People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Biskra

Faculty of letters and Languages

Department of Foreign languages

Division of English

Teachers' and Students' Attitudes Towards the Use of Educational Technology in the EFL Classes

Dissertation Submitted to the Department of English as a Partial Fulfillment of the

Requirement for the Master Degree in Language Sciences.

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The academic year: 2019/2020

Month of Submission: September

Declaration

I, Mohamed Souilah declare that this proposed Dissertation for Master Graduation is my genuine product submitted to Mohammed Kheider University, English Foreign Language Department, Section of English at Biskra and not to any other university. I acknowledge that the work builds upon authors' assumptions and quotes, to confirm its integrity and ethics, all the sources of information used to the fulfillment of this research are acknowledged in the list of references.

Algeria.

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Dedication

In the name of Allah, the most Gracious, most Merciful, all

the praise is due to him alone.

I like to dedicate this work to my family who brought me

up with their love, and all the support,

to my loving Father & Mother,

and to all my Brothers and Sisters.

Acknowledgments

I thank Allah for giving us the strength, courage and power to pass through our carriers and reach this level.

All thanks and sincere gratitude to my supervisor Mr. Bill Zennou, and to all the jury members Dr. Saliha Chelli, Mr. Walid Aounali, and Mrs. Nadjet Moussaoui.

I render greetings to all teachers in our division of English at Biskra university over the five years.

May Allah bless you all.

Abstract

This research project seeks to explore the attitudes of teachers and students of English Department at Mohamed Kheider University, Biskra, towards the use of technology in EFL classroom. In other words, how does the use of technology in EFL classes reflect on the students' motivation, interaction and performance. The question of this study is what are the attitudes of teachers and students toward the use of educational technology. The hypotheses are that EFL teachers and students support the use of educational technology in EFL classes, and that The use of educational technology has remarkable positive effect on both EFL teachers and students. A number of research instruments are used to collect data. Questionnaires administered to forty two (42) third year students of the division of English of Biskra university and thirteen (13) teachers of the same division. The data collected are analyzed quantitatively. So, the investigation results showed that the use of technology in EFL classes has a positive impact on both students and teachers. The majority support the implementation of technology in EFL classes in the right way, but the teachers stated that there is a lack of equipment currently. Finally, this study concludes with some suggestions and recommendations about the use of technology in EFL classes.

Key words:

Foreign Language Learning, Technology, Motivation, Interaction, Performance.

List of Abbreviations and Acronyms

%: Percentage

&: and

EFL: English as a Foreign Language

ICT: Information and Communications Technology

LMD: License, Master, Doctorate

SLA: Second Language Acquisition

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General Introduction

Introduction

Technology can be a powerful tool for the sake of transforming the process of learning. It will help to improve and advance educator-student partnerships, rethink our learning and communication practices, reduce long-standing inequalities in equity and accessibility, and change learning environments to meet the needs of all learners. However, instructors need to utilize innovation proficiently in their training so as to completely comprehend the benefits of technology in our training framework and have valid learning encounters.

1.1.   Study Background

Different studies have been carried out within the field of EFL education. The findings obtained from these studies have shown that learners' motivation, interaction and performance are affected primarily due to the used methods in order to expose the pedagogical problems that learners face in their studies.

This study tends to look for teachers' and students' attitudes towards the use of technology in EFL classes.

1.2.   Statement of The Problem

Usually, foreign language learning and teaching is a challenging task for both teachers and learners alike. EFL students are not motivated nor active participants during their classes. As a result, teachers will be confused about what is the problem that led to this situation. So, The problem here is how to overcome EFL students lack of motivation and activity in their classes and the frustration of their teachers after their efforts to make the process of teaching more effective.

1.3.   Significance of the Study

Investigating this study is important because the results will enlighten us towards the matter of educational technology in this technological era. This study will help in improving EFL teachers and students level.

From an educational perspective, this study will guide education to the right path by showing the effect of using educational technology in EFL classes. Simply, knowing the effect of educational technology through this research will show us the ideas that EFL teachers and students have towards the use of educational technology in their classes.

Conducting this research is important for all members of the university. In other words, teachers and students will have the opportunity to say a word about the state of the university with or without the use of technology in education.

1.4.   Aims of The Study

The aim of this research is to investigate the attitudes of EFL teachers and students at the division of English, Mohamed Kheider University, Biskra, towards the use of educational technology in EFL classes.

1.5.   Research Questions

This study aims to answer the following question :

- What are the attitudes of teachers and students toward the use of educational technology ?

1.6.   Hypotheses

Also, for the sake of answering these questions, we may hypothesis that :

- EFL teachers and students support the use of educational technology in EFL classes.

- The use of educational technology has remarkable positive effect on both EFL teachers and students.

1.7.   Research Methodology

A quantitative approach will be used in order to achieve the aims of the current study. This helps in studying teachers' and students' attitudes toward the use of educational technology in EFL classes. The population used is third year students and teachers of English department of Mohamed Kheider University, Biskra. Moreover, for the sake of conducting this study, forty two (42) students and thirteen (13) teachers will be chosen randomly from the population. They will be given questionnaires, one for forty two (42) third year students, and the other one for thirteen (13) teachers, to collect their responses towards the use of educational technology in EFL classes. A descriptive method will be used to achieve our the main objective of our study.

1.8.   The Structure of The Study

For this purpose, this study is divided into three chapters that preceded by a literature review about educational technology in general. Then, chapter one comes, and which is titled Educational Technology, where it discusses the topic more precisely. After that, there is chapter two and which carries the title "Teachers' and

Students' Attitudes", and finally chapter three which is the practical part that aims at

analyzing the gathered data, through questionnaires that are addressed to third year

EFL students and EFL teachers.

Chapter One :

The Use of Educational Technology

Introduction

With the spread and improvement of English around the globe, English is utilized as a second language in many countries like and for some individuals it is the first language. It is regarded as the most famous and used language in writing and publishing research papers around the world.

Technology has become a family unit term and all strolls of around all social orders benefit themselves of it continually somehow. It has become so predominant that it is ridiculous and illogical to contemplate this period without mulling over the various kinds of innovation and their certain and enormous effect on all circles of our lives.

2.1. The Definition of Educational Technology

The way we live, learn, develop and interact is changing and by technology. Educational technology is a broad field. So, there are many meanings that can be found, and some of which can be contradictory.

In order to enhance the quality of teaching, the definition of educational technology can be, according to Kurt, that it is a field of study that explores the process of examining, designing, creating, applying, and assessing the educational environment and learning materials (2015). It helps in facilitating the process of designing and creating learning materials in order to applying them. It makes evaluating and assessing the learning process easily.

Lathan stated that technology is providing new opportunities for young people to enhance and inspire. Currently, the ability for assistive devices, virtual reality, high-tech collaboration platforms, gamification, artificial intelligence, learner autonomy

and so much more is becoming increasingly exciting (n.d.). It encourages self-learning. It provides today's students the ability to learn whatever they want in a comfortable way while they are in their houses if they wish.

According to Lee, educational technology can include a broad variety of items, such as learning management systems, digital tools and media, information and communication technology. Or, it can involve even tech infrastructure in a school which involves the Wi-Fi, the devices that the students and teachers are using, and data privacy and security (2019). So, it includes a wide range of tools which means that it dominates the field of education nowadays.

Educational technology is a collection of tools and strategies that may be useful for an educator to enhance learning. "These tools and techniques can include all sorts of things some more traditional educational technology include things as simple as the chalkboard overhead projector or classroom maps and gloves" (Neiltorda, 2010). These tools are crucial for the process of teaching and learning currently because this era enforces the authorities to use them in education. Every educational environment should use these tools for the sake of development of education.

2.2. The Use of Educational Technology

Utilizing technology has become a significant piece of the study hall learning process since this period is viewed as a technological age. However, according to Bransford, Brown, and Cocking, "with utilizing computer technology, educators and students can construct neighborhood and worldwide networks that predicament them to individuals and expand their learning openings" (as cited in Ahmadi, 2018, p.118). Using technology can literally lead to a new world of learning. Technology is a leading tool in the field education nowadays.

"The utilization of computer technology would prompt improved educating for educators and improved learning for students in the classroom" (Bennett, Culp, Nectar, Count, & Spielvogel, as cited in Ahmadi, 2018, p.118). Here, it can be said that the use of technology is considered as using an improvement tool of learning. "Some instructors are reluctant to lose the expert in their classes and consequently having to some degree reluctant emotions about utilizing technology during their classes" (Lam and Lawrence, as cited in Ahmadi, 2018, p.116). Some EFL teachers can be against the use of technology in their classes to avoid been replaced by it. Other teachers really like the idea of using technology in EFL classes because it facilitates the process of teaching and learning.

"As the quantity of English students is expanding distinctive training techniques have been executed to test the adequacy of the instructing procedure, utilization of genuine materials as movies, radio, television has been there for quite a while" (Solanki and Phil, 2012, p.150). They add, Solanki and Phil, "the facts demonstrate that these technologies have demonstrated effective in supplanting the customary educating" (2012, p.150).

Technology incorporation these days has experienced developments and changed our social orders that has completely changed the manner in which individuals think, work and live (Grabe, as cited in Ghavifekr & Rosdy, 2015). In fact, it changes our whole life because it has an effect on every side of it.

Web teaching is a manual for planning intuitive educating for the internet helps educators in creating and utilizing interactive, multimedia instructive materials on the internet, and it likewise assists educators with sorting out and control these assets for their students' utilization (Brooks, 1997). Brooks adds that in addition to the fact that

instructors learn how to improve their own materials and conveyance, however they can access and make accessible Online data in a manner their understudies can understand and master (1997). However, using technology in the process of teaching and learning is crucial nowadays. It is necessary to use it because it has many benefits for education.

According to Young (as cited in Ghavifekr and Rosdy, 2015), in spite of the fact that joining of ICT is definitely not a one-advance learning process, yet a persistent learning framework that offers a useful educating and learning condition. Regularly, every language class utilizes some type of technology these days. Nonetheless, the current mechanical advancement upholds instructors and students to keep an eye on the utilization of innovation. In the classroom, technology is generally accepted to assist educators with advancing a valuable class condition and it is seen by numerous specialists to influentially affect the instructing and learning process (Muir-Herzig, as cited in Abu Bakar, 2007).

ICT into instruction has frequently been started on the capability of the new technology devices to reform an outdated instructive framework, better get students ready for the technology age, and additionally quicken national improvement endeavors (Albirini, 2006, p.374). Integration of technology has now experienced advances and changed our networks that have totally changed individuals' perspective, working and living (Grabe and Grabe, 2007). So as to expand the students learning process, viable technology based information is essential for all students.

"The Web is changing both what we teach and how we teach it" (Brooks, Nolan, and Gallagher, 2002, p.4)). They add that advanced devices such as computers change

the idea of assignments fundamentally (p.5). Technology tools are changing the way assignments are handled. It is a facilitator of many tasks.

The utilization of computer-based classes offers a genuine learning condition that builds the responsibility of students (Drayton, Falk, Hobbs, Hammerman, & Stroud, as cited in Ahmadi, 2018, p.120). Technology is very helpful for EFL learners, so it should be provided in their classes. The use of technology can be a main part in the method. It gives assets of instructing and instructive experience for the universe of students (Larsen-Freeman and Anderson, as cited in Ahmadi, 2018, p.116).

Technology helps students and teachers research the materials of the course because of its quick access (Rodinadze & Zarbazoia, as cited in Ahmadi, 2018, p.119). So, technology is an accelerator of the process of teaching and learning, and this is why it is very important to use it.

Current media technologies, such as the internet for instance, may be fostering current forms of social interaction and new discourse groups (Graddol, 1997, p.16). Media technologies are in the process of changing all social interaction forms, while people are not aware yet.

"For a long time, the utilization of tapes has been a typical component of language educating, and these days it is phenomenal for a publisher to create a significant course book without having a video part, and educators regularly invigorate their classes with material or tapes made for language learning" (Harmer, 2001, p.282). It is really ridiculous nowadays to avoid using technology in EFL classrooms without a good reason.

Emeagwali states that "education of science and technology is the capacity to utilize, handle, comprehend the technology and test it" (2004, p.16). However, many advanced classrooms today are furnished with instructive innovation, as the requirement for in-administration preparing or proficient improvement is developing, especially for e-learning.

"from short lectures, radio shows, genuine conversations, audio-books, songs, or short stories, teachers may build tasks" (Navas Brenes, 2006, pp.1-2). However, all language courses should contain audio-visual equipment because it is regarded as a facilitator of the process of teaching and learning.

"Opportunities for SLA can be offered at the computer when learners are exposed to new language and when learners are prompted to engage in collaboration that promotes negotiation of meaning" (Beatty, 2010, p.87). Computer , which is a technology device, is a real helpful tool that would be used in EFL classrooms. It is already used in many places around the world nowadays, but those who do not provide teachers and students with it should take this issue into consideration especially in such technology era.

"Teaching was initially defined as an art. Later it was re-defined as a science. At present, teaching is more like an instruction that too integrated with sophisticated technology" (Khan, 2012, p.2015). There is no doubt that technology deserves to be defined as an art and science in order to a great teaching tool.

According to Wright, numerous sorts and styles of visual presentation media are helpful for the language student (as cited in Addison, 2012, p.61). In fact, even the auditory ones are so helpful.

According to Jahanban-Isfahlan, Tamjid and Seifoori, in spite of the fact that the utilization of technology in education incorporates all issues identifying with school subjects, and one anticipates a few studies to examine the practices and the desires competency of those reviewed, finding a plenty of past studies examines completed on apparent ability of educators in the presentation of technology into their classes demonstrated not to be as easy as much (2017, p.3).

Laptops, desktops and tablets are the most commonly used tools in the classroom , with over half of teachers reporting that each is used at least weekly, and 42 percent of teachers say that at least one electronic device is used every day ("2016 Digital Education Survey", 2016). This study shows us the most commonly used tools in the classroom, which are laptops, desktops and tablets, and which is a sign that shows how is technology tools used among students and teachers.

