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MASTER DISSERTATION

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Exploring the Use of Technology in Teaching English

Case of Primary School of Biskra

*Dissertation submitted to the Department of English Language and Literature as a partial
fulfilment of the requirements for the Degree of Master of Science of Language*

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Academic year : 2024/2025

Dedication

I dedicate this work with all my love and gratitude to my dear **mother**, whose endless love and strength have carried me through every challenge. To my late **father**, May God have mercy on his soul, whose wisdom and support continue to guide me even in his absence.

To my beloved **husband**, thank you for your unwavering encouragement and for being my constant pillar of strength.

And to my precious **children**, you are my greatest joy and inspiration — this achievement is for you.

Acknowledgment

First and foremost, I praise and thank Allah, the Most Merciful and Compassionate, for granting me the patience and determination to complete this dissertation.

I am deeply grateful to **Pr. Saihi Hanane**, my supervisor and guide, for her constant encouragement, insightful guidance, and unwavering support throughout this research.

I would also like to extend my sincere thanks to the members of the jury: **Mr. Maamar Bechar**, **Dr. Youcef Laala** and **Dr. Hadjer Ghecham**, for their thorough review, constructive criticism, and valuable suggestions.

Finally, I sincerely appreciate the **teachers of the primary school** who generously shared their time and knowledge

Abstract

This study explores the use of technology in teaching English in the primary school pupils in Algeria. It examines teachers' attitudes, experiences, and the challenges they face when integrating digital tools into their classrooms. The research also considers how traditional teaching methods are combined with technological resources. The Data was collected through questionnaires with English teachers from Biskra primary schools. The Results show that teachers appreciate the benefits of technology, such as increased student engagement and better understanding of the language. However, they also encounter obstacles like poor internet connectivity, a lack of digital devices, and insufficient training. The study emphasizes the need for improved infrastructure, continuous teacher training, and stronger institutional support to fully realize the potential of technology in language teaching. A balanced use of both traditional and digital methods can lead to a more effective and inclusive learning environment.

Keywords: technology, English language teaching, primary education, Biskra, digital tools.

List of Abbreviations and Acronyms

FL: Foreign language

EFL: English as a Foreign Language

ICT: Information and Communication Technology

MSA: Modern Standard Arabic

CEFR: Common European Framework of Reference for Languages

CBA: Competency-Based Approach

EdTech: Educational Technology

UNESCO: United Nations Educational, Scientific and Cultural Organization

TPACK: Technological Pedagogical Content Knowledge

List of Tables

Table 1: Teachers' Gender	25
Table 2: Teachers' Experience in English Teaching.....	26
Table 3: Frequency of Technology Use	27
Table 4: Teacher Enjoyment in Using Technology	28
Table 5: Student Motivation with Technology Use	29
Table 6: Types of Technology Used	30
Table 7: Student Reactions to Technology Use	31
Table 8: Perceived Student Learning Challenges	32
Table 9: Perceived Impact of Technology on Language Skills	33
Table 10: Preferred Approach	34
Table 11: Homework Recommendation Methods	35
Table 12: Frequently Used Digital Tools	37
Table 13: Challenges in Technology Use	38

Contents

Declaration	
Dedication	I
Acknowledgment	II
Abstract	III
List of Abbreviations and Acronyms	IV
List of Tables.....	V
Introduction	6

Chapter One:

Literature review

Teaching English as FLE	6
English as a Global Language	6
English as International Language	8
The sociolinguistic Status in Algeria	9
Arabic	10
Tamazight.....	10
French.....	10
English Language in Algeria.....	11
Teaching Foreign Language in Primary Schools	12
Objective of EFL in Algeria.....	13
Linguistic Objectives.....	14
Methodological Objectives	14
Sociocultural and Educational Objectives.....	15
Educational Technology.....	16
Definition of Educational Technology	16
Information and Communication Technology	17

The importance of using technology in education	18
Educational Technology and Affective Factors	19
Benefits of Technology for learning English language.....	20
Teacher's role in using technology in the classroom	21

Chapter Two

Findings and Analysis

Introduction	23
Research Methodology.....	23
Rationale for Research Design	23
Population and Sampling	23
Data Collection Tool: Teacher Questionnaire.....	24
Administration of the Questionnaire	25
Data Analysis	25
Analysis of the Questionnaire	25
Gender	25
Teaching Experience	26
Frequency of Technology Use in Class.....	27
Enjoyment of Using Technology in Teaching	28
Perception of Student Motivation When Using Technology	29
Technologies Used in English Teaching.....	30
Student Response to Technology	31
Challenges Students Face in Learning English	32
Advantages of Educational Technology (Open-Ended Summary)	33
Does Technology Help Improve Language Skills?.....	33
Preferred Teaching Approach	34
Homework Support Methods	35
Frequently Used Educational Technologies.....	37
Challenges in Using Technology	38

Suggestions of teachers for Better Integration (Summary of Open-Ended Responses)	39
Discussion of results.....	40
Conclusion.....	42
Recommendations	43
General Conclusion	44
References	45
Appendix	
ملخص.....	

General Introduction

Background of the study:

The teaching and learning of English have become essential in today's interconnected world, particularly as the language continues to hold a significant role in various global domains. According to Crystal (2012), English is spoken by approximately 1.5 billion people worldwide, accounting for nearly 20% of the global population. This prevalence underscores English's importance in communication, international business, academia, science, technology, and diplomacy.

In the Algerian context, where English is increasingly recognized as a valuable skill, integrating technology into the teaching process has emerged as a pivotal approach to enhance language acquisition, particularly for primary school pupils. Technology offers innovative tools and platforms that support interactive and engaging learning experiences, fostering the development of foundational English language skills.

Among these skills, writing stands out as a key component of English as a Foreign Language (EFL) education. Writing serves not only as a means of communication but also as a mechanism for developing critical thinking and cognitive abilities. It is fundamental to academic success, enabling students to articulate ideas, construct arguments, and demonstrate understanding through tasks such as composing essays and completing written assignments.

The rapid development of technology has brought about significant changes in the educational landscape. Information and Communication Technology (ICT) has become an indispensable tool, deeply integrated into daily life and the learning process. Traditionally, teachers relied on conventional methods such as chalkboards, flashcards, and simple graphics to deliver lessons. However, technological advancements have revolutionized these practices, making teaching and learning more efficient and accessible.

In the context of English as a Foreign Language (EFL), the integration of ICT has become a valuable asset for educators aiming to deliver high-quality educational content. By utilizing technology throughout their sessions, teachers can create more engaging, interactive, and dynamic learning environments. For pupils, this shift introduces a fresh and enjoyable approach to acquiring knowledge, fostering greater interest and motivation.

The interactive nature of ICT-based teaching not only enhances the learning experience but also positively impacts pupils' English language development. Through exposure to multimedia resources, digital tools, and interactive activities, students can benefit from an enriched educational environment that promotes understanding, retention, and active participation.

Statement of the Problem

The teaching of English as a Foreign Language (EFL) in Algerian primary schools faces numerous challenges, including limited resources, traditional teaching methods, and low student engagement. Despite the growing global emphasis on English as a key skill for communication, academia, and professional success, many Algerian schools continue to rely on outdated instructional approaches.

With the advancement of technology, Information and Communication Technology (ICT) presents new opportunities to address these challenges. However, the extent to which technology is effectively utilized in teaching English at the primary level remains unclear. Concerns arise regarding whether teachers have access to appropriate technological tools, their proficiency in integrating ICT into teaching practices, and the impact of such tools on pupils' engagement, motivation, and language learning outcomes.

This study aims to explore the integration of technology in teaching English to Algerian primary school pupils. It seeks to identify the opportunities and barriers associated with using ICT in classrooms and to assess its role in enhancing the learning experience and language acquisition for young learners.

This research is guided by the central question: **The use of technology has no significant impact on the teaching and learning of English among Algerian primary school pupils.**

H.1: Various types of technology are currently being used in teaching English in Algerian primary schools.

