the classroom. This can provide information to the teacher about how long an activity will take and how successful it will be. The teacher may want to take notes during oral communicative exercises for later correction or commendation. In order to monitor effectively, the teacher may also need to step in a bit closer to hear spoken work or look at writing in progress.

4.6 Teacher As Motivator

External assistance is frequently provided by teachers who are responsible for creating a supportive environment that supports and increases students' learning. Teachers' support for growing students' autonomy, relevance, relatedness, competency, teachers' interests, and teachers' self-efficacy about teaching their subject is seen as a key factor in promoting students' motivation.

Though students' desire to study might be intrinsic or extrinsic, the teacher's involvement in supporting their learning and establishing the correct environment can help them learn more effectively.

Conclusion

To conclude all what have discussed above, Educational technology have a huge effect on teaching since it make classes interesting in the time of the sessions. Also technologies facilities the teaching process for many teachers, teachers will become more professional in presenting the lesson. In addition it helps improving pupils vocabulary, grammar and communication of language learning. Educational

technologies consider as a challenging for both teachers and learners in terms of competency. Moreover technology dynamic forms of teaching which replace the traditional methods and strategy. Educational technologies also provide a comfortable air able the teachers to become creative.



Chapter two:

➤ **Practical part of the study**

Introduction

This chapter will deal mainly with the practical part of this research. It is devoted to investigate the hypotheses presented in the general introduction. To do so, the empirical touch will be sustained from teachers` and students` questionnaires to collect data about their attitudes towards the use of educational technology in classrooms. The two questionnaires were submitted to teachers and pupils of first year(literature section), the class was selected randomly at Quidry Mohamed El Aid Secondary School_Tamacine _tougrrt.

2. Research Instruments And Methodology

According to Parahoo (1997: p52- 325), a research instrument is “a tool used to collect data. An instrument is a tool designed to measure knowledge attitude and skills”. The research instruments are from different types: questionnaires, interviews, observations... etc.

Questionnaire is the best data gathering tools that it used in this work to collect the opinions and point views. It was selected to collect data from both learners and teachers. Richterich and Chancerel (1980: 59) claimed that “Questionnaires are structured instruments for the collection of data which translate research hypothesis into questions”. The questionnaires were administered to three teachers and 25 pupils of firs year secondary school; the reason behind selecting this level exactly that pupils have an energy and interest to try new things in this new level, and accept any new experiences and be doting to it; Also the teachers look for ways to control the pupils and create to them the best environment which lead to obtain the maximum of knowledge.

3. Description Of The Pupils' Questionnaire

This questionnaire was divided and designed for first year literature section at Quidry Mohamed EL Aid secondary school. It was divided into three sections including seventeen questions starting with open-ended questions, yes/no question and multiple questions. The first section included students' personal information; the second is an over view about learning English as foreign language give pupils the opportunity to give their opinion about the way of teaching used by their teacher in class. The third section it deal with the pupils' point of views about educational technology and their importance.

3.1. Section One: Personal Information

This section contains three questions which aim at collecting personal information about the students: gender, age and their level in English.

3.2. Section Two: An Over view About Learning English

This section contains five questions concerning the difficulties that face students in studying English and how teachers help them to overcome these problems; in addition, questions that give students the opportunity to evaluate their interaction and motivation with their teacher in the class.

3.3. Section Three: The Students' Attitudes About Educational Technology

The final section deals with the pupils views towards educational technology in classroom. They asked if they use technology with their teacher before; in addition to the main advantages of that experience.

4. Description Of Teachers` Questionnaire

The questionnaire was administered on Facebook. It was divided on three sections, sixteen questions. The questions require from teachers to choose yes” or “no” answers, to pick up the appropriate answer from a number of choices, or open-ended questions where teachers are requested to give explanation.

4.1. Section one: Personal information

The first section is about teachers’ background information. It contains three questions; the first question is about gender; the second question specifies the degree(s) held by teachers, than the third question seeks information about how many years they have been teaching English at the secondary school.

