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**Digital Reshaping of English Language Teaching: Investigating
the Impact of Technology Integration in Algerian EFL Settings
at Ain Temouchent Primary Schools.**

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Dedications

After years of study filled with challenges and hard work, today I stand at the finish line, proudly reaping the fruits of my efforts. I'm grateful with gratitude and joy. All praise and thanks be to Allah I could not have done this without His blessings.

*With all my love, I dedicate this achievement and graduation to the light of my life my first hero dearest father “**Abdelhakim BOUCHOUATA**” you carried my dreams as your own, clearing every obstacle so could walk toward success. This achievement and success is yours as much it is mine with all my love and eternal gratitude.*

*To the one for whom Paradise lies beneath her feet, whose heart embraced me before her arms, who eased every hardship with her prayers. Your satisfaction is my key to success: my beloved mother “**Djalila ADJAILIA**”*

*To the pillar, I take pride in, and the irreplaceable companion my dear brother “**Haitem**”. May you always remain my brother, friend, and lifelong refuge.*

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Abstract

Incorporating technology has become a paramount component in EFL primary school classrooms the present research work intends to explore the influence of technology integration in the English language teaching and learning process in Algerian primary schools. The study aims to provide insights into English language teachers' perceptions of the use of technological devices in the learning setting. At the same time, this study attempts to identify the hurdles they encounter during this process, and examines the impact of technology on students' motivation and engagement. To this end, two data collection instruments are used: a questionnaire administered to 53 primary school English teachers, and a semi-structured interview conducted with 8 of them. The responses of the participants are both quantitatively and qualitatively analyzed. The findings of the analysis indicate that the majority of primary school EFL teachers have a positive attitude towards the integration of technology in classrooms, as they understand its potential in increasing students' motivation and engagement. The effective integration of technology in Ain Temouchent's primary EFL classrooms is often disrupted by practical challenges such as unreliable internet connections, frequent power outages, and outdated equipment. Additionally, the lack of structured training and ongoing technical support limits teachers' confidence in using digital tools effectively. The conclusions drawn from this study offer practical suggestions and recommendations for overcoming these challenges and improving the integration of technology in primary schools' EFL settings.

Keywords: Technology, EFL teachers, Algerian primary schools, attitudes, motivation, challenges.

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List of Abbreviations

EFL: English as a Foreign Language.

FL: Foreign Language.

ELT: English Language Teaching.

IT: Information Technology.

AI: Artificial Intelligence.

ICT: Information and Communication Technologies.

MNE: Ministry of National Education.

PC: Personal Computer.

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General Introduction

General Introduction

General Introduction

In the modern era, technology has become an integral part of human life. The impact of this branch of scientific knowledge is indisputable in various fields including education. The incorporation of technology in the teaching-learning process has remarkably influenced traditional teaching methodologies as it offers innovative ways that facilitate and enrich students' learning experiences. Technology provides access to a variety of digital platforms, multimedia resources, and online communication tools that hone the procedure of acquiring knowledge, particularly Foreign Language (FL) acquisition.

English is one of the FL embedded in the Algerian educational system. It is taught as a compulsory subject in both middle and secondary schools. Recently, English language has gained a huge interest in the Algerian community as it is incorporated in primary education. The use of technology in English Foreign Language (EFL) classrooms is indispensable (Warschauer & Healey, 1998; Erban et al., 2009). However, this practice seems to be accompanied by a plethora of obstacles (Albirini, 2006; Boukhentache, 2019). In fact, the integration of technology in EFL classrooms is governed by several factors including teacher's attitude, infrastructural challenge issues, and readiness of students and educators to adopt these technologies (Teo, 2011; Rogers, 2003; Ertmer et al., 2012).

In Algeria, the incorporation of technology into the English teaching-learning process at primary schools is a crucial step toward the modernization of language attainment. However, the success of this process is determined by several factors. This study attempts to investigate primary school English language teachers' attitudes towards the use of technology in EFL settings, identify the challenges they face, and assess the influence of technology use on students' motivation and interaction.

General Introduction

The use of technology in FL classrooms has become an essential component of modern language learning. Yet, the incorporation of technology in the teaching-learning settings faces several barriers that obstructs the success of the process. Little attention has been devoted to explore the use of technology in Algerian primary schools' EFL context. In this regard, the study at hand seeks to fill this gap by providing empirical evidence on the current state of technology integration in Ain Temouchent primary schools and offering actionable insights for improvement.

The present study shed light on the impact of technology on English language teaching-learning process in primary schools. In particular, this research aims to:

1. Examine primary schools' English language teachers' perception of integrating technology in English language teaching-learning process.
2. Identify the challenges faced by primary schools' English language teachers in incorporating technology in the English language teaching-learning process.
3. Investigate the impact of technology on students' motivation and engagement in primary schools' EFL settings.

In order to achieve the aims listed above, the following research questions are formulated.

1. What are the attitudes of primary schools' English language teachers towards the use of technology in English language teaching-learning process?
2. What are the main challenges primary schools' English language teachers face when integrating technology into the English language teaching-learning process?
3. How does technology affect students' motivation and engagement in primary schools' EFL settings?

General Introduction

In accordance with the previously stated aims and research questions, the hypotheses of the present study are the following:

1. Primary schools' English language teachers hold positive attitudes toward the use of technology in the English language teaching-learning process, believing it enhances their teaching methods and students' learning outcomes.
2. Primary schools' English language teachers face significant challenges when integrating technology into the English language teaching-learning process, such as lack of resources, insufficient training, and resistance to change.
3. The integration of technology positively impacts students' motivation and engagement in primary schools' EFL settings making the learning experience more interactive and enjoyable.

This research studies the use of technology in teaching and learning English language at the primary school level in Algeria, pointing out its capability to enhance modern education and improve language learning. In particular, this study focuses on English teachers' attitudes towards the use of technological devices in Ain Temouchent primary schools, it tries to identify the barriers they face in the teaching process and assess the extent to which technology may influence students' motivation and engagement. This study will be significant as it shows how technology is being adopted into English classrooms in Algeria. It will also give useful recommendations and real-world advice for future activities. The study aims to be part of the greater conversation on using technology in language learning and assist in effective, comprehensive and creative teaching methods in Algeria.

This research work comprises four chapters. It begins with a general view of the study. It is an introduction that presents the topic of this work, the aims, the research questions as well as the significance of the study and the thesis structure. The first chapter reviews literature

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about the handled topic as it presents a set of studies related to the incorporation of technology in teaching and learning English language in Algeria. Chapter two revolves around the methodology used in this research. It provides a detailed description of the data collection procedure and analysis. Chapter three is devoted to the interpretation of the results gathered from the questionnaire and the interview. This chapter ends with a discussion of this research findings. Finally, concludes the thesis by providing answers to the research questions as well as a set of recommendations for further research.

Chapter One

Literature Review

Chapter One: Literature Review

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Chapter One: Literature Review

1.1 Introduction

This chapter reviews the literature related to the integration of technology in the educational and learning system with a special focus on its impact in the EFL settings. It presents studies investigating the use of technological devices in the English language teaching-learning process at different levels particularly the primary level. It also highlights the attitudes towards this practice and the challenges it raises. The chapter ends with a general conclusion based on these studies.

1.2 Technology Integration in Teaching-Learning Process

The integration of technology into the teaching-learning process has profoundly transformed education by offering new avenues for engagement, personalization, and efficiency. It improves teachers working abilities by expanding their opportunities for training and supporting collegial work with other teachers and professionals (Riley et al., 1996). The Study of technological use in the teaching- learning environment has attracted the attention of many researchers in the last few years.

Prensky (2001) argued that technology plays a crucial role in students' lives, making its integration into the classroom a powerful tool to boost engagement and motivation. He highlighted that today's students, often referred to as "digital natives," are naturally accustomed to using technology. The findings of his study indicated that incorporating technology into education can create more interactive and relatable learning experiences, enhancing their overall understanding and participation. Similarly, Laurillard (2008) stated that technology creates opportunities for personalized learning, collaborative activities, and student-centered teaching. In her study, Laurillard emphasized that digital tools enable adaptive learning paths, allowing learners to advance at their own speed, work with peers, and engage with content in innovative ways. She also added that when technology is applied

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effectively, it has the potential to revolutionize traditional teaching methods, making them more dynamic and focus on the needs of students.

In the same vein, Bates (2015) focused on the appropriate use of technology in the teaching-learning process. He stated that “Technology is not inherently good or bad for teaching and learning; its effectiveness depends on how it is used” (p. 21). The results of his research showed that technology itself is not a guaranteed method of enhancing educational outcomes but must be properly integrated into pedagogy to enhance the learning process. The study emphasized the integration of technology with instructional design to maximize student engagement and understanding.

Ghavifekr and Rosdy (2015) investigated the integration of ICT in teaching and learning. They claimed that this practice is not a one-time process but a continuous journey that creates a proactive teaching-learning environment. The study showed that technology-based education provides innovative tools such as educational videos, simulations, and mind mapping, which make the learning process more engaging and meaningful. This approach allows students to actively participate in their learning, enhancing their understanding and maximizing their abilities.

1.3 Technology Integration in EFL Settings

The integration of technology in foreign language teaching has been widely recognized as beneficial, with numerous studies supporting its effectiveness in education. Specifically, in English language teaching, technology offers learners access to a vast array of authentic materials, which enhances motivation and encourages further learning (Tomlison, 2009; Larsen-Freeman and Anderson, 2011). Several researchers confirmed the numerous benefits of technology incorporation in EFL classrooms (Craig and Patten, 2007; Jolls, 2008; King and South, 2017; Vasquez and Arciniegas, 2017; Amir and Kang, 2018).

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Warschauer (1996) investigated the transformative role of technology in EFL education. The findings revealed that computer-mediated communication offers learners enhanced opportunities for authentic language use. This approach enables meaningful interactions and supports the development of linguistic abilities within a collaborative framework. Such insights underscore the importance of technology in fostering communicative competence and interactive learning in EFL settings. Similarly, Chapelle (2001) emphasized that technology-enhanced language learning provides tailored learning experiences for EFL students, allowing them to practice language skills at their own pace while benefiting from instant feedback. This perspective highlights how technology personalized education, accommodates diverse learner needs, and promotes autonomous language acquisition.

