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**THE IMPACT OF INCORPORATING MODERN TECHNOLOGY  
(EDUCATIONAL APPLICATIONS) TO FACILITATE LEARNING  
ENGLISH AS A FOREIGN LANGUAGE  
CASE OF 3RD YEAR STUDENTS EFL OF EL CHADLI BENDJEDID  
UNIVERSITY AT EL TARF**

Dissertation submitted in partial fulfillment of the requirements for the Master's Degree in  
Didactics of English.

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## **Dedication**

To those who supported and encouraged us to accomplish our educational path, our parents, teachers and the educational staff.

We would like to express our sincere gratitude to my friend and partner who helped me to supplement this research work. I am very thankful for his patience.

To all my family members and my friends, who helped me to survive the stress all along my educational process.



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We would to thank the students of the English language department at El tarf University for their contribution. Finally, our heartfelt appreciation go to all teachers of the English department at El tarf University.



## **Abstract**

The purpose behind this academic research is to shed light on the role of using educational technology and its effectiveness in the field of EFL teaching and learning. Nowadays, it is commonly known that the everyday use of technology has an Impact in our life, there are several technological tools and devices meant to facilitate the teaching and learning process. In the past, the teaching and learning process of language were done between the instructor and the learner without any additional material , However , the presence of technology today made learning so much more than a limited process, with its effective options to improve students language, develop their different skills and get them even more involved in their studies, a case study was conducted at El Chadli Bendjedid eltarf University , specifically , the English department , in order to find out if technology is effective in improving students proficiency and increasing their motivation and engagement, where students were selected as the sample population ,a questionnaire was used as a research instrument and data collection tool , the data collection was analyzed quantitatively. The findings of the study revealed that learners find the educational technology very effective and support it; the results obtained affirm that using technology especially educational applications tools in EFL learning have a positive impact on learners ; it enhances language learning and keeps students motivated. Moreover, all the participants recognized the importance and effectiveness of using educational technology and its significant role in the field of EFL.

## الملخص

الغرض من هذا البحث الأكاديمي هو تسليط الضوء على دور استخدام التكنولوجيا التعليمية وفعاليتها في مجال تعليم وتعلم اللغة الإنجليزية كلغة أجنبية. في الوقت الحاضر، من المعروف بشكل شائع أن الاستخدام اليومي للتكنولوجيا له تأثير إيجابي

في حياتنا، وهناك العديد من الأدوات والأجهزة التكنولوجية التي تهدف إلى تسهيل عملية التعليم والتعلم. في الماضي، كانت عملية التعليم وتعلم اللغة تتم بين المعلم والمتعلم دون أي مواد إضافية تساعد في سير العملية. ومع ذلك، فإن وجود التكنولوجيا اليوم جعل التعلم أكثر من مجرد عملية محدودة، مع خياراتها الفعالة لتحسين لغة الطالب، وتطوير مهاراتهم المختلفة، وجعلهم أكثر انخراطاً في دراستهم. تم إجراء دراسة حالة في جامعة الشاذلي بن جديد بالطارف وتحديداً

في قسم اللغة الإنجليزية، حيث تم اختيار الطالب كعينة للدراسة. تم استخدام استبيان كأداة بحث أداة لجمع البيانات، وتم تحليل البيانات التي تم جمعها بشكل كمي. كشفت نتائج الدراسة أن المتعلمين يجدون التكنولوجيا التعليمية فعالة جداً ويدعمونها؛ وتؤكد النتائج التي تم الحصول عليها أن استخدام التكنولوجيا، خاصة تطبيقات الأدوات التعليمية في تعلم اللغة الإنجليزية كلغة أجنبية، له تأثير إيجابي على المتعلمين؛ فهي تعزز تعلم اللغة وتحافظ على تحفيز الطالب. عالوة على ذلك، اعترف جميع المشاركين بأهمية وفعالية استخدام التكنولوجيا التعليمية ودورها الكبير في مجال تعليم اللغة

الإنجليزية كلغة أجنبية

الكلمات المفتاحية: التكنولوجيا التعليمية، اللغة الإنجليزية، الأجهزة اللكترونية، التعليم.



## Résumé en français :

Le but de cette recherche académique est de mettre en lumière le rôle de l'utilisation des technologies éducatives et leur efficacité dans l'enseignement et l'apprentissage de l'anglais comme langue étrangère. Actuellement, il est couramment admis que l'utilisation quotidienne de la technologie a un impact positif sur nos vies, et il existe de nombreux outils et dispositifs technologiques visant à faciliter le processus d'enseignement et d'apprentissage. Par le passé, le processus d'enseignement et d'apprentissage des langues se déroulait entre l'enseignant et l'apprenant sans aucun matériel supplémentaire pour aider au déroulement du processus. Cependant, la présence de la technologie aujourd'hui a rendu l'apprentissage bien plus qu'un processus limité, avec ses options attrayantes pour améliorer la langue des étudiants, développer leurs diverses compétences et les rendre plus engagés dans leurs études. Une étude de cas a été menée à l'Université Chadli Bendjedid à El Tarf, en particulier dans le département d'anglais, où les étudiants ont été choisis comme échantillon pour l'étude. Un questionnaire a été utilisé comme outil de recherche pour collecter les données, qui ont été analysées quantitativement. Les résultats de l'étude ont révélé que les apprenants trouvent les technologies éducatives très efficaces et les soutiennent ; les résultats obtenus confirment que l'utilisation de la technologie, en particulier les applications d'outils éducatifs dans l'apprentissage de l'anglais comme langue étrangère, a un impact positif sur les apprenants ; elles améliorent l'apprentissage des langues et maintiennent la motivation des étudiants. En outre, tous les participants ont reconnu l'importance et l'efficacité de l'utilisation des technologies éducatives et leur rôle important dans le domaine de l'enseignement de l'anglais comme langue étrangère.

**Mots-clés :** technologies éducatives, anglais, dispositifs électroniques, enseignement.

## TABLE OF CONTENTS

Dedication	I
Acknowledgement	II



Abstract in English	III
Abstract in Arabic	IV
Table of Contents	V
List of Tables	VIII
List of Figures	IX
Key to Abbreviations	X
General Introduction	1
Introduction...	1
Statement of the problem	2
Aim of the study	3
Structure of the study	3
Methodology	3
<b>CHAPTRE ONE: LITERATURE REVIEW</b>	<b>5</b>
Introduction	5
1 Definition of Technology	5
2 Traditional and Modern Technology	6
3 Definition of Educational Technology	7
4 The History of Using Technology in EFL Learning and Teaching	8
5 Learning Theories and their Relation to the use of Technology	15
6 Teaching Methods and their Relation to the use of Technology	17

7 Modern Technologies that contribute in Enhancing students skills	18
8 Benefits and Drawbacks of Using Technology	23
Conclusion	25
<b>CHAPTER TWO: CASE STUDY</b>	27
Introduction...	27
1. Research Objectives	28
2. Population and sampling	28
3. The Research Instruments	29
4 Questionnaire and analysis	29
4.1 Questionnaire description...	29
4.2. Quantitative Data analysis	31
4.3. Questionnaire's results and analysis	31
Conclusion...	54
<b>CHAPTER THREE: <u>DISCUSSION</u> SUGGETIONS AND RECOMMENDATIONS</b>	55
1. SUGGESTIONS AND RECOMMENDATIONS	56
2. Limitations of the study	58
2.1. Sample Size and Representation...	58
2.2. Generalizability	58
2.3. Measurement of effectiveness	58
2.4. Temporal factors	58

2.5. Technology accessibility	59
2.6. Ignoring specific technologies	59
2/7. Impact of external factors on the effectiveness of technology in language learning	59
<b>GENERAL CONCLUSION</b>	<b>60</b>
List of references	63
Appendices	



## List of Tables

Table.1: English Learning Technologies	31
Table.2: Typical Use of Technology for Learning English	33
Table.3: Impact of Technology on English Language Learning	34
Table.4: English Learning Motivation via Technology	35
Table.5: Top-Engaging Features of Technology for Learning English	37
Table .6: Enhancing English Learning: Online Community Insights	39
Table 7: The Best Language Skills for Technology-Assisted Improvement...	40
Table.8: Participant Feedback on Personalized Learning Technology	42
Table.9: Technology Satisfaction in English Learning	45



## **List of Figures**

Pie Chart.1: Effectiveness of Technology in English Language Learning

Pie Chart.2: Key Themes in Responses Regarding Educational

Pie Chart.3: Feedback on the Helpfulness of Technology in English Language Skills

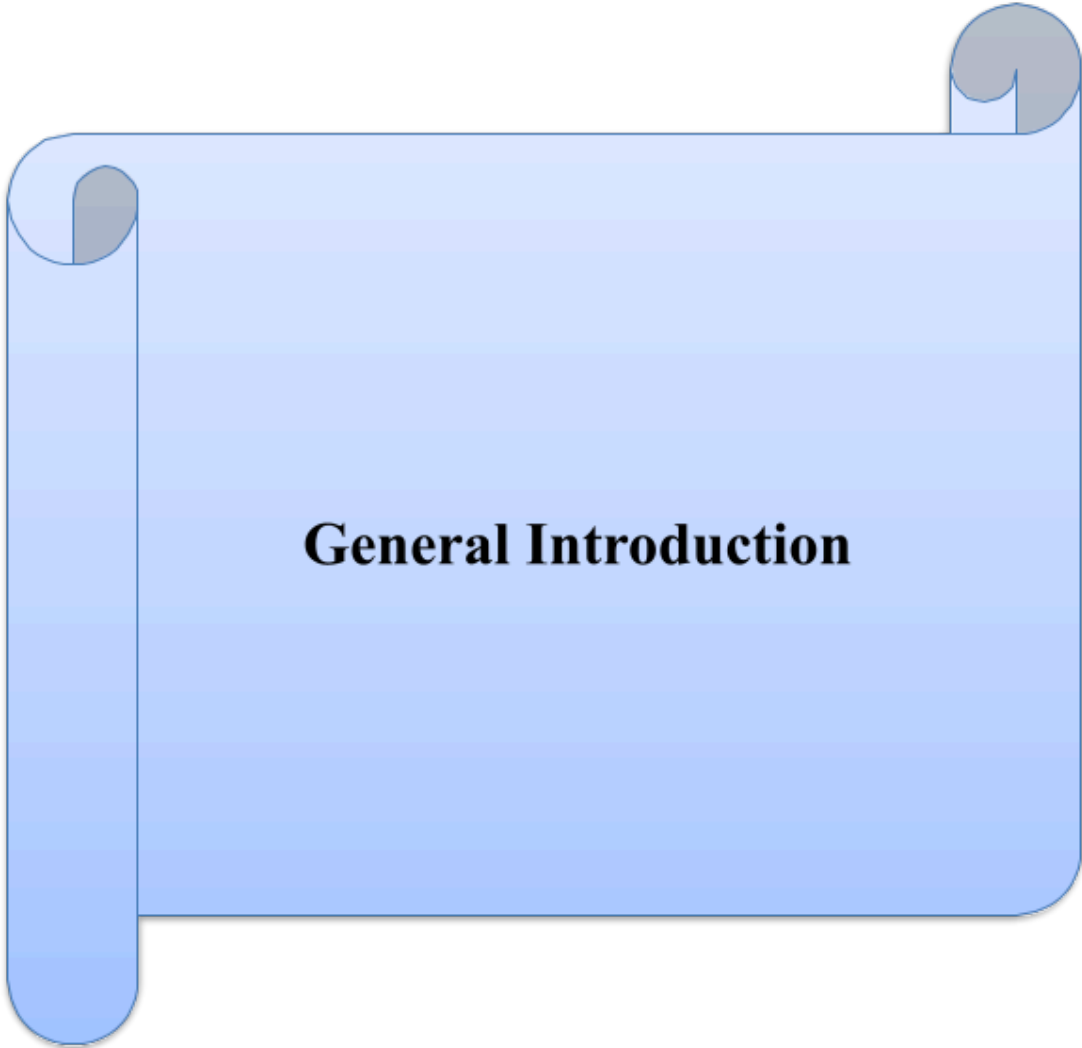
Development

Pie Chart.4: Participants' Engagement with Technology for English Learning



## **KEY to Acronyms**

CALL	Computer Assisted Language Learning.
CBA	Competency-Based Approach.
EFL	English as a Foreign Language.
ICT	Information and Communication Technology.
TEFL	Teaching English as a Foreign Language.
(Ed Tech)	Educational Technology.