H.2: The use of technology significantly enhances pupils' engagement, motivation, and English language acquisition.

H.3: Implementing targeted strategies can effectively enhance the integration of technology in EFL classrooms in Algeria.

4. Aims of the study

The primary aim of this study is to explore the use of technology in teaching English and its role in enhancing language acquisition among Algerian primary school pupils. The specific objectives are to:

1. To identify the types of technological tools and resources currently used in teaching English in the Algerian primary schools.
2. To evaluate the proficiency of teachers in integrating Information and Communication Technology (ICT) into their EFL teaching practices.
3. To assess the impact of using technology on pupils' engagement, motivation, and overall language development.
4. To examine the challenges and barriers faced by teachers and pupils in incorporating technology into English learning.

5. Significance of the Study

This study holds significance in the field of EFL education by examining the role of technology in improving English language teaching and learning among primary school pupils in

Algeria. It highlights the potential of integrating technology into EFL classrooms to foster more engaging and interactive learning experiences, addresses key instructional challenges such as low student engagement and outdated methods, and offers practical recommendations for educators, administrators, and policymakers. Furthermore, it contributes to the broader academic discourse on the integration of Information and Communication Technology (ICT) in EFL instruction, with a particular focus on the context of developing countries like Algeria.

6. Research methods

This study adopts a quantitative research techniques to gather comprehensive data. While this methodology offers a thorough understanding of the research questions, it does have limitations. The quantitative aspect provides valuable insights into patterns and trends, but it may not fully capture the individual experiences and perspectives of the participants. On the other hand, the qualitative component offers a deeper understanding of these experiences, though it may lack the ability to generalize findings across a larger population.

6.1. Population and Sample

This study focuses on English language teachers in primary schools in Biskra, Algeria, as they are responsible for introducing young learners to English and incorporating technology into their teaching. The population for this study includes English teachers from multiple primary schools within the region of Biskra. A sample of 10 teachers will be selected, ensuring diverse representation from different schools, teaching experience levels, and teaching practices related to the use of technology in the classroom. In addition, a random sample of 10 primary school pupils will be chosen to participate, representing various academic abilities and backgrounds, to explore their perspectives on the impact of technology in their English learning.

6.2. Data Analysis Procedures:

The data collected from teachers' questionnaires were analyzed using both quantitative and qualitative methods. Microsoft Excel and Google Sheets were utilized to organize responses to closed-ended questions into frequency tables and calculate basic descriptive statistics. For the open-ended responses, content analysis was employed to identify recurring themes and key patterns reflecting teachers' views on the use of technology in English language instruction. This combined analytical approach aimed to provide a deeper understanding of teachers' perceptions regarding the integration of technology in teaching English to primary school pupils in Algeria

7. Structure of the Study:

This study is organized into two main chapters: a theoretical chapter and a practical chapter. The first chapter presents the theoretical framework and covers several key areas related to teaching English as a foreign language (EFL). It explores English as a global and international language, the sociolinguistic status of English in Algeria, the role of English in the Algerian educational system, the teaching of foreign languages in primary schools, and the main objectives of EFL education in Algeria, including linguistic, methodological, and sociocultural goals. The chapter also addresses educational technology by defining it, explaining the role of information and communication technology (ICT), highlighting the importance of integrating technology into education, examining its impact on affective learning factors, discussing the benefits of using technology in English language teaching, and emphasizing the teacher's role in the effective use of technological tools in the classroom. The second chapter focuses on the practical part of the study. It outlines the research methodology, explains the rationale for using teachers' questionnaires, and describes the procedures of data collection and analysis. This chapter also presents the detailed analysis and interpretation of the findings in order to explore teachers' perceptions and attitudes toward the use of technology in teaching English in Algerian primary schools.

Chapter One:

Literature review

Introduction

Chapter one provides a clear and simple overview of the main ideas related to using technology in teaching English as a Foreign Language (EFL). It starts by explaining the role of English as a global and international language, especially in the Algerian context, where it discusses the social and educational importance of English and the challenges of teaching it in primary schools. The second part of the chapter looks at educational technology, explaining what it means and focusing on Information and Communication Technology (ICT) as an important part of modern teaching. It also shows why technology is useful in education, not only for improving learning but also for motivating students. The chapter ends by highlighting how the teacher's role is changing, and how they can use technology to make English lessons more effective and interesting.

Teaching English as FLE

English is now one of the most important languages in the world, used widely in areas like business, science, education, and international relations. Its growing importance has also reached Algeria, where English is becoming more valued in schools and other parts of society. To teach English well, it is important to understand not only its global role but also how it fits into the Algerian context. This section looks at the place of English as a Foreign Language (EFL) in Algeria, the goals of teaching it, and the main challenges and chances teachers face, especially when working with primary school pupils.

English as a Global Language

English has become the main language used around the world in many areas like science, business, aviation, media, and international relations. According to David Crystal (2003), this

happened because of several reasons, including the spread of the British Empire and later the global power of the United States in the 20th century. These historical and cultural events helped make English an important subject in education systems all over the world.

The influence of English extends deeply into educational systems worldwide. Many countries now include it as a required subject in schools because it helps people connect globally and access science and job opportunities (Jenkins, 2015). In universities and research, English is especially important since most scientific papers, conferences, and international projects use it (Ammon, 2010).

Crystal (2003) explains that a language becomes global not just because many people speak it as their first language, but because many others learn it as a second language and use it officially in different countries. English is widely used in international groups, science papers, and world media, which makes it a common language for communication between people from different backgrounds. Because of this, many countries teach English as a foreign language to help their people compete better in the global world.

However, the rise of English also brings worries about linguistic imperialism and the risk of local languages and cultures being pushed aside. Crystal (2003) warns against accepting English without question and encourages a balanced view that values the advantages of global communication while also protecting the variety of languages and cultures around the world..

According to Al Geo (2010), the English language has a remarkably intriguing history. Its earliest appearance in historical records portrays it as the language of relatively uncivilized tribes residing along the North Sea coast of Europe. While its deeper origins remain largely speculative, the language's evolution from these modest and unremarkable beginnings is extraordinary. Today, English has become the most widely spoken language globally, used by more people and for a broader range of purposes than any other language.

English as International Language

English serves as the main international language, helping people from different languages and cultures communicate with each other around the world. Its position as an international language (EIL) comes from historical, political, and economic reasons. Today, it is the primary language used for global communication in education, science, business, and diplomacy.

Sandra Lee McKay (2002) highlights that because English is used internationally, teaching methods need to change. Traditional approaches that focus mainly on native speaker standards may not meet the needs of learners who use English mainly to communicate with people from different countries. Instead, teaching should consider the many different situations where English is used and the various ways it appears around the world.

Broughton et al. (1998), in their book *Teaching English as a Foreign Language*, distinguish between two types of English language contexts: the first language (L1) situation, where English is the native or mother tongue, as in the United States and Australia; and the second language (L2) situation, where English functions as the language of commerce, administration, and education, such as in Ghana and Singapore.

Moreover, the rise of EIL has implications for language assessment and teacher education. Vodopija-Krstanović and Marinac (2019) argue that assessments should reflect the functional use of English in international contexts rather than adherence to native-speaker standards. Similarly, teacher training programs must prepare educators to address the complexities of teaching English in a globalized world.

The status of English as an international language influences language education policies globally. English is taught as a foreign or second language in many countries, with curricula often reflecting its international importance and the need to prepare learners for global communication (Ratajczak, 2021).

The sociolinguistic Status in Algeria

Algeria has a rich and changing language environment, where many languages are spoken and language policies continue to evolve. This situation is shaped by the country's history, politics, and society, creating a complex mix of different languages used in everyday life.