Research indicated that reading becomes more enjoyable and easier to understand in technology-enhanced classes (Ariew and Erçetin, 2004). Additionally, technology helps develop students' cultural knowledge and intercultural skills, fostering global awareness (Lin, Shie and Holmes, 2017). It also supports writing skills by motivating students to engage in writing and increasing social interaction and peer collaboration through digital tools (Williams and Beam, 2019). The use of technology makes language learning more time and cost-efficient, offering learners flexibility in terms of time and place (Taşçı, 2021).

Moreover, technology offers a wide range of resources, such as language apps and online courses, which form an enrichment to traditional teaching methods. It enhances various pedagogical strategies such as communicative language teaching; task based learning, and flipped classrooms. In primary schools, some of these strategies include digital media storytelling, collaborative activities, and feedback mechanisms.

In this respect, Robin (2008) asserted that the utilization of digital media for storytelling including videos and animated stories “not only facilitates the acquisition of vocabulary but also enhances contextual learning and fosters cultural awareness in language education” (p.

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220). Regarding the collaborative activities, Hrastinski (2009) believed that digital collaboration platforms such as Padlet and Google Docs enable students to take active role in-group activities, thereby enhancing their teamwork and communication abilities. As for the feedback mechanisms, AI tools offer instant feedback on pronunciation and grammar. Xu et al. (2024) highlighted that AI-driven tools provide immediate feedback, which greatly improves learners' grasp of grammar and pronunciation, enabling them to self-correct effectively.

1.3.1 Technology Integration in Algerian EFL Settings

English is progressively of growing importance in Algeria, as it is a global language for communication, education, and economic development. With greater access to international markets, technology, and research, proficiency in English allows Algerians to participate in global opportunities, attract investments, and excel in various fields such as science and tourism. Fully aware of this fact, Algeria has been introducing English into its educational system and encouraging its practice to increase the presence and competitiveness of the country in the world. In line with these words, Bouhania (2012), in his work emphasized that English has become essential in Algeria due to globalization, playing a significant role in fields such as science, technology, and business. He noted that English serves not only as a means of international communication but also as a gateway to scientific and technological information.

Recently, the Algerian Ministry of Education implemented English language instruction in primary schools, representing a major advancement in the reform of language education. The ministry indicated that this effort is intended to provide students with the necessary tools for effective global communication and knowledge acquisition. It is worth noting though that

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limited research has been conducted to explore the use of technology for English language teaching-learning process in Algeria, particularly in primary schools.

Idri and Outmoune (2021) examined Algerian EFL secondary school teachers' perception and use of Information and Communication Technology (ICT) materials. Their research highlighted teachers' awareness of ICT's importance and their positive attitudes toward its integration. However, challenges such as insufficient tools, inadequate training, and lack of support were identified. This study recommended ongoing training, technical assistance, and the provision of ICT resources to support professional development.

Similarly, Didane (2023) explored EFL university teachers' perspectives on professional development for ICT integration. The findings pointed to the necessity of linking research with practice but noted obstacles like limited access to quality digital content. The study proposed adaptable training programs to address these evolving teaching demands.

In another study, Sebbah (2025) shed light on Algerian EFL students' familiarity with generative Artificial Intelligence (AI) tools. The results indicated the students' positive attitudes toward AI's efficiency in supporting tasks requiring both basic and complex skills but raised concerns about over-reliance and its potential effects on motivation, creativity, and critical thinking.

1.4 Attitudes towards the Use of Technology in EFL Classrooms

The way technology is perceived in the EFL classroom has gained the attention of many researchers as it influences both teaching and learning outcomes. Starks and Partridge (1996) claimed that attitudes significantly impacts the way someone quickly learns a language.

In line with this thought, Onurbodur, Brinberg, and Coupey (2000) suggested that an individual's attitude is shaped by their beliefs. According to them promoting greater use of

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technology by teachers to enhance student learning is important to examine how much teachers' current methods are influenced by their existing educational philosophies. The outcomes of their study indicated that successful integration of technology in the classroom largely hinges on teachers' recognition of its benefits, which are closely tied to their attitudes and beliefs. Additionally, they stated that teachers' favorable view of using ICT in education facilitates its incorporation into their teaching. Consequently, educators with a positive outlook on ICT are more likely to effectively integrate it compared to those who view it negatively. The findings of this study also showed that factors like age, participation in projects, gender, and whether teaching occurs face-to-face or online predict attitudes toward ICT integration. Moreover, teachers with advanced digital skills tend to utilize ICT more frequently in education. However, variations exist based on gender, specific types of ICT, and the subjects taught.

Ertmer and Ottenbreit-Leftwich (2010) focused on the effective integration of technology in education. Their research showed that this practice influences teachers' beliefs, knowledge, and the alignment of technology with pedagogical goals. The researchers argue that "teachers' confidence and belief in the efficacy of technology are central to its effective classroom use" (p.255). This perspective highlights the critical role that educators' mindsets play in leveraging technology as a meaningful pedagogical tool, suggesting that the changes in teacher beliefs are essential for successful technology integration.

A study by Elfatih and Ait Hammou (2019) aimed to explore the differences between male and female teachers regarding ICT use in classrooms by assessing the level of ICT integration in educational practices. The results showed that male teachers were generally more inclined to use ICT than female teachers. The study revealed that although male educators demonstrated superior ICT skills and better integration into classroom activities compared to their female peers, gender did not significantly impact the overall level of ICT

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integration in teaching.

Kollia et al. (2019) assessed the extent to which the teachers' age and years of experience may affect their perceptions of educational technology in Greek public schools. Their findings revealed significant differences in which younger teachers exhibited more positive perceptions regarding the importance of ICT in education, while those with fewer years of service also had a more favorable view compared to their more experienced colleagues.

In another study, Haddad and Dourari (2020) examined attitudes toward technology among younger teachers. They claimed that their positive attitudes contrasted with resistance from older educators. In addition, the results showed that younger educators are generally more inclined to incorporate technology into their teaching practices than their older counterparts, who often struggle with this integration due to insufficient training and resistance to change.

Touami and Mostari (2022) explored teachers' attitudes toward integrating technology in Ain Temouchent secondary schools. The findings of this study revealed teachers' enthusiasm for ICT usage. However, poor training and limited facilities impeded its effective implementation. The research concluded that ICT integration has yet to achieve its full pedagogical potential and emphasized the need for better training, sufficient equipment, and diverse resources.

These studies collectively reveal a generally positive attitude toward ICT among EFL educators and students. However, recurring challenges such as inadequate training, insufficient resources, and infrastructural limitations hinder effective implementation. Addressing these issues through consistent professional development, technical support, and resource provision is essential for enhancing EFL education.

1.5 Obstacles to Effective Technology Integration in EFL Classrooms

The incorporation of technology into EFL classrooms has revolutionized traditional teaching approaches by boosting student engagement, collaboration, and language learning. Despite its many benefits, the effective integration of technology in these settings is often hindered by several challenges. This includes limited access to digital tools, inadequate teacher training, resistance to change, and technical issues. Recognizing these obstacles is essential for educators, policymakers, and institutions to devise effective strategies to overcome them and fully leverage technology's potential in language education. Especially for new teachers as it can be challenging because their methods are often limited. In this regard, Freiberg (2002) claimed that novice teachers typically lack training in creating a well-organized and constructive learning environment, which is critical for both their teaching effectiveness and their students' learning outcomes.

In Algeria, for instance, the Ministry of National Education (MNE) organized an in-service training program to equip teachers with the technological skills needed to effectively use interactive boards and electronic materials. As a result, digital tools and resources are expected to play a key role in teaching English. However, the main concern is how efficiently Algerian EFL teachers implement these tools in their classrooms. Simply, having access to technology and maintaining a positive attitude toward its use does not automatically lead to its effective integration into language learning. For this reason, EFL teachers must acquire the necessary technological expertise and competencies to successfully incorporate technology into their teaching practices.

In other words, the integration of technology in English language teaching in Algeria presents opportunities and challenges. Although technology provides the teachers with tools that improve their teaching methodology, motivating students, and accessing a variety of

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resources, there are several barriers to its implementation including the limited number of schools with modern technological infrastructure, the irregular internet access, and the lack of sufficient digital literacy among teachers. Additionally, the absence of focused training programs for educators in the integration of technology into pedagogy aggravates these challenges.

In line with this thought, several researchers devoted attention to the obstacles faced by EFL teachers while using technological devices in the teaching process.

Benrabah (2017) focused on teachers' preparedness impact on the use of technology in teaching foreign languages. Benrabah assumed that most teachers are deprived of professional development that would help enhance their digital literacy. He believed that "Teachers' professional development remains a neglected area in Algerian education reform, particularly concerning digital literacy and the integration of technology into teaching practices." (p.225)

Fatima et al. (2019) asserted that today's classroom environment is more complex and challenging compared to previous years. According to the findings of their study, a multitude of challenges and difficulties that both teachers and learners face. Teachers encounter issues with managing their subjects in class, which often results in wasted time as they try to manage student behavior before initiating lessons or activities. Furthermore, in overcrowded classrooms, teachers experience difficulties with seating arrangements due to the large number of students, making it challenging to evaluate them thoroughly. The results also showed that teachers struggle to maintain student attention and facilitate question-and-answer sessions due to the noise levels. The study indicated that in terms of classroom management, teachers strive to control the classroom environment and mitigate these problems to ensure effective teaching and create a well-managed classroom.

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In another study, Sarnou (2020), for example, suggested that many schools lack reliable internet and advanced technological tools. The findings of his study revealed that semi-rural areas in Algeria are experiencing considerable technological gaps, as educational institutions frequently struggle with unreliable infrastructure, including poor internet access and outdated technology. Moreover, Hassani (2021) stated that cultural resistance is one of the challenges that face EFL teachers in using technology to present their lessons' content to their students. He noted that the hesitation among parents and certain educators to adopt technology in educational settings is often rooted in a cultural inclination towards conventional teaching methods and a limited awareness of the advantages that digital tools can offer for language acquisition.