## **General Introduction**



# **General Introduction**

## **General Introduction**

### **Introduction**

In today's digital era, technology has penetrated all aspects of our lives, including education. This integration has resulted in the incorporation of technology into the learning of English as a Foreign Language (EFL). Nowadays, the use of technology has a significant impact on people's personal, professional, and educational lives. Technology is a great instrument that contributes to the availability of rich sources of educational materials, such as audio, video, and images. This can help learners enhance their proficiency levels and language skills. Thanks to technology, students now have easy access to these resources, which allow them to learn and practice the language. Furthermore, technology offers interactive tools that enable students to participate in learning activities. For example, different programs and applications can be used to improve listening, speaking, reading, and writing skills in modern ways. Furthermore, students can participate in interactive exercises, play educational games, and communicate with classmates, which helps develop their language abilities and build their confidence in using the English language. It can also be used to deliver personalized learning experiences that suit students' needs.

### **Statement of the Problem**

Using technology to learn languages is an applicable and successful alternative to traditional techniques. It gives learners the opportunity to study the language. Therefore, it is essential to depend on creative techniques to help students develop themselves and their language skills. Therefore, this study sheds light on the advantages of utilizing technology in



## **General Introduction**

the field of learning English as a foreign language. In this context, the research demonstrates the effectiveness of incorporating technology to improve the process of learning English. Additionally, it sheds light on the possible benefits of utilizing technology. The research contributes to a comprehensive understanding of the role of technology as a tool for learning English effectively.

### **AIM OF THE STUDY:**

The purpose of this research is to investigate the effectiveness of using technology in EFL learning. The study aims to discover how the integration of technology, such as digital tools, online resources, and interactive platforms, can improve the language learning process and students' English skills. It also aims to evaluate the impact of technology on their abilities. Moreover, the study seeks to find out the perceived benefits received by English students.

### **Research questions:**

1. Is technology-enhanced language learning effective in improving students' language proficiency?
2. How does technology affect the students' motivation and engagement?

### **Hypothesis:**

1. Modern technology is very effective in improving student's language proficiency levels.
2. Technology increases learner motivation and engagement to learn English .



## **General Introduction**

The overall aim of this study is to investigate the effectiveness of the use of technology at enhancing the learners' language proficiency. The study also attempts to figure out the EFL student's perceptions towards the role of technology in enhancing their motivation and engagement.

### **Structure of the study:**

The structure of the study is divided into three chapters; the first chapter has been divided into two sections: the first section gives an overview of learning EFL, while the second section deals with the use of technology such as educational applications by students, and their perception toward its effectiveness in facilitating and improving EFL learning, also their choices about its role in enhancing motivation and engagement. The second chapter begins by laying out the practical part of the research, it consists of two sections. The first section concerned with the methodology used for this study, whereas the second presents the analysis and interpretation of the research findings. The third chapter gives the discussion of the results, recommendations and suggestions.

### **Methodology:**

#### **Choice of the method:**

In this study, a descriptive methodology is used to examine students' opinions toward the effectiveness of incorporating modern technology such as educational applications in facilitating learning EFL. Additionally, data are examined quantitatively.



## **General Introduction**

### **Population and sampling:**

40 Third year English students at Elchadli Bendjedid university Eltarf are chosen as a sampling population for this research because they are advanced learners and they are expected to have enough experience in using technology as a tool for learning and improving their skill.

### **Data Collection Tools:**

To answer the research questions of this study, a questionnaire was used as a main research tool that seems the most appropriate methodological procedure. In order to collect the necessary data. Moreover, the obtained data were collected through an online questionnaire that was posted and sent on both a closed Facebook group of EFL students.



**CHAPTER ONE:  
LITERATURE REVIEW**

## **CHAPTER ONE: LITERATURE REVIEW**

### **Introduction:**

No one can ignore the role of technology in our life generally and in the process of teaching learning specifically. Technology stands for promoting the basic skills: listening, speaking, reading and writing; which are the most important elements in learning any language. Besides the role of technology inside the classroom, which increases students' understanding and achievement, it could be also a tool to continue learning beyond classroom. Through technology, they can strengthen their weaknesses and improve their levels.

This chapter focuses on using technology to enhance the learning experience of the English language. First, it starts with defining the key concepts: technology, ICTs and educational technology. Second, it provides a brief history about technology in language teaching and learning, types of technologies that are commonly used in EFL classes. Next, it deals with the importance of using technology for learning, benefits of technology in improving the students' level, modern technologies contribute in enhancing the their skill. Finally, it states some drawbacks of technology.

### **1 Definition of Technology**

Technology is a broad and multifaceted term which has appeared recently. It emerges rapidly in all domains and fields of life. Ginés (2003) claims that "Technology is a multifaceted and only recently coined term. A precise definition of 'technology' is not only difficult, but

## **CHAPTER**

elusive since its scope and meaning continue to evolve"(p. 9). So, it is difficult to have a specific definition of technology because of its large scope. Tuchel (1967) gives a concrete and inclusive definition (as cited in Rapp, 1981, p. 35). He claims that: Technology is the general term for all objects, procedures, and systems, which, on the basis of creative construction are produced for the fulfillment of individual and social needs, which through defined functions, serve certain purposes, and in their totality change the world. Technology refers to any created tools, materials, systems and applications that are needed to complete a task efficiently. Generally speaking, technology is the body of knowledge to use tools, systems, methods, techniques and applications in order to accomplish different tasks in our daily lives. It is applied and wide spread in all domains; we use technology at work, business, for communication, in transportation and for learning.

### **2 Traditional and Modern Education**

Teaching is the act of giving information and helping learners to get knowledge by providing different courses. It requires preparation and training. However, Learning is acquiring or getting knowledge consciously. It is the act or process of acquiring new knowledge or increasing existing knowledge, and skills. It occurs as part of education (Nomass, 2013).

The teaching process has developed through time starting by the use of chalk till the appearance of educational technologies such as computers. Therefore, there are differences between the traditional and modern education. Each method has specific characteristics. Traditional education focuses more on the teacher rather than the learners. The teachers have

## **CHAPTER**

all the responsibility and have the opportunity to talk during the lesson whereas the students are passive and have limited opportunities to talk. They just receive information. Traditional education depends on the method of memorizing and neglects the use of critical thinking. It depends on simple teaching materials such as chalk and blackboard which are used by the teacher to improve his teaching. (Belias et al. 2013) Today, there are rapid changes in different fields. Due to these changes, the educational system has developed and the way of teaching has changed because the technological revolution pushes educators to search for suitable technologies for the educational system. Hence, modern education is based on technological materials. It offers different tools of sharing information. The teacher is considered as a guide for his learners. This helps them to develop autonomy. Modern teaching takes into account the individual differences among the learners and their needs. Consequently, they have more opportunities to develop their abilities. (Belias et al.2013).

### **3 Definition of Educational Technology**

Educational technology or 'EdTech' is a wide field. It refers to the use of any kind of technologies to facilitate teaching and learning process. Molenda and Januszewski (2008) argue that "Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources"(p. 1), that is to say, educational technology is a field of practices and activities that need the use of technological devices for the purpose of promoting and enhancing teaching- learning process. Selwyn (2011) provides another definition for educational technology in which

## CHAPTER

he claims that: "Educational technology does not simply refer to the material technologies and tools that are used in educational settings. It should now be clear that it makes sense to see digital technologies as simply part of the furniture of educational settings" (p. 17). So, educational technology is not only about tools and technological devices that are used in learning but rather it refers to the necessity of offering those tools and materials as part of furniture in which every classroom must possess different digital technologies, in addition to systems and applications which lead to the desired goal or outcome.

### **4 The History of Using Technology in EFL Learning and Teaching**

Technology is defined as the application of scientific knowledge to the practical aims of human life (The editors of Encyclopedia).

Since technology is used in all the different fields of life, it is used in education too and in language learning specifically. With the proliferation of English around the world in modern life; the number of people learning English is increasing day after day which led to using new different teaching methods based on technological materials such as films or videos. Technology brought out the language learning process from its traditional form to a broader and more effective form where the teacher becomes a guide or instructor instead of a determiner and information provider, and the learner becomes a researcher for information instead of a passive receiver. This shows how technology has affected the learning process. Graddol (1997.16) stated that "technology lies at the heart of globalization process affecting education, work and culture "The early use of technology in language learning was traced back to pre-19th

## CHAPTER

century with the use of books. Unlike nowadays, books before the nineteenth century were deemed the height of technology. They were considered as the most important tool for educating the nobles, especially for languages, since it was a sophisticated art to pursue and learn a foreign languages in the medieval Europe, especially French and Italian (Glass,n.d).In the 1800s, and because of the ideas stating the importance of including visuals and language sensation in the learning process, the magic lantern appeared. This tool which is a predecessor to today's projectors, was based on presenting and changing images in front of the learners on a screen which provides better understanding and clarification (Glass,n.d). Technology continued to develop and flourish day after day replacing the basic tools by new ones such as slide projectors instead of the magic lantern, white boards instead of slates. However, communication, which is an important factor for language learning, was not taken into consideration. In order to speak a foreign language effectively, a learner needs to hear the language authentically spoken first. For that reason, the language labs appeared eventually in the 1950s. In a language lab, a record of the target language is to be played for the learners to listen to native speakers pronunciation and then provide them with questions to answer (Glass,n.d). In the 1970s, hypertext, hypermedia, electronic mail system in addition to home computers appeared and started to be used in language learning.