Algeria's language situation is strongly shaped by its history as a French colony and its Arab-Islamic culture. People usually speak Algerian Arabic in everyday life, while Modern Standard Arabic is the official language used in schools, government, and the media. Berber languages, which are recognized as national languages, are spoken by many communities, especially in regions like Kabylie. French, the language of the former colonizers, is still widely used in government, higher education, science, and business. This creates a multilingual society where people often switch between languages and borrow words from each other (Boudjemaa & Benrabah, 2016).

Algerians exhibit diverse attitudes towards language use, influenced by factors such as education, profession, and exposure to global media. While Arabic is seen as a symbol of national identity, French is associated with modernity and access to scientific knowledge. English, on the other hand, is increasingly viewed as a gateway to global opportunities in business, technology, and academia. This evolving perception is evident in the growing presence of English in public signage, advertising, and digital platforms (Boudlal & Baazizi, 2023).

Algeria's mix of many languages and the use of different forms of language create challenges like attitudes toward languages, identity struggles, and problems in education. Because several languages and varieties exist together, it is important to have thoughtful language planning and policies that respect the country's social and cultural realities. These efforts should focus on practical multilingualism that works for everyone, rather than forcing one language over others (Bagui & Babou, 2019).

Arabic

Arabic is the official language of Algeria and plays a key role in the country's identity, government, and education system. Arabic is used in two main forms: Modern Standard Arabic (MSA), which is the formal language for government, media, and schools, and Algerian Arabic (Darja), the everyday spoken dialect used by most people. Since gaining independence, the government has supported Arabization policies to promote Arabic and reduce the influence of French, with the goal of creating a stronger linguistic and cultural unity (Benrabah, 2014).

Tamazight

Tamazight, the Berber language, is the native language of Algeria's Amazigh people, especially in areas like Kabylie, the Aurès, and the M'zab Valley. After many years of being marginalized, Tamazight was declared a national language in 2002 and then became an official language alongside Arabic in the 2016 constitution (Boukous, 2013). Since then, there have been more efforts to promote Tamazight in schools, media, and public life, showing Algeria's support for cultural and language diversity. However, despite this official status, using Tamazight widely is still a work in progress due to ongoing social, political, and educational challenges (Maddy-Weitzman & Reich, 2011).

French

Despite efforts to promote Arabic after independence, French remains an important language in Algeria. As the language of the former colonial rulers, French still plays a major role in higher education, scientific research, business, and law (Ferguene, 2017). Many Algerians speak two or three languages, using French mainly for work and academic purposes, while Arabic or Tamazight are spoken in everyday life. The continued use of French alongside Arabic and Tamazight reflects Algeria's complex colonial history and the mixing of languages. French also affects social divisions and access to international connections (Benrabah, 2013).

English Language in Algeria

In recent years, the role of English in Algeria has changed greatly, moving from a minor foreign language to an important part of education and the workforce. This change is influenced by factors such as globalization, advances in technology, and the growing need for English skills in schools and jobs.

English was introduced in Algeria during the colonial period but was always secondary to French, which was the main language for government, education, and intellectual activities. After gaining independence in 1962, Algeria adopted Arabization policies to make Arabic the official language. Despite this, French continued to be widely used, especially in higher education and scientific fields. Meanwhile, English stayed a minor foreign language, mainly taught at secondary and university levels (Benrabah, 2013).

English has emerged as a global lingua franca. It serves as the national language in numerous countries worldwide. Even in countries where English is not the official language, it is commonly taught as the first or second foreign language in schools and universities.

The role and teaching of English in Algeria's education system have changed many times, mirroring the country's changing social, political, and economic situations. These changes are especially clear when looking at the differences between the periods before and after independence. Before independence, French colonial language policies were dominant, but after independence, Algeria gradually worked to reshape English's place in education to support national development and connect with the wider world (Marouf, 2022).

Recent studies show a noticeable growth in the use and interest in English among Algerians, particularly among younger generations and university students. highlights that English is expanding its domains of use beyond traditional academic settings into areas such as advertising, technology, and international communication. Algerian students generally hold positive attitudes

toward English, recognizing its value as a global lingua franca and a tool for accessing scientific knowledge and employment opportunities (Hamane, 2023).

In summary, Algeria's evolving language policy reflects a transition from French colonial dominance toward embracing English as a key language of instruction and communication, driven by political decisions and global economic imperatives. This ongoing shift affects all educational levels and is expected to reshape Algeria's sociolinguistic landscape in the coming decades.

Teaching Foreign Language in Primary Schools

Teaching foreign languages in primary schools has gained global importance, based on the idea that early learning improves language skills and brain development. This approach is seen in many countries, including Algeria, where English has recently been added to primary school programs.

Teaching English in primary schools has two main goals: interaction and socialization (Arther & Cremer, 2010). The interaction goal helps children learn to understand and use information, building basic academic skills like proper writing, developing physical skills such as cutting and handwriting, and advancing cognitive abilities like reading. The socialization goal focuses on increasing children's awareness of their community by encouraging interaction and teamwork with classmates. Activities like pair work, educational games, and singing help promote cooperation and active participation in the classroom.

Kihlstedt (2019) provides an insightful overview of foreign language (FL) teaching and learning in European primary schools, focusing on the role of the Common European Framework of Reference for Languages (CEFR) as a guiding policy tool. Since its introduction in 2001, the CEFR has become central to language education policy across Europe, offering proficiency scales (A1 to C2) and promoting communicative, task-based language teaching approaches.

Algeria introduced English as a compulsory subject in primary schools starting in the 2022/2023 academic year, marking a major policy shift aimed at reducing the dominance of French and aligning with global linguistic trends (Marouf, 2022).

Slimani (2016) highlights important areas where English plays a crucial role, such as technology, education and research, aviation, global business, and international diplomacy. The educational reform aimed to provide Algerian learners with the language skills needed to communicate confidently and effectively in both social and professional situations, whether speaking or writing.

- Prior to the reform, French dominated as the primary foreign language due to colonial legacy.
- The 2000 reform brought English earlier into the curriculum, starting from the first year of middle school instead of later years, reflecting a strategic shift to align Algeria with global trends.
- English is taught alongside French, with an emphasis on developing communicative competencies in listening, speaking, reading, and writing.
- The reform also introduced the Competency-Based Approach (CBA), focusing on practical language use and learner-centered teaching.

Objective of EFL in Algeria

The teaching of English as a Foreign Language (EFL) in Algeria is influenced by historical, social, and educational contexts, with defined goals focused on developing learners' language skills, teaching methods, and cultural understanding. These goals align with Algeria's ambitions for modernization, global connection, and cultural openness.

The goals of teaching English as a Foreign Language (EFL) in Algeria are based on linguistic skills as well as cultural aims. The Algerian Ministry of Education stresses that EFL teaching

should develop learners' ability to communicate confidently and effectively in English, not only for academic purposes but also for everyday life situations (Boudjella, 2018).

Similar to many countries around the world, Algeria has recognized the increasing importance of English in different fields, leading to its inclusion in the national education system. Currently, English is officially taught in schools throughout the country. According to the official English curriculum for the second year of middle school (2006), teaching English in Algeria aims to support the overall development of students. It seeks to encourage values like openness to the world, self-respect, respect for others, and tolerance—important principles in a society that is becoming more globalized. The program identifies three main groups of objectives:

Linguistic Objectives

- **Develop Basic Language Skills:** English instruction aims to provide learners with essential linguistic knowledge, including grammar, vocabulary, pronunciation, and the four language skills (listening, speaking, reading, writing) necessary for further education and employment (Benkada, 2016).
- **Communication Competence:** The ultimate goal is to enable students to communicate effectively in everyday social and professional contexts, both orally and in writing, fostering practical language use beyond exam preparation (Slimani, 2016).

Methodological Objectives

- **Learner Autonomy and Critical Thinking:** The Competency-Based Approach (CBA) adopted in Algerian schools encourages students to develop learning strategies that promote autonomy, self-assessment, and critical thinking (Benkada, 2016).
- **Use of Diverse Resources:** Students are encouraged to engage with various documents and materials beyond the textbook to broaden their knowledge and interest in topics not covered in class (Benkada, 2016).

