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The Effectiveness OF Using Technology In EFL Teaching And Learning AT University Context

The Case of Third Year EFL Students At "Salhi Ahmed"University Center of Naama.

Dissertation Submitted toThe Department of Foreign Languages as a Partial Fulfillment of the Requirements for **The Degree of Master in Linguistics.**

PRESENTED By: **SUPERVISED BY:**

CHAIR KHADIDJA   Dr. GOUABI KHADEM

Board of Examiners:

Dr. MERINE Asma   **Chairwoman**Naama University Center

Dr.GOUABI Khadem   **Supervisor**Naama University Center

Dr. BAGUI Hayate**Examiner**Naama University Center

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Acknowledgments

Dedication

Dedications

In the name of Allah, I dedicate this research to my beloved parents, who have guided me towards righteousness and benevolence. I extend my deepest gratitude to my dear mother, Fatiha, whose teachings and guidance have shaped me into the person I am today. She never hesitated to pray for my success and well-being.

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Last but not least, I dedicate this work to my aunt Aunt and Quran friend

" ZAHRA MORSLI"

Abstract

Abstract

In the current era, technology has emerged as a powerful tool to facilitate the process of teaching and learning. The present study aims at investigating the effectiveness of using technology in EFL teaching and learning at university context. To address the objectives of the research, answer the research questions, and test the hypotheses, a case study was conducted for teachers and students of the third year of English at Salehi Ahmed University Center. The researcher chose the questionnaire as a data collection tool. One was distributed to teachers and the other to students. The data were analyzed quantitatively and qualitatively using a mixed approach. The results of the study revealed that EFL teachers and students are aware of the advantages of using technology and have positive attitudes towards integrating technology for the purpose of learning and teaching. Therefore, it is important to propose comprehensive professional development programs for teachers with sufficient resource and infrastructure allocation to encourage teachers to use technology.

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LIST OF ABBREVIATIONS AND ACRONYMS

CALL: Computer Assisted Language Learning.

CUN: University Center Naama.

ED-TECH: Educational Technology.

EFL: English as Foreign Language.

ICT: Information and Communication Technology.

ICTS: Information and Communication Technologies.

LMD: Licence, Master, Doctorate

MAAL: Mobile Assisted Language Learning..

Q: Question.

%: Percentage.

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General Introduction

General Introduction

In today's digital age, technology has permeated all parts of our lives, including education. This integration has resulted in the incorporation of technology into the teaching and learning of English as a Foreign Language (EFL), particularly at the university level. 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 comprehension 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 develop listening, speaking, reading, and writing skills in modern ways. Furthermore, students can participate in interactive exercises, play educational games, and communicate with classmates and teachers online, which helps improve their language abilities and build their confidence in using the English language. It can also be utilized to deliver personalized learning experiences tailored to students' needs.

Using technology to learn and teach language is a viable and successful alternative to traditional techniques. It gives learners and teachers the opportunity to study the language. As a result, it is vital to depend on creative techniques to help students develop themselves and their language skills, as well as to create educational experiences for teachers. Therefore, this study sheds light on the benefits of utilizing technology in the process of learning and teaching, particularly in the context of learning and teaching English as a foreign language.

In this context, the research demonstrates the effectiveness of employing technology to improve the process of learning and teaching English. Besides, it illustrates how technology may be used in education to increase knowledge and improve students' English advancement. Additionally, it sheds light on the possible benefits of utilizing technology. By examining these aspects. The research contributes

to a comprehensive understanding of the role of technology as a tool for teaching and learning English effectively.

The purpose of this research is to investigate the effectiveness of using technology in EFL learning and teaching at university setting. 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 teachers and students.

Consequently, to achieve the aims of this research, three main questions are Formulated as follows:

1. What are the attitudes of English teachers and students concerning the use of technology in learning and teaching?

2. How does the use of technology in learning impact students' engagement and academic performance?

3. What are the perceived advantages of using technology in teaching and learning English as a Foreign Language (EFL)?

To find reliable answers to these questions, three main hypotheses have been put forward:

1. EFL teachers and students have positive attitude towards the use of technology in teaching and learning.

2. The use of technology in teaching English has a positive effect, such as encouraging students and increasing their interaction.

3. EFL teachers and students will perceive advantages such as increased motivation, enhanced engagement, and improved access to resources as well as language skills development.

This research was conducted to achieve specific research objectives and test the hypotheses. As a result, the mixed approach method was used, that is, quantitative and qualitative data were collected through the use of questionnaires distributed to third-year English language teachers and students at Salehi Ahmed University Center.

This study was divided into two parts. The first chapter gives an overview of the current topic and sheds light on the theoretical aspects and basic notions relating to the subject. In the other hand, the second chapter is devoted to describe the research's

practical aspects. It describes the processes and approach used for the current investigation. In addition, it also outlines the research tools utilized and the sample population that took part in it. Ultimately, this chapter primarily focuses on analyzing and discussing the questionnaire data.

Chapter One
Literature Review

Chapter One: Literature Review

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1.1. Introduction

Teaching and learning English as a foreign language through technology has become an essential element in the process of teaching and learning foreign languages. Technology plays a greater role to deliver education inside and outside the classroom. Computers are being integrated into language teaching and learning through the use of multimedia and the Internet. It has become more effective and useful and is a complement to traditional techniques. In addition to the instructor's role, technology has had a significant impact on language teaching and learning. In other words, the function of the instructor, when combined with the role of technology, can result in advanced learning outcomes (Sharma & Barett, 2009). This theoretical chapter is devoted to exploring the effectiveness of using technology in English language teaching and learning in a university context. It gives an overview of 21st-century teaching approaches and education trends. It explains the meaning of education technology as well as blended learning. In addition to this, it focuses on the impact and the role of using technology for teaching and learning the English language by describing some technological tools. Later, it discusses the benefits of using technology in the teaching and the learning process. At the end, this chapter mentions some obstacles to using educational technologies.

1.2. 21 ST Century Teaching Approaches in EFL Education

In the 21st century, the field of English as a foreign Language (henceforth EFL) has seen significant transformations in teaching approaches due to technological advancements and deeper researches of the effective learning strategies.

1.2.1. Overview of 21STCentury Teaching Approaches and Education Trends

In response to the changing educational landscape, 21st-century teaching approaches have emerged, embracing innovative pedagogical strategies that align with the needs and demands of the modern era. (Mynbayeva et al, 2017). These approaches reflect educational trends that emphasize student-centered learning, critical thinking, collaboration, and the integration of technology.

In addition, 21st-century teaching approaches prioritize student engagement, active participation, and the development of essential skills for the 21st century, such

as creativity, communication, collaboration, and critical thinking. They move away from traditional teacher-centred instruction and promote learner autonomy, inquiry-based learning, and problem-solving activities (Kim et al, 2019). Moreover, these approaches recognize the importance of socio-cultural aspects and intercultural competence in language learning. They aim to foster global awareness, cultural sensitivity, and effective communication in diverse contexts. (Stefanidou, 2009).

1.2. Integration of technology in 21st-century teaching and learning

Technology integration plays a pivotal role in 21st-century teaching approaches, enhancing the learning experiences and outcomes in EFL education.

According to Li (2022) technology provides opportunities for interactive andmultimedia-rich learning environments, promotes authentic language use, and offers diverse resources for language learning. (Heimann et al, 2021).