Home computers were used to practice languages in form of drill and repetition , in addition to offering learning items such as vocabulary drills. The problem here was that these computers were not made for the personal use, a problem that was solved in the in the 1980s

## CHAPTER

by the first appearance of personal computers and microcomputers. Their appearance resulted in increasing the role of computers in learning since it gave the students more autonomy and control. These devices contained word processors, grammar checkers and other techniques which are really helpful for language learning. Other tools were available too such as electronic books, video cassettes recorders and CD-Roms (Grace and Kenney,2003).After the 1980s, the internet eventually appeared as a revolutionary invention affecting the way computers were used for language learning. This new technology has provided access to a wide range of educational materials and facilitate communication between learners and native speakers from around the world in addition to many other advantages (Guazzi,2015).

In 2005, laptop computers were introduced and the internet became accessed through wireless and pocked computers. Later on, many technological devices were available in schools and universities (Grace and Kenney, 2003). The globalization process has made English a universal language used in all the important domains which results in teaching English in many countries around the world as a second or foreign language. Graddol (1997.16) declared that: “The use of English language has increased rapidly after 1960. At present the role and status of English is that it is the language of social context, political, socio-cultural, business, education, industries, media, library, communication across borders, and key subject in curriculum and language of imparting education”.

## **CHAPTER**

The English language can be taught for both kids and adults for specific or academic purposes. Here technology has influenced EFL learning and teaching by making learning interesting and teaching more productive (Solanki and Phil,2012).

The main role of technology in EFL learning is facilitating, fostering the learning process and make it motivating and interesting. This happens through the use and integration of specific materials in the educational system. Educational technology supports EFL teaching by providing computers, language labs and audio-visual aids. These technological tools enrich the teaching process in addition to making learners more interested and motivated which makes it essential to use technology in EFL learning. Educational technology can provide many devices which make the teaching and learning process more effective (Solanki and Phill, 2012). Using educational technology in EFL learning and teaching provides many advantages.

The different technological tools improve communication between learners in the first place such as the use of world wide web which has made it easy and instant to contact people that speak the target language with no need to move or travel. Additionally, there is the multimedia which offers authentic situations for

## CHAPTER

practicing the language. This tool of communication suits learners who are too shy to show up and speak (Rodinadze and Zarbazoia,2012).

The use of technology in EFL classroom presents many advantages. It provides suitable activities that help learners to learn and practice the target language effectively. It also offers a wider access of information. There is network chatting as an example. It provides a suitable environment to learn speaking and listening which fosters the development of their communicative capacities. When learners use the internet or a social media platform such as Facebook , they can learn about the English speaking communities and their culture which helps developing their communicative skills, and therefore, the way they use the language. (Rodinaze and Zarbazoia, 2012).

The use of technology can bring easiness and joy to learning even without the help of the internet . This happens through the use of images, graphics and other aids provided by the computer which makes learning an exciting process .Thus, it can be claimed that the educational system had changed, because of technology, from the teacher centered approach in which learners are passive receivers of the information, to the student-centered approach in which the

## **CHAPTER**

learners are more active and they can be independent enough to improve their critical thinking and problem-solving capacities (Rodinadze and Zarbazoia,2012).

### **Information and Communication Technology (ICT):**

Nowadays, technology covers all aspects of our lives especially education. It is an important instrument for EFL teaching since it provides different materials including the following:, language laboratories, audiobooks and audio visual aids.

#### **Language Laboratories:**

Language laboratories play an important role in language learning and specifically EFL learning. It is a space or a room equipped with technological materials and audio-visual aids such as computers, projectors, videos and audio-recorders with the aim of practicing and improving the listening- speaking capacities helping the learners to master the target language. Language laboratories create a suitable atmosphere for language practice by making the learners more comfortable and the learning process more interesting and motivating. They provide several aids that facilitate the learning process as they allow listening to native speaker's conversations, songs and stories. (Cesar and Brenes,2006).

#### **Audio-books:**

Audio-books showed up for the first time in 1931 as a tool to help blind adults to listen to books, but it's clear that the use of this tool has gone far beyond its original purpose: it started to be used to develop children's reading comprehension in addition to assist struggling

## **CHAPTER**

readers (Kartal and Simsek,2017).

Audio-books present several opportunities and advantages that support their use in EFL learning and teaching. First of all, they are not restricted in time or space, they can be listened to at any time everywhere. Secondly, computers, MP3 players, smart phones and walkmans are devices that audio-books are to be played on. Furthermore, audio-books are read by professional narrators, even the authors themselves. Thus, audiobooks are a very effective tool to be integrated into EFL teaching (Kartal and Simsek,2017).

### **Audio-Visual Aids:**

Language classes which are equipped with audio-visual aids are usually preferred by learners over the classical classes because they are interesting and enjoyable. Different types of audio-visual aids are presented. Among them, there are pictures, songs, videos, projectors, data show and power points presentations. Pictures can be simply defined as images. They are considered as an important tool in teaching languages since it provides clarifications and makes the lecture more interesting and amusing. There are different ways for presenting a picture; it can be presented as a slide show on a computer screen and on a display board by a projector (Abdullah,2014).EFL teachers can use another effective aid which is songs in the teaching process. The use of songs provide the learners with a wide range of vocabulary and improve their pronunciation and listening skills (Veronika,2007).

The teacher can check if his students understand the song after listening to it by introducing different activities like asking them questions about what the songs talk about.

## **CHAPTER**

Furthermore, the learners will find it enjoyable to listen to different songs because it motivates and helps them improve their listening and speaking skills (Veronika, 2007).

Educational videos, like pictures, have become more available and popular because of the internet. Thus, educational videos become a very helpful tool in EFL teaching and learning since they make the sessions more interesting, the lessons more comprehensible and help spotting the light on other people's cultures and traditions. "video in the classroom offers exciting possibilities for language teaching and learning" (Loneragan, 1995).

In addition to pictures and videos, there is another aid which is the projector. "it is a device which is designed to take the display of a computer screen and project a large version of it onto a surface. Students feel more interested about the lesson if it is presented through visual tools because it allows them to see pictures, maps and graphics. (Abdullah, 2014).

### **5 Learning Theories and their Relation to the Use of Technology**

Human beings have the ability to learn in many ways. Hence, many theories have been developed in the field of psychology. These theories such as behaviorism and constructivism focus on the learning process and provide different points of view about how an individual can develop new skills (Mary & Dina, 2012).

The first theory is Behaviorism which was used to develop theories of human learning in the early 20th century. Basically, it focuses on external behavior.

Researchers supporting this theory assert that learning is the acquisition of new behavior through conditional process (stimulus and response). Skinner who developed this theory of learning believes that individuals learn through positive

## CHAPTER

reinforcement or punishment. Thus, he developed a system called programmed instruction which consists of several programs that are based on this theory of learning. These programs can give positive reinforcement when a desired behaviour occurs and negative reinforcement when a negative desire occurs.

For example, using online activities can provide the learners with positive verbal feedback (Mary & Dina, 2012 ).

Another theory known as Constructivism has been developed in the field of pedagogy which views the teacher as a facilitator who guides the learners to construct their own language taking into consideration an active environment in which the students are engaged in language activities. Therefore, Constructivists believe that students learn by participating and analyzing problems. Rakes, et.al. (1999) believe that the availability of different technological tools and the proficiency of the teacher on using these tools are related to the use of constructivist methods. They state that "Technology can provide the vehicle for accomplishing constructivist teaching practices" (1999: 3). They confirm that the use of technology can help the learners to improve their learning by making different tools available.

For example, online learning can provide many activities through collaborating work between the learners and teachers.

## **6 Teaching Methods and their Relation to the Use of Technology**

There are different teaching methods that focus on principles of how to teach a foreign language. Each method introduced a specific way of teaching. Grammar translation method which was used during the eighteenth and nineteenth centuries focuses on grammar and translation of vocabulary between the target language and native language. The purpose of this method is to make learners able to read and write because speaking was neglected. In the 1960's, the direct method was created as a response to grammar translation method. The direct method neglects the use of the native language; listening comprehension is emphasized because teachers focus on speaking rather than reading and writing. ( Zainuddin et al. 2011)

The audio-lingual method is another teaching method which came as a reaction against the direct method. It emphasized the teaching of listening and speaking. The innovation of this method is the use of language laboratories. Its objective is to teach listening comprehension. The audio-lingual method was based on repetition because the students have to repeat the sentence as soon as they hear it. Therefore, learners will be able to understand the lessons quickly and speak the target language. ( Zainuddin et al. 2011).

After the rise of communicative language teaching / learning approach communication was given more value. This approach is based on the idea that when learners are involved in the communication, their natural strategies will be used and this will allow them to learn the language. The communicative language teaching, or CLT, is effective when the activities are meaningful. The students learn more if the input is authentic (Ansarey, 2012).

## **CHAPTER**

Since CLT is based on the interaction and communication between student / student and students / teacher, technology can be an important tool such as the use of videos and data shows. Thus, it requires "a distinct interaction with learners and high technology devices" providing "a strong interaction between the learner, learner/instructor, and the content as well as other learners" (Desai et al., 1998:328)

After the emergence of CLT method, another teaching method was introduced. This new method is known as the Competency-based approach or CBA; it focuses on the use of the language in relation to the social context in which It is used as a medium of communication to accomplish specific goals and purposes (Chelli & Khouni, 2013). Competency-based language teaching shares the notion that the language form can be inferred from the language function and with the approach of educational technology to the competency- based language, authentic language situation can be provided. For example, the use of multimedia in classrooms allow them to practice English, and this helps the learners to fulfill specific needs. Since CBA seeks to develop communication skills of the learners, technology can be a great contributor to enhance the learner skills. (Chelli & Khouni, 2013).

### **7 Modern Technologies that Contribute in Enhancing the Students'**

#### **skills: The Internet**

The internet is the abbreviation of Inter-network system. According to Shuman (2001) the internet is a means of connecting different and separate computers to each other for the

## CHAPTER

purpose of exchanging information. The internet is established by the U.S government in 1960's in order to connect colleges and universities with government agencies.

Sampath, Panneerselvan and Santhanam (2007) define the internet as :a global pool of information and services, accessible by customized interface software. The internet connects many smaller networks together and allows all computers to exchange information with each other. To accomplish this, all the computers have to use a common set of rules for communication. These rules are protocols and the internet uses a set of protocols called Transmission Control Protocol (TCP) and Internet Protocol (IP). (p.310)

The internet is a network of the globe. It allows thousands of people to access data and services through the use of different types of technological tools. The internet uses a set of protocols which are called TCP (Transmission Control Protocol) and IP (Internet Protocol) in order to operate the transmission of information to different parts of the world.

Klotz (2004) views the internet as a personal and mass medium of communication.

Which means that the internet can be private and personal, where learners can communicate one-to-one, or public where they can communicate with many others at the same time through the use of different format that can be text, audio or video.