Similarly, Tångring & Öhman (2023) stated that Teachers can maintain an effective classroom environment by developing skills such as establishing clear rules and routines, building strong relationships and communication with students, and utilizing nonverbal communication strategies. They emphasized that classroom management is essential for teachers' well-being and students' academic and personal growth as it involves several key elements, including organizing classroom activities, setting rules, arranging the classroom layout, managing materials, and handling student behavior. The outcomes of this research revealed that classroom management is not just about curriculum and behavior but it plays a crucial role in achieving the broader goals of creating a conducive learning environment.

1.6 Conclusion

This chapter presents the related literature. It provides a comprehensive overview of the integration of technology in the teaching-learning process, focusing particularly on EFL settings. The chapter highlights studies related to the use of technological devices in English language teaching and learning at various levels. It also examines the attitudes towards this

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act and the challenges encountered in EFL classrooms. Additionally, the chapter delves into technology integration in Algerian EFL settings, discussing specific obstacles and opportunities.

Chapter Two

Research Methodology

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Chapter Two: Research Methodology

2.1 Introduction

This chapter introduces the methodology adopted in this study to investigate the impact of technology integration in English language teaching-learning process in Algerian primary schools. It presents the methods used in the process of data collection and provides a detailed description of the sample analyzed. The chapter also explains the methods followed in data analysis procedure and ends with a conclusion that summarizes these methods and approaches.

2.2 The Research Sample

Kothari (1980) describes sampling as “ the method a researcher employs to choose items for their study, which also involves specifying the total number of items to be included in the sample, known as the sample size” (p.56). Put simply, the research sample refers to a selected group of individuals or objects from a large population to conduct a certain research.

The study at hands involves a research sample that incorporates fifty-three (53) English primary school teachers of both genders from different ages. It is important to note that all the teachers participated in this study belong to different primary schools in the city of Ain Temouchent. First, the questionnaire designed for this research was given to fifty-three (53) English teacher. Before being asked to provide answers, the participants were first informed of the questionnaire’s purpose via a short introduction to have an idea about the examined topic. After that, a face-to-face interview was conducted with eight (8) teachers individually during which the researcher documented the participants’ responses for subsequent analysis.

2.3 Methods of Data Collection

The current study focuses on the extent to which the use of technology in Algerian EFL classrooms at the primary level may influence the teaching-learning process. As a result, of

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the growing emphasis on modernizing education, this study sheds light on the role of using technological devices to enhance primary schools' learners English language level. The study also explores teachers' attitudes towards this practice and the barriers they encounter in implementing these tools effectively. In line with this, two instruments, a questionnaire and an interview were undertaken to collect data for the aforementioned research objectives.

2.3.1 Questionnaire

Questionnaire is a quantitative method of data collection through which standardized answers are obtained from a sample population, enabling researchers to examine patterns, attitudes, behaviors, opinions, or demographic characteristics. Brace (2018) defined the questionnaire as “a research instrument consisting of a series of questions designed to gather information from respondents” (p.12). In other words, it is a flexible tool that can be used to collect both quantitative and qualitative data, depending on the design and structure of the questions.

In this research, an online questionnaire is used. It consists of fourteen (14) questions in both closed-ended and open-ended forms structured in three (3) sections in which different types of scales are used. The first section comprises of four (4) questions and aims at collecting demographic and social information regarding the respondents. The second section includes five (5) questions, which attempt to look into the attitudes of the respondents towards technology use in English as a Foreign Language (EFL) primary school classroom. This section aims to assess the familiarity, frequency, and perceived effectiveness of technological devices in the teaching and learning process. It also seeks to identify the types of technological tools educators prefer to use and their opinions on how technology impacts pupils' learning outcomes. The questions in this section employ both Likert-scale responses and open-ended questions to obtain both quantities and qualitative information. The third

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section contains five (5) questions that investigate what influences the application of technology in English as a Foreign Language lessons in primary schools. This section investigates the challenges educators face, such as accessibility, training, administrative support, and classroom management, as well as the extent to which the work environment and timetable influence their use of technology. The questions in this section are designed to identify barriers and facilitators to technology adoption, providing a comprehensive understanding of the contextual factors that shape educators' practices.

Overall, the questionnaire is designed to give a general overview of the present state of technology integration in EFL primary schools in Algeria, both from the perceptions of educators and the actual challenges they face. The inclusion of both closed-ended and open-ended questions enables a balance to be achieved, for both statistical analysis and qualitative in-depth findings.

2.3.2 Interview

An interview is a qualitative research technique where there is a structured, semi-structured, or unstructured interview between an interviewer and one or more interviewees. Kvale (1996) has described the term interview as "a conversation with a structure and a purpose" (p. 5). That is, it is a planned interaction aimed at collecting in-depth information, perceptions, experiences, or opinions on a specific issue or research question. In contrast to other methods of data gathering, interviews are versatile in the sense that they allow researchers to modify questions, seek clarification of answers, and investigate multifaceted phenomena.

They may be face-to-face, telephone, or internet-based, depending on the nature of the research. Also, they prove useful primarily in the humanities and social sciences, where human experience, attitudes, and behavior must be studied. By providing detailed, rich data,

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interviews complement or contrast with quantitative approaches, making them an essential part of comprehensive research.

For the sake of this study, the interview is composed of ten (10) questions that generally address the application of technology in teaching English in Algerian elementary schools. Specifically, it investigates the kinds of technological resources and their integration in the classroom. In addition, the interview questions investigate how much technology increases students' motivation, interest, and ability in the four main language skills—namely, speaking, listening, reading, and writing. Also, it attempts to identify the different challenges teachers encounter in using technology. The interview method is employed in this research to complement and expound on information gathered from the questionnaire, thereby providing an in-depth exploration of participants' experiences and opinions. The use of this combined approach works to increase the validity and reliability of the results, thereby providing important information on the contribution of technology to the improvement of language learning in Algerian primary schools.

2.4 Methods of Data Analysis

The current study adopts a mixed method approach for the data analysis. It combines both qualitative and quantitative approaches to gain a more comprehensive understanding of the research problem. According to Johnson et al., (2007) “Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches for the broad purposes of breadth and depth of understanding and corroboration” (p. 123). In the same vein, Jason and Glenwick (2016) stated that the use of mixed method approach in research helps minimizing weaknesses and maximizing strengths as it allows for more effective and credible investigation, providing a stronger foundation for the research findings.

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2.4.1 Quantitative Analysis

Descriptive quantitative analysis applies to numeric data. Basically, it is concerned with gathering and examining numerical data to comprehend various designs and relationships. Formal techniques, including surveys, experiments, and statistical analysis, are employed to test hypotheses and draw objective conclusions. Descriptive quantitative analysis is applicable to data that is measurable, as it is basically concerned with gathering and scrutinizing numerical data to comprehend various patterns and relationships. Formal techniques, including surveys, experiments, and statistical analysis, are employed to test hypotheses and draw objective conclusions. According to Daniel (2012) “The purpose of quantitative research is to explain phenomena by collecting numerical data that are analyzed using mathematically based methods” (p. 126). In other words, this method follows a deductive approach that aids the researcher to confirm or disconfirm the hypotheses of the study and provides reliable data.

2.4.2 Qualitative Analysis

Descriptive qualitative analysis centered on data quality as it is based on the collection and analysis of non-numerical data. In contrast to the quantitative approach, the qualitative approach provides naturalistic and believable data. Put simply, this approach focuses on meaning instead of measurements. It follows an inductive route through the understanding of human problems and experiences. In this respect, Denzin et al., (2017) claimed that “Qualitative research involves positioning the researcher within the context being studied. It employs interpretive and practical approaches to provide a deeper understanding of the world by making its complexities more comprehensible” (p. 108).

On these grounds, the study at hands embraces the quantitative approach to analyze the quantifiable data gathered from questionnaire in which the participants’ responses are computed and presented in terms of frequencies and percentages. Additionally, the qualitative

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approach is adopted to interpret the non-quantifiable data collected from both the questionnaire and the interviews conducted with primary schools' English language teachers. By employing these methods, the study seeks to provide a clear and detailed understanding of the current state of technology use in EFL classrooms.

2.5 Conclusion

The present chapter offers a detailed account of the methodology adopted in this research work. It explains the methods used to collect the data. It also describes the sample population and the data analysis procedures. This chapter prepared the ground for the next chapter, which focuses on analyzing, interpreting, and discussing the findings.

Chapter Three

Data Analysis and Discussion

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Chapter Three: Data Analysis and Discussion

3.1 Introduction

This chapter presents data analysis and discussion. It embodies three sections. The first section provides a detailed analysis of the questionnaire's data. The second section demonstrates the analysis of the interviews' data. As for the third section, it puts forward a discussion of the results.

3.2 Data Analysis

This section shows respectively the data analysis of both the questionnaire and the interview to explore the impact of technology on English language teaching and learning processes in Algerian primary schools, particularly Ain Temouchent primary schools.

3.2.1 Analysis of Questionnaire's Data

The questionnaire has devoted to primary school teachers at the region of Ain Temouchent. The content is composed of fourteen (14) close-ended and open-ended questions. These questions are divided into three sections as follow.

3.2.1.1 Section One: Participants' Background Information

The questionnaire results demonstrate the demographic profile of the participants. There is a significant difference in gender, with the females comprising (88.7%) of the total 53 participants and males comprising a paltry (11.3%). This imbalance may affect the capacity to generalize the findings. From an age perspective, the most common group, at (30.2%), falls between 29-33 years, and the other groups are between 24-28 years (11.3%) and above. This shows that the population sample consists mainly of young to middle-aged adults.