4.2. Section two: An Over view About The Process Of English Teaching

This section includes seven questions deal with teachers` attitude about the adaption of teaching style; also it contain the difficulties that face teachers in teaching English. In addition; the suggestion tools that they use to facilitate the process of teaching.

4.3. Section three: Teachers’ Attitudes About Educational Technology In Teaching

The aim of this section is to see if teachers use technologies in their sessions, as well as, the main kind of educational technology activities they focus on while teaching. To end with the advantages and disadvantages that teachers remarked towards the experience of use technology in teaching English in classrooms.

5. Results Of the Analysis Of Students' Questionnaire

Question 1: Gender

options	Number	%
Female	18	72%
Male	07	28%
Total	25	100%

Table 1: pupils' Gender Distribution

The result of table (01) shows that the majority of the students (72%) are female and only (28%) are male; the population is mostly composed of females especially in this level in secondary school. This leads us to say that female pupils show more interest in learning than males.

Question 02: the age of pupils?

Option	Number	%
15 years	21	84%
More than 15years	04	16%
Total	25	100%

Table02: pupils' age

From the table (02) above, we observe that the majority of the participants (84%) are new in secondary school(15 years), while (16%) are failed to pass to the second year so they

restudy the first year again(more than 15 years). Therefore, we can say that the majority of pupils are excited to learn and try new level with all its experiences.

Question03: pupils` Level in English

Options	Number	%
Poor	0	0
Average	07	28%
Good	16	64%
Very good	02	08%
Total	25	25%

Table 03: pupils` Level in English

Concerning the number of first-year students, the above result reveals that (28%) of the sample evaluated their level in English as being average, whereas (64%) of students claimed that their level in English is good, and (25%) claim that their level is very good; while no one said that he/she has a poor level. From those results, we can understand that most of the participants have a good level in English. So, we can predict that they will dell well and answer the questioner in easy way.

Question 04.01: Do you face difficulties in studying English?

Options	Number	%
Yes	20	80%
No	05	20%
Total	25	100%

Table 04.01: students` Difficulties in Studying English

The results presented in the table (04.01) displayed that the majority of the respondent pupils (80%) have difficulties regarded learning English. However, only (20%) of pupils do not face any kind of difficulties in English learning. This pushed us to deal only with students those face problems in the next question (20 pupils (80%)).

Question 04.02: If yes, where do you have difficulties?

Options	Numbers	%
The tools	09	45%
Motivating	08	40%
Other	03	15%
Total	20	100%

Table 04.02: pupils` Difficulties in Studying English

The above result shows that the majority of students (45%) face difficulties in the using tools, while (40%) have difficulties in motivating while studying English, and (15%) state that they have other difficulties pronunciation, and understanding the lecture.

Question 05: Does your teacher help you to overcome these problems

Options	numbers	%
Often	05	25%
Sometimes	13	65%
Never	02	10%
Total	20	100%

Table 05: Teachers` Help for pupils to Overcome Their Problems

The table(05) above displayed that the majority of the respondent pupils (65%) sometimes receive help from their teacher; however, (25%) of students state their teacher often help them; but only (10%) state that never receive help from the teachers.

Question 06: how can you evaluate your interaction and motivation with your teacher in the class?

Options	Numbers	%
High	04	16%
Medium	19	76%
Low	02	08%
Total	25	100%

Table 06: pupils` Evaluation of Interaction and Motivation in the Class

The table shows that (76%)of students have a medium motivation in Class, whereas only (08%) pupils have low motivated, and (16%) high motivation in class.

Question 07: what do you think about the way of teaching used by your teacher in class and why

Options	Numbers	%
Very good	02	08%
Good	16	64%
Poor	07	28%
Total	25	100%

Table 07: pupils` Attitude about Teachers` Teaching Style

The answers of the question 07, confirm that the students(64%) think that the ways of teacher in class is good, while (28%) state that the teacher` style is poor which means that are not satisfied. And 08ù from the student whom are very happy and understand well from the teacher` style and stat it is very good.

Question 08: The way use to teach you in class make you motivate or boring?