The internet is widely used by learners across the world, it is a tool through which they can access, store, send and receive needed information. It is a useful means for learners to

## **CHAPTER**

improve the four skills, especially the speaking skill, since it is based almost on audio or audio-visual materials, in which they can browse the different platforms such as:

YouTube, Messenger and Skype. It allows them also to study through different learning applications which can be in a form of text or recordings. It gives learners the opportunity to communicate with native speakers of the target language.

### **Social Networking:**

Xu, Tjoa and Chaudhry (2007) provide definition to the social network where they consider it as "a social structure made of nodes, which are usually individuals or organizations tied by one or more specific types of relations, such as financial exchange, friendship, passion, trade, weblinks, airline routes, hobbies...etc."(p.847). So, the social network is a web-based space, where anyone can build relationships in the field of his/her interest. According to Lewis (2009) social networks are constructed for the purpose of sharing data, experiences, views and opinions. So, it is the umbrella term for all the social websites; Facebook, YouTube, Twitter, LinkedIn, My Space, Academia.com, Google+...etc, which are used to communicate.

### **YouTube:**

YouTube is a website where users can watch, upload and share videos. According to Burk, et al. (2009, p.2) YouTube is "a public-access Web-based platform allowing people to easily upload, view and share video clips across the internet through [www. youtube.com](http://www.youtube.com)"(as cited in Riswandi, 2016, p. 299). It is a wide spread technology which enables learners to use it

## **CHAPTER**

in their daily life as a means to enhance their speaking skill. Kumar (2016) identifies some strengths of YouTube when students for learning use it: it enables them to use effective and appropriate word choice, in addition to the right intonation and stress. It makes them aware of the grammatical structure. Moreover, it increases fluency and reduces hesitations, inappropriate pauses or words' repetition. Finally, YouTube affects positively learners' ideas, which become more organized and clear when communicating with others.

Kurylo and Dumova (2016) argue that "YouTube and Facebook were used as platforms to enhance students' skills, build their confidence in speaking English..." (p.81). In addition to YouTube, there is also Facebook, both of them are considered as means to develop learners' oral communication, and they are helpful in building students' self-confidence .

### **Video Conferencing:**

Video conferencing is a live relay programme where learners can access the speech of others especially teachers and experts across the world. According to Retik and Langford (2001) "Video conferencing can be defined as telecommunications and video technology allowing individuals and/or groups in remote locations to participate in meetings in the form of a live video as well as share data and applications"(p.29).

That is to say, video conferencing is a kind of technology which helps learners to exchange and transfer data in different locations via the internet.

### **Mobile Applications:**



## **CHAPTER**

Mobile apps are now widely used in the field of education. The quick advancement of mobile technologies and mobile internet has helped to increase the popularity of mobile apps. Research on mobile applications specifically created for language learning, the usage of social networking applications, and multimedia-enabled communication applications for language learning are to be examined in order to highlight the use of mobile applications in the context of EFL learning.

Many educational apps have emerged, such as those that concentrate on learning English, such Duolingo, Lingualeo, Busuu, and Easy 10, as well as widely-known apps like Google Translate and the Abby Lingua Dictionary, which almost all smartphone users have. some Apps of the top language learning apps:

### **Duolingo:**

is among the most preferred language learning programs. It is fun, inexpensive, and easy to use. With the help of the software, learning a language may be made more fun than a chore thanks to its gamified learning environment.

### **Babbel:**

Babbel is a well-known language-learning app with lessons available in 14 different languages. Students can use it whenever and wherever they want to learn because it is designed to be used on mobile devices. It offers a variety of lessons for students at every ability level, from beginners to specialists.

### **Rosetta Stone:**



## **CHAPTER**

Rosetta Stone has been a popular language-learning tool for more than 25 years. The immersive learning approach used by the app ensures that the language student is exposed to it right away.

### **Memrise:**

Is a well-known tool that uses games to make learning languages more enjoyable. Learning new words and phrases will be quick and easy with the help of the software. In more than 20 different languages, it provides a wide range of courses.

### **Lingodeer:**

is a more current language-learning tool. The program is suitable for beginners because it was created for them.

## **8 Benefits of Using Educational Technology**

The influence of technology on EFL teaching and learning has brought many positive effects. Using technological tools in the learning process creates better communication for the learners. For example, with the World Wide Web, students do not need to go to the country where the target language is used as the mother tongue.

The use of multimedia provides authentic situations; it can help the learners to practice the language. This communication is suitable for the learners who are too shy to speak. (Rodinadze & Zarbazoiia, 2012).

The use of technology in the classroom reflects benefits for both the teacher and learner. Technology will provide the learners with different activities that will

## CHAPTER

help them to learn more about the target language and practice it as well. It means wider access of information and the improvement of skills.(Rodinadze & Zarbazoaia, 2012). For instance, chatting in network, can offer a good language environment for the learners to have speaking and listening lessons. In this way, learners may develop their communicative ability. Learners can use the internet and social media like chatting and using facebook to learn more about English speaking communities and their cultures which will develop their productive skills and their knowledge about the target language and its use. (Rodinadze & Zarbazoaia, 2012).

The learners can learn even without any assistance using the internet. Knowledge in operating a computer will be helpful for the learners so that they will have responsibility for their learning. Moreover, The students can search for the required answers to do their homeworks. Using technology can bring easiness in studies. It can promote an exciting way to learn since there are a lot of images and graphics that can be provided by a computer (Rodinadze & Zarbazoaia, 2012).

With technology, the teaching process has been improved. This had changed the educational system from the teacher-centered method of teaching into the student-centered learning mode. The students were passive recipients of information; they were taking little part in the learning process. English teaching creates a student-centered learning environment which develops the learners' critical thinking skills and the ability of problem solving (Rodinadze & Zarbazoaia , 2012).

## CHAPTER

### **Drawbacks of Technology:**

Despite the fundamental role that technology plays, we can not neglect its drawbacks and risks on the individuals; if it is used in a wrong way. The following points are some disadvantages of technology as stated by Madan (2015):

**Technology fosters cheating:** every day, new technologies are introduced but for specific purposes. However, many learners use them for cheating instead of learning. They will have also the opportunity to search for the answers online during exams.

**Inconvenient content:** many websites are inappropriate. When exploring using the internet, one may accidentally or even on purpose see or enter to something which is inconvenient and this may happen because there is no controller.

**It is a source of distraction:** technology can easily distract learners through Offering entertaining websites, games, advertisement, social media...etc.

**It causes the loss of concentration:** using technology in an abnormal way, would lead to stress and anxiety. Entering to many websites and using many devices will affect learner's brain then they will lose their concentration, since they are depending on technology all the time.

**It isolates the individual from the society:** when the individuals become technologically addicted, they may prefer to live in isolation, which means there is no face-to-face interaction with people and they like to communicate in virtual spaces.

## **CHAPTER**

### **Conclusion**

This theoretical chapter has focused on providing a general view concerning technology and how it is used in EFL teaching and learning . It has spotted light on the traditional and modern teaching as well as educational technology. It has also covered many points like the technological tools, in addition to some learning theories and teaching methods related to technology, the benefits and drawbacks of using technology in EFL teaching and learning. All the previously covered items demonstrate that the use of technology in EFL learning may, in a way or another, is effective and affect the learners' motivation and desire to learn.



**CHAPTER TWO**

**METHODOLOGY**

**AND DATA**

**ANALYSIS**

**CHAPTER TWO****METHODOLOGY AND DATA ANALYSIS****Introduction**

The second chapter is devoted to an explanation of the research methodology and design, focusing on data collection and analysis. It is used as a description of the topic of the impact of incorporating modern technology such as educational applications in facilitating learning English as a foreign language. First, it presents the objectives of this research work. Later, it describes the research instruments used in this research. It introduces the sample population followed by data analysis methods used. Finally, this chapter denotes the analysis of the collected data and gives a discussion of the main results.

**Research design****1. Research Objectives**

This research work aims at providing data that can help to improve the use of educational technology for EFL learning. It tries to demonstrate the role of educational technology by providing a broader view concerning the learners reaction about its use. This study aims at discovering the technological tools that the EFL students use. It also tries to show the consequences of the use of educational technology. The main purpose of this study is to gather different points of view concerning the use of educational technology in learning English at Eltarf University.

## **CHAPTER TWO: METHODOLOGY AND DATA ANALYSIS**

### **2. The Sample Population**

The informants were EFL students from E Itarf University. They were selected to respond to the research instrument addressed to them. However, from this large population, we have dragged a sample population of forty (40) students, of the third year English students.

The students involved in this study were third year LMD students at the English department at El tarf University. They were randomly selected to answer a questionnaire about their opinion about the use of educational technology for learning the English language. The reason which led the us to choose third year EFL students is that, learners were in touch with the use of technological tools i.e., they used language laboratory and audiovisual aids to learn the English language and the sample size, since the third year English classes have the majority of the students.

### **3. The Research Instruments**

In this research work, we have opted for one research instrument to collect data needed for a sound investigation of EFL students' opinions about the use of educational technology. The present work was developed using a questionnaire.

### **4. The Questionnaire**

The questionnaire is the most common instrument used for collecting data. It can be designed in the form of written questions by a researcher then addressed to a sample population to be answered, Nunan (1992:231) states that "a questionnaire is an instrument for the collection of data, usually in written form consisting of open and/or closed questions and other probes requiring a response from the subject ". Thus, it is a tool which is used in most of the research works because of its advantages. It can help the researcher to collect data that could not be

## **CHAPTER TWO: METHODOLOGY AND DATA ANALYSIS**

observed. We gave the students the questionnaire online through survey monkey site and asked them to answer the given questions.

### **4.1. Description of the questionnaire**

The questionnaire is the most common instrument used for collecting data. It can be designed in the form of written questions by a researcher then addressed to a sample population to be answered, Nunan (1992:231) states that "a questionnaire is an instrument for the collection of data, usually in written form consisting of open and/or closed questions and other probes requiring a response from the subject ". Thus, it is a tool which is used in most of the research works because of its advantages. It can help the researcher to collect data that could not be observed.

The questionnaire, in this research work, was addressed to forty (40) third year EFL students. It sought to obtain their opinions about the use and effectiveness of educational technology and whether it improved their language level or not. The administration of the questionnaire took place on April 2024. The researchers delivered the questionnaire online and asked the students to answer the given questions.

Concerning the forms of the questions used in this research work, the researchers have used close-ended questions, multiple-choice questions and open-ended questions. The close- ended questions limit the respondents to a finite set of answers which often are (yes) or (no). The multiple choice questions provide several answers from which the respondents have to

## **CHAPTER TWO: METHODOLOGY AND DATA ANALYSIS**

choose the appropriate one for them. The open-ended questions give the respondents the opportunity to answer freely without any limit.

