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Motivating Learning Through the Use of Technology In Primary Schools

(Case of EFL primary schools' teachers)

A Dissertation Submitted to the Department of English in Partial Fulfillment of the Requirements for Master of Master Degree in Linguistics

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Statement of Originality

We Mostefa kherfi and Abbes Laabed hereby declare that our master thesis entitled motivating learning through the use of technology is entirely our own work and that we have written it in our own words it contains no material had been submitted previously for the award of any other academic degree or diploma except where otherwise indicated we also confirm that the published or unpublished sources has been acknowledged

➢ Dedications.

Praise be to Allah always and forever; blessings and peace be upon our Prophet Muhammad
the most honored and upon all his family and companion.
In the first place, I would like to express my heartfelt gratitude and happiness for accomplishing successfully this astonishing task. By the same token, I dedicate this work to
my dear parents my God have Mercy on them .
To all my dear friends, colleagues, and everyone who ever supported me.
Finally, I dedicate this work to my dear self, for overcoming the tough moments and winning
over obstacles and time.

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Abstract

The mission of education all over the world is to produce of a ‘know- to- do’. In the Algerian context, education is facing a development of the tools used by teachers of primary schools;

In spite of the development of the teaching process, the teacher nowadays still faces difficulties in transmitting the message to students. Among those difficulties is the lack of teacher experience and the difference of material used in teaching at the beginning of the profession or the techniques of teaching. This study aims at examining the effectiveness of the use of technology in the EFL teaching to motivate learners’. It also seeks to explore knowledge that the use of technology should provide for EFL teachers. A set of hypotheses was suggested. First, the use of technology contributes effectively to the EFL teachers’ progress. Second, the ways of the use of these tools have to be used by EFL student teachers and how to be transmitted correctly to learners with different styles, needs and interests. To test those hypotheses; a questionnaire, an interview and classroom observation were utilized. The research findings reveal that the use of technology equips teachers with the necessary practice and knowledge before being embarking on the job to enhance their productivity. Then, the enhancement of teachers’ productivity leads to develop the learners’ performance.

In this sense, primary schools teachers are obliged to use different techniques and tools in their work . Effective the use of technology in primary schools in SAIDA addresses enhancing quality teaching to ensure good pedagogical practices. Hence, the present paper is an attempt to discuss the urgency to enhance the types of technology used in our primary schools .

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General introduction

The teaching process has been influenced by many recent discussions and debates that have one main objective which is ‘promoting high quality of teaching to ensure high quality of learning. Teaching English in algeria is considered as a challenging task especially for primary schools teachers. It requires particular knowledge, skills and competencies to reach the expected learning results. As a result, most researchers and educators try to bring change and innovation to cope with the new demands of the educational system. Likewise, solving learners’ difficulties has also attracted a great deal of Algerian educators. However, little if no attention has been given to the teachers’ needs, which can be summarized in the use of several techniques and tools such as technology

The present study aims at confirming the effectiveness of the present study aims at investigating the effectiveness of motivating learning through the use of technology

the English teachers’ use several techniques and tools on teaching skills in primary schools .

The Algerian context. The study’s objectives are two fold: first, it is intended to prove the importance and the necessity of the the use of technology in teaching English in primary schools, specially the primary schools’ teachers. Accordingly, the essential objective is to make this technique as an necessary process for EFL teachers in all primary schools to be qualified as professional teachers. Second, the investigation attempts to explore the difficulties that the novel EFL teachers may face, then how does the use of technology help them to behave in particular situations where those difficulties exist. Thus, to reach the investigation’s purpose, some research questions have been raised.

1. Are these teachers satisfied with their current classroom practices?
2. What kinds of technology do EFL teachers need to be effective teachers?
3. What are advantages of the use of technology ?
4. What suggestions can be made to achieve high quality teaching in primary schools?

In line with these questions, some hypotheses are put forward:

1. The use of technology contributes to improving EFL teachers' pedagogical competences.
2. The would be teachers may benefit from these specific sessions for the use of technology

1. Introduction

The following statement from Lloyd (2005) is an example of what critics of ICT in education are saying: "I fear that technology is becoming the most oversold and least understood tool in history." This study is an attempt to better understand the tool and answer these critics. An understanding of information and communication technology for education must be based on a clear grasp of the nature of these tools and their relation to student learning. To do this, the paper will look at the affordances of ICT. An affordance is what the properties of a thing offer the observer. For example, a chair affords support and rest because it has the properties of having a seat, a back, and sometimes armrests. ICT has many different properties, so to list all the affordances is too great a task. This paper will focus on how ICT can be used to construct knowledge, being that it is one of the pinnacles of learning. Technology has greatly affected learning in many ways. This paper is intended to bring together the current information about the use of ICT in the classroom. The paper will examine the opportunities ICT offers for learners and how it can be used to improve teaching and learning in the 21st century. There are many ways ICT can have a positive effect on learning.