Sociocultural and Educational Objectives

- **Cultural Awareness and Tolerance:** Teaching English aims to foster intercultural understanding and tolerance by exposing students to different cultures and global values, promoting openness and respect for diversity (Benkada, 2016).
- **National and Global Integration:** Learners are expected to express their own cultural identity and values in English while also embracing universal human values essential for modernity and globalization.
- **Academic and Professional Preparation:** English proficiency is seen as a key to accessing scientific knowledge, higher education, and employment opportunities in fields like technology, business, aviation, and diplomacy (Slimani, 2016).

Teaching English as a Foreign Language, particularly in primary schools, supports wider educational goals focused on developing language skills, cultural understanding, and openness to the world. It is important to consider the social and linguistic context as well as educational aims to design EFL programs that effectively address learners' needs and help them succeed academically and professionally.

Educational Technology

This section gives a clear overview of educational technology and its important role in today's learning environments. It starts by defining what educational technology is and its range of uses, then focuses on Information and Communication Technology (ICT) as a key part of this field. The chapter highlights why using technology in education matters, looking at how it affects both thinking skills and learners' motivation. It also explains the specific advantages technology brings to learning English and discusses the important role teachers have in successfully using technology in the classroom.

Definition of Educational Technology

According to Pelgrum (2003), the term "IT" started to be replaced by "computers" or "information technology" in the late 1980s, showing a growing focus on using computer systems to store and retrieve information. Then, around 1992, the term "ICT" (Information and Communication Technology) appeared, as the email became widely available to the public, emphasizing the combination of communication technologies with information systems.

Educational Technology (EdTech) is the systematic application of technological tools and resources to enhance teaching and learning processes. It integrates hardware, software, and pedagogical strategies to create interactive, engaging, and effective learning environments across various educational settings (Thaariq & Surahman, 2021).

Ashby (1967), cited in Shveta (2023), identified four major revolutions in the history of education. The first revolution was a social change where the responsibility for educating children shifted partly from families to formal institutions like schools and teachers. The second revolution introduced the written word as a teaching tool, adding to the oral methods that had been used before. The third revolution came with the invention of the printing press, which made books widely available and greatly increased access to knowledge. The fourth and latest revolution

involves electronic technologies—such as radio, television, tape recorders, and computers—that have changed how information is shared and learned in education.

According to Galbraith (1967), technology is characterized by two essential features: the systematic application of scientific knowledge to practical tasks, and the breakdown of these tasks into smaller, manageable components. In his seminal work *The New Industrial State*, Galbraith highlights that any educational discipline following these principles can be regarded as educational technology. This perspective aligns with the broader understanding of technology as an organized and efficient approach to addressing real-world challenges, especially within instructional settings.

Information and Communication Technology

In the contemporary digital age, Information and Communication Technology (ICT) has emerged as a crucial element within education. The incorporation of ICT into teaching and learning has profoundly reshaped conventional educational methods by offering tools that improve communication, facilitate access to information, and enrich the overall learning experience.

Information and Communication Technology (ICT) plays a pivotal role in modern education by enabling access to digital content, enhancing communication, and fostering collaboration among learners and educators. ICT includes computers, the internet, broadcasting technologies (radio and television), and telephony, all of which have transformed how knowledge is disseminated and acquired. UNESCO (2011) emphasizes that ICT integration in education enhances both teaching and learning by providing interactive and learner-centered approaches.

Christenson (2010) defines Information and Communication Technology (ICT) as access to information through telecommunications, including tools like the Internet, wireless networks, mobile phones, and other communication channels. While ICT is closely linked to information technology (IT), it places a stronger emphasis on communication, which is essential for effective teaching and learning. In educational settings, ICT allows both teachers and students to develop interactive and communicative learning environments. Consequently, integrating ICT in schools

can significantly improve the teaching and learning of the English language by promoting greater engagement, accessibility, and dynamic interaction.

The importance of using technology in education

The incorporation of digital tools like projectors, computers, and multimedia resources fosters active engagement by facilitating oral presentations, collaborative group work, and interactive activities. These approaches enhance students' comprehension and improve long-term retention of knowledge.

Technology has revolutionized education by promoting accessibility, interactivity, and personalization. It facilitates differentiated instruction, fosters student engagement, and allows for real-time feedback. The use of digital platforms and tools has expanded opportunities for self-paced and collaborative learning. As noted by Bates (2015), technology also allows for the delivery of education beyond traditional classroom settings, making lifelong learning more feasible.

Technology improves education by boosting student engagement through multimedia and interactive tools, tailoring learning experiences to individual needs, and facilitating collaboration beyond traditional classroom boundaries. Additionally, it broadens access to diverse educational materials and fosters the development of essential 21st-century skills needed by today's learners (Hawkins & Honey, 1999; At Thaariq & Surahman, 2021).

The integration of technological tools in education was intended to enhance flexibility and engagement in learning (Turney et al., 2009). Traditional students were encouraged to interact with and reflect on these technologies, leading to increased appreciation of their educational value and potential. However, not all outcomes were positive. As Cherrstrom et al. (2019) noted, students also reported challenges such as difficulties in disconnecting from digital tools and experiencing fragmented attention, which may affect the depth of learning.

Nevertheless, equitable access to technology continues to pose challenges, as differences in infrastructure and available resources can impact educational outcomes. To bridge the digital divide and guarantee that all students benefit from technological progress, it is crucial to implement policies that promote affordable internet access and expand ICT infrastructure in schools and community spaces.

Educational Technology and Affective Factors

Educational technology impacts not only cognitive learning outcomes but also significantly affects students' affective factors, including motivation, engagement, and attitudes toward learning. The incorporation of interactive digital tools can boost learners' interest and lower anxiety levels, fostering a more positive and encouraging educational atmosphere.

Affective factors such as motivation, attitude, and anxiety significantly influence learners' success, especially in language learning. Educational technology can positively impact these affective domains by creating a more engaging and less intimidating environment. Tools like gamified learning platforms, interactive applications, and multimedia content can increase students' motivation and reduce language learning anxiety (Zhang & Zou, 2020). Moreover, technology allows students to practice independently, which fosters confidence and a sense of autonomy.

Moreover, technology facilitates instant feedback and encourages collaborative learning, helping to boost learners' confidence and foster a sense of accomplishment. Nevertheless, it is crucial that technological tools are carefully designed and applied to enhance, rather than obstruct, learners' emotional engagement (Papastergiou, 2009). In sum, the thoughtful integration of educational technology, with consideration for affective elements, promotes a more comprehensive learning experience that benefits both academic performance and student well-being.

Benefits of Technology for learning English language

Technology provides substantial advantages for learning English by granting access to authentic resources, enabling communication with native speakers, and offering interactive tools that develop the four language skills. Digital platforms like language learning applications, podcasts, and video conferencing have improved learners' capacity to engage deeply with the English language environment. Godwin-Jones (2018) highlights that such tools foster increased learner autonomy and can be tailored to suit diverse learning preferences and requirements.

Incorporating technology into English language learning brings a wide range of advantages that improve teaching and learning alike. Studies consistently demonstrate that technology supports a deeper comprehension of language concepts and enhances essential language skills, including reading, writing, listening, and speaking (Motteram, 2013)

Research highlights several key benefits of educational technology in language acquisition :

- **Enhanced Engagement:** Multimedia and interactive applications maintain learner interest and attention.
- **Personalized Learning:** Adaptive platforms adjust to learners' proficiency levels and learning pace.
- **Collaboration:** Virtual classrooms and online tools facilitate communication and teamwork.
- **Access to Authentic Materials:** Digital resources provide exposure to real-life language use via videos, podcasts, and online texts.
- **Immediate Feedback:** Language learning software offers instant corrections, enabling rapid skill acquisition (At Thaariq & Surahman, 2021).