The open-ended questions were :1, 4 ,5 ,6, 7, 9, 10 ,12 and 13. The closed-ended questions were: 3 and 14 and The multiple-choice questions were: 2 and 11. The first question sought to know whether the students used educational technology tools or not. The second one tried to discover the way they use technology for learning. The third one required them to rate the effectiveness of technology . The fourth question questioned the students the way technology positively impacted their English learning. The fifth question had the purpose of getting an idea about the contribution of technology to motivation to learn English .

The sixth question, an open-ended question asked the learners to state the technological aspects that learners find most engaging. The seventh one was an open-ended. It asked the students about the way educational applications enhance the learning experience and what Skills can be better taught through them. Question eight, which was open-ended question, requested the students to state how efficient technology is in providing feedback. Question nine required the students to mention if they are engaged in social and collaborative learning activities through technology to practice English . Question ten requested the learners to denote their opinion about the way online language learning communities and platforms enhance the English learning experience.

Question number eleven a multiple -choice question about which skills can technology efficiently improve . Question number twelve asked them to say if technology allows for

## **CHAPTER TWO: METHODOLOGY AND DATA ANALYSIS**

personalized or adaptive learning. Question number thirteen was open-ended questions; required the respondents to mention their perspectives on technology for long-term language proficiency .Question fourteen and the last one was a closed-ended question about technology satisfaction in English learning.

### **4.2. Quantitative Data analysis**

Quantitative data analysis is used to generalize results from a sample population. Aliaga and Gunderson (2002) define quantitative research as "explaining phenomena by collecting numerical data that are analyzed using mathematically-based methods (in particular statistics)" (qtd. in Muijs, 2004: 01). It is a kind of measuring the people's thinking in the form of a statistical point of view. As a quantitative method, the questionnaire can be utilized to collect quantitative data.

## **CHAPTER TWO: METHODOLOGY AND DATA ANALYSIS**

### **4.3. Questionnaire's results and analysis**

Which specific technologies do you use for learning English ?

**Table 1** : *English Learning Technologies*

<b>Technology</b>	<b>Frequency</b>	<b>Percentage</b>
Smartphone	19	26%
Internet	16	23%
You tube	12	14%
Podcasts	9	12%
Language learning apps	7	9%
Social media	5	8%
Ai	2	2%
Duolingo	2	2%
Television	1	1%
Google	1	1%
Websites and articles	1	1%
Various learning applications	1	1%

## CHAPTER TWO: METHODOLOGY AND DATA ANALYSIS

According to the table above English language learners utilize a variety of technologies to improve their language skills. Smartphones are the most popular choice, with 26.76% of learners using them to access language learning apps, online courses, podcasts, and videos. The internet is also widely used, with 22.54% of learners utilizing websites, forums, social media platforms, online courses, and interactive exercises. YouTube is a preferred platform for visual and auditory learners, offering educational channels, tutorials, and subtitled content. Podcasts are favored by auditory learners due to their flexibility and diverse listening materials. Language learning apps incorporate gamification and structured lessons to engage learners effectively. Social media and AI contribute to language learning, but their effectiveness varies. Platforms like Duolingo and Google offer structured learning paths and diverse resources. Television, websites, articles, and various learning applications are also utilized by learners, reflecting their preference for diverse and easily accessible tools.

Q2 : how do typically use technology for learning English ?

## **CHAPTER TWO: METHODOLOGY AND DATA ANALYSIS**

**Table 2** :*Typical Use of Technology for Learning English*

Learning Activity	Number of participants	Percentage
Listening comprehension	14	35%
Vocabulary practice	8	20%
Grammar exercises	2	5%
Speaking practice	10	25%
Reading comprehension	4	10%
Writing practice	2	5%

From the table above, and the examination of responses regarding the use of technology for learning English reveals several key insights. The most significant finding is that 35% of participants utilize technology for listening comprehension, indicating a strong emphasis on improving auditory skills through resources like podcasts and language learning applications. Additionally, 25% of participants use technology for speaking practice, highlighting a focus on enhancing oral communication skills through features like speech recognition software and language exchange platforms. Vocabulary practice ranks third at 20%, emphasizing the role of technology in vocabulary acquisition and retention.

However, grammar exercises, reading comprehension, and writing practice show lower percentages, suggesting potential areas for increased integration of technology to enhance these

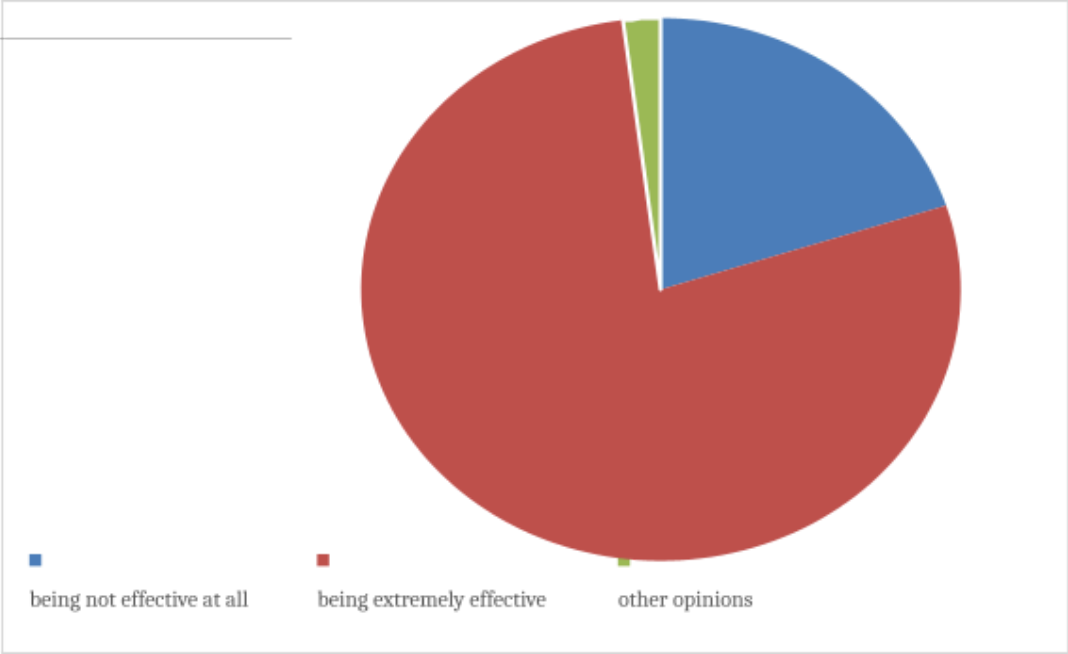
**CHAPTER TWO: METHODOLOGY AND DATA ANALYSIS**

language skills. Overall, the analysis underscores the diverse approaches participants use to leverage technology to improve their English proficiency, with a primary focus on listening comprehension and speaking practice, as evidenced by the respective percentages.

Q3 : On a scale of 1 to 10, how effective do you find technology in aiding your English language learning?

**Table 3 :** *Effectiveness of Technology in English Language Learning*

Rating	Percentage
Being not effective at all	20%
Being extremely effective	78%
Other opinions	2%



*Figure 1: Effectiveness of Technology in English Language Learning*

According to the chart above , the he data analysis indicates that the majority of participants (78%) perceive technology as highly

effective in supporting English language learning. This positive perception reflects a strong

## **CHAPTER TWO: METHODOLOGY AND DATA ANALYSIS**

belief in technology's ability to enhance language acquisition processes, access materials, improve language skills, and provide feedback. However, a small portion of respondents (20%) consider technology to be ineffective, suggesting some dissatisfaction or skepticism. Additionally, a minority of participants (2%) hold nuanced opinions on technology's effectiveness, recognizing both its advantages and limitations. Overall, the findings underscore the significant role of technology in English language learning, despite some reservations expressed by a minority of respondents.

**CHAPTER TWO: METHODOLOGY AND DATA ANALYSIS**

Q4 : In what ways has technology positively impacted your English language learning journey?

**Table 4 :Impact of Technology on English Language Learning.**

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**Ways Technology Has Positively**

**Impacted English Language Ratings Percentage**

**learning**

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Enhanced Vocabulary and Fluency	5/5	20%
Improved Access to Resources	5/5	15%
Convenience and Flexibility	5/5	10%
Improved Speaking Skills	5/5	10%
Enhanced Listening, Reading, and Writing Skills	5/5	10%

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Interactive and Engaging Learning	5/5	10%
Access to Authentic Materials	5/5	5%
Improved Accent and Pronunciation	4/5	5%
Increased Motivation and Confidence	4/5	5%
Opportunities for Language Exchange	4/5	5%
Constant Exposure to Language	4/5	5%
Encourages Independent Learning	4/5	5%
Interactive Learning Materials	4/5	5%
Universal Access	4/5	5%

---

The above table highlights the positive impact of technology on learning the English language. Key takeaways include the enhancement of vocabulary and fluency, improved access to resources, convenience, and flexibility provided by technology. Additionally, technology aids in improving speaking, listening, reading, and writing skills, as well as offering interactive and engaging learning experiences. Respondents also value technology for providing access to authentic materials, opportunities for language exchange, accent and pronunciation improvement, boosting motivation and confidence, ensuring constant exposure to the language, and fostering independent learning. The recognition of interactive learning materials and universal access further emphasizes technology's ability to cater to diverse learning preferences

## CHAPTER TWO: METHODOLOGY AND DATA ANALYSIS

and requirements. Overall, the analysis demonstrates a widespread acknowledgment of technology's positive effects on English language learning, covering various aspects of language acquisition and skill enhancement.

Q5 : How does technology contribute to your motivation to learn English ?

**Table 5 :** *English Learning Motivation via Technology*

<b>Theme</b>	<b>Percentage</b>	<b>Number of participants</b>	<b>Rating</b>
Enhanced motivation/convenience	55%	20	High
Interactivity and fun	20%	10	High
Effectiveness	12,5%	4	Medium
Necessity	2,5%	1	Low
Exposure to native speakers	5%	2	Low
Access to resources	2,5%	2	Low
<b>Motivation through continuous learning</b>	2,5%	1	Low

The analysis of responses from the table above indicates that technology plays a crucial role in motivating learners to acquire English language skills. Approximately 27.5% of participants highlight the increased motivation and convenience offered by technology, emphasizing the ease of

## **CHAPTER TWO: METHODOLOGY AND DATA ANALYSIS**

accessing language learning materials. Around 20% of respondents point out the interactive and enjoyable aspects of technology, such as gamified platforms and interactive exercises, which make language learning engaging and pleasurable, thus boosting motivation.

Moreover, 12.5% of participants recognize the effectiveness of technology in facilitating language learning, attributing their motivation to the tangible progress and results achieved through technology-enabled methods. A smaller percentage, approximately 2.5%, consider English proficiency a necessity in today's world, with technology providing access to resources and exposure to native speakers, thereby motivating them to learn. Similarly, another 2.5% mention motivation through continuous learning, highlighting how technology supports ongoing practice, feedback, and progress tracking, thereby sustaining motivation. In summary, the various ways in which technology enhances motivation, including convenience, interactivity, effectiveness, necessity, exposure, and support for continuous learning, clearly demonstrate its significant impact on the motivation of English language learners, as indicated by the provided percentages.