Technology allows access to a wide range of authentic language resources, such as digital texts, videos, podcasts, and online articles. These resources expose learners to real-life language use, different accents, and cultural contexts, facilitating their language development and intercultural understanding (Blue, 2022). As well as it enables the creation of interactive activities and simulations that engage learners actively in the learning process. Online platforms, educational apps, and virtual learning environments provide opportunities for personalized and adaptive learning experiences, where students can explore, collaborate, and receive immediate feedback (Gonzalez, 2012, p. 77). Additionally, technology facilitates communication and collaboration among learners, both within the classroom and globally (Bui, 2022). Tools such as video conferencing, discussion forums, and social media platforms enable learners to connect with peers, exchange ideas, and engage in authentic language interactions, fostering their speaking and listening skills. Moreover, Formative assessment and feedback: technology integration offers tools for formative assessment, allowing teachers to gather real-time data on students' progress and provide timely feedback. Online quizzes, digital portfolios, and automated grading systems streamline the assessment process, promoting self-reflection and personalized learning paths for students (Webb & Cox, 2007). By using technology, learners develop digital literacy skills, including information literacy, digital communication,

and responsible online behaviours (Loveless, 2013, p. 231). These skills are crucial in the digital age, equipping learners with the ability to navigate and critically evaluate digital information and contribute to digital communities.

21st-century teaching approaches embrace student-centred learning, critical thinking, collaboration, and the integration of technology in EFL education (Isaias et al., 2020). By leveraging technology effectively, educators can provide engaging and interactive learning environments, foster authentic language use, promote global awareness, and develop essential skills for the 21st century. Integrating technology into EFL instruction empowers learners, prepares them for the digital age, and enhances their language learning experiences and outcomes (Bui, 2022).

The use of technology in education is associated with the use of information and communication technology. Information and Communication Technology (ICT) is considered essential in the field of education because it enhances the classroom environment and facilitates the subject matter for the learner (Mishra & Koehler, 2006). For this reason, EFL teachers should provide guidance on the appropriate use of technology in the classroom (Morgan, 2008). Integrating technology into teaching involves not only teaching computer skills, but educators must explore innovative approaches that foster students'engagement and facilitate their learning. Therefore, to achieve this goal is to use educational technology in an effective manner. Some theoretical and experimental studies confirm that the use of information and communication technology in the teaching and learning process is important. The use of technology encourages students' interest in the contents to be studied (Mayora, 2006, as cited by Ilter, 2009).In this regard, Ilter (2009, p.136) states that "technology may be one of the factors that positively influence the attitude of students in the teaching and learning process". Furthermore, according to (O'Dwyer et al, 2005), technology allows students to develop critical thinking skills, develop a deeper understanding of complex concepts, and solve challenging issues.

The connection between technology and English teaching is evident (Singhal, 1997). Technological tools have been applied to improve the learning skills of English language students. Among the aids to language learning are English language learning websites, computer-aided language learning programs, presentation programs, and

electronic dictionaries, (Nomass, 2013). Using these tools in an appropriate method achieves positive results.

1.3. Definition of Educational Technology

Educational technology is a set of technologies and methods that improve the learning process and achieve educational goals. In addition, educational technology refers to the use of various materials to facilitate the learning process and make teaching enjoyable.

The acronym for educational technology is **(ED-TECH)** and refers to the use of tools and resources that facilitate and support the learning and teaching process. Education technology integrates modern technologies for educational and training requirements. It facilitates learning through the use of media and modern methods. According to (Leith and Ghuman, 1967) education technology is the systematic use of scientific information to improve the effectiveness of teaching and learning. Additionally, Sakamato (1987 add in this main:

> **"An applied study that aims to enhance the educational effect bycontrolling the educational purposes and the educational environment, as well as controlling the mutual relations between students and trainers".**

1.4. Blended Learning

Blended learning combines face-to-face classroom practice with e-learning. The teacher facilitates student learning by using the model. Technology has been integrated into education and for this reason teachers have used technological concepts such as computer-assisted language learning (CALL) and mobile-assisted language learning (MALL).

Blended learning is a technological method used for teaching that leads to effective integration with language learning. According to Zhang & Zhu (2018), blended education is the integration of technological methods and traditional methods of education, which leads to the creation of an interactive and encouraging learning environment. Moreover, Blended learning is the use of traditional methods with technical methods in order to learn and teach, thus increasing learners' interest in

electronic spaces. According toAlbiladi and Alshareef (2019) blended learning is a great achievement of the teaching system, learning platforms, and online education, which leads to the integration of technology resources with traditional teaching and learning environments to create a structure for the future of education, especially, in teaching English as a foreign language.

Blended learning holds a significant role in the realm of EFL (English as foreign language Learning). It provides advanced teaching opportunities (Sharma and Barrett, 2018). In addition, Blended learning allows for assessment of the students' educational experiences (Dziuban et al., 2018). By incorporating a blend of online and traditional methods, blended learning contributes to the development of language skills in the context of English language learning (Albiladi and Alshareef, 2019).

1.5. The Impact of Using Technology in Teaching and Learning Processes

Technology integration has been found to positively impact students' language skills, including speaking, reading, writing, and listening. For example, a research found that technology-enhanced instruction significantly improved reading comprehension and vocabulary acquisition among EFL learners (Tafazoli& Romero, 2016, p. 84). Similarly, reported improved speaking skills and increased learner engagement through the integration of technology in EFL classrooms. These findings suggest that technology can facilitate active language practice and foster language development (Alqurashi, 2019, p. 550).

Technology integration has been shown to enhance student motivation and engagement in language learning. Research revealed that technology-mediated activities increase students' motivation and promote self-regulated learning behaviors (Oyanedel et al., 2023). The interactive nature of technology, including gamification elements and multimedia resources, can stimulate students' interest and make language learning more enjoyable and engaging (Medicine et al., 2018).Gilakjani (2013) confirmed the effect of technology is to help learners in the teaching process and increase cooperation between them.

Furthermore, studies have demonstrated the positive impact of technology on learners' autonomy and self-directed learning (Issa et al., 2013, p. 142). Technology

provides opportunities for individualized and personalized learning experiences, allowing students to learn at their own pace and according to their specific needs. Adaptive learning platforms and intelligent tutoring systems can provide tailored content and support to meet individual learner requirements.

1.6. The Role of Using Technology in Learning language English language

Teachers use technology to facilitate learning. Technology has become important in learning and education and thus supports the teaching and learning process. (Eady and Lockyer, 2013). Technology helps learners to obtain a lot of information and develop their way of learning (Lam and Lawrence (2002), and Gilakjani, 2017). The use of technologies aims to change language teaching methods (Gilakjani, 2013). Technology has a great role in supporting the activities of the learners and has a positive impact on the teaching methods of the learners in order to teach language skills teachers must know the techniques. (Gilakjani, 2017;Shyamlee& Phil, 2012). Technology has changed the methods of teaching English. Technology has made teaching more productive and enjoyable. (Pattle, 2013). The Internet gives learners the opportunity to collect information and provides them with resources to interpret and analyze language and contexts.

Technology integration in EFL education aligns with various languages learning theories such as constructivism, which suggests that learners actively construct knowledge and meaning through interactions with their environment (Caldwell & Bird, 2015, p. 115). Technology can facilitate this process by providing students with authentic and interactive learning opportunities, allowing them to engage with language in meaningful contexts (Cennamo et al., 2018, p. 213). Furthermore, sociocultural theories highlight the social nature of language learning and the role of social interactions in language development.(Spodek&Saracho,2014,p.136).