Teacher's role in using technology in the classroom

Teachers hold a vital role in effectively integrating technology into education. Their responsibilities go beyond merely delivering knowledge to include facilitating, guiding, and designing meaningful learning experiences. Successful technology use depends on teachers being well-trained, motivated, and supported. According to Mishra and Koehler's (2006) TPACK framework, effective technology-enhanced teaching involves blending technological, pedagogical, and content knowledge. Additionally, teachers must remain adaptable and reflective to optimize the use of technological tools for student learning.

Teachers serve as facilitators who select, integrate, and manage technological tools to enhance learning. They guide students in effective and responsible technology use, adapt pedagogy to digital environments, and require ongoing professional development to stay current with evolving educational technologies (Hawkins & Honey, 1999).

Teachers often face obstacles such as inadequate infrastructure, lack of training, and poor administrative support. Effective teacher training programs focusing on ICT integration and blended learning methods are critical to overcoming these barriers.

Furthermore, teachers serve as facilitators who encourage collaboration, creativity, critical thinking, and communication by integrating technology into learning activities. They employ formative assessment techniques to deliver timely feedback and support reflective practices, thereby promoting learner autonomy (Nurhidayat, 2022)

A study by Didane (2023) highlights that despite the growing availability of digital tools, many EFL teachers at Mouloud Mammeri University in Tizi-Ouzou have not received formal training in educational technology, which affects their confidence and competence in using these tools effectively. Additionally, challenges like unreliable internet connectivity and limited access to digital resources further hinder the integration of technology in teaching practices (Chihab, 2023). To enhance the role of teachers in utilizing ICT, it is crucial to provide continuous

professional development opportunities, improve technological infrastructure, and foster a supportive environment that encourages the adoption of innovative teaching methods.

In conclusion, educational technology stands as a vital and evolving element of contemporary education, enriching teaching and learning alike. The effective application of ICT not only improves access to information but also boosts student engagement and motivation. Through technology, educators can deliver more personalized and interactive learning experiences, especially in language learning. Ultimately, the success of integrating educational technology hinges on teachers' capacity to adapt and innovate, establishing them as crucial drivers in the changing educational environment.

Conclusion

The literature shows that technology is very important for improving the way English is taught, especially in Algeria, where English is becoming more popular as a foreign language. Using educational technology and ICT helps students learn better and also increases their motivation and positive feelings towards learning English. For technology to be used successfully in teaching, teachers need to understand both its advantages and challenges and be willing to change their teaching methods. This chapter provides a starting point to explore how technology can be used to improve teaching and learning English as a foreign language, leading to better and more effective education.

Chapter Two

Findings and Analysis

Introduction

This chapter shows the results from a questionnaire given to ten primary school English teachers in Algeria. The goal is to understand their views, how they use technology, and the difficulties they face when teaching English with technology. By analyzing their answers, this chapter highlights important trends, teachers' attitudes, and the real effects of using technology in teaching English in Algeria. It also reflects on how digital tools can help or sometimes make it harder for students to learn English in primary schools.

Research Methodology

This chapter presents the research methodology adopted in this study, which investigates the use of technology in teaching English to primary school pupils in Biskra. It focuses on the research design, the population and sampling, the data collection instrument (teacher questionnaire), and the procedures followed for data collection.

Rationale for Research Design

This study employs a **quantitative research design** based on a questionnaire distributed to English language teachers. The choice of a quantitative approach enables the researcher to gather measurable data on teachers' perceptions, practices, and challenges related to the integration of technology in English as a Foreign Language (EFL) classroom.

Focusing on teachers' responses allows for a targeted exploration of professional experiences and attitudes, providing insights into how technology is currently used and perceived as a tool for enhancing language learning among young pupils.

Population and Sampling

The population targeted by this study consists of English language teachers working in 10 primary schools in Biskra. Although the exact total number of teachers in the population is

unknown, the sample consisted of **10 teachers** purposively selected based on their active involvement in teaching English at the primary level and their experience or interest in integrating technology in their teaching practice.

This purposive sampling method enabled the collection of relevant and rich data regarding teachers' perceptions, challenges, and recommendations related to the use of technology in the EFL classroom. The sample size, while limited, provided valuable exploratory insights into current practices and barriers, forming a foundation for future research with larger populations.

Data Collection Tool: Teacher Questionnaire

The primary instrument used for data collection was a **structured questionnaire** designed specifically for English teachers. The questionnaire consisted of multiple sections, including closed-ended and open-ended questions aimed at capturing a comprehensive overview of technology use in teaching English.

The questionnaire included questions about:

- General information.
- Frequency and types of technology used in the classroom (e.g., projectors, audio materials, apps).
- Teachers' attitudes towards technology integration and perceived student motivation.
- Challenges faced by students and teachers in using technology.
- Perceived benefits of educational technology.
- Preferences for teaching methods (traditional vs. technology-enhanced).
- Suggestions for improving technology use in EFL classrooms.

This instrument provided quantifiable data on current practices and perceptions, as well as qualitative data through open-ended questions that allowed teachers to express their views and recommendations in their own words.

Administration of the Questionnaire

The questionnaire was distributed directly to teachers in a suitable environment to ensure clarity and encourage honest responses. Participants were asked to tick boxes for closed questions and provide written answers where applicable. The researcher emphasized the confidentiality of responses to promote openness.

The data collection phase lasted for approximately two weeks, enabling teachers to complete the questionnaire at their convenience.

Data Analysis

Collected responses were coded and analyzed using descriptive statistics to identify patterns and trends in technology use and challenges faced. Open-ended answers were subjected to thematic analysis to extract key themes and suggestions regarding the integration of technology in teaching English.

Analysis of the Questionnaire

Gender

Table 1: Teachers’ Gender

Gender	Frequency	Percentage
Male	3	30%
Female	7	70%
Total	10	100%

The frequency distribution shows that among the ten primary school teachers surveyed, seven (70%) are female and only three (30%) are male. This clear majority of women matches common patterns in primary education, where women often make up most of the teaching staff. This gender imbalance may be linked to social and cultural factors, as well as hiring practices in Algeria. It could also affect how teachers use and feel about educational technology in their classrooms. Female teachers might have different attitudes or face different challenges with digital

tools than male teachers. So, it's important to keep this gender difference in mind when looking at the study's results. Future research with a more balanced mix of male and female teachers could give a fuller and more varied understanding of the topic.

Teaching Experience

Table 2: Teachers' Experience in English Teaching

Years of Experience	Frequency	Percentage
Less than 1 year	1	10%
1–3 years	2	20%
4–6 years	3	30%
More than 6 years	4	40%
Total	10	100%

The data shows that most of the teachers (90%) have more than 4 years of teaching experience. Specifically, 60% have taught for over 6 years, while 30% have between 4 and 6 years of experience. Only one teacher (10%) has between 1 and 3 years, and no one has less than a year of experience. This means the group mostly consists of experienced teachers, which makes their answers more trustworthy. Because they have spent many years in the classroom, their opinions about teaching methods and using technology are based on real experience, not just theory or early career trials. These teachers have likely faced many different teaching situations, allowing them to provide thoughtful and detailed insights about using technology in teaching English. Therefore, the results from this group are valuable and likely reflect the real challenges and advantages of working as a teacher over a long time.

Frequency of Technology Use in Class

Table 3: Frequency of Technology Use

Frequency	Responses	Percentage
Always	1	10%
Often	3	30%
Sometimes	4	40%
Rarely	2	20%
Never	0	0%

The results show that most teachers (70%) use technology in their English lessons either "sometimes" (40%) or "often" (30%). This means technology is being used moderately in primary EFL classrooms. Only one teacher (10%) said they use technology "always," which suggests that daily or constant use of digital tools is still uncommon among the teachers surveyed. Additionally, 20% reported using technology "rarely," and no one said they "never" use it—showing a general willingness to use technology, but with different levels of frequency.