**Q6** : What features or aspects of technology do you find most engaging when learning English ?

## CHAPTER TWO: METHODOLOGY AND DATA ANALYSIS

**Table 6 :** *Top Engaging Features of Technology for Learning English.*

Rank	Engaging Features/Aspects of Technology for Learning English	Percentage
1	Interactive exercises , gamified learning, instant feedback	25%
2	Speaking features	20%
3	Speech recognition software	15%
4	Learning applications	10%
5	Interactive activities (quizzes, games, simulations)	10%
6	Accessibility anywhere	5%
7	Engaging, accessible, enjoyable	5%
8	Engaging in learning tasks (quizzes, challenges)	5%
9	Feedback on language skills	5%
10	Apps with AI	5%

The analysis of responses in the table above, from students regarding technology in learning English reveals several key points. Interactive exercises, gamified learning, and instant feedback are highly valued, capturing 25% of responses. This indicates a strong preference for dynamic and responsive learning experiences. Speaking features follow closely at 20%, showing a desire for opportunities to improve oral communication skills in a supportive environment. Speech

## CHAPTER TWO: METHODOLOGY AND DATA ANALYSIS

recognition software, with 15%, is praised for providing accurate feedback on pronunciation, boosting learners' confidence in spoken English.

Learning applications, interactive activities, and accessibility from anywhere each received 10% of responses, emphasizing the importance of accessibility and interactive engagement in technology-driven learning. Feedback on language skills, at 5%, underscores the significance of constructive feedback in guiding language development. Additionally, apps with AI also garnered 5%, revealing an interest in personalized learning experiences tailored to individual needs and preferences.

Overall, the diverse range of features and elements of technology highlighted in the responses reflects learners' appreciation for interactive, accessible, and personalized approaches to learning the English language.

**Q7** : How do educational applications enhance learning experiences compared to traditional methods ? What specific skills or subjects can be better taught or reinforced through educational apps ?

**Table 7** : *Key Themes in Responses Regarding Educational Apps.*

Category	Percentage
Benefits of educational apps	25%
Specific skills thoughts	18,75%

Comparaison to traditional methods	18,75%
Personalised learning experience	12,5%
Accessibility and convenience	12,5%
Engagement and motivation	12,5%

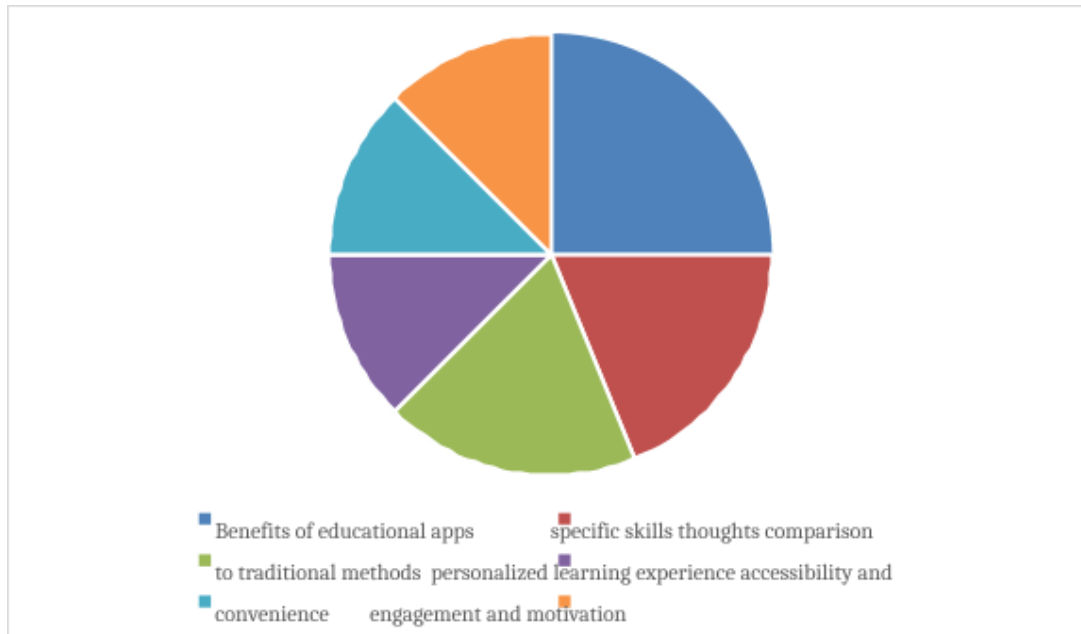


Figure 2: Key Themes in Responses Regarding Educational Apps.

The responses analyzed from the table, provide a comprehensive overview of the benefits associated with educational applications. A significant portion, approximately 25%, focus on the advantages of these apps, such as personalized learning experiences and immediate feedback. Additionally, around 18.75% of the responses highlight the specific skills and subjects where educational apps excel, such as language learning and critical thinking. Another 18.75% discuss the comparison between educational apps and traditional teaching methods, emphasizing the flexibility and accessibility offered by apps. Moreover, 12.5% of the responses

## **CHAPTER TWO: METHODOLOGY AND DATA ANALYSIS**

emphasize the personalized learning experience provided by educational apps, while another 12.5% highlight their accessibility and convenience. Lastly, 12.5% underscore the engagement and motivation fostered by educational apps through interactive content and gamification elements. Overall, the responses collectively demonstrate a thorough understanding of the benefits and advantages that educational apps bring to modern learning environments.

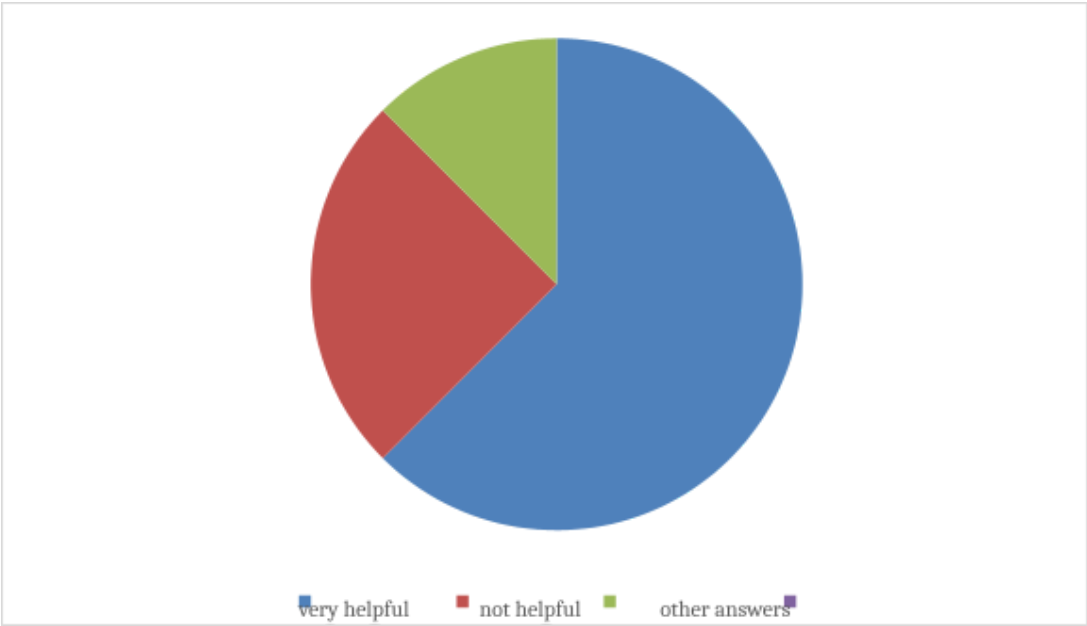
## **CHAPTER TWO: METHODOLOGY AND DATA ANALYSIS**

**Q8** : How helpful do you find technology in providing feedback on your English language skills ?

**Table 8** : *Feedback on the Helpfulness of Technology in English Language Skills Development*

<b>Response</b>	<b>Number of participants</b>	<b>Percentage</b>
Very helpful	25	62.5%
Not helpful	10	25%
Other answers	5	12.5%

**CHAPTER TWO: METHODOLOGY AND DATA ANALYSIS**

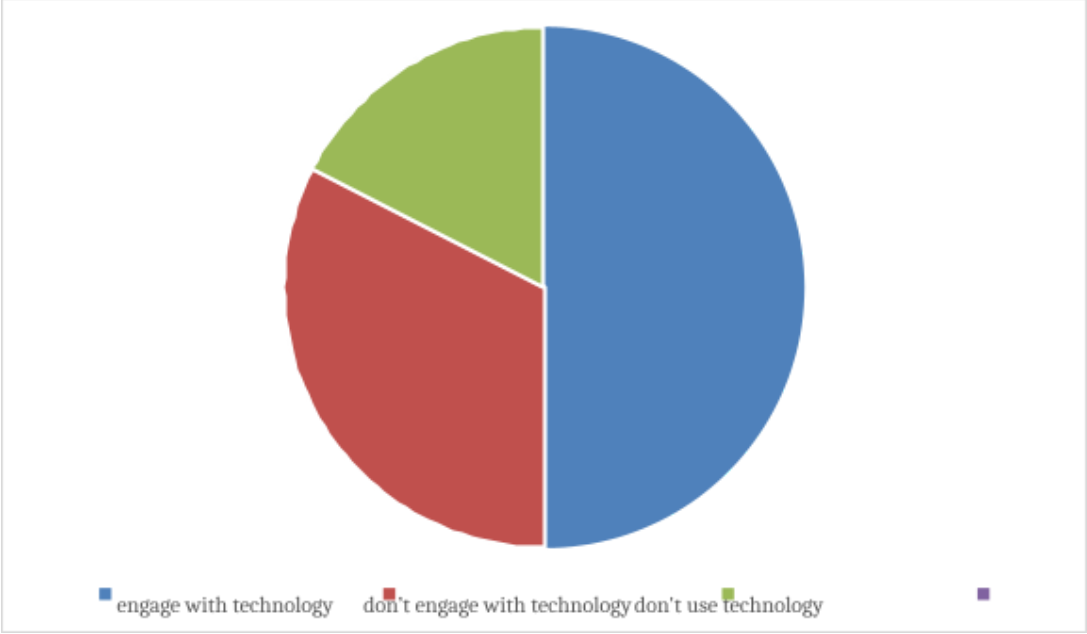


*Figure 3: Feedback on the Helpfulness of Technology in English Language Skills Development*

According to the table and chart above, the belief that technology is essential in providing feedback on English language skills was expressed by the majority of participants, comprising 62.5% of the total. Conversely, a quarter of the respondents, totaling 25%, did not perceive technology as helpful in this regard. The remaining 12.5% offered alternative responses, reflecting a wide range of perspectives. These findings highlight the significant reliance on technology for language skill development, despite a notable portion of individuals who still hold reservations or seek alternative feedback methods. Exploring the reasons behind these divergent viewpoints could provide valuable insights into the effectiveness and limitations of technology in language learning contexts

**Q9 :** Do you engage in social or collaborative learning activities through technology to practice English with others or not ?