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Gender	Number	Percentage
Male	6	11.3%
Female	47	88.7%
Total	53	100%

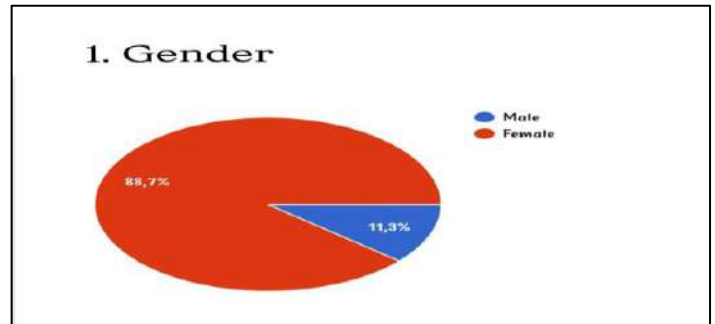


Table 3.1 Teachers' Gender

Figure 3.1 Teachers' Gender

Age	Number	Percentage
24-28 years old	13	24.5%
29-33 years old	18	34%
34-38 years old	16	30.2%
Above 39 years	6	11.3%
Total	53	100%

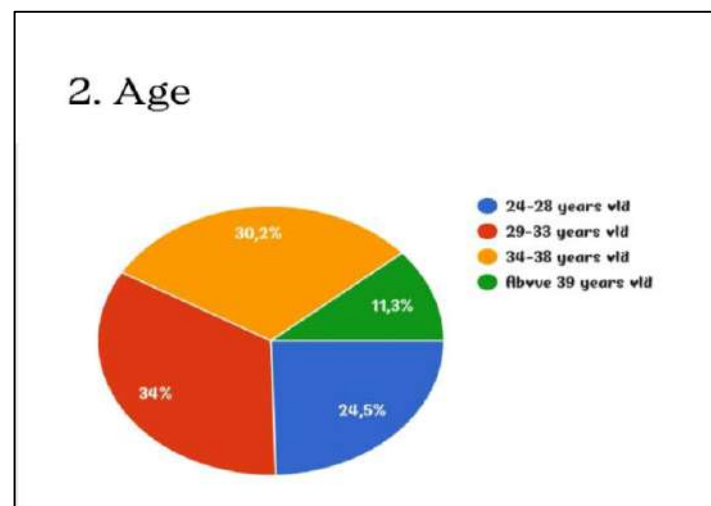


Table 3.2 Teachers' Age

Figure 3.2 Teachers' Age

Table and figure 3.3 below show that (60.4%) of the 53 participants hold a Bachelor's degree, while (39.6%) have completed a Master's degree, reflecting a highly educated sample. This suggests that the respondents are expected to give well-educated opinions due to their strong academic background. Moreover, the variation in primary school backgrounds indicates the variety of educational experiences among the participants. These demographic characteristics could affect the opinions and responses of the respondents.

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Educational Degree	Number	Percentage
Bachelor's degree	32	60.4%
Master's degree	21	39.6%
PHD	0	0%
Total	53	100%

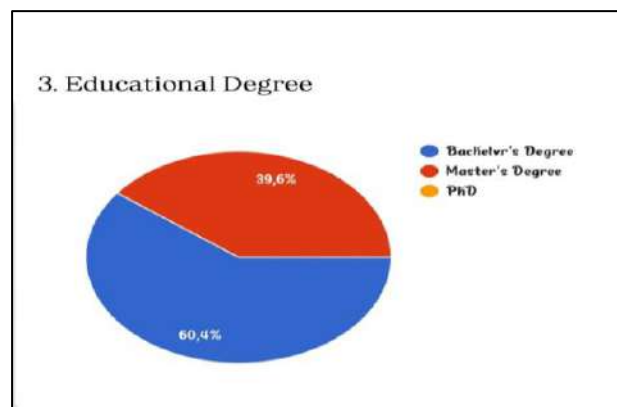


Table 3.3 Teachers' Educational Level

Figure 3.3 Teachers' Educational Level

In this questionnaire's section, the participants' were asked to name the primary school they work in as a part of their personal information. The findings reveal that among fifty-three (53) schools that contribute in this research work, these are some of school's names: Mouloud Firaoun Primary School, Ncereddine Dini Primary school, Marni Sendid Kacem Primary School, Cherifi Mohamed Primary School.

3.2.1.2 Section Two: Attitudes Towards the Use of Technology in EFL Primary Schools' Classes

Question 5: Are you familiar with the use of technological devices in the process of teaching English language?

As it is indicated in the figure 3.4 below, most educators possess a moderate to high level of familiarity with using technological devices in English instruction. The results indicate that (43.4%) of the respondents indicated that they were somewhat familiar, (37.7%) indicated that they were quite familiar, and (17%) indicated that they were totally familiar with digital tools. On the contrary, not many respondents indicated that they were not very comfortable with technology. The results show that teachers overall are comfortable with

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technology, but special training and assistance need to be given to those who are not able to use it. The overall comfort implies that technology has a growing place in English instruction, but additional work needs to be done for it to be used effectively and equitably.

Scales	Number	Percentage
Yes completely	9	17%
Yes, to a great extent	20	37.7%
Yes, to some extent	23	43.4%
Yes, to a very small extent	1	2%
No	0	0%
Total	53	100%

Table 3.4 Familiarity with Technological Devices in the Process of English Teaching

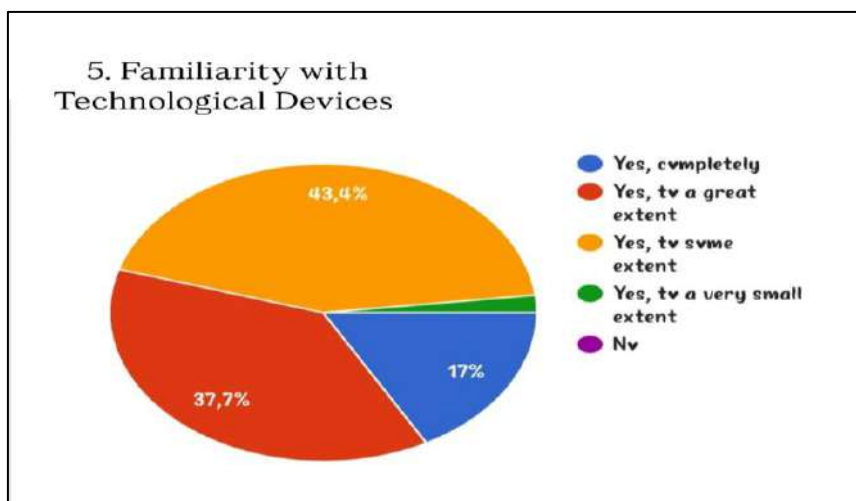


Figure 3.4 Familiarity with Technological Devices in the Process of English Teaching

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Question 6: *How often do you rely on the technological devices in the process of teaching?*

The results show that, even if technology is used constantly in schools, it is not applied on a daily basis during lessons. A majority of the respondents (73.6%) stated that they use technology sometimes, showing that they find its usefulness without using it on a permanent basis. On the other hand, (18.9%) use technology regularly, whereas a small percentage (5.7%) use it very seldom or not at all. The results indicate that the lack of availability of resources, training, or personal preference can render frequent usage inconvenient. The problems can be alleviated by enhancing infrastructure, promoting professional development, and providing technical support, which can enable more sophisticated and effective use of technology. These results show that reasons like unavailability of resources, lack of training, or personal choice may possibly render frequent usage cumbersome. Improving infrastructure, professional development, and technical support can reduce such problems. It can lead to better and more advanced use of technology.

Scales	Number	Percentage
Always	0	0%
Most of the time	39	73.6%
Sometimes	10	18.9%
Rarely	3	5.7%
Never	1	2%
Total	53	100%

Table 3.5 Reliance on Technology Use in the Process of English Teaching

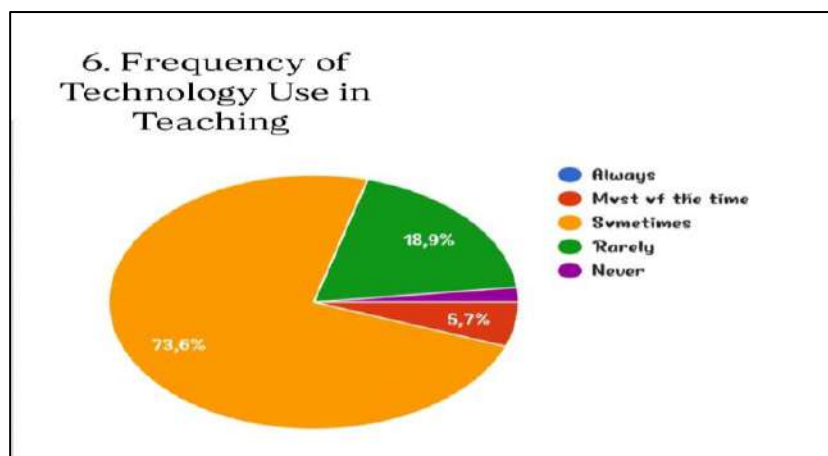


Figure 3.5 Reliance on Technology Use in the Process of English Teaching

Question 7: *What kind of technological devices would you like to use during the session?*

This question aims to find out the educational technology tools that educators prefer using. The responses of 53 elementary school educators suggest the demand for multimedia and interactive tools that have the potential to enhance teaching and learning. Some of the most mentioned devices include tablets, smartphones, PCs, and speakers, reflecting the demand for portable and accessible technology. Evidence suggests that teachers often talked about projectors, with a focus on how visual aids are needed in involving students. Teachers were also interested in interactive tools like video games and quizzes, as well as electronic boards, suggesting that they want active and team-based learning environments.

Question 8: *Do you think that the use of technological devices in the process of English language teaching/learning in Algerian primary schools is more effective than the use of nontechnical ones?*

Most of the respondents agreed that technological devices improve English language teaching in Algerian primary schools. To this end, (47.2%) of participants ranked technology as very effective, (30.2%) considered it somewhat effective and (20.8%) indicated complete support for its effectiveness. This means that more than (77%) of the respondents see the

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benefit of technology in education. Some, however, had certain doubts, presumably because of constraints like limited resources, poor training, or restricted access. These results show that most people agree on the benefits of technology but there are still barriers to its application on large scales.