2.3. The Stages of Educational Technology

Nowadays , people relate educational technology with computers and the internet, but educational technology includes much more than computers. However, "educational technology, broadly speaking, has passed through five stages" ("History of Education", n.d.):

- The first stage: the term educational technology was used as a synonym for audio visual aids during this period of time, and in this stage they used aids charts, maps, symbols, models, specimens and concrete materials.

- The second stage: The implementation and establishment of advanced hardware and software, which is connected to the electronic revolution.

- The third stage: educational technology was aligned with the growth of mass
  media, and which contributed to an educational communication movement.

- The fourth stage: The individualized teaching method was inconsistent with
  educational technology.

- The last stage: The idea of system engineering or system method has shaped
  educational technology.

"The first examples of educational technology in the ancient world were the tools
that students and teachers used for writing."(Fastiggi, n.d.). Fastiggi adds that
different surfaces, including wax-covered writing boards, have been used as a tool for
writing across thousands of years and across continents(n.d.).

Digital technology has had an immense influence on education in recent years, and
digital technologies, such as computers, learning management systems, and the
Internet, have radically changed how students learn and teachers teach, marking the
second largest wave of disruptive technology after the printing press.

This modern era of networking makes it imperative to fully reconsider what
education, studying, teaching and schooling mean to us. Education is evolving faster
than it has since the typewriter was invented hundreds of years ago.

2.4. The Role of Educational Technology

Computer technology in a second or foreign language is known as having the
ability to produce successful learning activities. Computer networking growth
contributes to the widening of the spectrum of computer-mediated communication to
help students engage in discussing the meanings (Kern & Warschauer, as cited in
Haswani, 2014, p.111).

According to Amin, teachers do not have a choice to avoid the use of technology in their classes, so they need to find a way to incorporate technology into the learning environment of students (2019, p.2). Technology has been highly widespread and almost all human activities have become significantly entangled.

The incorporation of technology into the language class encourages students to take a different view of learning processes (Diaz, 2017,p.4). Stanley stated that several of the strengths include gaining instant data and real communication, publishing the work of learners as a motivating technique, and depending on a wide variety of features of technical devices (as cited in Diaz, 2017, p.4).

Technology in education can make the process of learning more engaging and interactive, and it can also help students communicate more effectively with content from the course. They learn by doing so, rather than memorizing information.

With an internet access, students have access to a huge amount of information. Students can indeed complement their lessons by communicating in real time with online communities and social media, or by working with resources like wikipedia articles for the sake of getting information and not to use them as references in the research papers.

2.5. Learning Theories and Technology

Learning can be exist for human beings in many ways, and it has been seen the development of different learning theories in the psychological field. Learning theories such as constructivism and behaviorism concentrate on the learning process and offer different viewpoints on how a person can develop new skills (Mary & Dina, 2012).

Behaviorism, one of the theories, that was used in the early 20th century for the purpose of developing theories of human learning, and its main focus is on external behaviour. However, Experts who support this idea argue that learning is the acquisition of new behavior via conditional processes, stimulus and response. The developer of this theory, Skinner, believes that people learn from positive reinforcement or punishment, so he created a system named programmed instruction which involves several programs based on this learning theory (McLeod, 2018). A positive reinforcement is given when there is a desired behaviour and negative reinforcement when there is a negative desire.

Apart from the behaviorism theory, there is another one called constructivism which has been developed in the pedagogical field. It views teachers as facilitators who lead students to develop their own language, taking into account the active atmosphere in which they participate in language activities. Here, students learn by participating and analyzing problems. The constructivist learning environments will improve when teachers fully incorporate technology into the classroom (Rakes, Fields and Cox, 2006, p.413).

2.6. Goals of Educational Technology

When it comes to education technology research, there is always an ambitious agenda. Often, it only seeks to increase the efficacy or quality of existing practice, but also seeks at pedagogical improvement. While it can be regarded as a design science, it also tackles fundamental issues of learning, teaching and social organization and thus makes use of the full spectrum of modern methodology in social sciences and life sciences.

Technology provides us with powerful tools to try out different designs, so that instead of theories of education, we may begin to develop a science of education. But it cannot be an analytic science like physics or psychology; rather it must be a design science more like aeronautics or artificial intelligence. For example, in aeronautics the goal is to elucidate how different designs contribute to lift, drag maneuverability, etc. Similarly, a design science of education must determine how different designs of learning environments contribute to learning, cooperation, motivation, etc. (Collins, as cited in "Educational technology", n.d., para.6).

Therefore, technology is both a device and a catalyst, and can become a means by which transformation can occur. Educational technologists would not therefore consider the computer as just another piece of equipment. If educational technology is concerned with thinking carefully about teaching and learning, then a computer has a contribution to make irrespective of its use as a means of implementation, for the design of computer-based learning environments gives us a new perspective on the nature of teaching and learning and indeed on general educational objectives. (O'Shea and Self, as cited in "Educational technology", n.d.).

An educratic oath for educational technologists has been proposed by Spector (n.d.), an Educratic Oath informed by the Hippocratic Oath that was proposed by Spector (as cited in "Educational technology", n.d.) for educational technologists :

1. Do nothing to impair learning, performance, and instruction.

2. Do what you can to improve learning, performance, and instruction.

3. Base your actions on evidence that you and others have gathered and

   analyzed.

4. Share the principles of learning, performance, and instruction that you have

     learned with others.

5. Respect the individual rights of all those with whom you interact.

2.7. Advantages and Disadvantages of Educational Technology

Education technology is the greatest shift in teaching that we will ever see. For
years, policy makers, teachers, parents and students alike have balanced against its
threats and implications the possible benefits of technology in education, But now the
issue is more urgent than ever, as curricula continually integrate technology and
professors are experimenting with new methods of teaching. On the one hand,
technology allows you to experiment with pedagogy, democratize classrooms and
engage students more effectively. At the other hand, some claim technology can be
disruptive in the classroom, and may even promote cheating (Himmelsbach, 2019).

The classroom had been invaded by technology. Students were lucky enough a
generation ago to have a computer lab at their school. Students today use computers
for various activities, including papers, presentations and research. The internet has
also allowed a multitude of technical resources to reach the classroom. Students will
now play educational games and compete with each other to advance the learning
process, instead of watching an instructional television show. There are some
significant benefits of using technology, and in the same time there are also potential
risks which need to be taken into account when introducing technology into the
classroom environment (Gaille, 2018).

2.7.1. The Advantages:

It affords the instructor credibility (Gaille, 2018). Students today have never seen a world without cutting-edge technology. They did not have to wait minutes to load up a new website over a slow dial-up modem. Teachers who embrace technology offer this generation a degree of legitimacy to their skills that allows for educational applications in multiple subjects (Gaille, 2018). Even a single technological tool can have a significant effect on the modern student. For example, the laptop with the internet offers a huge number of facilitations that can help the student in conducting his researches.

It affords instant access to various resources (Gaille, 2018). It was not that long ago that students were forced to bring heavy textbooks every day to class with them. Most of those textbooks are now online and can be accessed via a computer. Organizational systems complement the e-books and other resources available through technology to streamline and make the learning process more effective (Gaille, 2018). The student can carry hundreds of books to school or college using his laptop or tablet.

It optimizes the agonizing stuff (Gaille, 2018). Technology in the classroom is equally important for teachers. Today, interaction tools are available which can start automating the grading process. Software platforms make it easier for individual students to monitor their results, finding differences in learning with greater speed (Gaille, 2018). By automating more of the boring work that teachers do every day, more time is spent on actual teaching and less time spent reading research at home. It simplifies the process of teaching.

It leads to a collaborative approach to learning. When students of any age are in a learning environment based on the style of a lecture, the amount of knowledge they retain can be as small as 5%. Students learning in a collaborative environment will retain up to 80 percent of the knowledge they are studying (Gaille, 2018). Also, if collaborative practice is included in the classroom setting, some students might have knowledge retention rates exceeding ninety 95 percent (Gaille, 2018). To several students, the classroom experience was focused around the use of an "expert" to disseminate information using their classroom soapbox. However, technology has enabled classroom collaboration.

It makes core career skills an easy way to learn. Nowadays, just about everyone has an online connection. Once technology is incorporated into the classroom, students learn to restrict personal information in a secure atmosphere (Gaille, 2018). For the new workforce, they are all essential skills and today's students have the opportunity to learn everything before they even begin to seek a career. Since technology tools are in hands, it is all about the desire to learn.

It helps students to work at their own convenient speed. Schools often have rigid schedules but technology eliminates some of the friction from the structure. Technology enables students to work at a rate they feel comfortable with. Curriculum criteria or systems may be easily tailored to suit individual needs and improve the learning process (Gaille, 2018). In other words, technology allows students to study comfortably. It makes them in a mental state that is better than they usually have in classroom.

It Improves the acquisition of information. Students who are involved and intrigued by the subjects they learn should have a higher maintenance of information

(Savvidis, n.d.). Technology encourages those students who are really interested, and it increases their knowledge.

It encourages self-learning. Owing to the different learning styles and different abilities, nobody learns the same way, so technology offers tremendous opportunities to make learning more accessible for all those with different needs (Savvidis, n.d.). Students with technology can learn better because they chose the way they learn, and they are not forced under an educational system that can be weak and not helping.

It offers teachers some benefits. Technology will help improve teaching with countless online tools, and teachers may use various apps or trusted online tools to improve the conventional teaching methods and to keep students more active (Savvidis, n.d.). Technology facilitates a lot of work for teachers. With the internet and the available software, planning lessons and grading will never take much time.

In the classroom, technology helps you to explore more with pedagogy and get immediate feedback . Technology allows more active learning; through online surveys, you can increase participation, or ask quiz questions during lectures, with instant results (Himmelsbach, 2019). The subject matter is varied and timely with interactive textbooks integrating links to relevant materials or course wikis maintained by the students. Whether introducing a new tool for a specific project or term, or making a more dramatic change like a flipped classroom, becoming technology-friendly can help to build credibility with students and even colleagues. However, when you want to incorporate technology into your classroom, you will get a deeper insight into the success of your students.

In-class technology helps ensure maximum participation . Online surveys and other interactive resources aid in getting all students interested, including shy students

who would not usually lift their hand in class (Himmelsbach, 2019). Computerized correspondence systems permit students to check in normally for feeback on course materials and tasks. Data analytics can be utilized to help characterize places where students could be struggling, so you can work likewise to improve the way.

There are innumerable assets for improving training and making learning more fun and compelling. "There is no lack of resources, from applications and e-textbooks to organizing platforms, that can turn the classroom" (Himmelsbach, 2019). The secret to ensuring approaches used through technology are successful is to develop them to support the learning goals of the course.

Technology can eliminate a lot of your repetitive assignments. It can simplify repeatable, time-consuming tasks such as tracking students attendance and performance (Himmelsbach, 2019). Commitment tools can help simplify scoring for writing assignments, discussions, and discussion, as well as answer specific student questions that could otherwise appear daunting because of their objective nature.

Students have instant access to fresh knowledge, which can complement their learning experience, with classroom technology. There is value in providing up-to-date curriculum and course materials, which could also include improvements requested by the students (Himmelsbach, 2019). It also encourages a more collaborative learning environment; students can share ideas, collaborate on group work and chat online with the professor.

2.7.2. The Disadvantages

Technology to students can be disruptive, and access to technology can be just as addictive as drugs , alcohol and other vices (Gaille, 2018). He adds that in the United States, the average person checks his smart phone about 100 times a day. That action

happens even though they have zero notifications to check on. Cell phones have a poor reputation in study halls and there have been valid arguments in schools to boycott them, and examination proposes that when cell phones invested 42 percent of the energy in the classroom on their cell phones, it was for texting, tweeting, or in any case taking part in web-based media instead of for the lessons ("Viewsonic library", 2020). When using laptops and tablets during lectures at the college, students learn less, and usually they tend to earn even worse grades too (Himmelsbach, 2019). This problem can only be addressed by clear guidelines and standards to meet, so that technology can provide a learning opportunity.

It can detach students from the relationships face to face (Gaille, 2018). It is a totally different approach to speak with individuals online than to interface with them face to face. People start losing the filter they have got over their words and behavior when they feel they can be anonymous. Some people also reconnect from everyday social interactions to a computer, sentences, and emojis for the comfort. Hence, technology should be used in the classroom as a resource. It can not be the only component of students learning process.

Technology could make cheating easy because technology makes communicating easier for people and that's a definitely positive thing, and the ease of contact makes us more possible to cheat as well (Gaille, 2018). Providing assignments requiring an individual perspective is an easy way of combating this problem. Encouraging reflection instead of memorizing tends to reduce the temptation to cheat. Although students have often found ways to cheat, the modern era makes it much easier — from copying-and-pasting somebody else 's job to recruiting an essay-writer via an online essay factory (Himmelsbach (2019). Himmelsbach adds that while technology could

be viewed so far another road for cheating, it's conceivable to structure tasks and tests

such that makes duping troublesome, or make tests open-book and spotlight on

critical thinking and authority as opposed to maintenance. Here, modern technology

could end up hindering students' academic growth.

It could discourage some of the students. In the United States, 1 in 5 children live

in households with no daily food coverage, so the belief that new technology should

be integrated into their lives is secondary (Gaille, 2018). Better having a pantry

stocked with essential groceries than having a new iPhone in your pocket. Online

education ought to be open to understudies. A few understudies can not bear the cost

of iPad or even the course readings required for class, and for these students, point

them toward library or network assets, or make tasks that permit them to work in

gatherings and offer assets (Himmelsbach (2019). Schools must have access to

technology that is accessible to everyone to make it an efficient learning resource.

Free resources, such as access to computers at a library, must remove access barriers.

This problem can only be negated by sharing.

It requires supervision and training. Educational technology's growth means

teachers must be successful at the computer and tech platform to be effective in the

classroom. Studies show that three-quarters of teachers say the internet and other

digital technologies have brought new demands to their lives and have significantly

expanded the amount of information and skills they need to be informed about, with

almost half reporting that their workload is expanded ("Sonicview Library", 2020)..