Options	Numbers	%
Motivating	10	40%
Boring	15	60%
Total	25	100%

Table 08:pupils` Motivation in class

As the table showed above, (60%)of the students feel boring during the session, whereas (40%) are motivated from their teachers` method of teaching. They justify the answer to the teachers` teaching strategies.

Options	Numbers	%
Often	03	12%
Sometimes	10	40%

Question 09: have you been using technological materials in class before

Never	12	48%
Total	25	100%

Table 09: pupils' Using technological materials in Classroom

The result of the question (09) shows that majority of pupils (48%) never use technology in class; it is clear that their teachers are not interested by this experience; while (40%) sometimes use technological-materials in class; in addition, (12%) often use it because their teachers consider it as an enjoyable technique that may help learners.

Question 10: how much you enjoy using technology

Options	Numbers	%
A lot	20	80%
A little	05	20%
Not at all	0	0%
Total	25	100%

Table 10: pupils' enjoying using technology.

As it is shown above, majority of pupils enjoy using technology(80%), and (20%) not much. But; no one do not fell enjoy while studying with technology.

Question 11: Are you motivated to spend more time using technology during the session?

Options	Numbers	%
Very motivated	10	40%
motivated	10	40%
Less motivated	05	20%
Total	25	100%

Table 11: pupils` Opinions about Their motivated to spend more time using technology.

The table (11) shows that (40%) of pupils are very motivated to spend more time using technology during the session, justifying that with, they understand the lesson better and it is enjoyable method; (40%) students consider it a good experience. This means they agree on the method but they are not very interested to use it always, justifying their answer that it is helpful but it has some disadvantages such as lose attention; however, (20%) see technology in learning just wasting of times because they did not notice any progress in learning method.

Question 12 when your teacher use technological materials to present the lesson do you find it:

Options	Numbers	%
Easy to understand	20	80%
Difficult to understand	05	20%
Total	25	100%

Table 12: pupils' finding the learning when using technology

The result above show that the majority of pupils (80%) answer that they find learning with the use of technological educational materials very easy to understand and enjoyable, whereas (20%) says that they find it difficult to understand and face some problems.

Question 13: what are the main reasons behind pupils' difficulties in learning English language?

Options	Numbers	%
Time of teaching is not appropriate	04	16%
Lack of practice	08	32%
The lack of using technological materials	10	40%
The motivation in learning	03	12%
Total	25	100%

Table13: the kind of difficulties that facing pupils in learning

Most the participants (40%) select the lack of using technology. They claim that technology motivate them very well. Also it helps them to learn English in easy way and overcome many other problems in learning. While (32%) state that lack of practice is the great difficult face them. (16%) they find that the time of teaching is not appropriate to learn a second language;

however (12%) state that motivation in learning do not help them to overcome many learning problems they face.

Question 14: what are the benefits of using technology?

Options	Numbers	%
Make learning easy and funny	10	40%
Develop the proses of education	15	60%
Total	25	100%

Table 14:benefits of Using Educational technology in Classroom

As it illustrated above (14) most of student (60%) write that the benefit from using technology is to develop the proses of education/study in classroom; however (40%) responding with that it makes learning very funny and easy to understand, share aides together and do not feel the time.

Question 15: Dou you think using technology would improve the four language skills (reading

writing, speaking, listening)?

option	number	%
Yes	23	92%

No	02	8%
total	25	100%

Table 15: pupils' thinking about technology and its improves of the four language skills

From the table 15, the plurality of pupils take yes to answer this question(92%), because they see the different before using educational technology tools and after it. Just (8%) from pupils take no as an answer to the question above, and that because they find the traditional way improve more the language skills.

Question 16: What do you prefer?

Learning English using traditional methods or Educational technology methods ?

Options	Numbers	%
traditional methods	02	08%
Educational technology methods	23	92%
Total	25	100%

Table16: Students` Favourite Methods of Learning English

The question (16), the majority of students (92%) prefer to learn English based on educational technology they answer that learning with technology make them memorise lectures and do no forget it; in addition it encourage them in presentations. Whereas (08%) only prefer the traditional method because it is wasting of time in the classroom.

options	number	%
Books, dictionaries, essays	04	16%
Internet, phone, computer	21	84%
Total	25	100%

Question
17: what
you use
when doing
home
works ?