Scales	Number	Percentage
Yes, completely	11	20.8%
Yes to a great extent	25	47.2%
Yes to some extent	16	30.2%
Yes to a very small extent	1	2%
No	0	0%
Total	53	100%

Table 3.6 Teachers' Perception of Technology Effectiveness in the Process of English Teaching

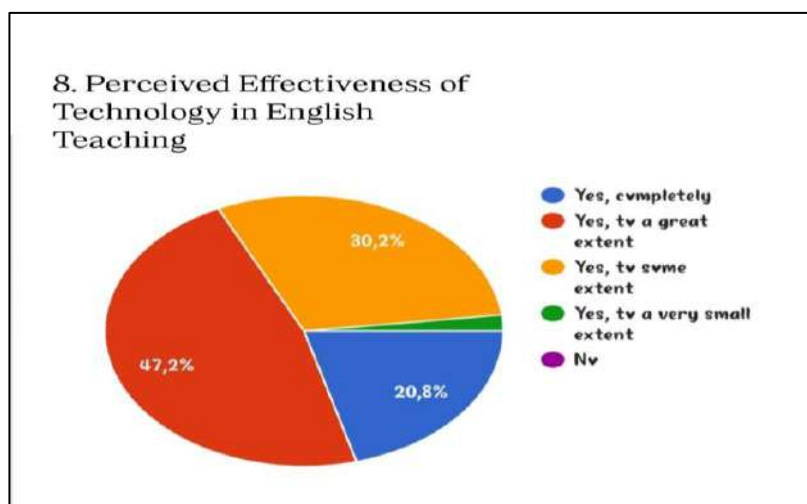


Figure 3.6 Teachers' Perception of Technology Effectiveness in the Process of English Teaching

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Question 9: To what extent may the incorporation of technology influence positively the pupils' learning of English language?

A high percentage of the respondents, namely (77.4%) agreed that technology is a very important factor in promoting students' learning of the English language, while another (11.3%) described its effect as very significant. On the other hand, (11.3%) saw its effect as minimal. These findings suggest that most teachers see technology as a valuable tool for generating interest and learning languages. The skeptics perhaps think of concerns like inappropriate use, lack of teacher training, or distraction. Resolution of these issues could make the use of technology in teaching even more effective.

Scales	Number	Percentage
To a very great extent	6	11.3%
To a great extent	41	77.4%
To a low extent	6	11.3%
To a very low extent	0	0%
Not at all	0	0%
Total	53	100%

Table 3.7 The Impact of Technology on English Learning

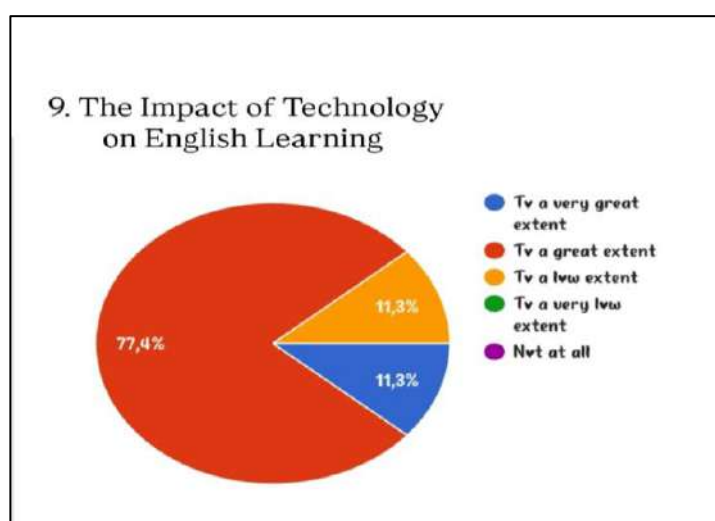


Figure 3.7 The Impact of Technology on English Learning

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3.2.1.3 Section Three: Factors Influencing the Use of Technology in EFL Primary schools

Question 10: Is it easy for you to use technology in the teaching process?

The responses indicate a nearly equal division in perceptions concerning the ease of utilizing technology in educational settings. Specifically, (47.2%) of participants found it straightforward to integrate technology, whereas (52.8%) expressed experiencing difficulties. This observation suggests that, although a significant number of educators appreciate the advantages of technology, obstacles such as inadequate infrastructure, limited access to devices, unreliable internet connectivity, or insufficient training impede its effective application. It is essential to surmount these obstacles to enable seamless integration and maximize technology's potential contribution to education.

Options	Number	Percentage
Yes	25	47.2%
No	28	52.8%
Total	53	100%

Table 3.8 Ease of Integrating Technology in the English Language Teaching Process

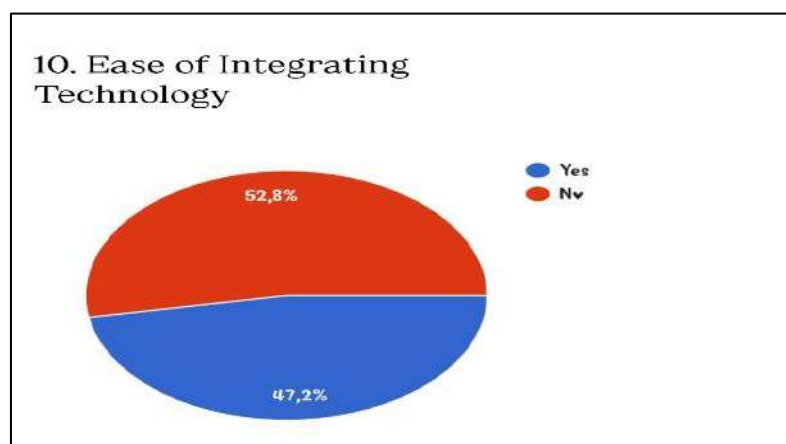


Figure 3.8 Ease of Integrating Technology in English Language Teaching Process

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Question 11: If no, what prevents you from integrating technology in classroom?

The present analysis recognizes a multitude of gaps inhibiting integration of technology. As seen in the table below, the most significant limitation, as noted by (96.2%) of the respondents, is the insufficient class time available, which inhibits teachers from effectively integrating technology. Additionally, (90.4%) mentioned the lack of internet connectivity, and (88.5%) mentioned a shortage of devices, reflecting concerns about necessary infrastructure. Most respondents (67.3%) indicated that they had minimal administrative support, and (32.7%) specified a need for training in educational technology. Interestingly, not a single respondent cited students' digital literacy or content diversity as issues. These findings strongly point to the need for institutional support, more resources, and professional development to facilitate successful use of technology.

Options	Number	Percentage
Lack of access to internet	47	90.4%
Unavailability of technological devices	46	88.5%
Lack of training in using educational technology	17	32.7%
Limited support from school administration	35	67.3%
Pupils' inability to use technological devices effectively	0	0%
Limited time in the classroom	50	96.2%
Lack of diversity in the content of curriculum	0	0%
Total	53	100%

Table 3.9 Barriers to Integrating Technology in EFL Classroom

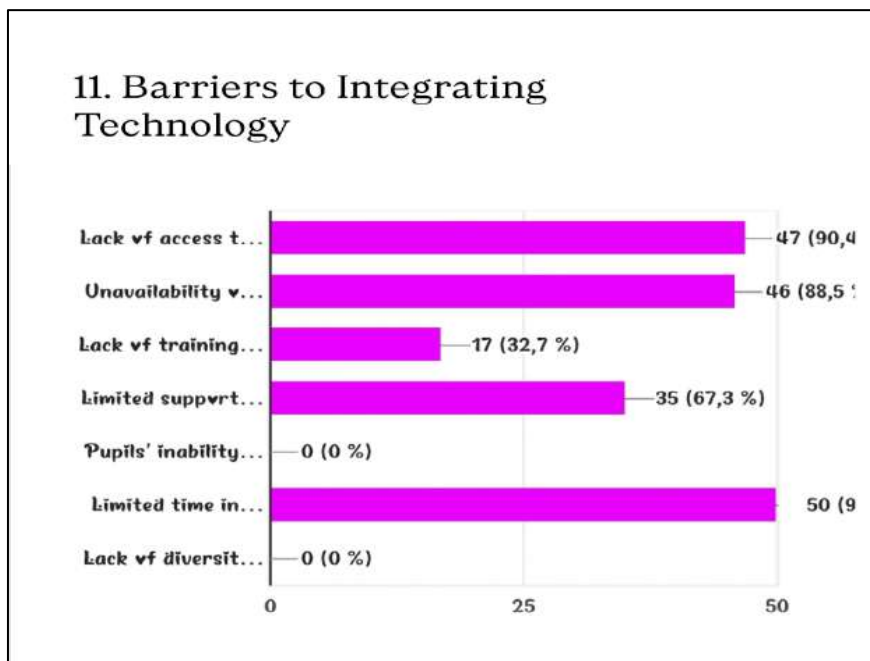


Figure 3.9 Barriers to Integrating Technology in EFL Classrooms

Question 12: *Do you find it difficult to manage pupils' behavior in the classroom while using technology for teaching English language?*

The majority of respondents (62.3%) indicated that they experienced some difficulty in classroom management of students when utilizing technology for teaching English. Few percentages (13.2%) reported that it was very difficult, and (9.4%) believed that it was a significant problem. In contrast, (15.1%) reported slight difficulties, indicating that they implemented effective classroom management strategies. These findings indicate that we should have more plans, training in computer skills and strict rules to balance the use of technology with maintaining classroom order.