It could lead students to use unreliable educational materials. There are positive

things to discover on today's web, and there are plenty of tricky and obviously fake

data to be found. Students need to learn how to distinguish a reputable source of

knowledge from something that can be branded as "fake news" (Gaille, 2018).
However, having formed conclusions on dubious content will place students at risk
when the time comes to carve out a room for themselves through the rest of the
community.

It could make syllabus planning harder or more affordable. Not every person
realizes how to utilize the modern devices today to keep educators better composed.
Seeing how to utilize another strategy can be as work escalated as getting a degree or
certification from the outset by finishing a difficult test. Some school locale
frequently do not help with the cost of these assets however expect they will be in the
study hall (Gaille, 2018). That implies the expenses come directly from the educator's
paycheck.

Lesson preparation with technology could become more labor-intensive. It can
seem intimidating or frustrating to integrate the technology into your classroom.
Nevertheless, the use of technology will in many ways become as normal to you as
any everyday practice (Himmelsbach, 2019). When choosing technology in the
classroom, communicating with the software provider is crucial, and making sure that
you have the support in place.

Teachers are not properly qualified for their correct execution with the advent of
automation. But, learners use technology rather than learning information from it.
Utilizing applied science to accomplish training in the correct manner is a positive
thing yet it involves time to transform it into a functioning arrangement of abilities
(Pomers, 2015). Technology can replace the teacher. Most electronic learning
resources inside the system itself provide the teaching mechanisms. Students can
interact with a program like ABC Mouse as they complete the learning lessons with a

programmed online instructor (Gaille, 2018). This pushes the instructor into an observer or administrator position. Teachers may not get obsolete, but classroom technology can already replace much of what they have done in the past. That means the future of teaching may lie in engaging in the development of new technologies, rather than designing a custom curriculum to implement.

It can lead to turning learners into unsuccessful learners. It is extremely hard to track down "persistent" in students these days as the vast majority of the exercises can be effortlessly gotten to online through different sites in their PCs that make them intentional in study halls or even make the bit miss schools (Pomers, 2015). It is noticeable that many students keep looking through sites to locate the most brief conceivable approach to tackle issues in their fields, instead of typically settling them, which helps them gain top to bottom information regarding the subjects.

It may cause some medical problems for students. Starting on a computer screen, a smart phone screen, or a tablet screen will cause strain on your eyes. The signs when this occurs can include eye pain, feelings of exhaustion, and even blurred vision. This can also lead to "Computer Vision Disorder," a more serious disorder (Gaille, 2018). Also, it can cause addiction which is a big problem nowadays.

In the classroom technology is mostly limited to the needs for word processing or basic study. Modern technology's various uses are either not permitted, or partly excluded, mostly for political or personal reasons (Gaille, 2018). That limits the technology's efficacy and changes the learning opportunities students have in a negative way.

It can lead the students to the dependency. Technology can provide access to a large amount of data, but it can establish a personal dependency on that access as well

(Gaille, 2018).. Students using technology every single day can feel intimidated by the idea of gathering a real book to read. Children can also skip recess outside or taking part in family activities. Technology can break students off from social interactions. Many people are wary of technology, and what it does to the ability of students to communicate verbally. Students will learn to be diverse in how they learn and interact with others by designing classroom assignments which use both technical resources as well as oral presentations and group communication (Himmelsbach (2019).

The benefits and drawbacks of classroom technology demonstrate that it can be useful to test out new technologies for learning. Different people have different degrees of ease when it comes to fitting in something new. However, Technology will be able to open more doors and introduce new experiences. It will make new world-wide discoveries too. These advantages have to outweigh the risks involved and might not, for others.

Chapter Two :

Teachers' and Students' Attitudes Towards the Use of Educational Technology

3.1. Teachers' Attitudes Towards Technology Implementation

Several countries have invested so heavily in equipping classrooms with technical equipment, and one of the most common subjects in recent years is technology integration in education.

" Pedagogical beliefs and students learning is influenced by philosophical and psychological perceptions about knowledge and how it is acquired. Essentially, technology integration depends on the teacher beliefs, available technologies, and the expectations."(Alharbi, p.17). This is because the decision and the way of using education in classes is due to the teacher's opinion.

In the classroom, how - and how not - to use technology must be decided by EFL teachers (Morgan, as cited in Solano, Cabrera, Ulehlova and Espinoza, n.d., p.78). The role of The EFL teachers always still very important to decide whether to use technology or not.

It was previously reported that teachers, according to Clarke and Robinson, like those who were expected to promote the introduction of technology in classrooms, did not do so because of inadequate or inadequate preparation or because of restricted access to this technology (as cited in Mustafina, 2016, p.323). Even though the technology equipment can be available, teachers who have not receive any training about how to use it will not know how to apply it within their teaching process appropriately. Christensen stated that the educators who learn to incorporate technology into existing education systems teach differently from teachers who have not undergone such instruction or institutional support (as cited in Alharbi, 2013).

"It is generally believed that a teacher who possesses positive attitudes toward ICT is more motivated to integrate it into his or her teaching practices" (Albirini, as cited

in Mustafina ,2016, p.323). Those teachers who have positive attitudes toward ICT are capable of using these technologies without no problem because they whether received some training on the way to use it or they used to use it before. "Teachers who took educational technology and teaching material course and attended in-service training possess more positive attitudes than others" (Kılınç et al. ,p.70).

3.2. Teaching Methods and Technology

Each method of teaching which focus on ideas of how to educate a foreign language introduced an unique teaching method. The grammar translation method used during the 18th and 19th centuries, which emphasizes on grammar and vocabulary transfer between the target language and the mother tongue, to make learners capable of reading and writing because speaking was ignored. Then, the direct method came as a response to grammar translation method and which neglects the use of the mother language. After that, there is the audio-lingual method that came as a reaction against the direct method and which emphasizes the teaching of speaking and listening. Here, the use of language laboratories, which are full of technology tools, is the essential thing in this method. However, communication was more valuable after the emergence of communicative language teaching-learning approach. Communication for teaching is so important, and with technology is becoming more easy through the platforms, and social media, for example. The focus here is on the principle that when learners interact in the communication, their natural techniques will be used so that they can learn the language. Finally, the Competency-based approach comes after the communicative language teaching approach, and its main focus is on the use of language in the social context, and using language in the social context correctly is not a hard task in this technology era.

In the fields of instruction and teaching method, and throughout the years, technology has created solid roots. Today's children approach various learning stages in which they connect with instructive assets utilizing predominately advanced apparatuses (Billore and Rosén, n.d.). In language instructing, technology is not new. Technology has been around for a considerable length of time in language educating, in reality (Hockly and Dudeney, 2008, p.7).

3.3. Teachers and Technology

Without teachers who are knowledgeable about the technology as well as its application in order to achieve educational objectives, technology will not be successful in the classroom. While the use of technology in the classroom is increasing, the aim should remain to enhance learning through its implementation. Teachers should recognize that technology is merely a "device" that allows students to practice language in many environments. Technology is definitely a crucial component of the processing of school data and evaluation of students, as well as a way of expanding homework into evenings, weekends and holidays for a long time (Selwyn, 2019). However, being creative and modern for teachers when using technical tools in the classroom is a must, because they can not just rely on them, and if teachers are trained to use technology before entering a real classroom, their technical abilities will increase, and their probability of using technology in classrooms will improve.

"Effective computer assisted language learning permits an instructor to locate the best blend of systems, assets and tools to address the requirements of explicit students in a particular learning setting" (Donaldson and Haggstrom, 2006, p.1). However, the

role of the teacher is always the most important thing here. "Because of the wide range of decisions a language teacher needs to make in developing a curriculum, achieving such a balance is not easy" (Donaldson and Haggstrom, 2006, p.1). It is absolutely a hard task but still in need of a teacher's professionalism, and experience.

According to Albirini, ongoing studies have indicated that the successful usage of instructive innovations relies to a great extent upon the mentalities of teachers, who in the long run decide how they are utilized in the study hall (2006, p.375). So, there is no doubt that teachers have a main role in the way the technology tools used in the classroom and which leade to a successful teaching and learning process or not. Teachers' perspectives are a significant empowering/incapacitating component in the reception of technology (Bullock, as cited in Albirini, 2006, p.375).

Lam sees that teachers' personal opinions about the advantages of the use of technology in language teaching influence their decision to use technology (as cited in Behroozian and Sadeghoghli, 2017, p.203).

According to Teo, "increasing an energy about the educators' perspectives towards computer utilize may give helpful experiences into integration of technology and acknowledgment and utilization of technology in instructing and learning" (2008, p.413). Also, it could enhance the results of the teaching process.

Online education or virtual classrooms are currently sponsored by many universities, and which is a method of education that is versatile and allows for classroom sessions to be supplemented. This makes it much easier for part-time classes to be taken up by students. It will be beneficial to use online learning resources and to assist in the learning process. Online learning, which relies on the teacher of course, provides students with many other resources.

3.4. Learners and Technology

The most significant aspect of using technology in classes is how students can incorporate it into their learning process. Over time, students feel more confident in using various technological resources. Technology benefits most students, even at home.

Nunan (1999) stated that interactive visual media that the technological devices produced seem to have a special educational potential for subjects involving social situations or problem solving, such as interpersonal resolution, foreign language or second language learning (p. 26).

According to Behroozian and Sadeghoghli (2017), technology can be used as a way to promote interaction among students in the target language (p.201). It is helpful, encouraging and motivational tool.,

"Learners feel comfortable with authentic resources that help them get interested in the 'true' language so long as we teach them pedagogically" (Kilickaya, as cited in Navas Brenes, 2006, p.1).

These things make technology a powerful tool for students and assist them to be more exciting and interesting in their learning processes, not only to acquire a second language but also to strengthen their technological skills. Students can obtain different appealing reading material from class or from home by accessing the internet. In addition, Technology as well offers students the opportunity for interdisciplinary and multicultural learning to conduct their research studies.

Technology meets the learners ' visual and auditory senses. Technology makes teaching and learning more interesting and productive (Solanki & Phil , 2012, p.153).

Without the use of technology, EFL teachers are facing some difficulties in the process of teaching their students usually because most of them do not participate a lot, and they are not very active during the sessions. In the same time, EFL students are not motivated nor engaged during their learning. So, it is better take into consideration the use of technology in EFL classes to make the process of teaching and learning different in a positive way.

"Technology is turning out to be increasingly more applicable in both our own and expert lives and our students are progressively utilizing technology" (Hockly and Dudeney, 2008, p.7). It is present in almost every corner of our lives. In other words, it is a technological invasion, and it changes the students' ways of learning.

A perfect place for modeling media balance is the classroom. For example, technology may be helpful for students to study and collaborate on a subject, but during in-class discussion, technology use should be limited or restricted.

As per study directed by Jackson et al. (as cited in Ahmad, 2006, p.925), it has been discovered that understudies who utilized the web more, got higher scores and grades. The two dominant senses that media technology can give to the students to present more noteworthy open doors for the sake of learning the inputs of linguistic are vision and hearing (Linfors, as cited in Ahmad, 2006, p.925).

3.5. Training Teachers to Integrate Technology into the Classroom

Effective incorporation of technology is more than just bringing the equipment into the classroom. There are techniques and strategies to be followed when using technology in classroom to get the most beneficial results from it.

The very first move in the effective adoption of technology is to identify the transition that will need to take place within yourself and in the teaching approach you use as a teacher.

As the incorporation of technology in the classroom is smooth and thoughtful, not only do students become more involved, they also tend to take more responsibility for their own learning. Successful technology incorporation shifts the dynamics of the classroom, promoting project-based learning centered on students.

However, training the teachers to use technology in the classroom is the role of the authorities of course, but it remains one of the teacher's duties into his job. The teacher should make some efforts to be capable of using all educational technology tools appropriately. In addition, teachers should have the opportunity to upgrade their teaching practices, and they need to be familiar with the new methods used internationally by other instructors.

The development of qualified teachers is a phase of training that teachers go through on an annual basis, via. Adada (2007) stated that the literature indicates that professional development of high quality has a positive impact on the success of teachers and students. Living in the rapidly evolving world of today, teachers have come to the realization that technology is a crucial part of the lives of their students.

"Teacher education and professional staff development improve student achievement" (Darling-Hammond, as cited in Adada, 2007). "Teacher quality is one of the basic determinants of the advancement in student achievement" (Hirsh, Mizell, & Aviss-Spedding, as cited in Adada, 2007).

How much and when a teacher should use technology depends on the topic and age you are teaching, as well as other factors. For very young learners, less time on devices is advised, and some subjects need greater use than others.

Knowles stated that it is down to the intent of the operation and what the teacher is trying to achieve to decide whether to use technology tools, and the teacher can also encourage media balance by ensuring that the technology is actively used by individuals as compared to passively viewing media (2019). A way to do this is by encouraging learners to learn how to use instruments for digital production.

3.6. Tools of Educational Technology

"These are the different types of educational technology educators can adopt to enhance teaching and learning" (Young, n.d.). In this part, we are going to see the different types of educational technology.

The first type is social media technology. More than two hours are spent a day on social media by the average Internet user (Statista, as cited in Young, n.d.). However, social media technology offers the EFL students an easy way to collaborate with their teachers quickly. In the same time, it doe the same with teachers where it allows them to deliver their messages to their students quickly and professionally.

Audio and visual technology, and which will provide an enlivening learning experience for all ages of students (Young, n.d.). Mostly, audio and visual technology helps EFL students to improve their listening and speaking skills

Virtual classrooms which offer students the chance to study online. Sometimes and in certain circumstances, virtual classrooms can be better than the traditional ones.

This kind of classrooms does require the physical presence of the student and which is lovely for all young people.

Interactive whiteboards, also known as smart boards, can be defined as instructive tools that enable computer images to view a board accurately with the aid of a digital projector (Hutt, 2017). Whiteboards are so helpful for all learners, and EFL students also can be taught through them.

Smart phones, laptops, and tablets which allow the students to carry how ever much information, such as e-books, they need with no problem. Especially since these tools provide the ability to get access to the internet where ever they be.

3.7. Teachers' Development

As a result of new knowledge, the aim of every professional development program is to educate and modify the conduct of teachers. In a professional development programs, teachers and other educators spend many hours preparing to use new instructional techniques or resources. But, t here is a shift occasionally, and sometimes the person goes back to doing what he or she has been doing all along.