Table 17: pupils ways in answering home works

The last table (17) shows that the majority of pupils (84%) use the technological materials while doing their home works. Except few (16%), whom use the traditional ways as books and essays.

6. Results of the Analysis of Teachers' Questionnaire

Question 01: Gender

options	number	%
female	02	66.66%
Male	01	33.33%
Total	03	100%

Table 1*: Gender of Participant Teachers

The table (01*) shows that the majority of participant teachers (66.66%) are females; whereas males are (33.33%), in this situation we can remark that females teachers are more interested than males.

Question 02: Please state your highest academic qualification

options	number	%
Licence	02	66.66%
Master degree	01	33.33%
PHD degree	00	0%
Total	03	100%

Table 2*: teachers' academic qualification

In this question, the respondents were asked about their degree in teaching English. According to the table above, (67%) of teachers have MA degree, whereas 33% percentage of teachers have license degree. As a result, It will help to get common opinions about the subject of this research.

Item two: how long have you been teaching written expression?

Question 3: teachers' years of experience in teaching English language

Period	1 to 4 years	5 to 10 years	Total
Number	00	03	03
Percentage	0%	100%	100%

Table 3*: teachers' years of experience in teaching English

As what it is shown in the table 2, there are 0 teachers (0%) who have been teaching English language from 1 to 4 years. And all of teachers (100%) have been teaching English language from 5 to 10 years which means that the majority of them are expert. As a result, this will help this study to reach its aim.

Question 04: Do you have any difficulties in teaching English for Secondary School pupils?

Options	Number	%
Yes	03	100%
No	00	0%
total	03	100%

Table 04*: teachers' difficulties in teaching

As the table shows that all of the teachers are facing difficulties during teaching English language at secondary school(100%). And there is no teacher do not face difficulties(00%)

Question 05: what kind of difficulties?

options	number	%
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motivation	01	33.33%
Understanding	00	00%
The way of teaching	02	66.66%
All of them	00	00%
Total	03	100%

Table 05*: the kind of difficulties

The table (05) says that (33%) of teachers face the motivation problems and consider it as the major difficult that facing them. The majority of teachers (67%) says that the ways of teaching inside Algerian secondary school are the most difficult they face during teaching their pupils.

Question 06: Do you make any try to overcome these problems, and how?

options	number	%
Yes	03	100%
No	00	0%
total	03	100%

Table 06*: teachers' overcome the teaching problems

From the table above(06), all the teachers say yes(100%). which means that all of them try with a way or another to overcome the problem facing them. The method they use is changing the atmosphere to the learners/pupils with showing them videos or listening to songs... etc.

Question 07: How do you evaluate your student motivation in class?

Option	number	%
Low	01	33.33%

High	01	33.33%
Medium	01	33.33%
total	03	100%

Table 07*: pupils' motivation in class

Table 07 shows that teachers share the same percentage (33.33%). Some teachers evaluate their pupils that have low motivation, other have high motivation and the last ones says that have medium motivation.

Question08: . What about your teaching style? What are the major tools you use to motivate your

student during the session?

1. Using idiom.
2. Using data show.
3. Using videos/ pictures.
4. Internet website.

From the answers of teachers we recognize that the teachers in way or another the prefer to use technological materials/tools.

Question09: Do you adopt or change your way of teaching, justify?

options	number	%
often	02	66.66%
Sometimes	01	33.33%
Never	00	00%
total	03	100%

Table 09*: teachers' adopt/change way of teaching

the table 09* shows that majority of teachers (67%) adopt or change their ways of teaching in classroom. And just (33%) stay using their ways but rarely they adopt .and they justify that they use new ways and they really captured the attention of pupils.

Question 10: Do you agree that the adoption of technological teaching tools is necessary time to time?

options	number	%
Strongly agree	02	66.66%
Agree	01	33.33%
disagree	00	00%
Total	03	100%

Table 10*: teachers' aides about adopting using technology

As indicated in the table above major of teachers strongly agree to start using technological materials all the time not just from time to time (67%). The reset of teachers just agree with the use from time to time.