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Scales	Number	Percentage
Yes, completely	5	9.4%
Yes, to a great extent	7	13.2%
Yes, to some extent	33	62.3%
Yes, to a very small extent	8	15.1%
No	0	0%
Total	53	100%

Table 3.10 Managing Students' Behavior during Technology Use

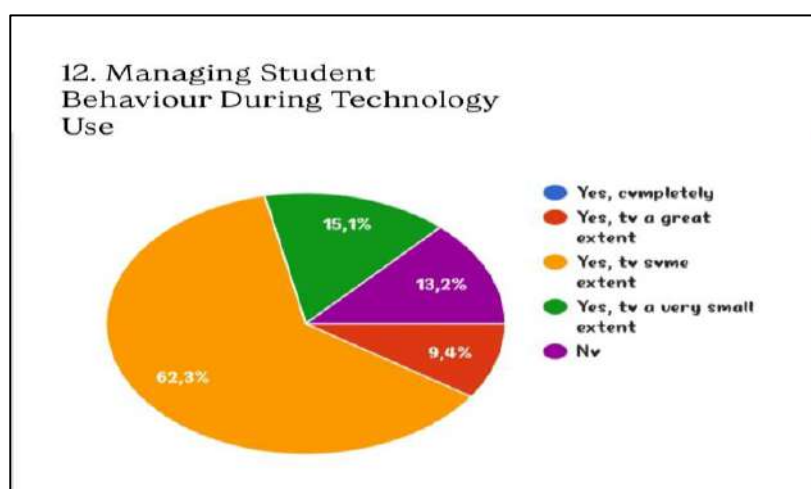


Figure 3.10 Managing Students' Behavior during Technology Use

Question 13: *Does your work timetable motivate you to use technology in teaching English language?*

Almost half of the respondents (49.1%) demonstrate that their work timetable moderately supports the use of technology whereas (35.8%) only felt it provided only slight encouragement. Only (9.4%) reported strong motivation from their schedules. These findings suggest that time constraints and workload pressures limit the full integration of technology. Reevaluating time allocation in lesson planning could help educators better to incorporate digital tools into their teaching.

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Scales	Number	Percentage
Yes, completely	1	2%
Yes, to a great extent	4	9.4%
Yes, to some extent	26	49.1%
Yes, to a very small extent	18	35.8%
No	4	9.4%
Total	53	100%

Table 3.11 Influence of Work Timetable on Technology Use

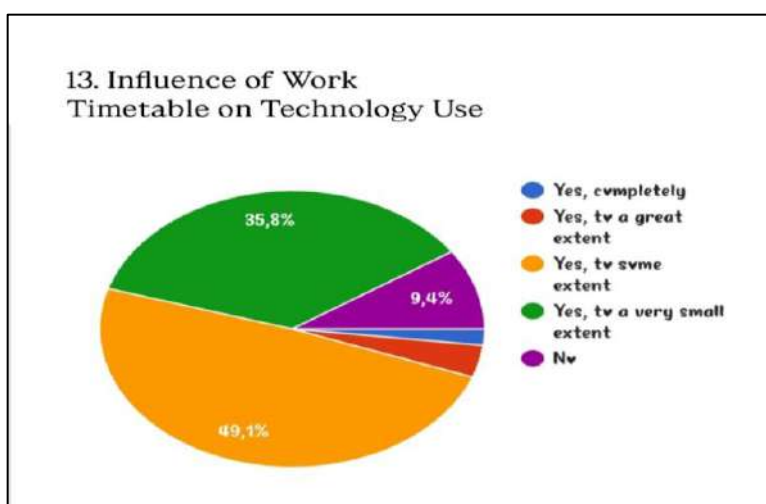


Figure 3.11 Influence of Work Timetable on Technology Use

Question 14: *To what extent does the work environment affect your creativity and the choice of materials for your lessons?*

A Majority of the respondents (71.7%) indicated that their work environment significantly affects their creativity and choice of teaching materials. A fewer percentage (13.2%) noted some influence, while (9.4%) reported minimal impact. Only a few participants perceived their environment had no effect. These findings highlight the significance of a

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supportive work environment, equipped with adequate resources and institutional backing, to foster the improvement and the effective lesson planning.

Scales	Number	Percentage
To a very great extent	5	9.4%
To a great extent	38	71.7%
To a low extent	7	13.2%
To a very low extent	1	1.9%
Not at all	2	3.8
Total	53	100%

Table 3.12 Impact of Work Environment on Creativity and Material Selection

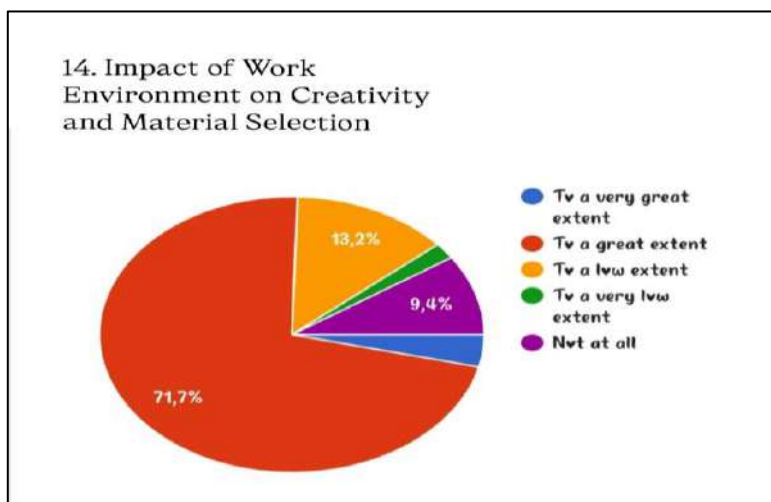


Figure 3.12 Impact of Work Environment on Creativity and Material Selection

3.2.2 Analysis of Interview's Data

The main purpose of this research study is to highlight the importance of integrating technology as an effective creative teaching and learning strategy in Algerian primary schools. Therefore, primary teachers' opinions as attitudes towards the use of technological devices in their teaching process are an essential part in the current research work.

The interview is the second data collection instrument that has been adopted in the current study. It addresses eight primary school teachers' at Ain Temouchent. The content is composed of ten (10) questions that are be analyzed as follow.

***Question 01:** Can you describe your teaching experience, particularly at the primary school level?*

The responses to the first interview question suggest that most English teachers in Ain Temouchent have one to four years of teaching experience, aligning with the modern inclusion of English in the primary school curriculum. Even though teachers initially, faced difficulties and challenges, as students had no previous exposure to the language, they have demonstrated flexibility and increasing confidence in employing child-friendly teaching techniques. Most have stressed the utility of interactive approaches, such as songs, games, flashcards, and visual aids that are most suitable for young learners. In addition, a number of instructors have reported the use of simple technological tools like projectors, audio recordings, videos, and educational apps to stimulate student interest, aid pronunciation, and reinforce vocabulary. The responses in general indicate that although teaching English is a relatively new assignment for most teachers, they have a strong awareness of the potential of technology to aid teaching, thereby rendering it more productive and engaging for students.

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Question 02: *What types of technological devices are available in your school for teaching English?*

A significant theme in responses to this question was the inconsistency in the availability of technological devices. While some schools are well equipped with modern tools such as projectors, lap-tops, and interactive whiteboards, others face shortages or rely on outdated equipment. Many teachers reported that devices are often shared among multiple classes, restricting consistent usage. Additionally, unstable internet connectivity, particularly in rural and semi-urban regions, poses a major obstacle. The distribution of hardware including tablets and audio equipment also varies significantly. Such disparities result in unequal learning opportunities, with some students gaining exposure to digital resources while others depend entirely on conventional teaching methods. This imbalance underscores the critical need for fair and uniform allocation of technological resources in all primary schools to guarantee an equitable standard of education.

Question 03: *How has the integration of technology influenced your teaching methods in English classes?*

The majority of teachers conceded that technology has immensely transformed their teaching style, steering away from conventional methods to more student-centered and interactive instruction. They pointed out the utilization of multimedia resources such as educational videos, songs, and computer games to enhance learning interest and facilitate comprehension in young learners. Several teachers have also adapted these devices to accommodate different learning styles, incorporating visual aids for those students that learn optimally from pictures and sound aids for those that benefit from hearing. Several educators have also employed internet materials and software for testing the pupils via quizzes and games. On the other hand, challenges and barriers remain, particularly for teachers with

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limited technical tools or those working in schools with insufficient technological resources. Despite these obstacles, the general agreement was that technology has improved lesson delivery, increased student participation and motivation, and provided more effective learning outcomes.

Question 04: *In your opinion, does technology enhance student engagement and learning outcomes in English? Can you share any examples?*

Most of the teachers agreed that technology significantly enhanced student learning and motivation. The teachers indicated that students became more involved, interested, and excited about learning when technology was integrated into lessons. Such practices comprised digital flashcards enhancing word memory, English music and clips building listening capability, and activities gamified in nature enhancing interaction within the class. A teacher wrote about a computer-animated storybook software improving participation in reading among hesitant children. All this indicates that not only are technology tools engrossing to the students but also, through engagement in real-time applications, adding rich contextually, interactivity, and responsive elements to instruction typically lacking within textbook-based training. For young children, who learn greatly from multisensory encounters, such activity is especially effective. Therefore, technology serves as a vital tool for the development of both student interest and heightened understanding.

Question 05: *How do students respond to the use of technology during English lessons? Do you notice differences in their motivation or understanding?*

Teachers observed that digital tools boosted student engagement and made lessons more dynamic. Reserved students, in particular, became more active participants when using interactive games or educational videos. Visual and audio resources were found to enhance comprehension, particularly for complex or unfamiliar topics. Teachers also reported longer

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attention spans and increased student interaction. Notably, technology supports varied learning styles, allowing struggling students to review material at their own pace. Additionally, interactive technological tools encourage teamwork and peer-to-peer learning. These positive changes highlight how technology can contribute to a more engaging and inclusive educational experience.

Question 06: *Has technology impacted students' language skills (speaking, listening, reading, and writing)? If yes, how?*

Teachers observed significant advancements in students' four key language skills as a result of integrating technology into their learning. The use of genuine English media, such as music, discussions, and pronunciation programs, significantly developed their listening and speaking skills. Students also gained greater confidence in understanding and differentiating between accent and language, and using new-targeted expressions. Digital storybooks and online articles often enriched with illustrations and music enhanced their reading comprehension. Print activities and grammar apps with real-time corrections enhanced vocabulary and writing skills. Digital tools improve vocabulary by providing multifaceted and interactive learning experiences. This overall improvement demonstrates how technology can effectively develop communicative skills and motivate young learners.