**CHAPTER TWO: METHODOLOGY AND DATA ANALYSIS**



*Figure 4: Participants' Engagement with Technology for English Learning*

The text highlights the different ways in which participants engage with technology for language learning purposes. According to the chart above, half of the participants, or 50% of the total, reported using technology to participate in social or collaborative learning activities to improve their English skills with others. On the other hand, 32.5% of the participants expressed their non-engagement in such activities through technology, indicating a preference for alternative methods or a potential lack of access to suitable platforms. Additionally, 17.5% of the participants completely avoided using technology for language learning, relying instead on traditional methods or face-to-face interactions.

These findings underscore the varied approaches individuals take when incorporating technology into their language practice. It demonstrates a combination of technological integration and more conventional learning strategies within language education.

## CHAPTER TWO: METHODOLOGY AND DATA ANALYSIS

Understanding the motivations and obstacles behind these choices is crucial in developing more effective and inclusive language learning tools and methodologies. By recognizing the diverse preferences and needs of language learners, educators and developers can create resources that cater to a wider range of learners and enhance their language learning experiences

**Q10** : How do online language learning communities or platforms enhance your English language learning experience ?

**Table 10** : *Enhancing English Learning : Online Community Insights*

<b>Category</b>	<b>Percentage</b>
Access to native speakers	16%
Global practice	12%
Feedback and support	18%
Resources and activities	14%
Motivation and enjoyment	10%
Convenience and flexibility	8%
Overall enhancement of learning experience	22%

The survey on the advantages of technology in language learning revealed several key findings. Firstly, according to the table above, , 22% of respondents emphasized that technology improves the overall learning

## **CHAPTER TWO: METHODOLOGY AND DATA ANALYSIS**

process. This highlights the crucial role technology plays in enhancing language education beyond its basic functions.

Additionally, the survey found that technology aids language acquisition in various ways. Access to native speakers was highlighted by 16% of respondents, while 18% mentioned the importance of feedback and support. Furthermore, 14% emphasized the significance of technology in providing resources and activities for language learning. These findings underscore the diverse ways in which technology contributes to language learning, from offering necessary resources and feedback to promoting motivation, enjoyment, and global practice opportunities.

Moreover, the survey revealed that technology offers convenience and flexibility, as recognized by 8% of respondents. This demonstrates the adaptability of technology in meeting the varied preferences and schedules of learners.

Overall, recognizing the diverse benefits of technology in language learning is crucial for the development of effective technology-based tools and experiences that cater to the different needs and motivations of learners.

**Q11** : Which language skills do you feel technology is most effective for improving ?

**Table 11** : *The Best Language Skills for Technology-Assisted Improvement*



## **CHAPTER TWO: METHODOLOGY AND DATA ANALYSIS**

The survey findings reveal that participants have positive perceptions about the effectiveness of technology in enhancing various language skills. The students responses in the table above reveal, the majority of participants, accounting for 32.5%, believe that technology is most effective in improving listening skills. This suggests that technology can provide immersive listening experiences and interactive audio materials, which aid in comprehension and pronunciation.

Speaking skills also received considerable recognition, with 27.5% of respondents acknowledging technology's role in facilitating oral communication practice. This could be achieved through the use of voice recognition software or virtual conversation partners.

Vocabulary acquisition was recognized by 17.5% of participants as an area where technology is effective. This is likely due to the availability of language learning apps and tools.

## **CHAPTER TWO: METHODOLOGY AND DATA ANALYSIS**

However, reading, writing, grammar, and comprehension received comparatively lower percentages, indicating potential areas for improvement or underutilization of technology in these domains.

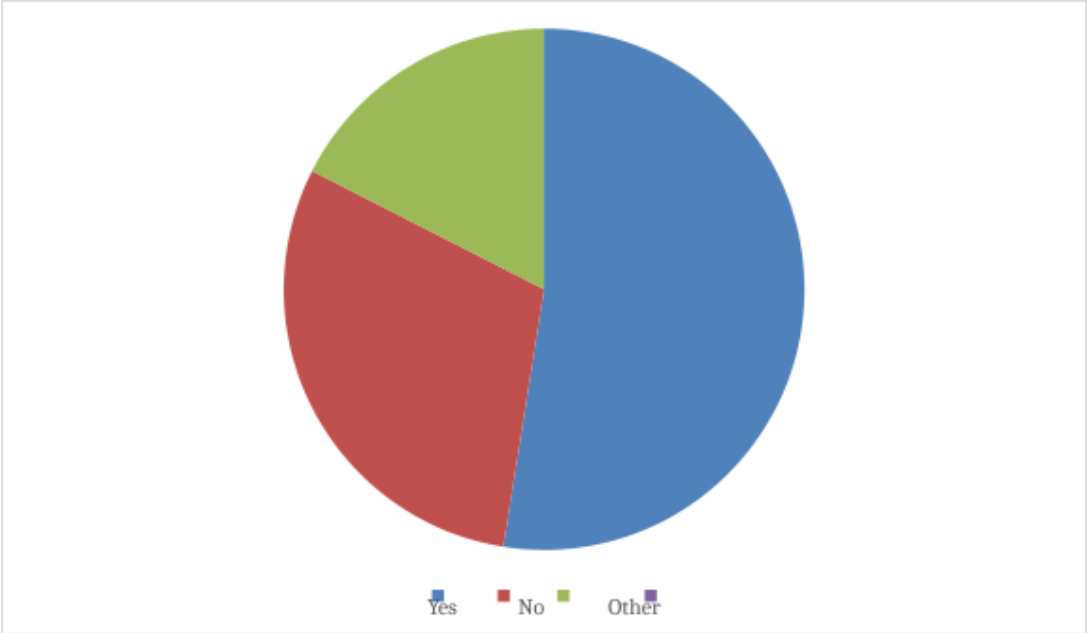
Understanding these perceptions is valuable for the development of technology-enhanced language learning solutions that target the specific areas in which learners require improvement

**Q12 :** Do you find that technology allows for personalized or adaptive learning experiences tailored to your specific needs ?

**Table 12 :** *Participant Feedback on Personalized Learning Tech*

<b>Response</b>	<b>Number of participants</b>	<b>Percentage</b>
Yes	21	52,5%
No	12	30%
Other	7	17,5%

**CHAPTER TWO: METHODOLOGY AND DATA ANALYSIS**



The survey results revealed varying perspectives on the extent to which technology enables personalized or adaptive learning experiences tailored to individual needs. According to the table and chart above, a majority of 52.5% of participants acknowledged that technology supports such customized experiences, while 30% disagreed. The remaining 17.5% offered alternative viewpoints, suggesting a nuanced stance or potential differences in experiences. These findings underscore a notable divergence in views regarding the effectiveness of technology in addressing individual learning requirements. Further exploration of the reasons behind these differing opinions could offer valuable insights into the effectiveness of existing technology-driven adaptive learning approaches and inform efforts to enhance customization in language education technology.

## CHAPTER TWO: METHODOLOGY AND DATA ANALYSIS

**Q13 : Do you believe the use of technology can lead to long-term Language proficiency and fluency ? Why or why not ?**

**Table 13 : Student Perspectives on Technology for Long-Term Language Proficiency**

<b>Reason</b>	<b>Number of participants</b>	<b>Percentage</b>
Access to resources	12	30%
Engagement	10	25%
Personalisation	6	15%
Immersion	9	22,5%
Feedback and assessment	3	7,5%

From the table and the examination of the rationales behind participants' utilization of technology for learning English reveals several key insights. Firstly, the accessibility of resources is identified as the primary reason, with 30% of respondents highlighting its importance. This suggests that learners heavily rely on digital materials and online platforms to access a wide range of learning resources.

Secondly, engagement is emphasized by 25% of participants, indicating that interactive and engaging learning experiences are crucial for maintaining learners' motivation and involvement in their English language studies.

## **CHAPTER TWO: METHODOLOGY AND DATA ANALYSIS**

Personalization is another significant factor, valued by 15% of respondents. This highlights the importance of customized learning experiences that cater to learners' specific needs and preferences.

Furthermore, immersion is mentioned by 22.5% of participants, underscoring the significance of surrounding oneself with the English language through various digital mediums to enhance language acquisition.

Lastly, feedback and assessment, although acknowledged by only 7.5% of respondents, remain essential for learners seeking guidance and evaluation of their language proficiency progress.

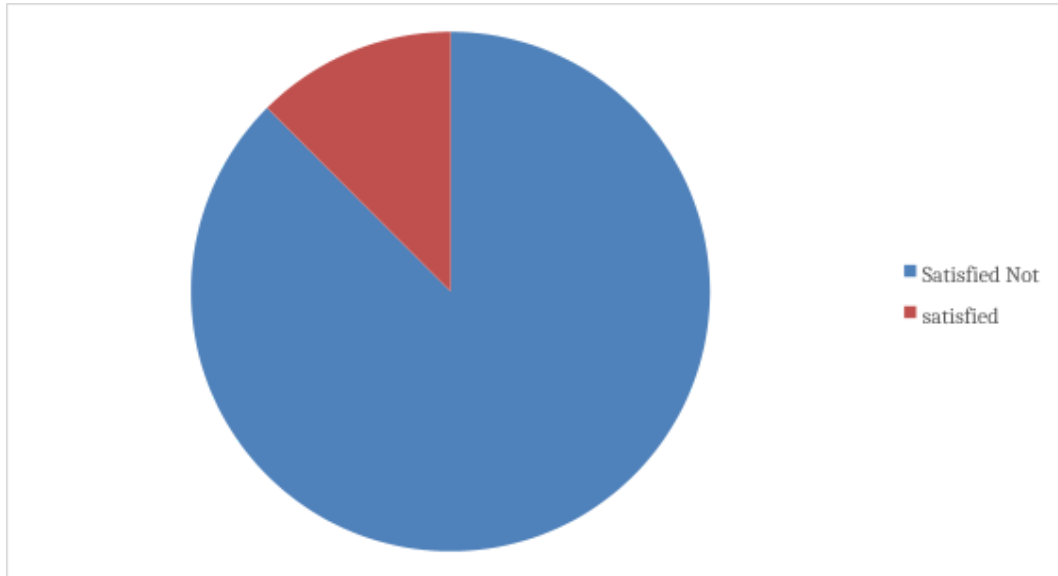
In conclusion, the analysis highlights the diverse ways in which technology supports and enriches English language learning by addressing the varied needs and preferences of learners.