Teachers have to learn how to bring technology into the classroom to become an efficient educator in today's world. Teachers and educational managers need to learn how to use technology to support the process of teaching and learning.

"The first step of any sound professional development program is to develop a belief about technology professional development that includes the idea that the curriculum drives the use of technology, not vice-versa, and that empowered teachers will find appropriate ways to include technology with their ongoing

instruction rather than view it as an activity unconnected to the district's content standards."(Barnett, 2003).

"Some of it is learned through their teacher education or education leadership programs, some of it learned through trial and error, and the rest is learned through professional development"(Lynch, 2019). Lynch (2019) discussed six areas for the professional advancement of technology for educators and education managers, and which are:

Digital literacy: this refers to a wide variety of skills are included, all of which are required to succeed in an extremely digital environment. The capacity to grasp knowledge learned online becomes more and more important as print media continue to die out.

Virtual reality: it refers to a computer-simulated system that can be a real - world situations simulation or an imaginary world simulation. Virtual reality seems like a future idea that is far off.

Cloud computing: cloud computing has infinite potential when it comes to greater educational collaboration. This holds true for applications from educator-to-educator, educator-to-parent, and educator-to-student.

Makerspaces: there are innovative spaces in neighbourhoods, colleges, and libraries that are public and scholarly. These fields are meant to involve participants in hands-on exercises teaching the talents of the twenty-first century.

Gamification: it refers to the method of integrating and utilizing elements of video games to strengthen the inherent drive behind the accomplishment of such tasks.

These frameworks also contain elements such as the ability to gain points, hit new heights, and even progress on a leader board.

Virtual laboratories: these web applications offer students the opportunity to carry out physical scientific experiments again and again, with Internet access anywhere across.

Furthermore, Bray (1999) suggests some techniques to make staff development inclusive, relevant and relevant to the needs of your individual educators and students:

- As part of the school technology committee, create a subcommittee on staff development with members from all branches, grade levels, district office, and administration, including outside experts, technicians, and students.

- Show a few instances of how technology in the classroom can be utilized. At that point ask contribution from your staff.

- Utilizing a strategy for needs appraisal that meets the educator technology necessities and characterizes the degree of solace and mentality toward technology, the utilization of fundamental technology, and the degree of integration.

- Create individual learning plans incorporated from each staff part's information gathered. For example, if educators show themselves as being acquainted with technology yet new to visual communication, have them make an undertaking or model that can be utilized as a component of a designs import workshop in their study hall. With instances of recommended learning encounters, the individual learning plans can be an information base.

- Distinguish the pioneers who are willing to give ability on your foundation.
  Give planning time payments and any meetings after school hours that they
  have.

Conclusion

This theoretical part has given a general review about the use of technology in EFL classes. It provided an introduction about the use of technology in education. Then, it showed the relation between teachers and technology, and learners and technology. After that, the parts of learning theories and technology and teaching methods and technology come. Finally, the literature review shows the role of educational technology in EFL classes. At the end, it states benefits of educational technology.

Chapter Three :

Analyzing and Interpreting the Results

Introduction

The ongoing chapter is given to the examination and results of both teachers' and students' questionnaire. The first part of this chapter will manage the teacher's questionnaire while the second part will manage the students' one. The teachers' questionnaire analysis allows us to illustrate their attitudes towards the use of technology in EFL classes. The other questionnaire analysis helps us to find out to what degree students are inspired by technology resources used in EFL classrooms.

4.2. Research Methodology

4.2.1. Research Approach and Method

In order to meet the goals of the current research, a quantitative method will be used. This assists in researching the attitudes of teachers and students towards the use of educational technology in EFL classes.

The present study aims at investigating teachers' and students' attitudes towards the use of technology in EFL classes. For this purpose, a case study of third year EFL university students is carried out using a questionnaire to students, and another one to EFL teachers.

In addition, a descriptive method will be used to achieve our research main objective.

4.2.2. Population of The Study

This investigation has required the contribution of two main actors in the teaching and learning process, who are third year EFL students of Mohamed Kheider university of Biskra, and their EFL teachers. The total number of third year students

in the English division of Mohamed Kheider university, Biskra, is three hundred and

seventy two (372), while the number of teachers is fifty seven (57)

4.2.3. Sample of The Study

Forty-two (42) students and thirteen (13) teachers have been selected from the

population. Questionnaires have been given to them, one for forty-two (42) third-year

students and the other one for thirteen (13) teachers.

The participants who answered the teachers' questionnaire were randomly selected

from among the total number of teachers of the department of English, which is fifty

seven (57).

We have chosen thirteen teachers (13), who have experiences with technology use,

of our department and administered the questionnaires for them. All questionnaires

are sent via Email.

The responded third year LMD students to the questionnaire were selected among

the total number of students of English department at Mohamed Kheider University,

Biskra.

Students were administered to a questionnaire online in the form of google forms.

We surveyd only forty two (42) out of 45 questionnaires because there were

incomplete answers for the questions that need justification. They received the

questionnaire through a social network, facebook.

4.3. Research Design

This part of the fieldwork contains the overview of the both questionnaires of teachers and students. It analyzes the both questionnaires.

4.4. Teachers' Questionnaire

Teachers of English department at Mohamed Kheider University, Biskra, were approached to answer the questionnaires which look to discover their perspectives and opinions towards the utilization of technology to know if it has any effect on their teaching methods in EFL classes.

4.5. Students' Questionnaire

Third year LMD students' questionnaire aims to state whether the use of technology in teaching and learning improves their motivation, engagement and performance.

4.6. Description of Students' Questionnaire

Since third year LMD students are asked to present their research works in a modern way using technology. This questionnaire aims at investigating their attitudes towards educational technology use. So, students' questionnaire includes eighteen questions given with a brief explanation about the study's subject, and which is divided into three sections:

Section One: General Information

This section contains information about students' gender, age, and choice of English (Q 1, Q 2).

Section Two: Educational Technology Use and Importance

It includes thirteen (13) questions deal with the description of the method used in

EFL classes (Q 3), the importance of using technology tools in the learning process

(Q 4, Q 9), the integration of these tools in classes (Q 5, Q 6, Q 7), types of

technology tools (Q 8, Q 10, Q 11, Q 12).

Section Three: Students' Opinions about Educational Technology

This section contains six questions that seeks the attitudes of the students towards

Educational Technology by asking about the method of the teachers as one of the

difficulties they may face (Q13), the propriety of these methods (Q14), in the event

that they imagine that educational technology can raise the students' motivation and

interaction (Q15, Q16, Q17). The last one (Q 18) is about any additions or

suggestions towards the use of educational technology.

4.7. Description of the Teachers' Questionnaire

Teachers' questionnaire consists of eighteen questions that aiming at conducting

information about teachers' attitudes towards the use of Educational Technology in

EFL classes, and which includes open-ended, closed-ended, and multiple choice

questions (MCQ). The questionnaire is divided into three main sections:

Section One: Background information

It includess the initial seven (7) questions and targets knowing the participants'

general information, for example, the degree held, showing experience, the method

utilized in their classes, and on the off chance that they got any preparation in the

utilization of Technology helps.

Section Two: Educational Technology Use and Importance

This section manages seeing whether the utilization of technology tools is advantageous in EFL classes or not. It contains four (04) questionss regarding the importance of technology tools utilized (Q8), and the use and adequacy of technology tools in EFL classes (Q 9, Q 10, Q 11).

Section Three: Teachers' Attitudes towards Educational Technology

It includes six (07) Questions aims to investigate teachers' attitudess about the utilization Educational Technology and its effect on the students (Q 13, Q 14, Q 15, and Q 16) and the advice which may teacher give to student considering educational technology for the first time (Q 17). The last inquiry is about any recommendations for the use of educational technology (Q 18).

4.8. Administration of the Questionnaires

The students' questionnaire was administered to all third year LMD groups. They had known that the questionnaire is online, they have much time to answer, and that they should answer individually. Whereas, the teachers' Questionnaire was administered to thirteen teachers via Email.

4.9. Data analysis and interpretation

4.9.1 Teachers' Questionnaire

Section one: Background Information

Q1. What is your educational qualification ?

Table 1

Teachers' Qualification

Options	Absolute Frequency	Relative Frequency
License	0	00%
Magister/ Master	7	53.8%
PhD	6	46.2%
Total	13	100%

Table 1 shows that seven teachers (53.80%) had a Magister/Master degree and six (46.20%) of the whole sample had PhD degree, and which means that less than the half have PhD degree, but it still a huge percentage (46.20%).

Q2. How long have you been teaching English as a foreign language ?

Table 2

Teachers' Experience

Options	Absolute Frequency	Relative Frequency
Less than 5 years	2	15.4%
5-10 years	4	30.8%
10-15 years	4	30.8%
More than 15 years	3	23.1%
Total	10	100%

As it is shown on Table 2, three teachers (23.1%) have along experience in teaching English as foreign language more than 15 years whereas two teachers (15.4%) have been working less than 5 years. Four participants (30.8%) have an

experience that goes from 5-10 years and the rest four teachers have an experience

that goes from ten to fifteen years.

Q3. Do your students face difficulties with your teaching method ?
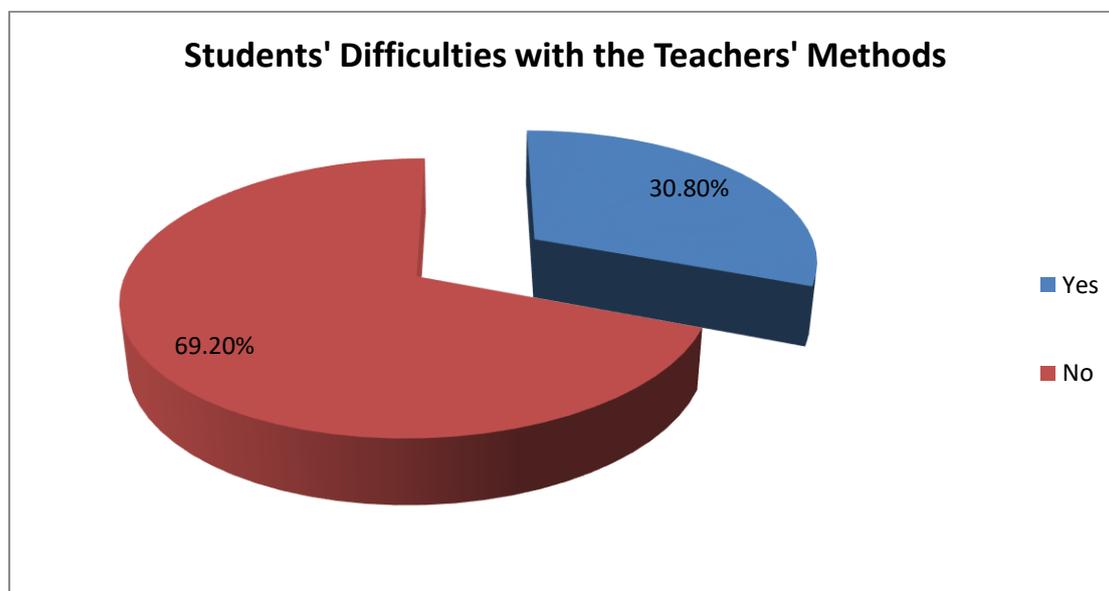
Figure 1. Students' Difficulties with the Teachers' Methods

    Figure1. shows that most of teachers' (69.2%) brought up that their students did

not confront any challenges with the method of teaching. Whereas, (30.8%) said yes

they may find some difficulties with the chosen method.

Q4. If yes, how you deal with these difficulties ?

    Teachers who said yes for the past question, they replied by:

"Try to vary methods of teaching."

"I try to vary my methods to fit my learners ' styles."

"Explain the steps we go through: no surprises, but strategies to reach objectives: all

known from A to Z. That way, students know where to start, what to do, where to go

and where to arrive."

"keeping up with my fast English."

Q5. Have you ever used technology tools while presenting a lesson ?
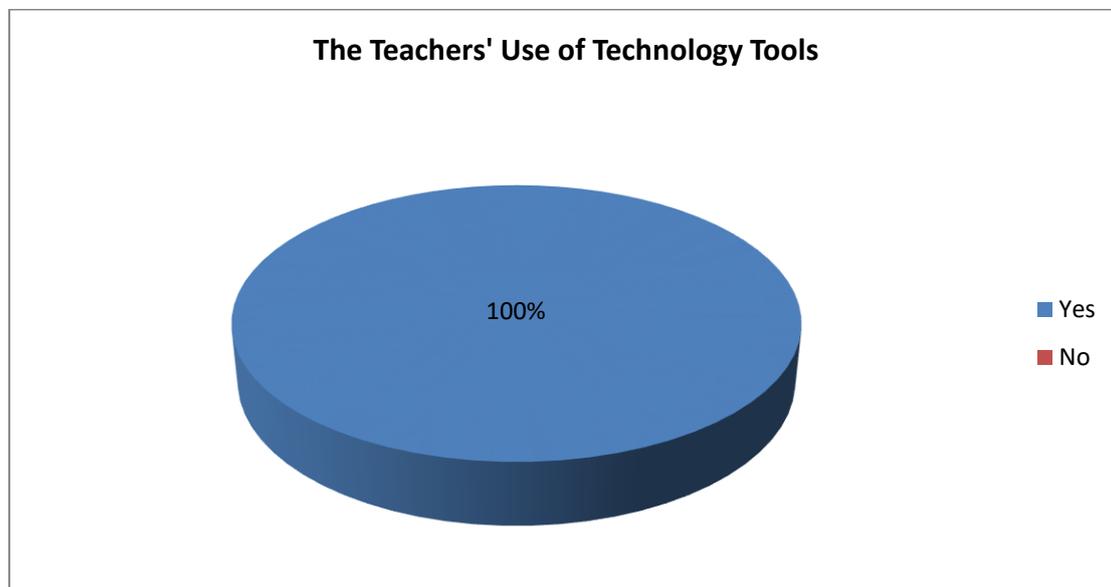
Figure. 2 The Teachers' Use of Technology Tools

Figure2. shows that all the teachers (100%) use technology tools during lessons

because in the wide use of technology in the world spreads to many fields and even

the educational field.