Question 07: *What challenges do you face when using technology in English language teaching?*

The most of teachers are experienced both technical and systemic obstacles in investigating the influence of technology into education. Typical challenges integrated unreliable internet access, frequent power cuts, and obsolete devices. Numerous teachers also affirmed the lack of insufficient training and technical support, forcing them to resolve problems on their own. Certain individuals expressed concerns about students losing focus

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when technology was poorly managed. These barriers interfere with effective technology adoption and may discourage teachers from trying new digital tools. Moreover, unreliable policies and the absence of a cohesive strategy for educational technology lead to irregular implementation. To surmount these obstacles, investments in infrastructure, continuous teacher professional development, and stronger institutional support and motivate are essential to ensure technology enhances learning instead of creating difficulties.

Question 08: *Do you feel adequately supported to integrate technology into your teaching?*

In this question, a large number of teachers emphasize the need for stronger institutional backing. While some of them had participated in workshops or received basic resources, many felt this support fell short of ensuring long-term technology integration. A widespread observation was teachers relying on self-directed learning or peer assistance due to limited institutional guidance. The lack of specialized IT personnel and ongoing training has hampered their ability to adapt to evolving educational technologies. However, this inadequate support undermines teachers' confidence and competence in using technology and digital tools. To provide an effective technology-enabled learning environment, schools must provide equipment and ensure that they implement structured and continuous professional development programs, backed by administrative and technical support.

Question 09: *How do you perceive the role of technology in shaping the future of English language teaching in Algeria?*

Teachers conveyed a primarily positive perspective toward the role of technology in the future of English language teaching. They perceive it as a transformative tool that can enhance engagement, accessibility, and consistency in education. Many teachers affirmed its possibility to reduce imbalances, particularly between urban and rural schools. Access to authentic language materials, cultural resources, and global communication platforms was

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also considered crucial for developing language skills, learning new vocabulary, intercultural understanding, and learning about different cultures from around the world as well as communicating with different ethnicities. On the other hand, a large number of educators emphasized the importance of overcoming existing obstacles, such as unequal distribution of resources and lack of training, is crucial to e integrating technology effectively in the classroom. Whereas the possibilities are limited, achieving them depends on will require careful planning, adequate funding, and continuous evaluating of the quality of high-quality education system.

***Question 10:** What changes or improvements would you recommend to optimize the use of technology in teaching English in primary schools?*

The main objective of the final question was that teachers provided valuable recommendations for enhancing technology integration in English primary education. Their recommendations included practical, needs-based training for teachers, better internet connectivity, modern equipment in all schools, and digital resources matched to the national curriculum. They also recommended specialist IT support, better coordination among education stakeholders, and monitoring systems for evaluating technology use. Teachers have also suggested the participation of parents to facilitate technology-mediated learning in the home environment. The findings reflect a pragmatic, hands-on mentality that is necessary for effective changes and should inform policies for enhancing English language learning through technology.

3.3 Discussion

This part focuses on discussing the principal findings obtained from the two main research instruments used in this investigation. The researcher has reached certain

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conclusions, both quantitatively and qualitatively through a questionnaire and interviews with English instructors. These instruments were employed to gather data about the impact of technology on English language teaching in Algerian primary schools, particularly in the region of Ain Temouchent. The research focused on measuring the attitudes of teachers towards integrating technology, its effective application in class, and barriers to its adoption. The initial research question identified the degree and effectiveness of using technology in English language instruction. In answer to this question, the researcher believed that although the teachers are aware of the value of technology, its application has great barriers to overcome.

First, the data gathered from the survey revealed that a majority of the English teachers in primary schools in Ain Temouchent have positive attitudes toward technology use in instruction. They recognize its potential for increasing student interest and improving learning outcomes, especially through interactive media such as tablets, projectors, and educational games.

However, despite this positive disposition, classroom application is not consistent due to numerous hindrances: insufficient access to reliable technology, limited class time, institutional lack of support, and difficulty in classroom control with technology-based instruction. These findings confirm the initial hypothesis that teachers do value technology, yet real-world issues constrain its full implementation.

Moreover, the second hypothesis has examined teachers' attitudes towards incorporating technology in English language teaching. It was assumed that computer-based tools would enhance the learning process; nonetheless, they also pose difficulties because of insufficient resources and training. Interview findings confirmed this hypothesis by revealing that technology has been positively affecting teaching practices and student engagement. Teachers

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reported using child-centered approaches like songs, games, and multimedia materials, which have enhanced students' listening, speaking, reading, and writing skills. The benefits are unevenly distributed because of significant limitations, including unreliable internet access, outdated equipment, and insufficient formal training opportunities. Most teachers use self-study and peer support because of the lack of institutional support. In addition, the interviews emphasized that English teaching in the area is still evolving, and most teachers have limited teaching experience (1-4 years), which further compounds the complexities of technology adoption.

Consequently, the study's findings indicate that while teachers and students benefit from technology in English language education, its effectiveness is constrained by systemic challenges. Teachers require better access to resources, professional development, and institutional support to maximize technology's potential. Therefore, for successful integration, improvements in infrastructure, training programs, and policy frameworks are essential. Without such developments, technology is potential for supporting English language teaching in Ain Temouchent primary schools will remain limited. The results emphasize the need for collective action by teachers, administrators, and policy makers to create an enabling environment for technology-enhanced learning.

3.4 Conclusion

The present chapter provided the findings obtained from two research instruments, beginning with a questionnaire administered to primary school English teachers and semi-structured interviews conducted in many different schools in Ain Temouchent. This chapter aimed to address the research questions and evaluate the hypotheses set forth at the beginning of this study. Through the analysis, the study highlighted the current use of technology in EFL classrooms at the primary level, examined teachers' attitudes, and identified the challenges

Chapter Three: Data Analysis and Discussion

they encounter in implementing technological tools. Based on these insights, the following chapter offers some recommendations and suggestions that may support both teachers and policymakers in fostering the effective integration of technology in Algerian EFL primary schools.

General Conclusion

General Conclusion

General Conclusion

In today's digital age, technology has become an integral part of modern education, transforming how knowledge is communicated and gained. Its impact is most obvious in the field of language learning, where it provides dynamic and engaging techniques that go beyond typical classroom procedures. The incorporation of technology into the teaching-learning process provides learners with a variety of digital platforms, interactive tools, and multimedia resources that facilitate foreign language learning. These modern tools not only support students to improve their language skills, but they also encourage a more motivating and student-centered learning atmosphere. As a result, it is crucial for both teachers and learners to embrace technological developments and implement effective strategies to maximize the benefits of technology in English language education.

The current research work consists of four main chapters. The first chapter provided an overview of the integration of technology in the educational context, focusing on its impact in EFL settings. It investigates previous studies into the use of technology devices in English language teaching and learning at different levels, especially the primary level. In addition, it highlights the attitudes towards this practice and the main challenges encountered. Chapter two provides a detailed description of the research methodology adopted in this study. It includes the research site and the chosen sample, as well as the methods used in data collection and analysis. The chapter outlines the research tools implemented, including an online questionnaire and semi-structured interviews conducted with primary school teachers of English in Ain Temouchent. Furthermore, it offers the validity and the reliability of the study. Chapter three focuses on the practical aspect of this investigation. It provides an analysis of the data collected through the questionnaire and the interviews using both quantitative and qualitative methods. The main findings of the study are discussed,

General Conclusion

emphasizing the benefits and challenges associated with technology integration in English language classrooms. Last but not least, chapter four offers a general conclusion that summarizes this research work; it also sets the limitations faced by the researcher and concludes this thesis with a set of recommendations for future research.

The present study main aim revolves around the investigation of the impact of incorporating technology in English language teaching and learning process. In this regard, a case study was conducted in primary schools located in the region of Ain Temouchent. The study involved primary schools' English teachers. To achieve the objectives of the current research and to obtain reliable answers to the research questions, as well as to test the validity of the hypotheses, the study was based on an online questionnaire and interviews with EFL teachers. The collected data was analyzed using both quantitative and qualitative methods to provide a comprehensive understanding of the results.

Based on the findings of the research, suggestions and recommendations have been provided for teachers, educational authorities, and policy-makers to enhance the integration of technology in English language classrooms. The results obtained from this investigation confirm the research hypotheses. First, it is indicated that most EFL primary school teachers are aware of the importance of using technological devices in their teaching practices. In addition, technology incorporation helps in improving the teaching and learning environment and increases students' motivation and participation. Moreover, teachers have recognized both the advantages and the limitations of using technology in their classes. While it facilitates teaching and supports learning, it is still challenged by factors such as insufficient training, lack of resources, and infrastructure-related issues.

General Conclusion

Finally, this research work has been undertaken to shed light on the current practices of technology integration in EFL primary education in Algeria as well as to contribute to the improvement of teaching and learning strategies.

In any research work, usually the researcher faced some obstacles and challenges. Therefore, these are some limitations in the current study. Since the integration of English language in the Algerian primary school as a second foreign language is a newborn decision adopted in the Algerian educational system, there is a lack of references about the use of technology especially in the Algerian primary schools.

- The researcher faced a real obstacle in meeting primary schools' English teachers because of their work time table. Consequently, the teachers could not provide the researcher enough time to conduct his research.
- The researcher confronted a difficulty in doing the interview with the teachers because of his limited time.
- Several interviewees preferred to provide written responses rather than be audio recorded, as they felt more at ease expressing their thoughts in writing.
- The absences of support from the Algerian primary schools' administrations.
- The lack of technological materials in English classrooms such as computers, tablets, data show, smart boards.
- The investigator faced barriers to examine the importance of using technology in English classes in real-life situations because of the lack of technological devices, tools, and materials.

General Conclusion

Based on the main findings of the study, some suggestions can be put forward to enhance the use of technology in the teaching of English in Algerian primary schools, especially in Ain Temouchent.

To begin with, enhancing school technology is of great significance. The majority of schools are confronted with problems because they do not have reliable devices like projectors, tablets, and a stable internet. It becomes hard for teachers to integrate technology into their teaching. To solve this, the Ministry of Education and the local authority must prioritize giving schools new devices and making sure that they are properly maintained and supported. An equipped classroom would allow teachers to use digital tools easily and confidently.

It is also of utmost importance to keep teachers' professional development up to date. The study showed that the majority of teachers have no formal training in educational technology and learn on their own or with the help of colleagues.