Technology offers avenues for collaborative learning, enabling students to engage in online discussions, group projects, and language exchanges with learners from different cultural backgrounds. These interactions not only enhance language skills but also promote intercultural understanding and communication (Pixel, 2017). Another relevant theory is the cognitive theory of multimedia learning, which posits that learners benefit from instructional materials that present information in multiple

modalities (Doherty, 2016). Technology provides multimedia resources, such as videos, audio recordings, and interactive simulations, which can enhance learners' comprehension and retention of language content. These multimedia materials cater to different learning styles and preferences, accommodating diverse learners in the EFL classroom.

1.7. Educational Technological Tools

Nowadays, technology has become an important part of education. It was used as a tool for teaching and learning English as a foreign language. It provided various technological materials such as computer-assisted language learning (CALL), information and communication technologies.

1.7.1. Computer- Assisted Language Learning

Beatty (2003) defined computer assisted language learning (henceforth CALL) as a learning approach employed to improve a learner's language. The ability of learners and teachers to recognize appropriate methodologies when using these terms moreover, it can be combined with teaching and learning methods.

In the past, a way to use the computer appeared, which is the communicative approach in teaching is. (Warschauer, 1996). This stage emphasizes motivating students to be creative and exploit analytical skills. (Fotos&Brown, 2004, p. 6). Communicative CALL models are divided into the computer as a tool, the computer as a teacher, and the computer as a motivator (Warschauer, 1996).First, the computer as a teacher refers to the teaching of CALL behaviors. CALL aims to provide opportunities for students to practice their language skills (Warschauer, 1996).Secondly, the computer as a motivator did not only emphasize language learning. CALL aims to encourage students among themselves to research, write and think critically. (Ryait, 2010, p.10; Warschauer, 1996). Third, the computer as a tool aims to use the target language and facilitate learning. The programs of this model are spelling and grammar checkers, and validators facilitate language learning (Ryait, 2010, and Warschauer, 1996).

1.7.2. Information and Communication Technologies

Information and Communication Technology (ICT) includes the computer systems and the Internet, which are motivating tools that are used in the education process.

ICTs have covered the teaching and learning process all over the world (Selinger, 2001c). ICT tools and technologies have enhanced teaching and learning especially, distance learning resources. (Lowther et al, 2008). The integration of information and communication technology has transformed the teaching environment into a learner-centered one. (Sánchez &Alemán, 2011).

The Internet is used as an effective tool for teaching and learning English. The Internet provides an opportunity for teachers to gather information about skills and about different programes. In addition, it allows students to collect materials to practice and study English. (Kitao & Kitao, 2001). The Internet is used in the classroom in different ways. It is used by teachers to develop writing skills through the use of e-mail service and to provide reliable educational materials. They can also use it to create educational environments that meet the needs of the student. (Hollenbeck & Hollenbeck, 2004, pp. 4-5).

1.8. Benefits of Using Technology in EFL Teaching and Learning

The use of technology in the classroom has become essential in learning a foreign language, providing substantial benefits to both teachers and students throughout the teaching and learning processes.

Effective use of technology helps foreign language learners support their language skills and learning attitude, create self-teaching strategies and increase their self-confidence (Lai &Kritsonis, 2006). Dudeney and Hockly (2008) argue that technology is important in the EFL classroom because it provides different ways to practice language and supports students. Barani et al (2010) show that the use of mass media provides an opportunity for teachers to expose students to multiple resources and enrich their language learning experience.

On the other hand, Hennessy et al (2005) stated that the use of technology (ICT) encourages teachers as well as learners to work in new ways. The application of

computer-assisted language learning (CALL) changed the learning attitudes of the learners, which led to the enhancement of self-confidence (Lee, 2000). The use of technology has changed styles from teacher-centered to learner-centered styles. Gillespie (2006) said that the use of technology increases learners' cooperation in learning tasks as it helps them gather information and interact with resources.

According to (Rodinadze and Zarbazoia, 2012) technology helps students and teachers study course materials. In addition, technology is an educational tool that has a fundamental role in facilitating students' learning.Students become more interested in the subjects they study when technology is incorporated into the teaching and learning process. Technology provides various opportunities to transform learning. For example, offering teaching through gamification, and using other online learning resources.

Additionally, technology helps teachers to participate and is a key factor in increasing knowledge retention. It can be said that technology provides great opportunities for ordinary students and students with special needs, which leads to making learning activities more effective. Technology enables students to prepare research in different ways as well as it allows students and teachers to develop many skills throughout the teaching and learning process. Moreover, technology helps develop many practical skills such as creating presentations, and learning to distinguish between reliable and unreliable sources on the Internet. Thus, technology provides reliable resources and various applications to improve the teaching process for teachers and make students more interactive.

1.8.1. Enhancement of Students' Engagement and Motivation

Integrating technology into EFL teaching and learning offers numerous benefits, including enhanced student engagement and motivation (Perren et al., 2017, p. 119). Technology provides interactive and multimedia elements that capture students' attention and make learning more enjoyable. For example, online language learning platforms, such as Duolingo, utilize gamification techniques, such as leader boards and badges, to motivate students to actively engage in language learning activities. Lane (2022) demonstrated that incorporating gamified elements in EFL classrooms increased student motivation and resulted in improved language learning outcomes.

1.8.2. Increased Access to Authentic Language Resources

Technology integration in EFL education significantly increases students' access to authentic language resources. Online platforms, digital libraries, and language learning apps provide a wealth of authentic materials, such as news articles, podcasts, and videos, allowing students to engage with real-world language use (Tafazoli et al., 2018). For instance, the British Council's Learn English website offers a variety of resources, including audio recordings of native speakers, interactive quizzes, and language-learning games. Access to authentic resources not only enhances students' language proficiency but also exposes them to different accents, cultural nuances, and current topics (Kozhevnikova, 2014).

1.8.3. Opportunities for Individualized and Personalized Learning

Technology integration in EFL education offers opportunities for individualized and personalized learning experiences. Adaptive learning platforms and intelligent tutoring systems can assess students' language proficiency and provide tailored learning paths (Oecd, 2021, p. 40). For example, Rosetta stone's language learning software adapts to learners' responses, adjusting the difficulty level and content based on their performance. This personalized approach allows students to focus on areas they need to improve while progressing at their own pace. EFL students who used personalized online learning platforms showed significant improvement in language skills compared to those in traditional classrooms (Mehring & Leis, 2017, p. 96).

1.8.4. Development of Digital Literacy Skills

Integrating technology in EFL education not only enhances language learning but also develops digital literacy skills (Giannikas, 2022, p. 206). By utilizing various digital tools and platforms, students acquire the necessary skills to navigate online resources, critically evaluate information, and communicate effectively in digital environments. For example, using social media platforms, such as Twitter or Instagram, as language learning tools can help students improve their written communication skills and engage with authentic content shared by native speakers (Bećirović, 2023). Developing digital literacy skills is increasingly important in the digital age, and integrating technology in EFL classrooms prepares students for the demands of the modern world. Later, integrating technology in EFL teaching and

learning brings a range of benefits. It enhances student engagement and motivation through gamification techniques, increases access to authentic language resources, and provides opportunities for individualized and personalized learning. Furthermore, technology integration develops essential digital literacy skills that are increasingly important in today's society. These benefits underscore the transformative potential of technology in EFL education, empowering students to become proficient English language users in a technologically advanced world (Chang & Li, 2014).