Q6. If yes, which tools do you use ?

Table 3

Types of The Tools Used

Optionss	Absolute Frequency	Relative Frequency
Laptop	4	30.8%
Smartphone	1	7.7%
Tablet	0	00%
Data-show	8	61.5%

Total	13	100%

Table 3 states that the most used tools by EFL teachers are laptops and data show devices.

Q7. Did you receive any training how to combine your presentation with technology tools ?
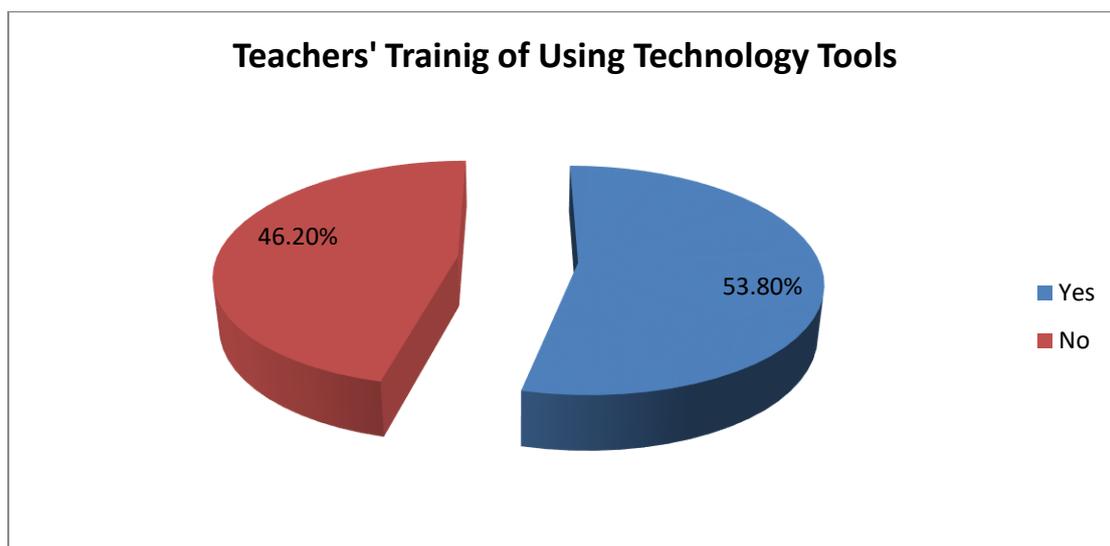
Figure 3. Teachers' Trainig of Using Technology Tools

Figure3. shows that (53.8%) of the teachers did receive a training in combining their lessons with some technology tools such as laptops and data show devices. Whereas, six teachers did not receive any kind of training to use technology tools within their lessons.

Section Two: Technology Use and Importance

Q8. What do you think in the use of technology in EFL classes ?

Table 4

Teachers' Opinions About The Use of Technology in EFL Classes

Options	Absolute Frequency	Relative Frequency

Very Important	8	61.5%
Important	5	38.5%
Not important	0	00%
Total	13	100%

Table 4 illustrates that more than the half of teachers (61.5%) see that the use of

technology in EFL class is very important while the rest teachers (30.5%) see it just

important.

Q9. Do you use Technology in EFL classes ?
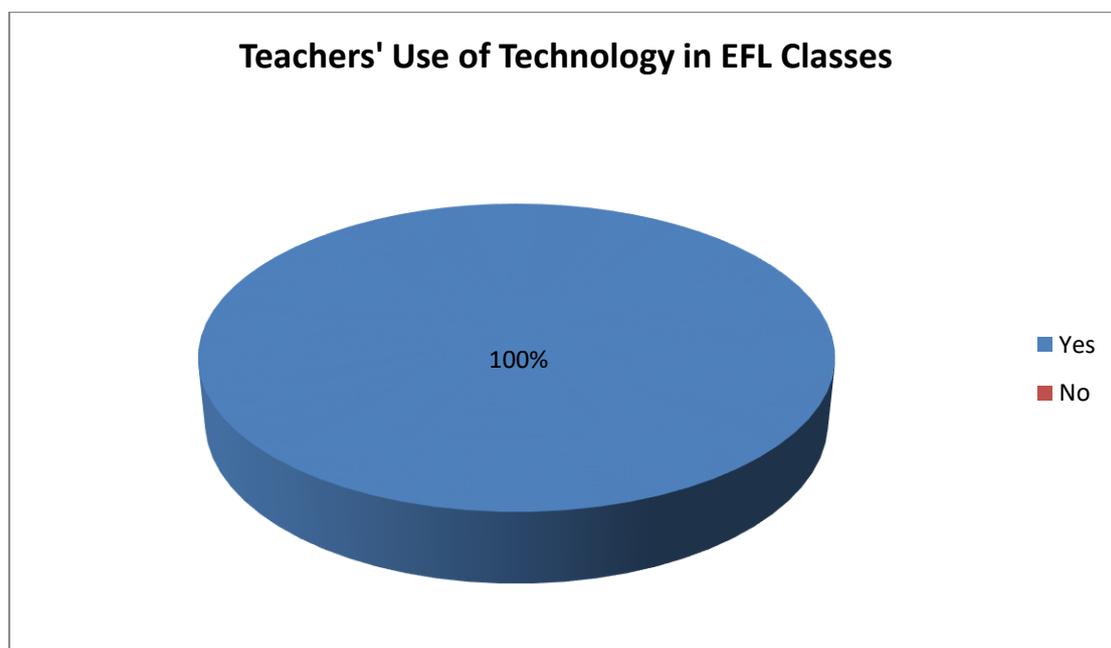
Figure 4. Teachers' Use of Technology in EFL Classes

Figure4. illustrates that all teachers (100%) used technology while teaching in EFL

classes, and which shows the importance of technology for EFL teachers. Here,

teachers' answer states that teachers know that technology plays an effective role in

teaching.

Q10. If yes, how do you find its use ?

Table 5

Teachers' Opinions towards the Use of Technology in EFL Classes

Options	Absolute Frequency	Relative Frequency
Effective	6	46.2%
Useful	7	53.8%
Boring	0	00%
Tottal	13	100%

As Table 5 shows, six teachers (46.2%) find using Technology in EFL classes

effective, and the rest (53.8%), seven teachers, find it useful. While no one said that it

is boring.

Q11. How often do you use this method in high education ?

Table 6

How Much Teachers Use Technology

Suggestions	A.F	R.F
Very much	1	7.7%
Much	2	15.4%
A little	10	76.9%
Not at all	0	00%
Total	13	100%

Table 6 shows that the majority of teachers (76.9%) are using technology just a

little, and two teachers (15.4%) use it much. While only one teacher (7.7%) who use it

very much.

Q12. Why ?

The teachers who use Technology in EFL classes much and very much gave this reasons:

"facilitate the lecture for learners / gain time"

"It becomes a necessary part of students' lives. So, it is of a great importance to integrate it into their learning."

" It help to save and provide student with clear illustrations and data."

And those teachers who use it just a little illustrated that :

"We do not receive any training on how to implement technology in classes. Moreover, there is lack of materials and internet in the university."

"obstacles"

"lack of equipment".

"We (teachers) still face some problems."

"Lack of pedagogical support"

"No availability"

Section Three: Teachers' Attitudes towards The Use of Technology

Q13.

	Strongly agree	Agree	Neutral	Disagree	Strongly agree
1. Technology is the best Motivational tool can be used in the EFL classes					
2. The use of Technology in education can enhance all language skills (writing, speaking, reading & listening)					

3. The use of Technology can
increase students' motivation
and classroom interaction

4. The use of Technology can
develop students' learning and
performance

Table 7

Statement One

	Strongly agree	Agree	Neutral	Disagree	Strongly agree	Total
A.F	2	7	3	1	0	13
R.F	15.4%	53.8%	23.1%	7.7%	00%	100%

The results of table 7 shows that the majority of teachers (53.8%) are strongly
agree with the use of Technology as a motivational tool in EFL classes, and (15.4%)
of teachers strongly agree with its use. Whereas, (23.1%) prefer the choice neutral.
However, only one teacher (7.7%) disagrees with the use of Technology as a
motivational tool in EFL classes.

Table 8

Statement Two

	Strongly agree	Agree	Neutral	Disagree	Strongly agree	Total
A.F	2	10	1	0	0	13
R.F	15.4%	76.9%	7.7%	00%	00%	100%

Table 8 shows that most of teachers (76.9%) agree that the use of technology in

education can enhance all language skills. Two teachers (15.4%) strongly agree, and

one of the sample is neutral.

Table 9

Statement three

	Strongly agree	Agree	Neutral	Disagree	Strongly agree	Total
A.F	3	9	0	1	0	133
R.F	23.1%	69.2%	00%	7.7%	00%	100%

Table 9 shows that nine teachers (69.2%) agree that the use of technology can

increase students' motivation and classroom interaction while three teachers (23.1%)

strongly agree. However, only one of them disagrees.

Table 10

Statement Four

	Strongly agree	Agree	Neutral	Disagree	Strongly agree	Total
A.F	2	10	1	0	0	133
R.F	15.4%	76.9%	7.7%	00%	00%	100%

Table 10 shows that most teachers (76.9%) agree that the use of technology can

develop students' learning and performance, and two teachers (15.4%) strongly

agree. Whereas, one teacher (7.7%) is neutral.

Q14. How would you describe the relationship between the online and in-class

learning ?

Table 11

Teachers' Describtion of the Relationship Between Online and in Class Learning

Suggestions	A.F	R.F
Enhanced each other	8	61.5%
Relevant to each other	4	30.8%
No connection between the two	1	7.7%
Total	13	100%

As it is stated on Table 11, (61.5%) of the teachers describe the relationship between the online and in class learning by enhanced each other while (30.8%) said that it is relevant to each other. However, One teacher (7.7%) said that there is no connection between the two.

Q15. Justify, please

Teachers who said "Enhanced each other" justified :

" They complete/fill in each other's gaps."

And those who said " Relevant to each other " justified :

" Online completes in claas learning"

The rest who said " No connection between the two " justified :

" They are different in design, in practice, in tools, and in objectives."

Q16. Do you have any difficulties in the choice of the technology tools used in your presentation ?
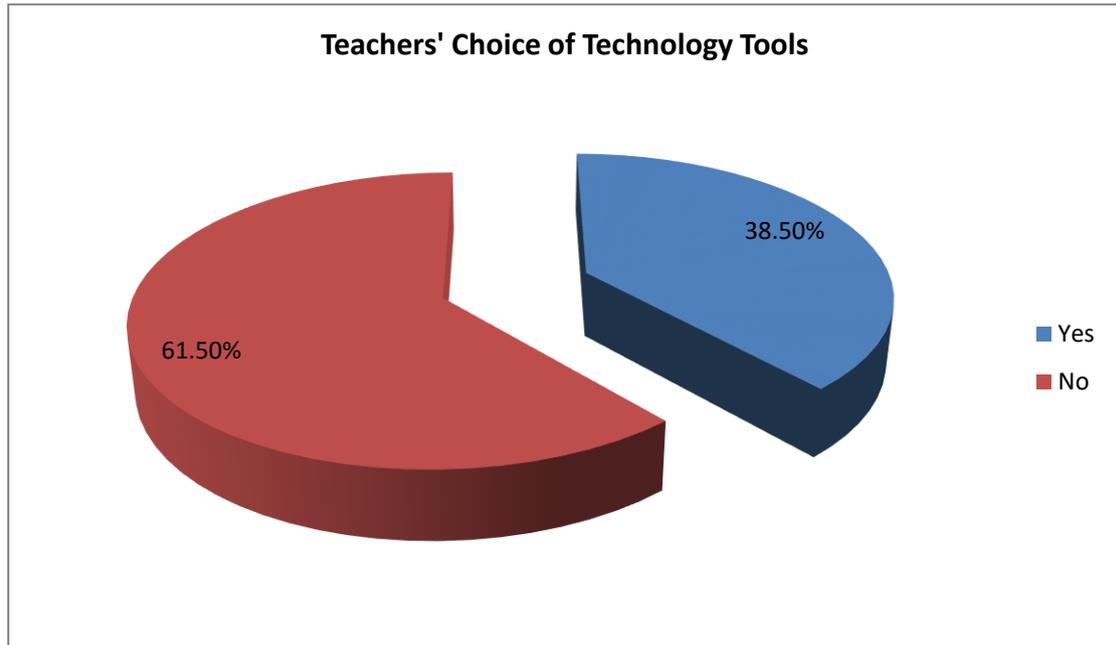
Figure5. Teachers' Choice of Technology Tools

Eight teachers (61.5%) did not face any difficulties in the choice of technology

tools to be used in their presentations while five teachers (38.5%) said yes, they have

difficulties.

Q17. What advice would you give to a student considering technology for the first

time ?

The majority of teachers answered :

"Try not to depend much on technology."

"they have to adapt using it"

"Use technology as a complementary tool, and avoid excess."

"Use it but do not rely totally on it"

4.8.2. Students' Questionnaire

Section one: General Information

Q1. Students' gender:

Table 12

Students' Gender

Options	Absolute Frequency	Relative Frequency
Male	3	6.8%
Female	39	93.2%
Total	42	100%

As Table 12 illustrates, a notable difference in the percentage of the sample gender selected in this study shows that (97.62%) are females and only (2.38%) are males.