To bridge this gap, structured training programs in the shape of workshops, online modules, and mentoring need to be initiated to enhance the digital literacy and pedagogical skills of educators. These programs need to be ongoing rather than one-time initiatives so that educators can keep themselves updated with evolving technologies and pedagogical practices.

Another essential aspect is strengthening institutional support. Schools need to provide a supportive environment for experimenting with technology by granting sufficient time, resources, and flexibility to teachers. Administrative support in terms of provided planning periods, valuing innovative pedagogies, and allowances for teacher collaboration can energize teachers and minimize the challenges of classroom technology management. In addition, a well-defined policy framework will be needed in informing the integration of technology into primary education. The framework must define resource allocation, teacher training programs,

General Conclusion

and measurable objectives for electronic learning outcomes. Policymakers will have to engage with teachers so that the policies are practical and particularly suited to the needs of regions such as Ain Temouchent.

Lastly, the support of new teachers through guidance and collaboration is crucial. Experienced teachers can help their less experienced counterparts by sharing lesson plans, co-teaching, and providing informal training. The formation of professional learning communities within and between schools would allow for sharing and solving problems collectively, which would improve the application of technology in English Language Teaching classrooms.

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Appendices

Appendix

Appendix 01

Teachers' Questionnaire

This questionnaire is part of a Master thesis conducted at the University of Belhadj Bouchaib-Ain Temouchent to examine Algerian primary schools' English language teachers' perceptions of the incorporation of technological devices in the English language teaching and the factors that may influence this process.

Section One: Background Information.

1. Gender:

- Male
- Female

2. Age:

- 24-28 years old
- 29-33 years old
- 34-38 years old
- Above 39 years old

3. Educational Degree:

- Bachelor's Degree
- Master's Degree
- PhD

4. Name of the Primary School:

.....

Section Two: Attitude towards the use of technology in EFL primary schools' classes.

5. Are you familiar with the use of technological devices in the process of teaching English language?

- Yes, completely
- Yes, to a great extent

Appendix

- Yes, to some extent
- Yes, to a very small extent
- No

6. How often do you rely on the technological devices in the process of teaching?

- Always
- Most of the time
- Sometimes
- Rarely
- Never

7. What kind of technological devices would you like to use during the session? (Mention some of them)

.....

8. Do you think that the use of technological devices in the process of English language teaching/learning in Algerian primary schools is more effective than the use of nontechnical ones?

- Yes, completely
- Yes, to a great extent
- Yes, to some extent
- Yes, to a very small extent
- No

9. To what extent may the incorporation of technology influence positively the pupils' learning of English language?

- To a very great extent
- To a great extent
- To a low extent
- To a very low extent
- Not at all

Section Three: Factors influencing the use of technology in EFL primary schools' classes.

10. Is it easy for you to use technology in the teaching process?

- Yes

Appendix

- No

11. If no, what prevents you from integrating technology in classroom?

- Lack of access to internet
- Unavailability of technological devices
- Lack of training in using educational technology
- Limited support from school administration
- Pupils' inability to use technological devices effectively
- Limited time in the classroom
- Lack of diversity in the content of the curriculum

12. Do you find it difficult to manage pupils' behavior in the classroom while using technology for teaching English language?

- Yes, completely
- Yes, to a great extent
- Yes, to some extent
- Yes, to a very small extent
- No

13. Does your work timetable motivate you to use technology in teaching English language?

- Yes, completely
- Yes, to a great extent
- Yes, to some extent
- Yes, to a very small extent
- No

14. To what extent does the work environment affect your creativity and the choice of materials for your lessons?

- To a very great extent
- To a great extent
- To a low extent
- To a very low extent
- Not at all

Appendix

Appendix 02

Teachers' Semi structured interview

This interview is a part of master's dissertation. It aims to investigate the impact of technology on English language teaching and learning process in Algerian primary schools. You are kindly requested to answer the following questions:

Question 01: Can you describe your teaching experience, particularly at the primary school level?

Question 02: What types of technological devices are available in your school for teaching English?

Question 03: How has the integration of technology influenced your teaching methods in English classes?

Question 04: In your opinion, does technology enhance student engagement and learning outcomes in English? Can you share any examples?

Question 05: How do students respond to the use of technology during English lessons? Do you notice differences in their motivation or understanding?

Question 06: Has technology impacted students' language skills (speaking, listening, reading, and writing)? If yes, how?

Question 07: What challenges do you face when using technology in English language teaching?

Question 08: Do you feel adequately supported to integrate technology into your teaching?

Question 09: How do you perceive the role of technology in shaping the future of English language teaching in Algeria?

Appendix

Question 10: What changes or improvements would you recommend to optimize the use of technology in teaching English in primary schools?

Appendix 03

Research Informed Consent

Title of the study :

The Impact of Technology on English Language Teaching/Learning Process in Algerian Primary Schools : Case of Ain Temouchent Primary Schools.

Principal Investigator :

BOUCHOUATA Roumaissa.

Institution :

Belhadj Bouchaib University. Ain Temouchent.

Departement : English departement.

Contact Information :

Phone Number : 0697181390

Email : maisa992001@gmail.com

Introduction :

You are invited to participate in my research study examining the use of technology in English language teaching and learning at the primary school level in Ain Temouchent. This research aims to explore how technology impacts teaching practices, student motivation, and engagement, as well as the challenges faced by teachers.

Purpose of the Study :

The purpose of this study is to investigate the role of technology in teaching and learning English in Ain Temouchent's primary schools. It seeks to :

1. Understand teachers' attitudes toward the use of technology in English as a Foreign Language (EFL) classrooms.
2. Identify barriers to the effective integration of technology.
3. Assess how technology influences students' motivation and engagement.

The findings will contribute to improving technology-enhanced language learning practices in Algeria.

What will Happen in the Study :

If you agree to participate, you will be asked to :

1. Complete a questionnaire and participate in interview regarding your experiences with technology in teaching English.

ملخص

التكنولوجيا في سياق التعليم تشير إلى استخدام الأدوات والموارد الرقمية لتعزيز عمليات التعليم والتعلم. يركز هذا البحث بشكل أساسي على دراسة تأثير التكنولوجيا على عملية تعليم وتعلم اللغة الإنجليزية في المدارس الابتدائية الجزائرية، ولا سيما في منطقة عين تموشنت. يهدف هذا البحث إلى دراسة كيفية مساهمة الأجهزة التكنولوجية في تحسين عملية التعليم والتعلم. كما يسعى إلى استكشاف مواقف معلمي اللغة الإنجليزية في المدارس الابتدائية تجاه دمج التكنولوجيا في بيئات تعليم اللغة الإنجليزية كلغة أجنبية، والتحديات التي قد يواجهونها في هذا السياق. تم استخدام أداتين بحثيتين، هما الاستبيان والمقابلة، لجمع البيانات في هذه الدراسة. وبالموازاة مع ذلك، هناك أدلة واضحة على أن أغلبية معلمي اللغة الإنجليزية في المرحلة الابتدائية بمنطقة عين تموشنت يدركون أهمية إدماج التكنولوجيا في ممارساتهم التعليمية. بالإضافة إلى ذلك، أثبت استخدام الأجهزة التكنولوجية فعاليته في زيادة تفاعل التلاميذ وانخراطهم في العملية التعليمية. وعلى الرغم من بعض التحديات المتعلقة بالموارد والتكوين، فقد عبر المعلمون عن دعمهم لاستخدام التكنولوجيا لتحديث تعليم اللغة الإنجليزية وتحسين نتائج التعلم.

الكلمات المفتاحية: التكنولوجيا، معلمو اللغة الإنجليزية، المدارس الابتدائية الجزائرية، المواقف، التحفيز، التحديات

Résumé

La technologie dans le contexte éducatif fait référence à l'utilisation d'outils et de ressources numériques pour améliorer les processus d'enseignement et d'apprentissage. L'objectif principal de cette étude est d'examiner l'impact de la technologie sur l'enseignement et l'apprentissage de la langue anglaise dans les écoles primaires algériennes, en particulier dans la région d'Aïn Témouchent. Cette recherche vise à analyser la manière dont les dispositifs technologiques peuvent renforcer le processus d'enseignement-apprentissage. Elle a également pour but d'étudier les attitudes des enseignants d'anglais langue étrangère (ALE) du primaire face à l'intégration de la technologie dans leurs pratiques pédagogiques, ainsi que les défis auxquels ils peuvent être confrontés. Deux outils de recherche, un questionnaire et un entretien, sont utilisés pour la collecte des données dans cette étude. Parallèlement, il existe des preuves claires que la majorité des enseignants d'ALE du primaire dans la région d'Aïn

Témouchent sont conscients de l'importance de l'intégration de la technologie dans leurs pratiques d'enseignement. De plus, l'utilisation des dispositifs technologiques s'est avérée plus efficace pour favoriser l'engagement et l'interaction des élèves. Malgré certains défis liés aux ressources et à la formation, les enseignants ont exprimé leur soutien à l'utilisation de la technologie pour moderniser l'enseignement de l'anglais et améliorer les résultats d'apprentissage.

Mots-clés : Technologie, enseignants d'ALE, les écoles primaires Algériennes, attitudes, motivation, défis.

Summary

Technology in the context of education refers to the use of digital tools and resources to enhance teaching and learning processes. The main focus of this study is to investigate the impact of technology on English language teaching and learning process in Algerian primary schools, particularly in the region of Ain Temouchent. The aim of this research is to examine the way technological devices may enhance the teaching-learning process. It also intends to investigate primary schools' EFL teachers attitude towards the incorporation of technology in EFL settings and the challenges they may encounter in this process. Two research instruments, a questionnaire and an interview are used for the data collection in this study. In parallel with this, there is clear evidence that the majority of primary EFL teachers in the region of Ain Temouchent are aware of the importance of technology incorporation in their teaching practices. Additionally, the use of technological devices proved to be more effective in students' engagement and interaction. Despite some challenges related to resources and training, teachers expressed support for the use of technology to modernize English language education and improve learning outcomes.

Keywords: Technology, EFL teachers, Algerian primary schools, attitudes, motivation, challenges.