1.9. Obstacles of Using Technology in Teaching and Learning

This part of the study is concerned with the obstacles that the classroom faces when using new technologies. Among the disadvantages that teachers face when using technology in teaching English as a foreign language is that teachers make an effort to search for authentic and reliable materials and try to find valuable ways to use technology, which leads to wasting time. (Abunowara, 2016). In addition, students have difficulty accessing technology. (Kruse, 2001b; as cited in O'Donoghue et al., 2004). For this reason, (Lai and Kritsonis, 2006) show that teachers and students should possess fundamental understanding oftechnology before using it to aid language teaching and learning.

a. Unreachability of Resources

Difficulty in accessing technology resources is a disadvantage for educational institutions that do not have access to a computer or internet connection (Coghlan, 2004). According to Gibbs et al. (2004), Computer investment is a barrier to schools with a lower budget. Mike (1996) mentioned that the low budget of some educational institutions does not allow funding new technologies, which is a problem for language teachers and students.

b. Absence of Efficient Training

The reason behind the failed use of technology for learning is the lack of training by teachers and the lack of knowledge and practice. Most researchers such as (Coghlan, 2004), (Schwab and Foa, 2001) and (Lai and Kritsonis, 2006) agree that every teacher should use technology tools appropriately by developing their computer

proficiency. After that, Romano (2003) claimed that if teachers are not trained to use technology as an educational tool, it does not help learning.

c. Teachers' Perception

Research confirmed that teachers' attitude is an important obstacle (Hodas, 1993). Some teachers thought the use of technology in the classroom was negative (McGrail, 2005). (Fang &Warschauer (2004). Traditional teachers often experience a fear of losing control in the classroom when it comes to integrating technology. They may lack confidence and feel anxious due to their limited technical knowledge, yet they still strive to incorporate technology into their teaching practices (Beggs, 2000; Balanskat et al., 2006). According to Becta (2004), teachers' reluctance to rely on technology in the classroom is primarily driven by their unfamiliarity with it.

The use of technology brings both benefits and challenges. However, it is important for EFL teachers to recognize that technology is essential to effectively serving students in a clear and comprehensive way (Merç, 2015).

1.10. Conclusion

This theoretical chapter has focused on giving a general view about the effectiveness of using technology in EFL teaching and learning processes. It has defined educational technology and blended learning. It has highlighted on the role and the impacts of using technology. In addition, it has explained some technological tools followed by benefits and obstacles of using technology.

Chapter Two

Data Collection and Analysis

__Chapter Two: Data Collection and Analysis__.

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2.1. Introduction

The second chapter is devoted to exploring the point of view of both teachers and students towards using technology for the purpose of learning and teaching, especially in the context of English as a foreign language. This chapter presented a general methodology for the research work by describing the process of data collection and data analysis. First, it describes the setting where the research is being conducted. Later, it describes the methods used to collect the data. Next, the sample population is submitted, followed by data analysis procedures. At the end of this chapter, the researcher interprets the results and provides a discussion of the main findings in relation to the research hypothesis.

2.2. The Setting of the Study

The study was conducted at Salhi Ahmed University Center-Naama**.** The study was intended for English language teachers as well as third year English language students.

The teaching of English as a foreign language goes back more than (30) years until new amendments came to deal with the current global world and one of these new reforms is the implementation of the LMD system, which consists of: License, Master, and Doctorate.

2.3. Research Methodology

Research methodology is the outline of how a piece of research will be conducted. It includes various aspects of research including data collection methods, sample design, and data analysis methods used to achieve certain research goals. To ensure an appropriate methodology in conducting any research a specific research method must be applied. In the current research, the exploratory case study was adopted as a research method, which provides a comprehensive investigation and understanding of the studied topic and helps to reach generalized results.

In this investigation, an exploratory case study was used to investigate the effectiveness of technology use by English language teachers and third year English language students at Salhi Ahmed University Center Naama. This method helps the researcher to collect a reliable data from a specific sample.

2.3.1. The Sample Population

Sampling is an important step that the researcher must undertaken when conducting any case study research. "Sampling is the process of observing a subset of a population in order to estimate something about the whole population" (Thompson, 2012, p.1). To put it simply, sampling involves selecting a smaller representative sample from a larger population for a particular research aim.

The current investigation targeted LMD teachers in the English language department at Salhi Ahmed University Center as well as third year English language students. This type of sampling is used to avoid subjectivity. A random sample consisting of forty (40) students and ten (10) teachers was selected randomly.

2.3.1.1. Learners' Profile

The study consisted of forty (40) students. Their ages range from nineteen (19) to thirty one (31). Twenty-eight (28) of them are Females and twelve (12) are males. The logic behind choosing the third year English language students at Salhi Ahmed University Center to answer the questionnaire is that they have experience in using technology and they also have knowledge about the effectiveness of using technology to learn English.

2.3.1.2. Teachers' Profile

This research included English language teachers at Salhi Ahmed University Center. This study included ten (10) teachers of all genders, including six (06) females and four (04) males. These teachers were chosen because they dealt with the use of technology for the purpose of teaching and they have sufficient experience about using technology tools and materials to teach English.

2.4. Instruments of Data Collection

Data collection is the process of collecting data in a systematic consistent manner to address research questions, test hypothesis, and evaluate results. The research was developed through the use of a questionnaire, and the main objective of this research is to explore the effectiveness of using technology in EFL teaching and learning at University context.

2.4.1. Questionnaire

Questionnaire is one of the research tools used to collect data. The questionnaire consists of a list of written questions addressed to a specific group of people. The forms of questions used in this scientific research are open questions, closed questions, and multiple choice questions. These types of questions allow the researcher to obtain a combination of quantitative and qualitative data used to get conclusions about the topic. In this investigation, the researcher relied on the questionnaire as a tool for data collection because it is easy to analyze. A pair of questionnaire were created one for students and the other the other for teachers. In order to obtain the opinions of both students and teachers on the impact of the use of technology in EFL teaching and learning at university context as well as to produce clear results.

2.4.1.1. Students' Questionnaire

The student survey was designed to collect on students' opinions about the use of technology in EFL teaching and learning. The questionnaire consisted of thirteen items (13) organized under open questions, closed questions and multiple choice questions. In closed ended questions students are asked to answer by checking yes or no box. Whereas, multiple -choice questions require to select the answer from a group of choices. At the end, with open ended questions, participants have the opportunity to provide a short answer in which they can express their thoughts and provide contextual details related to the topic. The questionnaire is divided into two parts; the first part is devoted to collecting data about the general background of the informants, while the second part is about the effectiveness of technology use and its integration into the learning process. The questionnaire was distributed directly to third year English language students at Salhi Ahmed University Center and giving them more time to answer the questions, which facilitates the process of collecting data and increases the validity of the results and it was answered by forty (40) students.

2.4.1.2. Teachers' Questionnaire

The purpose of the teachers' questionnaire is to collect information and find out their attitudes and opinions about the use of technology in teaching and learning English as a foreign language in the university context.