These results can be explained by a few reasons. On one side, the moderate use shows that teachers recognize the benefits of using technology and are trying to include it in their lessons. On the other side, the low number of teachers who use it regularly might be due to challenges like not having enough equipment, lacking proper training, or limited access to reliable internet and resources. It could also be related to teaching habits or personal preferences for traditional methods instead of digital ones. Understanding these patterns is important to find ways to provide better support and training, so technology can be used more often and more effectively in Algerian primary schools.

Enjoyment of Using Technology in Teaching

Table 4: Teacher Enjoyment in Using Technology

Level of Enjoyment	Responses	Percentage
Very much	3	30%
To some extent	5	50%
Not at all	2	20%

The data reveals that a significant majority of teachers (80%) express at least some level of enjoyment when it comes to integrating technology into their teaching practices. Specifically, 30% reported enjoying it "very much," while 50% indicated enjoyment "to some extent." This demonstrates that most respondents have a positive or moderately positive attitude toward the use of digital tools in their pedagogical approach.

However, it is important to note that 20% of the participants stated they do not enjoy using technology at all. This discrepancy in responses suggests a variance in enthusiasm that could be attributed to several contextual factors. Teachers who do not enjoy using technology might be facing challenges such as a lack of proper training, inadequate technical support, limited access to equipment, or simply a preference for more traditional teaching methods. In contrast, those who find technology enjoyable likely experience smoother implementation conditions and greater confidence in their digital skills.

This variation underlines the need for tailored professional development programs that can bridge the gap in digital competence and comfort levels among teachers. Enhancing support systems and infrastructure could potentially transform hesitant or indifferent attitudes into more positive ones, thus fostering a more technology-friendly educational environment in Algerian primary schools.

Motivation When Using Technology

Table 5: Student Motivation with Technology Use

Student Motivation Level	Responses	Percentage
Very motivated	4	40%
Moderately motivated	4	40%
Slightly motivated	2	20%
Not motivated at all	0	0%

the findings show that the teachers noticed some level of motivation in their students when digital tools were used in English lessons. Half of the teachers (50%) said their students were “moderately motivated,” while 40% said students were “very motivated.” Even the remaining 10% saw a small increase in motivation. Importantly, no teacher said their students were “not motivated at all,” which supports the idea that technology generally helps increase student engagement.

These results suggest that using educational technology can make the classroom more lively and interactive. Young learners, especially in primary schools, often respond well to digital tools like videos, games, and apps because these tools provide visual and sound stimuli. The new and fun nature of these tools may help students pay more attention, stay curious, and participate more in class activities.

Also, since no teacher reported a total lack of motivation, it shows that this positive effect happens consistently across different classrooms. Although the level of motivation may differ, the fact that technology always brings some benefit supports using it to boost engagement and improve learning in Algerian EFL classrooms.

This data also highlights how important it is to choose the right technologies to increase motivation. When well planned and matched with learning goals, digital tools can help students become more involved both mentally and emotionally in their learning.

Technologies Used in English Teaching

Table 6: Types of Technology Used

Technology Type	Number of Teachers Using It	Percentage
Projector/Smartboard	6	60%
Audio materials	8	80%
Educational videos	7	70%
Language learning apps	4	40%
Online platforms (Zoom, Google Meet)	2	20%
None	0	0%

The data collected reveals that audio materials and educational videos are the most frequently employed technological tools among primary school English teachers in Algeria, with 80% and 70% of respondents respectively indicating their use. These findings suggest that auditory and visual aids are highly valued as supportive resources for language learning, likely due to their effectiveness in enhancing listening comprehension and providing engaging content for young learners.

In contrast, fewer teachers reported using online platforms such as Zoom or Google Meet, with only 20% indicating reliance on these tools. This relatively low adoption rate might be attributed to several factors, including infrastructural challenges such as unreliable internet connectivity, limited access to suitable devices, and possibly the younger age group of pupils, which may limit the feasibility or appropriateness of synchronous online interactions.

Additionally, half of the respondents reported using projectors or smartboards, indicating a moderate integration of interactive classroom technology. Language learning apps, while recognized, appear less commonly utilized, which may reflect barriers such as lack of training or limited availability of locally relevant content.

These patterns highlight a preference for more traditional, teacher-led audiovisual resources, potentially reflecting both technological accessibility and pedagogical preferences. Understanding these usage trends is crucial for designing targeted interventions and support systems to enhance technology integration in Algerian primary English classrooms.

Student Response to Technology

Table 7: Student Reactions to Technology Use

Student Response	Responses	Percentage
Understand content more easily	6	60%
Find the lesson more enjoyable and interactive	3	30%
Seem confused or distracted	1	10%

The analysis of the teachers' answers shows that most of them believe technology has a positive effect on students' engagement and understanding during English lessons. Half of the teachers (50%) said that students find it easier to understand the lesson content when technology is used. This suggests that visual and interactive tools help young learners grasp language ideas better. This matches educational ideas that say using different ways to present information improves language learning.

Also, 40% of teachers said lessons become more fun and interactive with technology. This shows that digital tools can motivate students by making lessons more interesting and encouraging participation.

Only one teacher (10%) mentioned that some students got confused or distracted by technology. Even though this is a small number, it highlights the importance of keeping in mind that some students may face challenges with digital tools. These distractions might happen because students are not familiar with the devices or don't have clear instructions during class.

Overall, these results show that teachers generally have a positive view of using technology in primary English teaching. Technology can improve both how well students understand lessons

and how involved they are. However, it also points out the need for good planning and support for teachers to reduce distractions and get the best results from using technology.

Challenges Students Face in Learning English

Table 8: Perceived Student Learning Challenges

Challenge	Number of Mentions	Percentage
Low motivation	5	50%
Inappropriate lesson timing	2	20%
Teacher-related limitations	1	10%
Lack of practice opportunities	6	60%
Insufficient technology integration	4	40%

The questionnaire results show that low student motivation and lack of practice opportunities are seen as the biggest challenges to learning English well in Algerian primary schools. Most teachers (60%) said that low motivation is a main problem, meaning many students find it hard to stay interested or feel motivated to learn English. This could be because students don't often get to use exciting materials, find the language difficult, or don't see how English is useful in real life.

Also, half of the teachers (50%) pointed out that students don't get enough chances to practice speaking, writing, or doing interactive activities. These practice opportunities are very important for remembering and improving language skills. The lack of practice might be caused by large classes, not enough resources, or teaching methods that focus more on theory than doing.

Other problems mentioned include limits related to teachers (30%) and not enough use of technology (40%). These issues can make learning harder for students. Additionally, 20% of teachers said that lesson times are sometimes not suitable, which can affect students' focus and willingness to learn.

Overall, these findings show the need for more interesting, interactive, and student-focused teaching methods in English classes. Using new teaching ideas and better technology could help increase motivation and give students more chances to practice and improve their language skills.

Advantages of Educational Technology (Open-Ended Summary)

Teachers highlighted the following advantages:

- Increases student motivation and engagement.
- Simplifies content delivery.
- Enhances listening and speaking skills.
- Allows visual and audio reinforcement.
- Facilitates individualized learning.

Does Technology Help Improve Language Skills?

Table 9: Perceived Impact of Technology on Language Skills

Response	Frequency	Percentage
Yes	9	90%
No	1	10%

The data show that a large majority of teachers (90%) believe technology helps improve students' skills in the four main language areas: reading, writing, speaking, and listening. This strong positive view means that most teachers see digital tools as useful for creating varied, interactive, and multimedia learning experiences that meet different student needs and learning styles.

Teachers' trust in technology comes from its ability to give real-life language exposure through videos, audio, and apps, which helps students improve listening and speaking. Technology also offers instant feedback and chances for repeated practice, supporting reading and writing

skills. This wide approval shows that technology is becoming more accepted and used in Algerian primary English classrooms.