Question 11*: what do you think about using technology in classroom

1. Funny and easy.
2. Help the teachers as well as pupils.
3. Lose of time.

From the answers of teachers, we understand that they almost find the use of technological materials while teaching workable, easy and clear.

Question 12: Do you use technology as a teaching tool in class?

options	number	%
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Often	01	33.33%
Sometimes	02	66.66%
never	00	00%
Total	03	100%

Table 12*: teachers' use technology

The table 12* indicates the average of using technology tools by teachers in the class. The majority(67%) use it from time to time. And (33%) all the time, and this lead to the important of the technology tools.

Question 13: . what kind of educational technology you use most?

options	number	%
EBooks	00	00%
Internet	01	33.33%
Videos	01	33.33%
data show	01	33.33%
Total	03	100%

Table 13*: the kind of educational technology used the most by teachers

The table above explains what the teachers need/ use most at classroom. The table shows the same percentage (33.33%) for three tools (internet, videos and data show). While no one use E-books.

Question 14: . To what extent they are helpful?

options	number	%
So helpful	00	00%

Helpful	02	66.66%
Wasting of time	01	33.33%
total	03	100%

Table 14*: educational technology' extant on learning

According to the data displayed in the table 14* , the majority of teachers (67%) claim that educational technology tools help them very much in teaching whereas (33%) see that is just wasting of time.

Question 15: What are the advantages of this experience?

1. Try new effective method
2. More getting for pupils' attention
3. Develop the teaching strategy

The answers of teachers confirm that the method of educational technologies during teaching is the new effective, helpful and suitable way to develop the teaching method inside the Algerian secondary schools.

Question 16: What are the disadvantages of educational technology?

1. Pupils lose focus
2. Loss of time
3. Lack of materials

The teachers while answering this question depend on the result facing them on classroom and the first disadvantage is while using technologies, pupils concentrate on other things and forget about the lesson. Also it takes bit time from the traditional ways. At list, the big problem face teachers is the lack of materials they want to use in the Algerian secondary schools in general.

7. Discussion of the Results

7.1. Students' questionnaire

The analyses of pupils' questionnaire provide us with some points. First of all, the result in the first section revealed that the majority of our sample (72%) is composed from female rather than male. In addition, most of them (82%) studying English at the secondary school for the first time. For these reasons, we found that (36%) of pupils are good in English; however the majority of them (80%) face different difficulties in learning. (45%) of pupils face difficulties in understanding and the use of traditional tools. (76%) of pupils state that they have medium motivation in class; most of them feel boring(60%) during the session because of their teachers` style. Therefore we asked pupils about educational technology and found that (48%) never used in classroom; while those who have used it state that it is very helpful and most of them (92%) prefer technology as new method rather than the traditional methods. At the end, the results of students' questionnaire revealed that Educational Technology have a positive effect in students` learning English improvement as well as their motivation.

7.2. Teachers` questionnaire

After the analysis of teachers' questionnaire, we figure out some points. The majority of teachers participate are females by (67%). Majority of teachers (67%) hold old license degree which means that they are qualified teachers. Also, Teachers experiences in teaching English varied from one teacher to another, but most of them (100%) are experienced teachers with more than ten years of experience; however, (66%) face materials difficulties in teaching they clime that pupils are medium motivation in class. Teachers asked about using different technologies, all responds that they use it sometimes and (67%) consider that it is helpful

which mean that it contain advantages and disadvantages; advantages like motivation, better understanding, and critical thinking improvement, while disadvantages given are noisy classroom and distraction.

Conclusion

This chapter created to analysis and discuss data that gathered from both pupils' and teachers' questionnaires. These data reveals pupils' and teachers' sort on the use of Educational technology in classroom. Accordingly, from the analysis of both questionnaires we found that first year secondary school face many difficulties in teaching English should be improved. Moreover, both students and teachers responses positively to the educational technology teaching. Both of them believe that educational technology is important project for better learning. Henceforth, these results confirmed the hypothesis and answered the research questions.