1.1 Purpose of the study

The vision above is an ideal concept for the progress of our country. However, the usage of IT is still scarce among primary schools across Malaysia. The vision seems to be so distant from what is currently happening. It is clear that the community that they are trying to foster must start where the IT education is being implemented. Therefore, a study and research have to be done to investigate what the ways to improve the teaching and learning using IT in schools are. The main reason for research in this context is to explore the best way to implement IT education in a way that is effective for the students and for the teachers as well. And primary school is the best place to start. In addition, the researcher's concern is mainly to investigate how to instill motivation to learn among the students while using IT in their studies. This is due to the concerns of the decreasing motivation to learn among students in Malaysia from primary schools itself.

Introduction

The educational system in Malaysia has gone through countless changes ranging from the change in the school's educational system to the change in the administration of an educational system. Despite the transition of the changes, it has been taken into account that the development of Information Technology (IT) has an effect on the effectiveness of achieving the national educational vision. The national vision is that our country will be using IT as a catalyst to shift the mindset of the educational paradigm. This vision holds in line that the education in Malaysia will enculturate the value of learning in order to create a society that is information literate at an international level. This new community will use the information society as a leverage to elevate a good quality of life in a society that is democratic, equitable, ethical, and moral.

1.2 Significance of the study

A lot of technology is being adopted in the education sector at a tremendous rate. But little is known about the consequences and perceptions of teachers and parents on the utilization of these new systems. The success of any system also depends on the support it receives. Since the new technology method targets the future generation, it is important to know the support and perceptions of today's adults - tomorrow's students. So we need to have a feedback system from the teachers and parents to know how they feel the new system has affected the students and if it is bringing improvements in the education system.

The success of any educational system is usually evaluated from the achievements of the students. Today, technology is being used as a tool to improve student academic achievements. But we must ensure that these technology-based learning tools are more effective than traditional methods. This can be done by comparing the academic achievements of students using the different teaching methods. If considerable improvements are seen in students using the technology tool, then the system can be considered a success. This means a comparative study on technology-aided and traditional teaching methods has to be conducted.

Hence, it is of paramount importance to motivate the teachers to provide the best learning tools and environment for the students. Tools, if compared to a craftsman, are what knowledge means to a student. In today's world, none can deny that

computers and information technology are the tools and knowledge of today and the future. Hence, it is necessary to create an environment where students learn to use computers and become friendly with IT terminology. An understanding of IT will enable the students to effectively use IT tools for learning in the future. This will mean creating a future generation that is IT competent (Selwood, 1995).

The study attempts to determine the significance of the use of technology in the learning process in primary schools. The reason why the issue under consideration is worth studying is that primary education is the foundation for the children's future. A sculptor's ultimate creation is only as good as the quality of the clay. Similarly, the future of our children depends on the quality of the education provided to them. The quality of education, in turn, depends on the abilities of the teachers and the method adopted by them.

1.3 Scope and limitations

This research is largely focused on the implementation and use of ICT in the primary school setting. This research is aimed at gaining insight into how ICT is being used to motivate and improve learning, and if it is a valued tool in the primary learning curriculum. The research will focus on how the UK government views ICT and the effect that this has in schools. The research will also look at the types of ICT being used to improve learning and attainment, and for what reasons ICT is being used in the primary sector. This investigation will also involve looking at the opinions of teachers, parents, and pupils on the use of ICT in primary education, and if ICT is seen as a more motivating tool compared to standard teaching methods. Interviews may also be conducted to gain valuable information, and from these interviews, decisions can be made on what type of ICT is said to be the most motivating and beneficial to learning.

This research will aim to show the short-term and long-term effects of using ICT to motivate learning in the primary sector, and what can be done to improve the standards if there is not a significant effect. This research can help to indicate the current standards of using ICT in the primary sector and highlight the changes that may be necessary for a more motivational outcome.

2. Theoretical Framework

This section of the paper sets out to provide the reader with an understanding of the theoretical perspectives on motivation. The focus is on exploring how motivational theory can provide a useful insight into understanding why primary school students are not as enthused about learning as they age. The most prevalent age for this drop in motivation level is around year five (11 years old). This is a transition phase for students as they are about to enter into secondary schooling. The paper will examine how the use of technology can provide motivation for these students, and whether or not this technology-induced motivation is sustained. It is important for teachers to be aware of how they can motivate their students in learning because it can lead to increased student enjoyment and performance in learning. An understanding of motivational theory can aid this process.

There are three key aspects to motivation, and this paper provides explanations of how each can be used to make learning more enjoyable for primary school students. These motivation aspects are directions of motivation (extrinsic/intrinsic), the types of goal orientation (mastery/performance), and self-efficacy. The main focus will be on the type of goal orientation but could provide directions for future work on motivation and technology in learning.

2.1 Definition of technology in education

Before looking at the benefits of technology, it is necessary to define what technology can be considered as. With any broad concept, a 'one size fits all' theory cannot be applied and there are many definitions surrounding the idea of technology. For the purpose of this paper, technology in education will be defined as 'any device or tool which allows a teacher to present and explain information that enables student learning' (Lemke, 1997). Lemke's definition places an emphasis on the learning process, claiming that the primary function of educational technology is to provide a means to aid the learning of a particular concept, and can prove very useful when drawing comparisons between modern and traditional teaching methods. He also points out that technology is not purely 'electronic' devices such as computers or CD-ROMs, but that other products such as overhead projectors and televisions are included. This is an advantage as it eradicates any debate over whether certain products should be considered as technology, but raises the issue of how effective

such products are compared to more modern techniques. Despite the rapid progression of technology, there is still place for low-tech tools in the educational process, and can sometimes be more efficient than high-tech resources.