However, one teacher (10%) was unsure about how effective technology is in improving these skills. This view might be due to problems like limited access to good technology, not enough training in using digital tools, or concerns about students' focus and ability to benefit from these resources.

In conclusion, while most teachers see technology as important for developing language skills, it is also important to address the concerns of the few who are doubtful. This will help ensure all teachers feel confident and ready to use technology well in their teaching.

Preferred Teaching Approach

Table 10: Preferred Approach

Approach	Frequency	Percentage
Traditional methods	3	30%
Educational technology	7	70%

The findings reveal that a significant majority of teachers, 70%, prefer incorporating educational technology into their teaching practices over traditional methods. These teachers justify their preference by emphasizing the advantages of technology in fostering greater student engagement and improving comprehension of lesson content. The use of multimedia resources, interactive tools, and digital platforms seems to stimulate students' interest and provide diverse learning modalities, which can be particularly beneficial in addressing different learning styles within the classroom.

Teachers who favor technology also highlight its capacity to make lessons more dynamic and relevant to today's digital generation, facilitating not only cognitive understanding but also practical language skills through authentic and contextualized learning materials. This inclination

toward technology-based instruction suggests a progressive mindset among the majority of educators, recognizing the evolving landscape of education and the role of digital tools in enhancing pedagogical effectiveness.

However, the data also indicate that 30% of respondents still prefer traditional teaching methods. These educators often express concerns about technical difficulties, such as unreliable internet connectivity, lack of equipment, or insufficient digital literacy, which can hinder the smooth integration of technology. Additionally, some teachers believe that traditional approaches, grounded in direct teacher-student interaction and use of printed materials, maintain a level of control and structure that can be crucial for classroom management and consistent learning outcomes.

This division underscores the ongoing transition in the educational field, where both methods coexist and each has its advocates. While technology offers promising benefits, addressing the challenges faced by its detractors is essential to foster wider acceptance and effective implementation across Algerian primary schools.

Homework Support Methods

Table 11: Homework Recommendation Methods

Method Used	Frequency	Percentage
Traditional resources	5	50%
Technological resources	5	50%

The data shows that teachers are evenly divided in their choices for homework support methods. Half of them (50%) prefer traditional materials like printed textbooks, workbooks, and dictionaries. The other half (50%) support using technological resources such as digital apps, online platforms, and internet-based tools. This equal split suggests that Algerian primary school English teachers are using a mix of old and new teaching methods.

This balance likely comes from different reasons. Some teachers stick with traditional materials because they are familiar, reliable, and fit well with the current curriculum and school resources. These materials are usually easy for all students to access and don't need special technical skills or internet access, which can be limited in some places.

At the same time, the growing use of technology shows that teachers recognize the advantages digital tools offer. These tools often include interactive exercises, quick feedback, and multimedia features that can make learning more engaging and help students learn independently. Choosing technology for homework may also show teachers' efforts to update their teaching styles and match students' increasing digital skills.

The fact that both traditional and technological methods are used together suggests teachers are balancing the challenges of new technology with the practicality of older methods. This mix reflects a transition period in education, where innovation and practicality come together to help students learn better despite different levels of technology access.

Overall, this finding points to the need for proper training and resources to help teachers use both traditional and digital methods effectively. Supporting this balance can create a more flexible and inclusive learning environment that meets the varied needs of primary school students in Algeria.

Frequently Used Educational Technologies

Table 12: Frequently Used Digital Tools

Technology Type	Number of Mentions	Percentage
Language learning apps	4	40%
Online videos and platforms	7	70%
Interactive whiteboards or projectors	6	60%
Educational websites or online tools	5	50%
Social media/communication platforms	2	20%

The data shows that out of the ten teachers surveyed, 70% (7 teachers) use online videos and educational platforms. This high use shows how much teachers value multimedia content to engage young learners and support different learning styles. Videos help explain difficult language ideas by using context and sound, which works well for primary students.

Interactive whiteboards and projectors are used by 60% (6 teachers). These tools create a lively and interactive class where students can participate more and understand tricky language topics better. This shows teachers want to make lessons more interesting and easier to follow.

Language learning apps are used by 40% (4 teachers), and 50% (5 teachers) use educational websites or online tools. These tools allow students to learn at their own speed. Many apps have game-like features that increase motivation, while websites offer lots of interactive exercises made especially for young learners.

Social media and communication platforms have the lowest use, with only 20% (2 teachers) using them. This is likely because teachers worry about the young age of their students, online safety, privacy, and possible distractions. School rules or parents may also limit social media use in classrooms.

Overall, most teachers prefer video-based and interactive technologies that help students stay engaged and learn better, while also making sure these tools are safe and suitable for primary

pupils. This shows the need for more training and support to help teachers make the best use of different technology tools in Algerian English classrooms.

Challenges in Using Technology

Table 13: Challenges in Technology Use

Challenge	Frequency	Percentage
Poor internet connectivity	6	60%
Lack of access to equipment	4	40%
Insufficient digital training	5	50%
Limited institutional support	5	50%
Student distractions	3	30%

The analysis of challenges encountered by teachers in integrating technology into English teaching identifies several key barriers. Among the 10 respondents, 60% (6 teachers) reported poor internet connectivity as a major obstacle. This issue is critical because stable internet access is essential for using many digital tools effectively, especially online platforms and multimedia resources. Frequent connectivity problems disrupt lessons, cause frustration for both teachers and students, and limit access to current educational content.

Lack of access to digital equipment was reported by 40% (4 teachers), underscoring resource shortages in many primary schools. Without adequate devices like computers, tablets, or interactive whiteboards, even well-prepared teachers struggle to integrate technology effectively.

Insufficient digital training was noted by 50% (5 teachers), highlighting the need for improved professional development. Proper training is vital to give teachers the skills and confidence needed to use new tools creatively and efficiently. Without continuous support, teachers may feel hesitant or overwhelmed by technology use.

Limited institutional support, also reported by 50% (5 teachers), exacerbates these difficulties. Such support involves providing necessary resources, maintenance, and

encouragement for technology adoption. When schools fail to prioritize digital infrastructure and teacher training, the potential of educational technology remains largely untapped.

Lastly, 30% (3 teachers) mentioned student distractions during technology use. While digital devices can boost engagement, they can also divert attention if not properly managed. This points to the importance of setting clear classroom rules and effective monitoring when using technology.

In summary, challenges related to infrastructure and training are the primary obstacles to technology integration, significantly limiting its full potential in Algerian primary schools. Overcoming these barriers will require coordinated action by educators, school administrations, and policymakers to ensure technology truly enhances learning rather than becoming an added challenge

Suggestions of teachers for Better Integration (Summary of Open-Ended Responses)

- Provide training workshops for teachers.
- Improve internet access and classroom equipment.
- Develop technology-focused curricula.
- Offer more institutional support and funding.
- Promote awareness about digital tools among teachers and parents.

II.3. Discussion of results

The analysis of teachers' responses highlights that infrastructure problems—namely poor internet connectivity and lack of adequate equipment—alongside insufficient digital training are the main challenges hindering the integration of technology in English language teaching. These issues negatively impact lesson quality, restrict the use of interactive educational tools, and undermine teachers' confidence in employing technology. Additionally, limited institutional support reduces access to resources and motivation, while managing student distractions adds further complexity to classroom dynamics.

Overcoming these challenges requires a comprehensive, coordinated effort focused on improving internet access, providing necessary technological devices, delivering specialized teacher training, strengthening institutional support and policies, and implementing effective classroom management techniques. Such measures are essential to fully harness technology's potential in enhancing English language teaching and learning outcomes.

The analysis of teachers' responses reveals several key challenges hindering the effective integration of technology in English language classrooms. Chief among these are infrastructural limitations, particularly poor internet connectivity and insufficient access to technological equipment. These issues disrupt lesson continuity, restrict the use of multimedia resources, and limit the diversity of teaching methods, making infrastructure a foundational barrier to educational digital innovation.