Q2. The choice of English as a domain of study was: (Personal or parental)
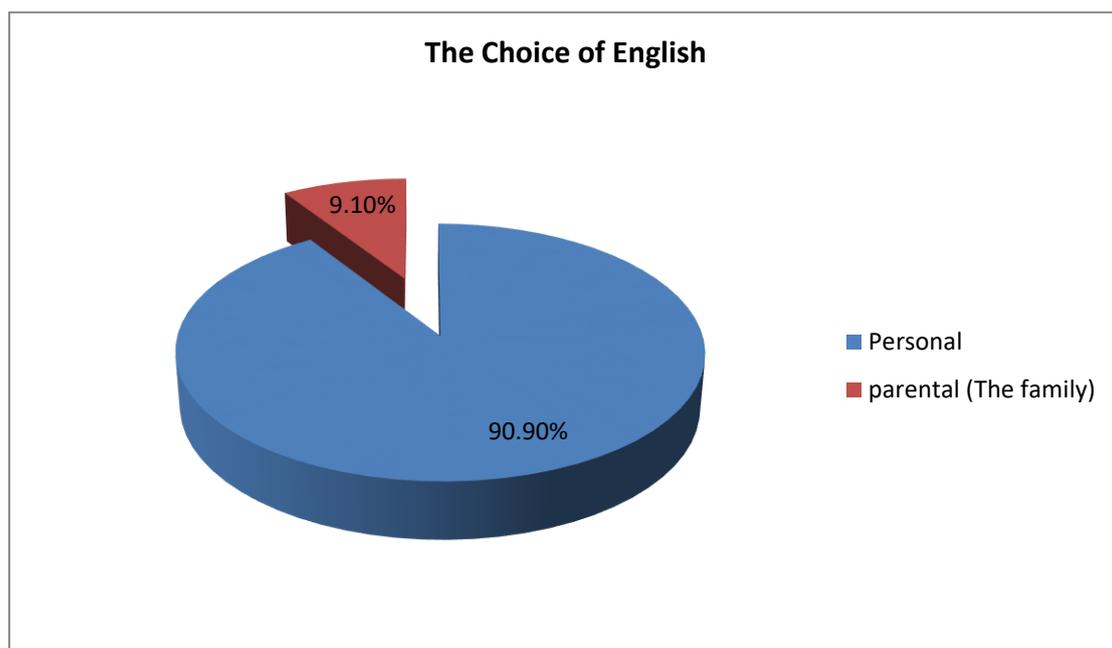
Figure. 6 The Choice of English

It is concluded from *Figure6.* that (90.9%) of the students picked English for

personal reasons while (9.1%) picked English for family or parental choices.

Section Two: Technology use and importance

Q3. You can describe the methods used in teaching English as foreign language

(EFL) classes by:

Table 13

The Students' Description of the Method Used in EFL Classes

Suggestions	A.F	R.F
Useful	20	47.7%
Interested	10	22.7%
Unworkable	12	29.5%
Total	42	100%

As it is seen on Table 13, (47.7%) of students said that the methods used by

teachers in EFL classes are useful while (22.7%) said that these methods are

interested. However, the rest (29.5%) said unworkable.

Q4. Why ?
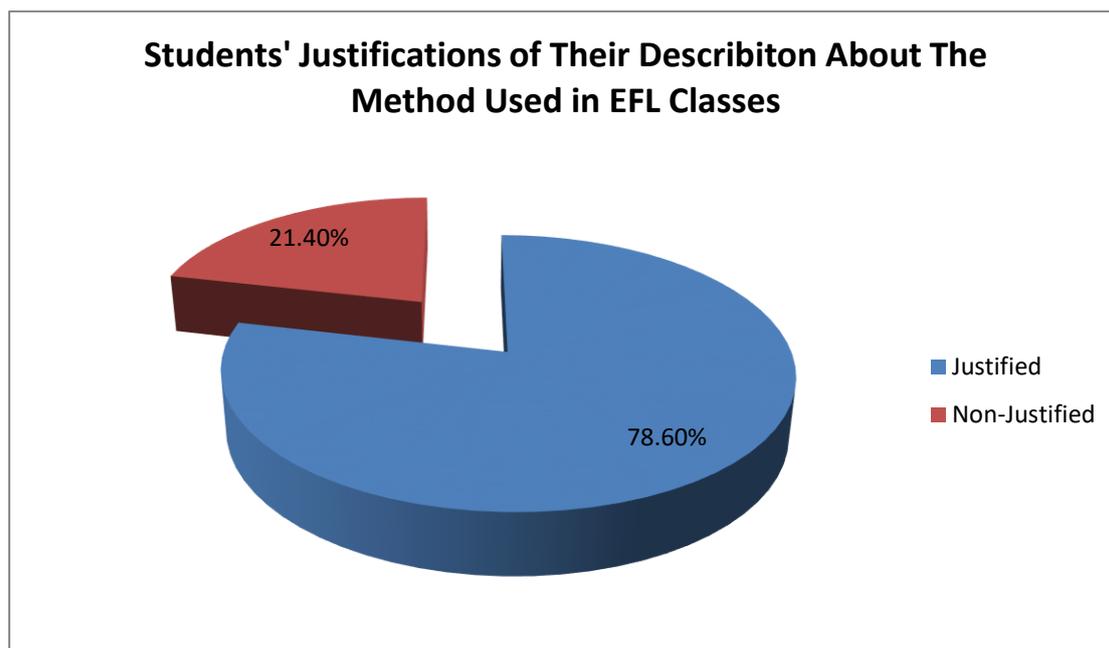
Figure. 7 Students' Justifications of Their Describiton About The Method Used in

EFL Classes

Figure7. illustrates that (78.57%) of the students did justify their answers on the

question, and the rest (21.42%) did not justify. From the justified answers we noticed

that most of the students who said that the methods used in EFL classes are useful

because they think that these methods can feet the learners' needs and develop their

educational level. For instance, "The technology simplify our courses".

Who said that the use of these methods is interested because they think, according to

their answers, that it can develop the educational system.

However , the rest who said that these methods are unworkable because they think

these methods are boring, not motivated, and focus on memorization only. For

instance, " they're boring.."

Q5. How important is the use of technology in the learning process ?

Table 14

How Important is the Use of Technology in the Learning Process

Options	Absolute Frequency	Relative Frequency
Very important	29	68.2%
Important	13	31.8%
Not important	00	00%
Total	42	100%

According to Table 14, the majority of students (68.2%) see that using technology in the learning process is very important. Whereas, the rest (31.8%) see it just as important, no one said that it is not important. So, all of them know its important, and this is because of its positive impact on them.

Q6. Why ?
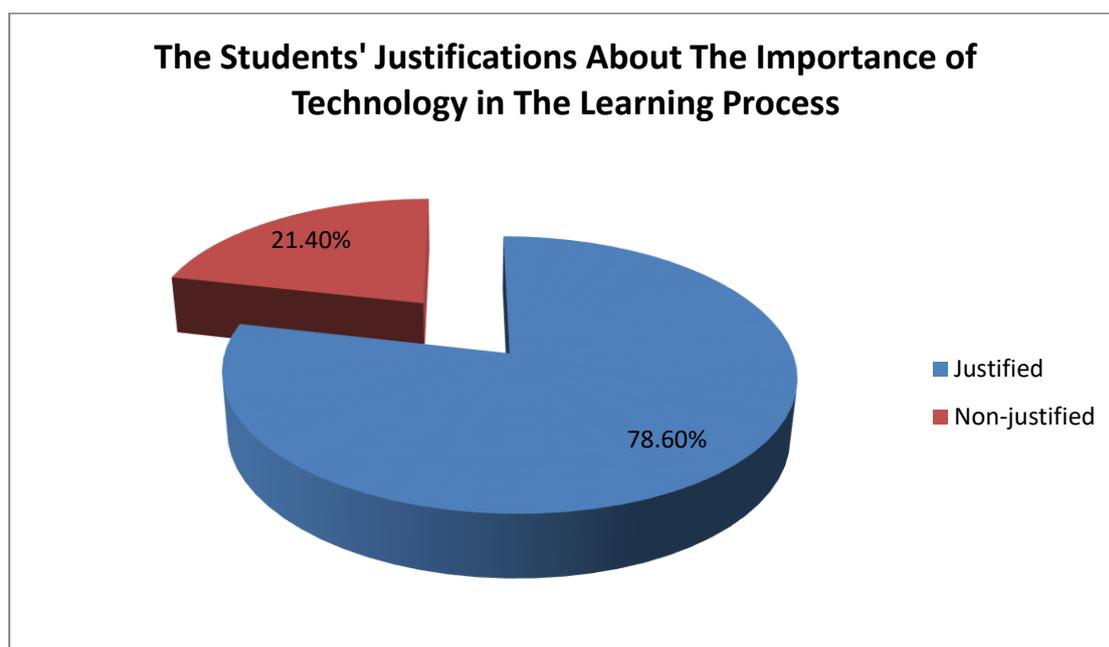
Figure. 8 The Students' Justifications About the Importance of Technology in the Learning Process

Figure8. illustrates that most of students who said that technology is very important justify like: "Technology facilitates everything students can learn easily and quickly". Whereas, the group of students who said that it is not important seems to be with no justification.

Q7. How do you feel when technology tools are used while presenting a lesson ?

Table 15

Students' Feelings About Technology

Options	Absolute Frequency	Relative Frequency
Motivated	38	90.48%
Boring	2	4.76%
Indifferent	2	4.76%
Total	42	100%

Table 15 shows that that the majority of students (90.48%) feel motivated when the teacher use technology tools while during the lessons. Whereas, (4.76%) said boring and the other (4.76%) feel indifferent.

Q8. Please, justify :

**Students' Justification About Their Feelings Towards
Technology Tools When They are Used**
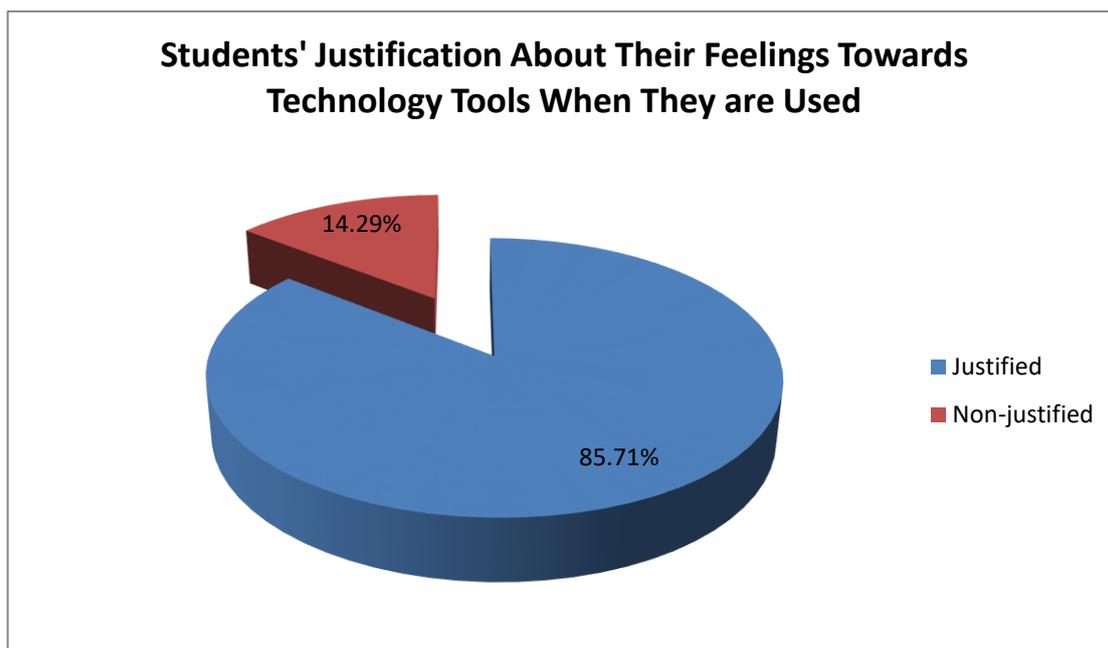
*Figure 9. Students' Justification About Their Feelings Towards Technology Tools
When They are Used*

Figure9. shows that that (85.71%) justified their answers and the rest (14.29%) did
not do so.

Most students who said that they feel motivated when technology tools are used in
EFL classes justify like:

"Motivated bcause it will help me to present easily".

"It brings fun and enjoyment to study."

"Because modern ways catches my attention as a learner."

Those who said that they feel boring justified like:

"I don't know but I like the old way in teaching"

While those who feel indifferent they did give no reason.

Q9. How do you find the integration of technology in EFL classes ?

Table 16

How Students Find Technology Integration in EFL Classes

Options	Absolute Frequency	Relative Frequency
Beneficial	27	65.1%
Useful	12	27.9%
Not interesting	3	7%
Total	42	100%

Table 16 shows that (65.1%) of students said that the integration of technology in

EFL classes is beneficial while (27.9%) said it is useful, and the rest (7%) stated their

opinion through the choice of not interesting.

The students who said it is beneficial justified like:

"the effect of technology can be beneficial in enhencig students 'motivation and that

means it a great impact on the Learning acheivement"

Those who said it is useful justified like:

"It is 100% useful when it's used in the right way."

"Useful but dependence of technolgy maybe unsuitable"

While the students who said not interesting did not give a considerable reason.

Q10. Do you prefer the use of technology in EFL classes ?

**Students' Preference or Disinterest of the Use of
Technology in EFL Classes**

4.50%

95.50%

■ Yes
■ No
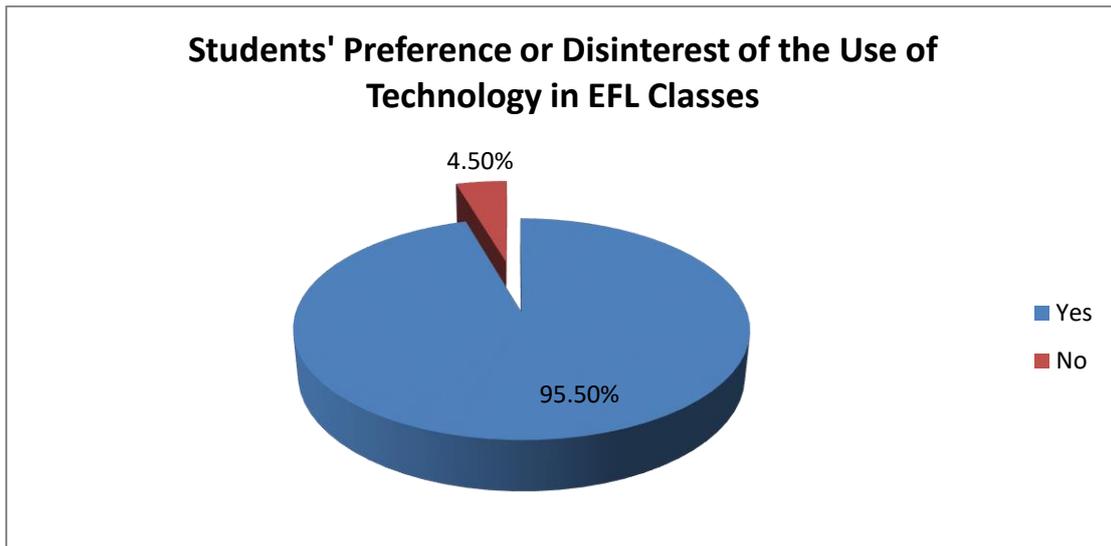
Figure 10. Students' Preference or Disinterest of the Use of Technology in EFL

Classes

Figure10. shows that (95.5%) of the students prefer to use technology in their

EFL classes, and they whereas (4.5%) said that they do not prefer to use it.