General Conclusion

EL learners of first year at Quidry Mohamed El Aid secondary school sometimes face some difficulties during learning English. The goal of this research is to investigate the difficulties and know the importance of educational technology and its impact on teaching learners in classroom.

The study of this research departed from one hypothesis. It clarified from the main findings that the teaching is most effective when using Educational Technology, also it gives motivational air for pupils during the lecture. The research began with a theoretical framework dealt with Educational technology in the first section; And the second section gives information about teaching and teacher in class. The second chapter is the empirical phase of the work in which the researcher used questionnaire as an instrument for the sake of gathering information from EL teachers and first year secondary students. This tool is analysed and discussed in order to prove or disapprove the hypotheses suggested by the researcher when starting investigating. At the end of this chapter a set of recommendations were designed for EL teachers and their pupils to improve the teaching process by using education technology.

To conclude, educational technology is an effective method that facilitate teaching to the EFL teachers. It is very helpful to enhance teaching English and other languages as well as it helps students while learning English language. It is hoped that future research will be conducted on the use of education technology-teaching as a new workable method for teachers.

Limitations of the study

There are several limitations which cause the results to be less accurate. One of these limitation is the given period may not be enough to investigate the impact of educational technologies. And the most important one is that not all the questions answered by the students(not all the student answer all the questions of the questionnaire). Therefore, this study concerns only the case study of student first year secondary school in Quidry Mohemd Al Eid.

Suggestions for further research

For the same topic in further studies there are some suggestions. First, further studies can conduct the same research to identify the important of ET. Second, for data gathering tools, the researcher can depend on other tools such as class observation or students' interview. Third, the researcher can find other ideas to avoid lose time while collecting data.

Recommendations

From this research above, it revealed that Educational Technology is very important in foreign language classes to enhance teaching methods and students` motivation. Therefore, we suggest some recommendations for both teachers and students.

For Students

1. When using technology in classroom students should be organized to avoid wasting time.
2. EL students need to practice different types of technologies, even in home.
3. Student s should pay attention when use the educational technology.

For Teachers

1. It is better if teachers include technology while doing activities.

2. Teachers should make the competition's atmosphere while using technology.
3. Teachers should know the technology tools that need during the session.
4. Teachers should organize and plane the way of using technology.
5. pupils should be well controlled by their teachers during time of using technology.

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APPENDIX

Appendix A:

1_ A Questionnaire for EFL Teachers of first year

Dear teachers, you are kindly asked to answer the following questionnaire. It is about “the effect of using technology in secondary school classrooms”. Technology based learning is a high level of engagement to develop our pupils` motivation which is crucial in successful learning. Our main focus is to investigate the effectiveness of educational technology in teaching and learning.

We hope you give full answers about this subject. I personally assure that all collected data will be confidential and protected .

Thank you for your time and cooperation

Section one: Personal Information

1. Gender

a. Male

b. Female

2. Please state your highest academic qualification

a. Master degree

b. licence degree

c. Doctorate

3. How many years you have been in teaching?

a. More than 10 years

b. Less than 10 years

Section two: An Over view about the Process of English teaching

4. Do you have any difficulties in teaching English for Secondary School pupils?

Yes No

5. What kind of difficulties?

a. Motivation

b. Understanding

c. The way of teaching

d. All of them

6. Do you make any try to overcome these problems?

a. Yes b. No

How.....
.....
.....

7. How do you evaluate your pupils motivation in class?

Low Medium High

8. What about your teaching style? What are the major tools you use to motivate your student during the session?

.....

.....
9. Do you adopt or change your way of teaching

Often

Sometimes

Never

Justify your answer.....

10. Do you agree that the adoption of technological teaching tools is necessary time to time?

Strongly agree

agree

Disagree

Section three: Teachers' Attitudes about using educational technology.

11. what do you think about using technology in classrooms?

.....

.....

12. Do you use technology as a teaching tool in class?

Often

Sometimes

Never

13. what kind of educational technology you use most?

a. E_books

b. Internet

c. Videos

d. data show

14. To what extent they are helpful?

So helpful

Helpful

Wasting of time

15. What are the advantages of this experience?

.....
16. What are the disadvantages of educational technology?