The teachers' questionnaire was designed and divided into ten (10) teachers at the Salehi Ahmed University Center, some of whom answered at the same time, and some of them answered via e-mail. The teachers' questionnaire included thirteen questions. In this regard, the researcher used closed questions limited to answering with yes or no; open questions limited to setting answers without restrictions, and multiple-choice questions that allow respondents to choose the appropriate answer.

2.5. Data Analysis

In this research, the researcher relied on the mixed methods approach, which combines quantitative and qualitative approaches, in order to obtain a comprehensive and clear analysis of the data collected from the questionnaires. For the analysis of closed and multiple-choice questions that produce numerical data, quantitative analysis was used. This allows the researcher to draw conclusions about a larger population than the representative sample to generalize the results. In addition, the data were expressed and summarized in numerical terms, such as percentages.

The qualitative analysis also relied on open questions that gave non-numeric data. Qualitative analysis facilitates the description of informants' answers and aims to explain the answers of informants and understand why a particular issue arose.

2.5.1. Analysis of Students' Questionnaire

The questionnaire is divided into two parts, each dealing with a different topic. This part was created to analyze and interpret the results of the students' questionnaire using the quantitative and qualitative methods.

Section one: Background Information

This part of the questionnaire aims at collecting data about the general background of participant students**.**

A. Students' Gender

Table. 2.1: Students' Gender

Options	Number	Percentage%
Male	12	30%
Female	28	70%
Total	40	100%

The first question is related to the gender of the students. The following table shows the gender of the sample: (12) students represent (30%) of the total male sample. While (28) female students represent (70%) of the total female sample. Thus, we conclude that most of the responses are female.

B. Students' Age

Table. 2.2: Students' Age

Options	Number	Percentage%
Less than 19	00	00%
19 to 23	33	82.5 %
23 to 31	07	17.5 %
Total	40	100 %

The selected sample consists of two age groups, ranging in age from (19 to 31). The sample consists of 33 students, representing (82.5%), and their ages range between (19) and (23). Unlike the other sample, it includes (7) students, representing (17.5%), meaning their age is more than (23) years. Therefore, the current study is based mainly on the largest group of respondents, aged between (19 and 23).

C. Students' Level

Table.2.3. Level of the Participants

Level	Participants	Percentage
Third year	40	100%
Total	40	100%

Third year English language students were assigned to study the case. We conclude that the entire selected sample participated in the questionnaire, 40 participants representing (100%).

Section two: Students' Perspectives on Using Technology for Learning

Q01: Have you ever used technology to learn?

<div align="center">

Table2.4. Students' Use of Technology

</div>

Options	Number	Percentage %
Yes	40	100 %
No	00	00 %
Total	40	100 %

Data analysis showed that every student who participated in the sample (40) representing (100%) of the total confirmed that they had used technology to learn English; while none of my informants denied the use of technology during their learning period.

Q02. How do you describe your capacity at using technology for learning?

<div align="center">

Table.2.5. Students' Capacities in Using Technology for Learning

</div>

Options	Number	Percentage %
Good	38	95%
Bad	02	05%
Total	40	100%

The majority of students (38) which represents (95%) have a positive perception of using technology for learning while (02) which represent (05%) declared that they are low achievers concerning the use of technology.

Q03: Do you enjoy learning by using technology?

<div align="center">

Table.2.6. the Students' Feeling about the Use of Technology

</div>

Options	Number	Percentage
Always	24	60%
Sometimes	11	27,5%
Rarely	03	7.5%
Never	02	5%
Total	40	100%

Based on the data provided, the majority of students (60%) enjoy learning when using technology, they answered "always" in addition to that,(27.5%) of the students enjoy it "sometimes" while a small percentage (05%and 7.5%) answered "never" and "rarely". The data shown in the table confirm that students have a positive view of using technology for the purpose of learning because most of them enjoyed it.

Q04: Can you manage your time when you study with technology?

Table.2.7. Time Management in Studying with Technology

Options	Number	Percentage
Yes	26	65%
No	14	35%
Total	40	100%

This question aims to see point of view of students about managing his/her time during studies. The data indicates that the majority of students (65%) believe that they can manage their time effectively while using technology while a minority (35%) found it difficult.

Q05: How did you find learning with technology?

Table.2.8. Feedback on Learning Experience with Technology

Options	Number	Percentage %
Good	38	95 %
Bad	02	05 %
Total	40	100 %

The main objective of this question is to find out students' opinions towards the use of technology for learning. The data presented revealed that 95% of the respondents, representing (38) students, find it good, followed by 05%) representing (02) students of the respondents who indicated that they see it as weak. Therefore, we note that the majority of respondents have the ability to use technology positively, (38) participants representing (95%) and (02) representing (05%).

Q06: Did technology facilitate the process of learning and teaching? If no justify your answer?

Table.2.9. Facilitation of Learning and Teaching Process through Technology

Options	Number	Percentage %
Yes	39	97.5 %
No	01	2.5 %
Total	40	100 %

The purpose of this question is to inquire whether technology facilitates the process of learning and teaching English or not. As indicated on the table, the majority of students (97.5%) agreed that technology has facilitated the process of teaching and learning. The reason behind this is that it has a positive impact on education because technology offers different resources and encourages participation and interaction. However, one student (2.5%) had a different choice. The students' justification reveals a strong preference for using books as a primary learning resource and suggests that books are an effective way to solve difficulties.

Q07: Have you ever been instructed to use technology for learning?

Table.2.10. Instruction to Use Technology for Learning

Options	Number	Percentage
Yes	25	62.5%
No	15	37.5%
Total	40	100%

The data presented revealed that (25) of the informants (or 65.5%) reported that they were instructed about using technology for learning. whereas a large part (37.5%) indicated that they did not receive any instruction. These findings indicate the necessity of integrating technology into education and developing instructions to fully meet the needs and goals of their students.

Q08: Do you find using technology better than using traditional method? Justify your answer?

Table.2.11. Preferences for Technology VS Traditional Methods in Learning

Options	Number	Percentage
Yes	33	82.5 %
No	07	17.5 %
Total	40	100%

This question seeks to understand students' preferences and opinions regarding the use of technology versus traditional methods. The question requires informants to justify their choices in order to understand the reasons and logic behind their preferences. The responses provided revealed that (33) students preferred learning through the use of technology and answered "yes" and (07) respondents who answered no showed evidence that they preferred the traditional way. A number of students justified their preferences for learning through the use of technology by stating that technology is a useful tool that provides many benefits over traditional methods, such as improving access to knowledge. Develop skills and enhance participation. The justifications also highlighted the ability of technology to enhance the learning experience and make it more efficient and effective. It should be noted that a small percentage of the respondents (17.5%) do not agree with the idea that technology is better than traditional methods. However, they stressed the importance of a balanced approach that combines traditional and technological methods.

Q09: What type of classroom tools do you use most?

Table2.12. Types of Classroom Tools Used by Students

Options	Number	percentage
Computer	16	40 %
Social networks	10	25 %
Digital media	07	17.5 %
CHATGPT	07	17.5 %

The question aims to know the technological tools that students prefer to use for learning. Through the responses we conclude that (40%) depend on computers as a

basic tool for the classroom because they provide many functions capabilities that support learning, such as accessing educational materials, conducting research and creating presentations. On the other hand, social networks are the second most used parting tool with (25%) of respondents relying on them. It acts as a platform for collaboration, communication and information sharing between students and teachers. Later, digital media and CHATGPT were also chosen by (17.5%) of the respondents. CHATGPT can be considered as an aid that helps to answer questions related to the study. Digital media includes various forms of multimedia content, such as videos, images, and interactive materials that can enhance learning and engagements in the classroom.