**Q14 :** Overall, how satisfied are you with the role of technology in your English language learning journey ?

**Table 14:** *Technology Satisfaction in English Learning*

<b>Participants satisfaction</b>	<b>Number of participants</b>	<b>Percentage</b>
<b>Satisfied</b>	35	87,5%
<b>Not satisfied</b>	5	12,5%

## CHAPTER TWO: METHODOLOGY AND DATA ANALYSIS



According to the table and chart above:

- 87.5% of participants expressed contentment with the idea that technology can improve language proficiency and fluency in the long term.
- This indicates a strong belief in the effectiveness of technology as a tool for language acquisition and skill enhancement over an extended period.
- The positive outlook is likely due to the availability of various resources, interactive platforms, and immersive experiences facilitated by technology.
- On the other hand, 12.5% of respondents expressed dissatisfaction, possibly due to concerns about technology's limitations in replicating real-life language scenarios or meeting individual learning needs.

## **CHAPTER TWO: METHODOLOGY AND DATA ANALYSIS**

- Considering both perspectives can guide the development and implementation of technology- driven language learning solutions, aiming to optimize long-term proficiency and fluency outcomes while addressing any perceived challenges or limitations for certain users.

## **CHAPTER TWO: METHODOLOGY AND DATA ANALYSIS**

### **Conclusion**

As a conclusion, in this chapter , we discuss the findings that are obtained from the analyses of gathered information . A handful of recommendations and suggestions for a successful use of ICT as a useful tool in the educational field . Furthermore, it undoubtedly impacts EFL students and enhances English language learning . It improves students' proficiency and capacities, engages and motivates them to learn language more easily and comfortably.



**CHAPTER THREE: SUGGETIONS AND  
RECOMMENDATIONS**



## CHAPTER THREE: SUGGESTIONS AND RECOMMENDATIONS

### CHAPTER THREE

### DISCUSSION, SUGGETIONS AND RECOMMENDATIONS

#### **DISCUSSION:**

The researchers gathered a respectable amount of data from students' questionnaires that discussed the effectiveness of using technology to learn English as a foreign language.

This section of the research aims to discuss the major findings obtained from a thorough investigation in relation to the research hypotheses.

A survey was conducted with a sample of students to obtain a comprehensive view of the effectiveness of using technology to learn EFL. This section of the research aims to analyze and interpret the results of the students' questionnaire by investigating their perceptions and attitudes towards using technology to learn English. Furthermore, it aims to answer the research questions and satisfy the research hypothesis, which will either be affirmed or rejected. The researcher suggested as a first hypothesis that modern technology is very effective in improving students language proficiency levels. Therefore, the results obtained from the questionnaires indicated that this hypothesis is affirmed because all students believed that the use technology is very effective to learn English. They argued that technology enhances learning experiences by increasing access to materials and promotes interaction. Furthermore, students highlighted technology's excellent potential for personalized and language skills development as well as its ability to enhance the Educational experience. Concerning the second hypothesis, it was

## **CHAPTER THREE: SUGGESTIONS AND RECOMMENDATIONS**

proposed that technology increases learner motivation and engagement to learn English. The results proved the hypothesis. All the participants admit the positive impact of technology on student engagement and motivation. students consider technology as a motivational tool that makes them better learners. The students' answers valued the role of technology on reducing their anxiety, raising their autonomy and their enjoyment of learning.

Finally, the data analysis findings support the two hypotheses. EFL students recognize the advantages of using technology. They have positive attitudes towards incorporating technology to facilitate learning English.

### **1. SUGGESTIONS AND RECOMMENDATIONS:**

**1.1 \_ Integration of Interactive Learning Platforms:** Encourage the integration of interactive learning platforms that offer gamified activities, quizzes, and instant feedback. These platforms make learning more fun and efficient by engaging students.

**1/2\_ Support for collaborative learning communities:** encourage the establishment of online and language exchange programmes, which allow learners to connect with their colleagues and local speakers. Language practice and cultural immersion are enhanced by collaborative learning activities.

## **CHAPTER THREE: SUGGESTIONS AND RECOMMENDATIONS**

### **1.3-Use of personalized learning tools:**

The use of personalized learning tools and adaptive technologies that take into account the individual learner's needs and preferences. These tools are designed to provide personalized learning paths and targeted support, with the aim of optimizing educational outcomes.

**1.4\_ Incorporation of Authentic Language Materials:** Emphasize the use of authentic language materials, such as videos, podcasts, and articles, to provide real-world context and cultural immersion. Language skills are enhanced by exposure to genuine materials.

**1.5- Support multimodal learning: In order to meet** diverse learning preferences and to increase engagement, a variety of multimedia resources, including videos, audio recordings, interactive exercises, and virtual reality simulations, should be included.

**1.6- Facilitate language exchange programs:** organize language exchange programs or partnerships with native English speakers and English learners from different cultural backgrounds. These programmes help to promote linguistic competence and Intercultural Competence by providing authentic language training, opportunities for exchanges of culture.

### **1.7- Emphasize Digital Literacy Skills:**

include in EFL instruction the critical evaluation of Internet resources, responsible use of social media to practice language skills as well as principles for using the internet responsibly.

## **CHAPTER THREE: SUGGESTIONS AND RECOMMENDATIONS**

### **1.8-Provide support for Language Learning Disorders:**

provide resources and services like counseling, peer mentoring and stress management techniques to help you recognise and deal with language disorder. It reduces anxiety and increases motivation by creating a supportive learning environment.

## **2. Limitations of the study**

**2.1 \_ Sample Size and Representation:** The study may have a limited sample size or may not represent a diverse range of English language learners. A more complete understanding of the effectiveness of technology in language learning could be derived from a larger and broader sample.

**2.2 \_ Generalizability:** for all contexts or populations of English language learners, the findings of the study cannot be generalizable. In different settings, factors such as cultural differences, language proficiency levels and access to technology may vary.

### **2.3 \_ Measurement of effectiveness:**

standardized measures for assessing the efficacy of technology in language learning may not be present in this study. The rigor of the study would be enhanced by clearly defined and objective criteria for evaluating educational outcomes.

### **2.4 \_ Temporal factors:**

## **CHAPTER THREE: SUGGESTIONS AND RECOMMENDATIONS**

such as technological changes, or learning practices over time, may not be taken into account in a study. The sustainability of the integration of technology into language learning could be assessed through a series of studies or ongoing evaluations.

### **2.5- Technology accessibility:**

issues such as inequalities in access to devices, internet connectivity and digital literacy skills cannot be covered by the study. For inclusive language learning environments, ensuring equitable access to technology is of critical importance.

### **2.6- Ignoring specific technologies:**

the study may focus on particular technology or platforms, which could overlook a wider range of digital tools that are available for language learning. A better understanding of their impact could be provided by a more comprehensive analysis of technology options.

### **2.7\_ Impact of external factors on the effectiveness of technology in language learning:**

The influence of external factors, e.g. teaching methods, curriculum design and institutional support, may not be adequately taken into consideration by this study. A more complex interpretation of the results could be obtained if these factors were taken into account.



**General conclusion**

## GENERAL CONCLUSION

### GENERAL CONCLUSION

Educational technology changed the field of education and transformed the approaches of learning English as a foreign language. Thanks to its innovations the learning process is enhanced and facilitated. For example, it is worth mentioning that new technological materials can improve the learning situation and give the students the opportunity to discover and accept the new technological environment. Nowadays, the use of educational technology is progressing. EFL learners rely on the use of different technological tools to run the educational process successfully. Given the significance of using technology as a medium for EFL Learning and its impact on the EFL learning process as the studied issue for this research work, the researchers introduced the following research

#### **Questions:**

- 1- Is technology-enhanced language learning effective in increasing students' language proficiency?
- 2- What role does technology play in promoting learner motivation and engagement in English classes?

The above questions led the researcher to formulate the following hypotheses:

- 1- Students who engage with technology show higher language proficiency levels.
- 2- Technology increases learner motivation and engagement in English classes.

## **GENERAL CONCLUSION**

The study has begun with a literature review of previous research studies concerning educational technology. As an entry, the researchers provided an idea of traditional and modern education, a definition and a historical background of educational technology so that the reader will have an idea about this concept, the researchers mentioned some of the tools that technology offers, and the impact of technology on language teaching and learning. The second chapter was devoted to the collection and the analysis of information related to the topic of this study. For this study, one type of research instruments has been used to elicit data; a questionnaire . For the analysis of the data, the quantitative data analysis was applied .Concerning the area of research and the participants, the third year EFL learners were chosen (forty students), since they are in touch with technology on a daily basis .Based on the opinions of the participants, the researchers have attempted to prove the research hypotheses. Through the previously mentioned instruments, the researchers dealt with questions concerning their attitude towards the use of technological material and its impact on their studies, what preference they have when it comes to the use technology and what could improve learning.

The analysis of the collected data gave positive results. Concerning the use of technology and the frequency of its use , all the participants demonstrated attitudes towards the effectiveness of these tools. The third chapter provided recommendations and suggestions for the incorporation of technological tools .As a result, the teaching can be efficient. Eventually, the chapter gave an insight on the future of technology in the field of education.as a concluding



## **GENERAL CONCLUSION**

statement, the present study has attempted to present idea of education in relation to technology through investigating many aspects of that relation like the major contribution of technological education, its advantages and also the disadvantages. Moreover, this research work tried to provide an outcomes of educational technology on the learning process. Nevertheless, it attempted to raise attention towards future research about education, technology and the future of English language teaching and learning.

A blue scroll graphic with a gradient from light blue at the top to a darker blue at the bottom. The scroll is unrolled on the left side and has a small tab on the right side. The word "References" is written in a bold, black, serif font in the center of the scroll.

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**Appendices**

## Appendices

### Appendices

#### Student's questionnaires:

Q1: - Which specific technologies do you use for learning English?

Q2: How do you typically use technology for learning English?

- Vocabulary practice
- Speaking practice
- Grammar exercises
- Listening comprehension
- Reading comprehension
- Writing practice
- Other opinions

Q3: On a scale of 1 to 10, how effective do you find technology in aiding your English language learning?

- Being extremely effective
- Being not effective at all
- Other opinions



Q4: . In what ways has technology positively impacted your English language learning journey?

Q5: How does technology contribute to your motivation to learn English?

Q6: What features or aspects of technology do you find most engaging when learning English?

Q7: How do educational applications enhance learning experiences compared to traditional methods?

What specific skills or subjects can be better taught or reinforced through educational apps?

Q8: How helpful do you find technology in providing feedback on your English language skills?

Q9: Do you engage in social or collaborative learning activities through technology to practice

English with others? If yes, please describe your experiences.



Q10: How do online language learning communities or platforms enhance your English language learning experience?

Q11: Do you find that technology allows for personalized or adaptive learning experiences tailored to your specific needs? If yes, please provide examples.

Q12: In your opinion, does technology make learning English more accessible to individuals with diverse learning needs or disabilities? Why or why not?

Q13: Do you believe the use of technology can lead to long-term language proficiency and fluency? Why or why not?

Q14: Overall, how satisfied are you with the role of technology in your English language learning journey