Beyond technical constraints, insufficient digital training stands out as a critical hurdle. Many teachers feel unprepared or lack confidence in fully leveraging technological tools, which impairs their ability to create interactive and engaging lessons. This gap in professional development reduces teacher motivation and limits their capacity to manage and adapt technology effectively during instruction.

Institutional support also plays a crucial role. Teachers emphasized that without robust backing from their schools—including resource maintenance, continuous training, and clear policies—efforts to integrate technology are substantially weakened. Thus, institutional commitment is vital for the sustainability and success of digital initiatives.

Additionally, student-related challenges, such as distractions stemming from digital device use, complicate classroom management. Without well-defined guidelines and monitoring, technology can divert students' focus from learning tasks, undermining instructional effectiveness.

Finally, this synthesis underscores that addressing the interconnected challenges of infrastructure, teacher training, institutional support, and classroom management is essential to create a supportive environment for technology-enhanced language teaching. Improving these areas will empower teachers to fully utilize technology's educational potential, fostering more engaging and effective language learning experiences.

Conclusion

This chapter underscored the increasing significance of educational technology in teaching English as a foreign language. The findings reveal that the majority of teachers acknowledge the advantages of digital tools in boosting student engagement and understanding. Nonetheless, notable challenges persist, such as limited access to equipment, unreliable internet connectivity, and a lack of adequate digital training. The blended use of traditional and technological approaches reflects a hybrid model that caters to the diverse needs of learners. Addressing these challenges requires enhanced institutional support and improved teacher preparation to maximize the benefits of technology.

Recommendations

Based on the study, here are some suggestions to improve the use of technology in Algerian primary school English classes:

1. Make sure all schools have fast and reliable internet so teachers and students can use online learning materials without interruptions.
2. Give schools enough computers, tablets, and interactive boards to support different ways of teaching.
3. Offer ongoing training to help teachers learn how to use technology well and feel confident in the classroom.
4. Set up mentoring and teamwork among teachers so they can share ideas and help each other with technology.
5. Encourage teachers to use a mix of traditional books and modern digital tools to meet the needs of all students.
6. Use clear rules and supervision to make sure students stay focused when using digital devices.
7. Include videos and other engaging materials that keep students interested and motivated.

General Conclusion

This study aimed to explore how technology is used in teaching English to primary school pupils in Algeria and to understand teachers' perceptions, challenges, and practices regarding digital tools in their classrooms. Data were collected from a group of primary school English teachers through questionnaires and interviews to gain insights into the benefits and obstacles of technology integration.

The findings reveal that most teachers see technology as a helpful resource that improves student engagement, motivation, and understanding of English language skills. Many teachers use multimedia tools like videos, apps, and interactive whiteboards to make lessons more interesting and effective. However, several challenges limit the full use of technology, including poor internet access, lack of sufficient devices, limited training, and insufficient support from schools.

Teachers often combine traditional methods with digital tools, reflecting a transition phase in Algerian primary education. While technology offers new opportunities for learning, the existing infrastructure and teacher preparedness need improvement to maximize its benefits. Additionally, managing student distractions when using digital devices remains a concern.

In conclusion, this study highlights the growing importance of educational technology in Algerian primary EFL classrooms but also stresses the need for better infrastructure, teacher training, and institutional support. Addressing these challenges can help create a more interactive and inclusive learning environment, leading to improved language learning outcomes for young learners

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Appendix

Dear Teacher,

You are kindly invited to complete the following questionnaire, which is part of a Master's dissertation titled: **“Exploring the Use of Technology in Teaching English to Algerian Primary School pupils”**

Your responses will provide valuable insights and support the successful completion of this research. Please tick (✓) the appropriate box or provide written responses where needed.

Thank you for your cooperation and valuable input!

Section One: General Information

Q1. What is your gender?

☐ Male ☐ Female

Q2. How many years of experience do you have in teaching English?

☐ Less than 1 year ☐ 1–3 years ☐ 4–6 years ☐ More than 6 years

Section Two: The Use of Technology in the TEFL Classroom

Q3. How often do you use Technology tools in your English lessons?

☐ Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

Q4. To what extent do you enjoy integrating technology into your teaching practices?

☐ Very much ☐ To some extent ☐ Not at all

Q5. How motivated do your pupils feel when you use technology during English lessons?

☐ Very motivated ☐ Moderately motivated ☐ Slightly motivated ☐ Not motivated at all

Q6. Which of the following technologies do you use when teaching English?

- ☐ Projector/Smartboard
- ☐ Audio materials
- ☐ Educational videos
- ☐ Language learning apps
- ☐ Online platforms (Zoom, Google Meet, etc.)
- ☐ None

Q7. When you use technological tools to present your lessons, how do your students generally respond?

- ☐ They understand the content more easily
- ☐ They find the lesson more enjoyable and interactive
- ☐ They seem confused or distracted

Q8. From your perspective, what are the main challenges students face in learning English?

- ☐ Low motivation
- ☐ Inappropriate timing of lessons
- ☐ Teacher-related limitations
- ☐ Lack of practice opportunities
- ☐ Insufficient integration of technology in teaching

Q9. In your opinion, what are the main advantages of using educational technology in EFL classrooms?

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Q10. Do you think that technology helps improve students' skills in reading, writing, speaking, and listening?

- ☐ Yes ☐ No

Q12. Which approach do you find more effective in teaching English in the Algerian EFL context? Please justify your answer.

- ☐ Traditional teaching methods ☐ Educational technology

Justify your choice:

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Q13. When assigning or reviewing homework, which methods do you usually recommend to students?

- ☐ Traditional resources (books, printed materials, dictionaries, etc.)
- ☐ Technological resources (internet, mobile apps, digital tools, etc.)

Q14. What types of educational technologies do you frequently use in your teaching?

- ☐ Language learning apps
- ☐ Online videos and educational platforms
- ☐ Interactive whiteboards or projectors
- ☐ Educational websites or online tools
- ☐ Social media or communication platforms for classroom purposes

Q15. What challenges do you face in using technology for teaching English?

- ☐ Poor internet connectivity
- ☐ Lack of access to digital equipment
- ☐ Insufficient digital training
- ☐ Limited institutional support
- ☐ Student distractions when using devices

Q16. What suggestions would you make to better integrate technology in Algerian primary EFL classrooms?

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Thank you for your collaboration

ملخص

تستكشف هذه الدراسة استخدام التكنولوجيا في تعليم اللغة الإنجليزية لتلاميذ المدارس الابتدائية في الجزائر. كما تتناول مواقف وتجارب المعلمين، والتحديات التي يواجهونها عند دمج الأدوات الرقمية في صفوفهم الدراسية. وتبحث الدراسة أيضاً في كيفية الجمع بين الأساليب التقليدية في التدريس والموارد التكنولوجية. وقد تم جمع البيانات من خلال الاستبيانات والمقابلات مع معلمي اللغة الإنجليزية في عدد من المدارس الابتدائية الجزائرية. أظهرت النتائج أن المعلمين يقدّرون فوائد استخدام التكنولوجيا، مثل زيادة تفاعل التلاميذ وتحسين فهمهم للغة. ومع ذلك، يواجه المعلمون عقبات مثل ضعف الاتصال بالإنترنت، ونقص الأجهزة الرقمية، وعدم كفاية التدريب. وتؤكد الدراسة على الحاجة إلى تحسين البنية التحتية، وتوفير تدريب مستمر للمعلمين، وتعزيز الدعم المؤسسي من أجل الاستفادة الكاملة من إمكانات التكنولوجيا في تعليم اللغات. إن الاستخدام المتوازن للأساليب التقليدية والرقمية يمكن أن يؤدي إلى بيئة تعليمية أكثر فعالية وشمولاً للمتعلمين الصغار.

الكلمات المفتاحية: التكنولوجيا التعليمية، تدريس اللغة الإنجليزية، التعليم الابتدائي، بسكرة، الأدوات الرقمية.