Q10: which method do you prefer in learning?

Table2.13. Students' Preferences about Methods of Learning

Options	Number	Percentage %
Blended learning	24	60 %
E-learning	12	30 %
Traditional method	04	10 %
Total	40	100 %

This question seeks to investigate students' preferences for two learning methods namely traditional learning methods, E- learning, blended learning (both). The 40 responses provided indicated that (24) students preferred blended learning. Thus, they recognize the value and benefits of using a range of methods to enhance their learning experience.(12)Participants answered by choosing E- learning it can be said that contemporary methods, such as online resources and technology based tools offer for them a significant benefits compared to traditional methods. In addition (04) participants showed their preference for traditional method we conclude it is more effective for them.

Q11: Would you like technology to be integrated in academic learning? Justify?

Table.2.14.Students' Agreements about the Integration of Technology in Academic Learning

Options	Number	Percentage %
Agree	40	100 %
Disagree	00	00 %
Total	40	100 %

The reason behind this question is to find out students' agreement regarding the integration of technology into academic learning. We note that all participants (40) representing (100%) agreed to integrate technology into academic learning. Through the justifications of the students who preferred to include technology in academic learning; they stated that technology is a good way to facilitate learning. They confirmed that the inclusion provides access to information and resources, as well as improves teaching methods. In addition, students recognize the effectiveness and potential for personal and creative learning that technology offers. Students highlighted the transformative impact of technology in education and its ability to enhance the educational experience for both teachers and students.

Q12: What are the difficulties you face while using technology?

Table.2.15. Difficulties Faced while using technology in Learning.

Options	Number	Percentage %
Material problems	11	27%
Cost of Internet	09	22.5%
Learning difficulty	04	10 %
Lack of motivation	13	32.5 %
All options	01	2.5 %
None	02	05 %

This question focused on finding out the difficulties that students face while using technology. Based on the data, the students have more than one difficulty. The highest percentage (32.5%) was represented in the lack of motivation among (13) of the respondents. Followed by material problems by (11) students with a percentage of (27%), including the lack of equipment and limited technical support, which represents

obstacles to the effective use of technology. In addition, 22,5% , representing 9 of the surveyed students expressed annoyance towards the cost associated with accessing the internet. This frustration is because they cannot afford the cost of internet access, as a result they are prevented from fully engaging with technology. Two students (02) out of (05%) reported that there were no difficulties when using technology, which indicates a positive experience. The lowest percentage (2.5%) for the "all" option was represented by one participant. In general, understanding these difficulties contributes to enhancing the use of technology and exploiting its opportunities.

Q13: Do you think that technology makes you a successful learner?

- If yes, what positive influences have you faced?
- If no, what negative influences have you faced?

Technology is a motivating tool for successful learning. (75%) of the respondents (30) reported that it makes them better learners. The question demands the informants to justify their answer. The majority of participants justified the positive effects by pointing out that the positive effects provided a variety of learning opportunities, such as encouraging the preparation of scientific research and offering a revolution in resources for learning different languages. They mentioned that technology also facilitates and motivates, which leads to increased understanding as well as developing the learning process. Furthermore, they stated that technology provides great education and self-direction. Thus, language learning becomes more convenient as it facilitates communication between teachers and students. On the other hand, (10) students (25%) expressed negative effects, including distraction through social media and wasting time (such as watching YouTube and playing games), which led to a lack of concentration and productivity. Some students mentioned the obstacles they faced (such as the difficulty in finding information from valid and reliable sources, managing online training courses, material costs, and lack of motivation). In addition, they confirmed that finding information without conducting a comprehensive search made laziness affect them. They also stated that technology is not always useful for learning. In general, learners use strategies to eliminate the negative effects of technology, such as saving time and developing research skills. Teachers have an

essential role in guiding students to create a balanced learning environment, which increases the benefits of technology and reduces its disadvantages.

2.5.2 Analysis of Teachers' Questionnaire

This section aims to undertaken a thorough analysis of the data collected from the teachers' questionnaire. It delves into the responses provided by EFL teachers that help the researcher to gain valuable insights about the effectiveness of technology in the EFL context.

2.5.2.1. Section 01: Background Information
B. Gender

Table.2.16. Teachers' Gender

Gender	Number	Percentage %
Male	03	57,14 %
Female	04	42,85%
Total	07	100%

The table shows that there are (04) female teachers represent (57, 13%) of the total, while there are (03) male teachers representing (42, 85%) of the total. Therefore, the majority of the participants are female teachers.

B. Teaching experience

Table.2.17. Teachers' Experiences

Teaching experiences	Numbers	Percentages %
01 to 10 years	04	57, 14 %
11 to 20 years	03	42, 85 %
Total	07	100 %

The data revealed that there are (04) teachers with teaching experience ranging from (1 to 10) years, with a rate of (57.14**%**). In addition to (03) teachers with experience ranging from (11 to 20) years, representing (42.85%) .

Q01. Have you ever use technology to teach?

Table.2.18. Technology-Enhanced Teaching Activities

Options	Number	Percentage %
Yes	07	100 %
No	00	00 %
Total	07	100 %

The analysis highlighted that all the participants (07) answered "yes", which is equivalent to (100%) and this means that all teachers are aware of using technology as an educational tool.

Q02: Do you have experience using technology in teaching?

Table.2.19. Teachers 'Experiences with Using Technology

Options	Number	Percentage %
Yes	06	85.71 %
Not really	01	14.28 %
Total	07	100 %

This question aims to find out whether teachers have experience about using technology for teaching. (06) Teachers stated that they have experience in using technology for the purpose of teaching representing (85.71%). This means that most of them have experience and knowledge about the use of technology in the educational community. As one teacher stated "Not really" he/she does not have enough experience about using technology for teaching.

Q03: Do you think that using technology can be efficient to improve students' English language skills?

Table.2.20. Teachers Opinions about the Effectiveness of Technology in improving the Language Skills

Options	Number	Percentage %
Yes	07	100 %
No	00	00 %
Total	07	100 %

The question explores teachers' perspectives on using technology as a tool to develop students' language skills. According to the responses, all (07) teachers agreed that the use of technology improves language skills by (100%) percent. In this regard, technology has a good effect on language learning. Moreover, the results demonstrate the power of technology to improve language acquisition.

Q04: Did technology platforms facilitate and provide a more relaxed teaching and learning environment? Justify?

Table.2.21.The Role of Technology Platforms

Options	Number	Percentage %
Yes	07	100 %
No	00	00 %
Total	07	100 %

The presented data revealed that all teachers (07) claimed that technology facilitated the process of learning and teaching and also offered a comfortable environment for language acquisition, which they represent (100%). The question requires teachers to justify their responses. Teachers argued that the use of information and communication technology improves students' interaction, especially through illustrating complex subjects using visual media such as pictures and videos.

Technology reduces the efforts of both teachers and students, which makes the process of learning and teaching more enjoyable and motivating. Furthermore, the ease of access to educational resources made possible by technology allows learners to learn, which promotes personalized learning experiences. Teachers also stated that using technology saves time over traditional methods. Later, technology functions as a motivator for teachers and students, resulting in improved educational outcomes.