Q11. Why ?

**Students' Justification About The Use of Technology in EFL
classes**

19.05%

80.95%

■ Justified
■ Non-jusified
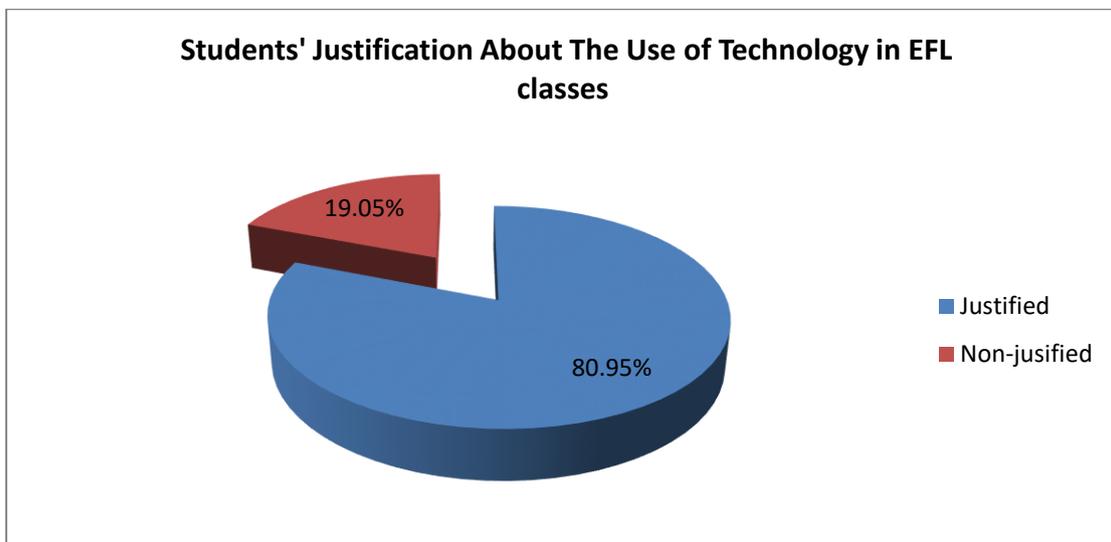
Figure 11. Students' Justification About The Use of Technology in EFL classes

The majority of the students who said that they prefer the use technology in EFL

classes and justified their answers justified like:

"Because old methods like reading from the handouts is boring and unuseful"

"Because it attracts students' attentin to learn"

"Nowadays we can't live without technology it's so important because it makes our

lives easier"

"because the use of technology motivate the learner"

Whereas those students who do not prefer the use of technology in EFL classes

justified like:

"I like the classic method"

"It's more boring than the traditional way of teaching"

Q12. Which type of technology you prefer in EFL classroom ?

Table 17

Technology Tools Students Prefer in EFL Classes

Options	Absolute Frequency	Relative Frequency
Data-show	26	61.4%
Mobile-assisted learning	9	20.5%
Online Media	7	18.1%
Total	42	100%

According to Table 17, (61.4%) of the students prefer the use of data show during

their lectures and sessions, (20.5%) of them prefer the use of mobiles, and the rest

(18.1%) prefer online media.

Q13. Do you think that the use of platforms can be effective in the learning process ?
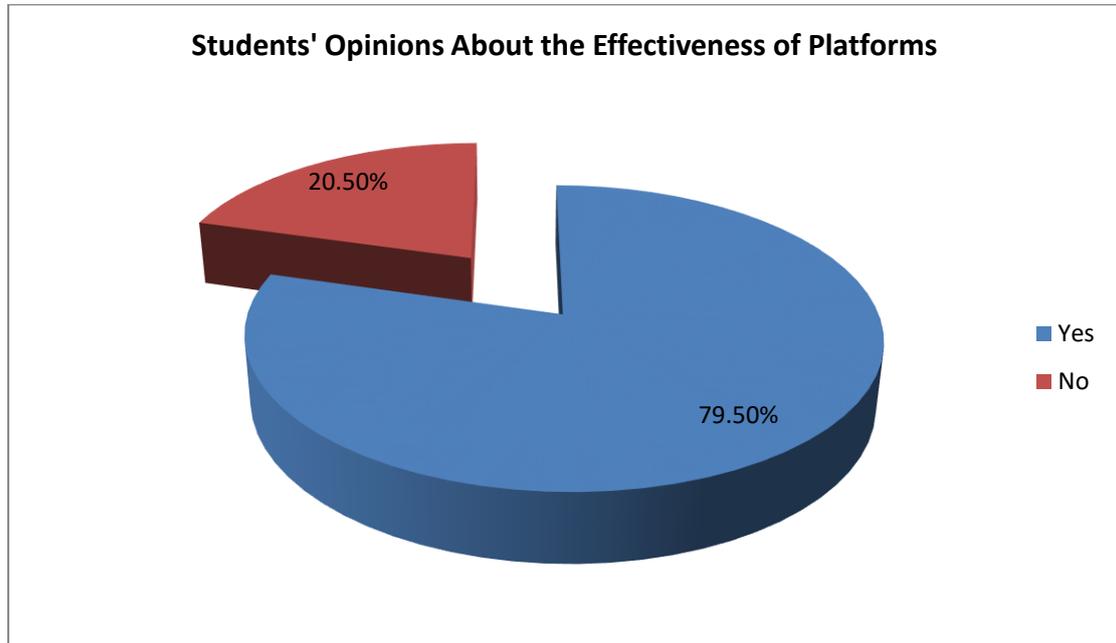
Figure 12. Students' Opinion About the Effectiveness of Platforms

 Figure12. shows that (79.5%) of the student think that the use of platforms can be

effective in the learning process while the rest (20.5%) of them think that it can not be

effective.

Q14. How do you find its use ?

Table 18

How the Students Find the Use of Platforms

Options	Absolute Frequency	Relative Frequency
Beneficial	16	37.2%
Learnable	21	51.2%
Not interested	5	11.6%
Total	42	100%

As table 18 states, (37.2%) of the students find the use of platforms beneficial, and

(51.2%) find it learnable. Whereas, (11.6%) find it not interested.

Q15. To what extent do you think that the use of technology is important in EFL

Classes ?

Table 19

Students' Opinions About the Importance of Using Technology in EFL Classes

Options	Absolute Frequency	Relative Frequency
Very much	34	81.8%
Little	8	18.2%
Not important	0	00%
Total	42	100%

Table 19 illustrates that (81.8%) of the students said very much, and (18.2%)

answered with little. Whereas, no one saw it as not important. Here, the majority of

the students think that the use of technology in EFL classes is very much important.

Q16. Do you think that technology can replace traditional methods in the future ?
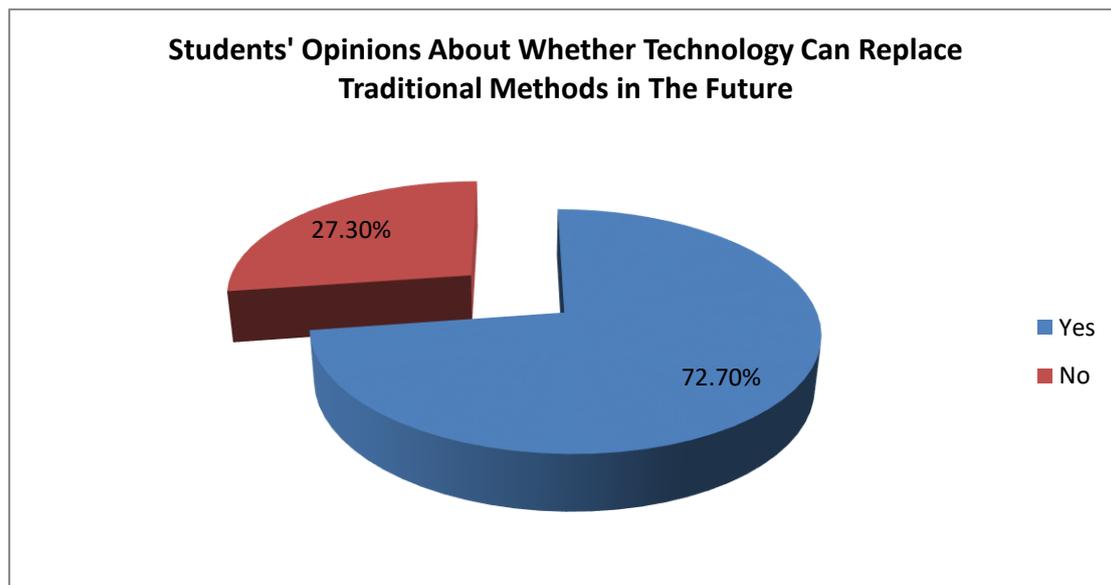
**Students' Opinions About Whether Technology Can Replace
Traditional Methods in The Future**

27.30%

72.70%

■ Yes

■ No

*Figure 13. Stuents' Opinions About Whether Technology Can Replace Traditional
Methods in the Future*

Figure13. shows that (72.7%) of the students said yes technology can replace
traditional methods in the future while (27.3%) said no, and which means that most
students think that the traditional methods can be replaced within the existence of
technology. However, only (78.57%) of the students justified their answers.

Most of those who said yes justified like:

"Technology reduces effort."

"because.. next generations will more interested in technology .. and it covers all
domains ... and it facilitates learning and teaching as well"

"It can replace it strongly, because in the future everything gonna be developed and
we will use technology in everything not just studying"

"Well because the generations are more familiar with technology so it would be better
to use it you don't expect a learner was born in the age of technology and raised on
using it would accept old methods of teaching."

"As long as there is working brains technology can replace more than traditional mothods"

"Books and teacher are the traditional ways in learning and both of them are available online .. (teachers teaching on youtube / electronic books)"+

"From these days we can see that students can rely on technology and platforms To study , thé absence of teachers do not affect their learning ;i.e, traditional methods could be replaced."

Whereas, most students who said no justified like:

"No tool can replace onether tool they complete each other for me i cant not understand a lesson only by watching a video about it."

"Each method has its own benefits"

"Every method has its own way to teach"

"it's impossible.."

"The classic mathod is better than the use of the technology for me"

Section three: Students' Opinions about Technology

Q17. One of the difficulties you may face during your learning is the teachers' method.

Table 20 *Students Who See that One of the Difficulties They may Face during Their*

Learning is

The Teachers' Method

Options	Strongly agree	Agree	Neutral	disagree	Strongly disagree	Total
Frequency	15	17	8	1	1	42
Percentage	37.2%	39.6%	18.6%	2.3%	2.3%	100%

According to the results on the Table 20, (39.6%) of the students agree with that
one of the difficulties you may face during your learning is the teachers' method,
(37.2%) strongly agree, (18.6%) prefer to be neural here, (2.3%) disagree, and the rest
(2.3%) strongly disagree.

Q18. The teacher should choose the appropriate method of teaching in EFL classes

Table 21

Students' Opinions About The Teachers' Choice of the Method

Options	Strongly agree	Agree	Neutral	disagree	Strongly disagree	Total
Frequency	18	20	4	0	0	42
Percentage	44.2%	46.5%	9.3%	00%	00%	100%

Table 21 show that (46.5%) of the students agree that the teacher should choose
the appropriate method of teaching in EFL classes, (44.2%) disagree, (9.3%) like to
be neutral, and no one disagrees or strongly disagrees. Most students see that the
teacher should choose the appropriate method of teaching in EFL classes.

Q19. Nowadays, technology is the recent tool used in the teaching learning process

Table 22

Students Opinions About Whether Technology is The Recent Tool Used in The Teaching Learning Process

Options	Strongly agree	Agree	Neutral	disagree	Strongly disagree	Total
Frequency	16	20	5	1	0	42
Percentage	37.2%	48.8%	11.6%	2.3%	00%	100%

Table 22 states that (37.2%) of the students strongly agree with the idea that technology is the recent tool used in the teaching learning process nowadays, (48.8%) agree, (11.6%) are neutral, (2.3%) disagrees with idea, and no one strongly disagrees.

Q20. The use of technology helps students to achieve and increase their performance

Table 23

The Use of Technology Helps Students to Achieve and Increase their Performance

Suggestions	Strongly agree	Agree	Neutral	disagree	Strongly disagree	Total
Frequency	18	17	7	0	0	42
Percentage	44.2%	39.5%	16.3%	00%	00%	100%

Table 23 illustrates that (44.2%) of the sample strongly agree with the idea that the use of technology helps students to achieve and increase their performance, (39.5%) agree, the rest (16.5%) prefer to be neutral, and no one disagrees or strongly disagrees.

Q21. The use of technology can raise the learners' motivation

Table 24

Students' Opinions About Whether the Use of Technology Can Raise The Learners' Motivation

Suggestions	Strongly agree	Agree	Neutral	disagree	Strongly disagree	Total
A.F	22	18	1	1	0	42
R.F	52.4%	42.9%	2.4%	2.4%	00%	100%

As Table 24 illustrates, (52.4%) of the sample strongly agree with that the use of technology can raise the learners' motivation, (42.9%) agree, (2.4%) is neutral, (2.4%) disagrees, and no one strongly disagrees.