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

Appendix B:

2_ A questionnaire of English pupils at Secondary school

Dear pupils,

You are kindly invited to fill in the following questionnaire as a part of a master dissertation en titled “The Use of Technology in secondary Classrooms” .Your answers and opinions will help me to accomplish this research project. Please put a tick (√) for the appropriate choice or full answer whenever it is necessary.

Thank you for your cooperation

Section one: General information

Q1. Gender ?

a. Male? b. Female?

Q2. Age ?

Q3.How do you consider your level in English?

a Very good b- Good c- Average d- Poor

Section Two: An over view about Learning English

Q4. Do you face difficulties in studying English?

- a. Yes
- b. No

If yes, what are/is this difficultie/s

.....

.....

Q5. Does your teacher help you to overcome these problems?

- a. Often
- b. Sometimes
- .c Never

Q6. How can you evaluate your interaction and motivation with your teacher in the class?

- a. Low
- b. Medium
- c. High

Q7. What do you think about the way of teaching used by your teacher in class?

- a. Very good
- b. Good
- c. Poor

Justify your answer

.....

Q8. The way use to teach you in class make you?

- a. Motivating
- b. Boring

section three: the pupils' attitudes about educational technology

Q9. How often does your teacher use technological materials?

- a. often
- b. Sometime
- c. Never

Q10. How much do you enjoy using technology in learning?

- a. A lot b. A little c. Not at all

Q11. Are you motivated to spend more time using technology during the session?

- a. Very motivated b. Motivated c. Less motivated

Q12. In general, when your teacher use technological materials to present the lesson do you find it:

- a. Easy to understand / comprehend
- b. Difficult to understand / comprehend

Q13. According to you, what are the main reasons behind students' difficulties in learning English language?

- a) Time of teaching is not appropriate.
- b) Lack of practice.
- c) The lack of using technological materials .
- d) the motivation in learning

Q14. What are the benefits of using educational technology?

.....

.....

Q15. Dou you think using technology would improve the four language skills (reading writing, speaking, listening)?

- a. Yes b. No

Q16. Which method do you prefer in learning English in Algerian secondary classrooms? Please justify?

- a. Traditional education b. Educational technology

Justification

.....

Q17. While doing a home work, you relay use?

- a. Traditional method such as, books, articles, dictionaries, hands on learning
- b. Technological method such as, internet, phone, computer...

الملخص

معظم أساتذة اللغات الأجنبية يواجهون صعوبات في تدريس اللغة الإنجليزية و اللغات الأجنبية الأخرى؛ حيث تتمثل هذه الصعوبات في تحفيز الطلبة للدراسة وفهم الدرس... الخ . يمكن للمعلمين استعمال التكنولوجيا التعليمية لتسهيل مهمة التعلم و التعليم و كذلك تحفيز الطلبة. لذلك هذه الدراسة تسعى الى التحقق من تأثير التكنولوجيا التعليمية على التدريس داخل التعليم الثانوي، ؛ هذه الدراسة اختصت طلبة السنة الأولى من التعليم الثانوي شعبة آداب و لغات بـ ثانوية قويدري محمد العيد تماسين- تقرت. أيضا هذه الدراسة تسعى لاختبار صحة فرضية ' التكنولوجيا التعليمية أكثر فاعلية'. و ل انجاز هذا قمنا بتصميم استبيانين كأداة للبحث. الاستبيان الأول وزع على (25) تلميذ سنة أولى شعبة آداب، في حين الاستبيان الثاني وزع على (03) أساتذة اللغة الأجنبية الإنجليزية في السنة الدراسية 2023/2024. النتائج المستخلصة من تحليل البيانات المجمعة من الاستبيان تبين أن التكنولوجيا التعليمية لها تأثير جيد في التدريس و تحفيز الطلبة.

الكلمات المفتاحية

التكنولوجيا التعليمية - التعلم/ التعليم اللغة الإنجليزية لغة أجنبية - تلميذ سنة أولى -ثانوية قويدري محمد العيد تماسين-

تقرت