Q05: Do you find using technology better than using traditional method? Justify.

Table.2.22.Teachers' preferences about methods of learning

Options	Number	Percentage %
Yes	03	42.85 %
No	03	42.85 %
Both	01	14.28%
Total	07	100 %

The rationale behind this question is to find out the teachers' preferences regarding teaching methods. According to the results presented in the table (03) teachers believe that technology was superior representing (42.85%).whereas, (03) teachers preferred conventional techniques (42.85%). While one teacher decided to use both ways. Teachers declared that using technology to create interactive multimedia information gives creative approaches to learning and teaching. Second, it gives time for activities to be done as well as adequate evaluation and feedback procedures. Furthermore, technology relies on the materials utilized by the university, with a focus on careful investigation. Teachers who appreciated conventional techniques emphasized that technology is a fundamental tool, but it cannot replace face-to-face interactions. Technology has various benefits, but they are not guaranteed in all circumstances. Furthermore, teachers claimed to use a balanced approach that included both technology and conventional approaches, noting that each approach has strengths and limitations. The best option is determined by context and learning goals. According to one teacher, both ways are essential in the process of learning and teaching English.

Q06: Do you agree with the application of teaching English using technology in CUN? Justify.

Table.2.23. Application of technology in Teaching English in CUN

Options	Number	Percentage %
Agree	07	100 %
Disagree	00	00%
Total	07	100%

The teachers believed that implementing technology at the Salehi Ahmed University Center was a good idea. Based on the seven replies all teachers agreed to use technology to teach English. They justified their agreement by stating that integrating technology improves teaching and learning experiences and promotes access to resources. As an addition to the current system, the use of hybrid teaching with a combination of traditional methods over the Internet, teachers also observed that hybrid teaching preserves time and, as a result, offers up prospective opportunities for education. Furthermore, they mentioned that technology brings numerous benefits, such as improving collaboration and the educational experience for both teachers and students. They also emphasized the significance of providing sufficient capabilities and infrastructure, such as communication networks related to the Internet. Consequentially, technology plays a role in modern higher education, permitting universities to adjust to a changing educational context in order to satisfy the demands of both students and teachers.

Q07: What are your suggestions to better improve the integration of technological tools in teaching foreign languages?

The question aims to identify the best practices for teaching foreign languages. The responses collected from seven participants gave a variety of suggestions. The most common suggestions that they provided include:

➢ Implement comprehensive teacher training programs.

➢ Promote technology training for teachers and students.

➢ Support teachers in creating data-rich classroom environment.

➢ Address weak internet information flow and educate students about online platform usage.

➢ Provide training for all stakeholders and allocate more time for learning.

➢ Utilize online language resources for practice and online assessments.

2.6. Interpretation and Discussion of the Findings

The researcher collected an extensive amount of data from students' and teachers' questionnaires that discussed the effectiveness of using technology to learn and teach English as a foreign language. This section of the research aims to discuss the major findings gathered from a thorough investigation in relation to the research hypotheses.

The integration of technology improves teaching and learning experiences. A survey was conducted with a sample of students to obtain a comprehensive view of the effectiveness of using technology to teach English as a foreign language in the university context. 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 proposed as a first hypothesis that EFL teachers and students have positive attitudes towards using technology in learning and teaching. Therefore, the results obtained from the questionnaires indicated that this hypothesis is affirmed because all educators believed that technology should be used to teach English. They argued that technology enhances teaching and learning experiences by increasing access to materials and expanding educational opportunities. Furthermore, teachers underlined the significance of technology in addressing the demands of EFL teachers and students in modern higher education. Similarly, students had favorable views on the incorporation of technology into academic instruction. With a focus on developing teaching methods while encouraging learning and access to information, students highlighted technology's excellent potential for personalized and creative learning as well as its ability to enhance the educational experience.

Concerning the second hypothesis, it was suggested that the use of technology in teaching English has a positive effect, such as encouraging students and increasing their interaction. After the analysis, the results proved the hypothesis. All the participants (teachers and students) acknowledge the positive impact of technology on student engagement and interaction through visual media. In addition, students view technology as a motivational tool that makes them better learners.

Regarding the third hypothesis suggested that EFL teachers and students will perceive advantages such as increased motivation, enhanced engagement, and improved access to resources as well as language skills development. Therefore, the results obtained from the questionnaires indicated that this hypothesis is supported because teachers and students are both aware of the numerous benefits of employing technology in education. Teachers underlined that technology promotes student interaction, facilitates learning and teaching processes, and creates a comfortable environment for language learning. Furthermore, they noted that technology reduces efforts for teachers and students, saves time, and functions as a motivator while saving time, leading to better educational outcomes. Similarly, students had good opinions of using technology for learning, with the majority enjoying the learning experience while recognizing its positive impact on language skill development. According to the findings, technology has a crucial role in improving motivation, engagement, and access to resources for both teachers and students.

Finally, one may say that the data analysis findings support all three hypotheses. EFL Teachers and students recognize the advantages of using technology. They have positive attitudes towards integrating technology into learning and teaching purposes. Moreover, technology highlights the positive effects of teaching English language.

2.7. Limitations of the Study

The study included limitations that must be taken into consideration. Certain limitations are as follows:

➢ First, in this empirical study, the sample consisted of a small number of teachers and students, as well as more female participants than male

participants. Therefore, the results may not be representative of the greater population.

➢ Secondly, this study aims to cover a greater range of investigations. However, it was limited to English teachers and students from Salehi Ahmed University Center.

➢ Thirdly, the study relied only on the questionnaire as a data collection instrument, which may limit the comprehensiveness of the data gathered and prevent informants from providing rich and detailed answers.

2.8. Recommendations and Suggestions

➢ Teachers must be trained in the use of technological devices. Similarly, learners must be educated to become aware of the significance of technical skills.

➢ Provide comprehensive professional development programs for teachers to help them improve their technological skills. This will ensure that teachers are properly educated to incorporate technology into their teaching techniques.

➢ Allocating sufficient resources and infrastructure to support the integration of technology in universities, such as ensuring computer access, internet access, and software.

➢ Encouraging teachers to utilize technology to enhance their teaching experiences and creating guidance courses on the use of technology to excite educational curricula.

➢ Addressing technological issues and ensuring that it is available to all students, including the provision of assistive technologies and the modification of educational resources to satisfy various learning needs.

➢ Support knowledge exchange among teachersand students by sharing techniques, success stories, and issues connected to incorporating technology into education.

2.9. Conclusion

This chapter is designed to explain the research methodology used. It outlines the population sample, the settings, and the procedures performed. It also emphasizes the research instruments used in data collection to answer research questions and test research hypotheses. This chapter tackles quantitative and qualitative data analysis approaches. Ultimately, the chapter discussed the results of the students' and teachers' questionnaires, as well as limitations, recommendations, and suggestions to take into consideration.

General Conclusion

General Conclusion

In the digital age, the use of technology has taken an elevated place to teach and learn English as a Foreign Language (EFL) in a university context. Technology has produced a variety of digital tools and platforms that have revolutionized both the teaching and the learning approaches. Another important point, technology allows teachers to improve the traditional methods of teaching and learning while also making students more effective and flexible.