4.10. Discussion of The Results

4.10.1 Discussion of the students' questionnaire results

The analysis of the students' questionnaire states many points and facts, and it reveals a range of major factors. Also, the students' answers and attitudes towards the use of Technology in EFL classes were very clear and precise.

According to the students responses on the questionnaires, the answers were often very definitive and stressed that technology was welcome in the EFL classroom, and

this appeared especially with open-ended questions, which encourage students to share their views about how technology tools can help in EFL classes. Most of them support the use of technology tools during in EFL classes because of many reasons they mentioned. However, EFL students are interested in using technology in their classes they had experience with as most students around the world nowadays, and they found themselves more comfortable with it in the process of learning.

The analysis shows that most students that study English are females, and they are young, which proves a famous theory that females are better language learners than males, since young females have more capacities such as speaking and listening, in order to the elements of language such as vocabulary and grammar than males, who prefer to stick to only a handful of practical methods of learning. However, most of them stated that their choice to study English was personal.

In addition, most of the students' reactions to the use of technology were optimistic. They prefer teaching methods that require technology tools because they enjoy when using them in their classes. It additionally was felt that whenever applied effectively and step by step, the utilization of technology tools in the EFL classroom could assist to benefit the lesson generally.

Most of them think that technology tools are very important motivated, and beneficial for their studies. They prefer to see new teaching methods which can increase their performance or suit their learning styles during their studies. This is because they see the traditional methods that are used until very boring, and this why they prefer to see methods of teaching with the use of the different technology tools in their classes. In addition, most of them like the use of platforms in the learning process, and they support it as a tool that can be used in education, since it is

beneficial and learnable according to them. However, most of the students stated that technology will definitely replace traditional methods in the future, and they justified with that it makes it easy to learn and that the traditional methods are going to be no more used in the furtre.

The majority liked the use of data show in their classes, and some liked the use of mobiles and online media in some way. Also, some of them agree and others strongly agree with the benefits of this new method of teaching. and they see it as a motivate point that can increase the students' performance. Finally, according to the students through the results of their answering on the questionnaire, technology is going to be the leading tool of education.

4.10.2. Discussion of the teachers' questionnaire results

The analysis of the teachers' questionnaire also states many facts. All of them have Magister, Master or PhD degree. Their experiences in teaching English as foreign languages are totally different. When they have been asked about whether they face some problems in their teaching methods or not, most of them stated that they did not face any problems or difficulties with their methods of teaching, and those who said yes they said that they deal these difficulties through varying their methods.

All of them have experience with the use of technology tools in teaching. The majority used to use data show in their classes, and there are who use laptops and smart phones. However, more than the half of teachers received some training on how to combine their presentations with technology tools. When they have been asked about the importance of the use of technology in EFL classes, most of them saw the use of technology in EFL classes very important. Moreover, they said that they use

technology tools in their EFL classes which is an encouraging point, and they said that that its use is effective and useful. Unfortunately, most teachers stated that they use technology just a little, and just few teachers said they use it very much or much. According to them through the results of their answers, this because of that there is lack of pedagogical support and equipment, which should be always provided by the authorities to be used in education.

Most teachers agree that technology is the best motivational tool can be used in the EFL classes. Also, the majority agree that the use of technology in education can enhance all language skills, writing, speaking, reading, and listening. As they agree that the use of technology can increase students' motivation and classroom interaction. In the same time, they see that the use of Technology can develop students' learning and performance.

The majority of teachers that the online and in class learning enhance each other, and they justified their answer with that they are, online and in class learning, different in design, in practice, in tools, and in objectives so that they complete each other and facilitate the learning process.

However, when they have been asked about whether they have any difficulties in the choice of the technology tools used in their presentations, many of them said yes, and this is probably because there is no instructions from the administration concerning this issue.

Teachers here advise the students use technology but do not rely totally on it. This is because relying totally on technology can lead to many unwanted results for students.

As it is noticed, EFL teachers really support the use of technology tools in their classes, but they still face some problem concerning the lack of equipment and pedagogical support, which is a serious problem that should be handled by the authorities, even though they use their own technology tools whenever they get the chance.

Conclusion

The most significant issue that can be noticed from this study was that technology is a major factor in today's education. In addition, it is really important to be able to use technology today, and also have the opportunities to discover new technology tools.

From this study, the attitudes of EFL teachers and students towards the use of technology in EFL classes are positive. They like the idea of using technology in education since they are in technology era.

General Conclusion

This investigation of both teachers' and students' attitudes towards the use of technology in EFL classes states that EFL teachers prefer to use technology tool in their classes, but they are suffering of the lack of equipment. On the other hand, EFL students do the same thing into the use of technology tools, and they hope to see their teachers always ready to teach them with the use of technology in the right way.

EFL students liked the idea of using platforms in the learning process, and those platforms do not exist without teachers. This leads to a fact which is that the role of the teacher can not be replaced.

Both teachers and students support the use of technology tools in EFL classes. They stated that it is so important to use them in the teaching process because they are so effective. But unfortunately, not all teachers use them much, and the students see the traditional methods boring. The results of this study indicate that teaching and learning based on technology is more productive compared to traditional teaching methods.

Technology provides contact between students and teachers, provides understandable input and feedback, enables students to improve thinking abilities, supports the autonomy of students and makes them feel more comfortable, and raises the motivation of students to learn a language effectively

Ultimately, technology use affects positively on EFL students, in the means of motivation, interaction and performance, and it makes it easy on the teachers to teach.

Limitations of the Study

In this dissertation, I relied on the questionnaires to gather data. The university of Biskra lacks some equipment which leads to a little problem which is that implementing technology in EFL is more difficult so that the teachers have no thing to do since it is out their hands. However, they insist to use it whenever it is possible.

Suggestions and Recommendations

To incorporate technology into language teaching ,teachers need some support and training, so that they will always be persuaded of technology's importance and benefits in enhancing learners' learning. The analysis of this study showed that it can offer a lot of benefits to teachers and learners when technology is used properly.

However, technology is a tool that students should use because it allows them overcome their learning difficulties and find more ways to use whatever they have learned in ways that are productive and meaningful. Also, the study showed that students can use technology to strengthen their language skills because it plays a key role in improving the imagination of students and providing them with interesting, fun and exciting language learning approaches.

We recommend that technology such as computers and other learning tools should be available, on an equitable basis for use, for enhancing student learning and teacher professional development.

 The administration should check the old provided technology tools from time to time to make sure of its effectiveness. The same thing should happen with the equipped classrooms and laboratories, such as the ones the EFL teachers use to teach

phonetics. Also, technology is so important when it comes to listening skill tests, and even in the wide amphitheaters where it is really necessary to use microphones.

There should be some instructions for the students about how to use technology outside the classroom to get the most of it. In addition, they should receive some training on how to use the platforms and search engines correctly. For example, they should be taught on how to use google scholar engine as a real researcher.

Discussion of the Hypotheses and Research Question

The question of the research is what are the attitudes of teachers and students toward the use of educational technology, and through the results of this study, the teachers and students stated their point of views. The teachers' and students' attitudes towards the use of technology are positive. They really support the idea of using the different technology tools in EFL classes.

The first hypothesis of the research is that EFL teachers and students support the use of educational technology in EFL classes. From the results of this study, this hypothesis is true, EFL teachers and students really support the use of educational technology, and they see it as an effective factor that can improve the level of education.

The second hypothesis of the research is that the use of educational technology has remarkable positive effect on both EFL teachers and students, and through the results of this study, this hypothesis is true, the use of educational technology has a positive effect on both EFL teachers and students.

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Appendices

Appendix A

Teachers' Questionnaire

Dear teachers,

   We would be very grateful if you accept to answer the questionnaire below. It aims at investigating teachers' and students' attitudes towards the use of Educational Technology in EFL classes.

Thank you very much indeed

Section One: Background Information

Q1. What is your Qualification of education?

   a- License

   b- Magister/Master

   c- PhD

Q2.How long have you been teaching English as foreign language?

   a. Less than 5 years

   b. 5-10 years

   c. 10-15 years

   d. More than 15 years

Q3. Did your students face difficulties with your method of teaching?

a. Yes

b. No

Q4. If yes, how you deal with these difficulties?

……………………………………………………………………………………

……………………………………………………………………………………

Q5. Have you ever used tools of technology in your lessons?

a. Yes

b. No

Q6. If yes, what tools are you using?

a. Laptop

b. Smartphone

c. Tablet

d. Data show

e. Other tools………………………………………………………….

Q7. Did you receive any training how to combine your presentation with technology

tools?

a. Yes

b. No

Section Two: Technology Use and Importance

Q8. What do you think in the use of technology in EFL classes?

   a. very important

   b. Important

   c. not important

Q9. Do you use technology in EFL classes?

   a. Yes

   b. No

Q10. If yes, how do you find its use?

   a. Effective

   b. Useful

   c. Boring

Q11. How often do you use this method in high education?

   a. Very much

   b. Much

   c. A little

   d. Not at all

Q12. Why?

……………………………………………………………………………………..

…………………………………………………………………………..

Section Three: Teachers' Attitudes towards The Use of Technology

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1. Technology is the best Motivational tool can be used in the EFL classes					
2. The use of Technology in education can enhance all language skills (writing, speaking, reading & listening)					
3. The use of Technology can increase students' motivation and classroom interaction					
4. The use of Technology can develop students' learning and performance					

Q13. How would you describe the relationship between the online and in class

learning?

  a. Enhanced each other

   b. Relevant to each other

   c. No connection between the two

Q14. Justify, please :

……………………………………………………………………………………………

……………………………………………………………………………………………

Q15. Do you have any difficulties in the choice of the technology tools used in your

presentations?

   a. Yes

   b. No

Q16. What advice would you give to a student considering Technology for the

first time?

……………………………………………………………………………………………

……………………………………………………………………………………………

Q17. Any suggestions about the topic

……………………………………………………………………………………………

……………………………………………………………………………………………

Appendix B

Students' Questionnaire

Dear students,

Here we have some questions about Educational Technology and the use of technology in teaching and learning English as a foreign language. So, we wish you answer them putting a cross X on the right response in order to add a comment when it is necessary.

Thank you very much indeed

Section one: General Information

Q1. Students' gender:

a. Male

b. Female

Q2. Your choice of English was:

a. Personal

b. Parental (family)

Section Two: Technology use and importance

Q3. You can describe the methods used in teaching English as foreign language (EFL) classes by:

a. Useful

b. interested

c. Unworkable

Q4. Why?

…………………………………………………………………………………………………
…………………………………………………………………………………………………

Q5. How important is the use of technology in the learning process?

    a. Very important

    b. Important

    c. Not important

Q6. Why?

…………………………………………………………………………………………………
…………………………………………………………………………………………………

Q7. How do you feel when technology tools are used while presenting a lesson?

    a. Motivated

    b. Boring

    c. Indifferent

Q8. Please, justify :

…………………………………………………………………………………………………
…………………………………………………………………………………………………

Q9. How do you find the integration of technology in EFL classes?

    a. Beneficial

    b. Useful

    c. Not interesting

Q10. Justify your answer :

…………………………………………………………………………………………………
…………………………………………………………………………………………………

Q11. Do you prefer the use of technology in EFL classes?

   a. Yes

   b. No

Q12.. Why?

……………………………………………………………………………………………
……………………………………………………………………………………………

Q13. Which type of technology you prefer in EFL classroom?

   a. Data-show

   b. Mobile- assisted learning

   c. Projectors

   d. Online media

Q14. Do you think that the use of platforms can be effective in the learning process?

   a. Yes

   b. No

Q15. How do you find its use?

   a. Beneficial

   b. Learnable

   c. Not interested

Q16.

	Very much	Little	Not important

To what extent do you think that using

Technology is important in EFL classes?

Q17. Do you think that Technology can replace traditional methods in the future?

    a. Yes

    b. No

Q18. If yes justify:

………………………………………………………………………………………

Section Three: Students' opinions about using Technology in EFL classes

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Q19. One of the difficulties you may face during your learning is the teachers method.					
Q20. The teacher should choose the appropriate method of teaching in EFL classes.					
Q21. Nowadays, Technology is the recent tool used in the teaching learning process.					
Q22. The use of Technology helps students to achieve and increase their performance.					
Q23. The use of Technology can raise the learners' motivation.					

Q24. Please, any suggestions about the topic :

………………………………………………………………………………………

………………………………………………………………………………………

ملخص

تهدف هذه الدراسة للكشف عن آراء أساتذة وتلاميذ قسم اللغة الإنجليزية بجامعة محد خيضر في ولاية بسكرة نحو استعمال التكنولوجيا للتعليم في أقسام اللغة الإنجليزية المعتبرة كلغة أجنبية. بمعنى آخر، هذه دراسة لمدى تأثير استعمال التكنولوجيا في تدريس اللغة الإنجليزية كلغة أجنبية على تحفيز وتفاعل وأداء الطلبة.

تم توجيه استبيانات إلى اثنان وأربعون (42) طالبا من السنة الثالثة في قسم اللغة الإنجليزية وثلاثة عشر أستاذا من نفس القسم،

المنهجية المتبعة في هذه الدراسة كانت من خلال إتباع مقاربة كمية بالإضافة إلى تحقيق أهداف الدراسة الحالية.

وكنا قد وضعنا فرضيتين إحداهما أن أساتذة وطلبة اللغة الانجليزية كلغة أجنبية يؤيدون استعمال التكنولوجيا في التعليم، وقد تبين صحة هذه الفرضية من خلال هذه الدراسة. أما الفرضية الثانية فهي أن استعمال التكنولوجيا في أقسام اللغة الانجليزية كلغة أجنبية لها تأثير ايجابي على الأساتذة والطلبة على حد سواء، ومن خلال هذه الدراسة تبين أن هذه الفرضية كذلك صحيحة.

بينت نتائج هذه الدراسة بأن استعمال التكنولوجيا في أقسام اللغة الإنجليزية له تأثير فعال على كل من الأساتذة والتلاميذ أين صرحوا بفعاليتها في التدريس والتعليم على حد سواء، حيث بينوا أن استعمالها يؤدي إلى تحفيز طلبة اللغة الإنجليزية كلغة أجنبية وزيادة تفاعلهم مع رفع أدائهم.