This proposed work has been divided into two main chapters. The first chapter mainly dealt with definitions, concepts, and a review of previous studies regarding the effectiveness of using technology for teaching and learning English as a foreign language. As for the second chapter, it focused on the practical side of this study, as it included the process of data collection, the population sample, data analysis, and discussion.

The findings demonstrated that use of technology positively affects EFL teachers and students. It also emphasized the benefits of integrating technology for teaching and learning English in a university context. In conclusion, the hypotheses were positively proven.

Regarding the research, a number of interesting results were revealed, and based on the data collected and analyzed, some guidelines and recommendations should be outlined. One of the major limitations is that the sample was small, which means that the results may not be representative of the larger population. The fact that the study only included EFL teachers and students of Salehi Ahmed University Center limits the findings 'generalizability. Furthermore, using the questionnaire purely as a data collection tool may limit its comprehensiveness and prevent participants from offering more detailed responses. These limitations also underline the need to apply this study to other universities in Algeria to ensure the generalization and validity of the results of the study with the use of other research tools.

It is important to propose comprehensive professional development programs for teachers with sufficient resource and infrastructure allocation to encourage teachers to use technology. In addition, address technological issues, ensure accessibility for all students, and promote knowledge sharing between teachers and students.

Integrating technology into teaching and learning English as a foreign language is effective because it provides many advantages including increased access to resources, personalized learning experiences and may positively impact education such as increased interaction and collaboration. Thus they must be used appropriately in order to make effective use of these platforms.

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Appendices

Appendices

Appendix 01

Teacher' Questionnaire

Dear Teachers,

This questionnaire is designed to gather data in order to accomplish our research, the purpose of this questionnaire is to investigate the effectiveness of using technology in teaching and learning English as a foreign language at University context.

We appreciate you taking the time to fill out this questionnaire, and we will keep your answers completely private.

Part I:

Teacher's Profile:
A.Gender:

Male ☐   Female ☐

   1. Teaching experience: …………years.

Part II :Teachers' Perspectives on Using Technology for Teaching:

Q01: Have you ever used technology to teach?

Yes ☐   No ☐

Q02: Do you have experience using technology in teaching?

 Yes☐   NO ☐   Not really ☐

Q03: Do you think that using technology can be efficient to improve students' English language skills?

     Yes ☐   No☐

Q04: Did technology platforms facilitate and provide a more relaxed teaching and learning environment? Justify.

Yes ☐   No ☐

Justifyyour answer please:………………………….………………………
………………………………………………………………………………………
………………………………………………………………………………

Q05: Do you find using technology better than using traditional method? Justify

     Yes ☐   No ☐   both ☐

06: Do you agree with the application of teaching English using technology in CUN? Justify.

Agree ☐   Disagree ☐

Justify your answer please …………………………………………………..
……………………………………………………………………………………………
……………………………………………………………………………………..
Q07: What are your suggestions to better improve the integration of technological tools in teaching foreign languages?
…………………………………………………………………………………………
…………………………………………………………………………………………
………………………………………………………………………………………

Appendix 02

Students' Questionnaire

Dear Students

This questionnaire is designed to gather data in order to accomplish our research, the purpose of this questionnaire is to investigate the effectiveness of using technology in teaching and learning English as a foreign language a university context.

We appreciate you taking the time to fill out this questionnaire, and we will keep your answers completely private.

Part I:Student's profile

A. Gender:

Male☐Female ☐
B. Age:...................................

C.Levels:.............................

Part II :Student's perspectives on using technology for learning:

Q01: Have you ever used technology to learn?

Yes☐No☐

Q02: How do you describe your capacity at using technology for learning?

Good☐Bad☐

Q03: Do you enjoy learning by using technology?

Never☐Rarely☐Always☐Sometimes☐
Q04: Can you manage your time when you study with technology?

Yes☐ No☐
Q05: How did you find learning with technology?

Good ☐Bad☐
Q06: Did technology facilitate the process of learning and teaching?

Yes☐ No☐

If no justify your answer:………………………………………………………………..

……………………………………………………………………………………………

……………………………………………………………………………………………

Q07: Have you ever been instructed to use technology for learning?

Yes☐ No☐

Q08: Do you find using technology better than using traditional method?

Yes☐ No☐

Justify your answer:…………………….………………………………………………..

…………………………………………………………………………………………

…………………………………………………………………………………………

Q09: What type of classroom do you use most?

Computer ☐   Social networking ☐   CHATGPT☐   Digital media☐

Q10: Which method do you prefer in learning?

Traditional method ☐   E-Learning ☐

Blended (mixed between traditional and E-Learning)   ☐

Q11: Do you agree to use technology for learning and teaching?

Agree ☐   Disagree ☐

Justify your answer:………….……………………………………………………

…………………………………………………………………………………………

………………………………………………………………………………………

Q12: What are the difficulties you face while using technology?

Material problems   ☐

Cost of internet   ☐

Harder to learn   ☐

Lack of motivation ☐

Q13: do you think that technology makes you a successful learner?

If yes, what positive influences have you faced?

…………………………………………………………………………………………

…………………………………………………………………………………………

……………………………………………………………………………….

If not, what negative influences have you faced?

………..………………………………………………………………………………………
………………………………………………………59……………………………………………………
………………………………………………………………………………

Summary

The current study aims   to explore the effectiveness of using technology in EFL teaching and learning at University context. The case study was conducted at Salehi Ahmed University Center in Naama. The sample was selected from teachers and students of the third year of the English language. Two questionnaires were designed to collect data. In which one was directed to teachers and the other to students. The results showed that both EFL teachers and students have positive attitudes towards the use of technology for the purpose of teaching and learning. However, they emphasized that technology plays a critical role in improving motivation and access to resources.

Résumé

Le but de cette étude actuelle est d'explorer l'efficacité de l'utilisation de la technologie pour l'enseignement et l'apprentissage de l'anglais comme langue étrangère dans un contexte universitaire. L'étude de cas a été menée au Salehi Ahmed Université Centre à Naama. L'échantillon a été sélectionné parmi les enseignants et les étudiants de la troisième année de la langue anglaise. Deux questionnaires ont été conçus pour recueillir des données. L'un était destiné aux enseignants et l'autre aux étudiants. Les résultats ont montré que les enseignants et les étudiants d'anglais comme langue étrangère ont des attitudes positives envers l'utilisation de la technologie à des fins d'enseignement et d'apprentissage. Cependant, ils ont souligné que la technologie joue un rôle essentiel dans l'amélioration de la motivation et de l'accès aux ressources

ملخص

تهدف الدراسة الحالية إلى استكشاف فعالية استخدام التكنولوجيا لتدريس وتعليم اللغة الإنجليزية كلغة أجنبية وتعلمها في سياق الجامعة. أجريت دراسة الحالة في مركز جامعة صالحي أحمد بالنعامة. تم اختيار العينة من اساتذة وطلبة السنة الثالثة للغة الانجليزية. تم تصميم استبيانين لجمع البيانات. حيث تم توجيه أحدهما للمعلمين والآخر للطلاب. أظهرت النتائج أن كلا من معلمي وطلاب اللغة الإنجليزية كلغة أجنبية لديهم اتجاهات إيجابية تجاه استخدام التكنولوجيا لغرض التدريس والتعلم. ومع ذلك ، فقد أكدوا أن التكنولوجيا تلعب دورًا حاسمًا في تحسين الحافز والوصول إلى الموارد.