2.2 Benefits of technology in primary education

There are many benefits of using technology in primary education. Some of the benefits are that it gives students an opportunity to learn on a global scale, laid a foundation for independent learning, and also an innovative way to engage students with the material. Using technology in the classroom prepares students for their future. With the way the world is developing, it is important to begin teaching students how to use technology to keep up with the times. Using technology in the classroom gives teachers and other faculty members more opportunities to develop student centered learning. If some students are using technology to learn independently, they are on different servers, it isn't like the traditional whole class learning. One way to use technology is by using a hand-held device. Teacher can go to one website using their point and click feature and value students who are having trouble. Also, technology has made it possible to have an on screen calculator that students often use to help solve complex problems. Another part of the technology benefits is that it is an innovative way to engage students in the material. Technology can enhance the curriculum by providing an alternate way for students to learn difficult material. According to research on the website Education Week, "students got so excited about using computer that they would ask when it was time to work on math, reading, or writing, or another subject using the computer."

2.3 The role of motivation in learning

Motivation has been described as the drive within a person that forces them to initiate action and remain focused on a particular goal. It is usually considered a process that is internal and independent from any external influence. A person who is self-motivated will show persistence in the face of failure and in the face of obstacles that prevent them from attaining a specific target. They will use effective strategies to learn and will apply more cognitive processing to the task at hand. Motivation is a complex concept to define; it is based on many different factors and theories.

However, it is agreed that the presence of motivation increases the likelihood of reaching a particular goal. This, in mind, it could be said that the main aim for teachers in learning is to try and develop the motivation within a pupil to increase the likelihood of them reaching a particular goal. Learning in school contains an immense amount of knowledge acquisition, and much of this could be seen as a goal to be reached. A pupil who has increased motivation to learn will keep on working to complete the tasks at hand, and in turn, their increased persistence will lead to higher achievement.

There are two types of motivation: intrinsic and extrinsic. Intrinsic motivation is defined as the engagement in an activity for its own sake. This could be doing an activity because it is interesting, for the enjoyment of the activity, or to develop a skill. A person who is extrinsically motivated is engaging in an activity as a means to an end. This could be to receive a reward, to avoid punishment, or to achieve success in something. Research into motivation has shown that intrinsically motivated pupils learn more effectively, are more willing to get involved in tasks, and show more positive approaches to learning. They value the skills required to complete an activity and often keep on learning beyond the task at hand. This is obviously contrasted with extrinsically motivated pupils, who lose interest in an activity when the means of reward is removed. They will only employ minimal effort to pass and complete tasks. The importance for teachers here is to try and develop intrinsic motivation within pupils because of the increased quality of learning and achievement from intrinsically motivated pupils.

In a study of primary school children, Ryan et al. (1998) found that there was a sharp decline in pupil motivation from year 3 to year 6. This is worrying because of the importance of motivation to the learning process. If a pupil has declining motivation, they are less likely to persist with tasks and activities and, in turn, are less likely to achieve success. Ryan et al.'s study was carried out in this country, but there are similar findings with motivation in pupils internationally. A study based in Greece completed by Zepatou and Kefallinou (2007) assessed motivation levels of primary school pupils with the Monotasking Motivation Questionnaire, which measures levels of intrinsic motivation. This is a quote from their article: "In primary education, where children have a more elementary mental structure, which is still developing and can be influenced more by the environment, both at school and home,

the issue of motivating children in the classroom is more intense." This highlights the importance of motivation to the learning process but also highlights the fact that not enough is being done to promote motivation within primary schools.

3. Literature Review

Not too long ago, teaching children to add, subtract, multiply and divide by pencil and paper was sufficient. To assist instruction, a few teacher-made cubical counters and an occasional egg carton or graph board gave youngsters some "hands-on" experiences. Teaching was teacher-centered, and children who achieved were those who were good linguistically and logistically. Yet, today's society, and most certainly tomorrow's, is multi-dimensional, multi-sensory and multi-media. How and what we teach our students, how we define what is basic, and how we interpret teaching and learning are all complex questions that require open-minded, informed responses. Just as social changes have influenced what is taught, advances in technology have expanded our definition of basic skills to include those that were once considered "enrichment". With the exponential growth of technology in our society, it is a rarity and a challenge to find a job that does not utilize some form of technology. Whether it be a waiter punching in an order, a car mechanic diagnosing a car's problem, or a typist transmitting data, it is imperative in today's information age, that children learn the "basics" of problem solving, critical thinking and literacy in varied and complex forms, mirroring society itself. The literature reviewed has shown that technology can have a direct effect on student understanding of any subject. A study done by Apple in 1995, showed that "access to technology has its most significant, positive impact when the learner is engaged in learning that is motivating, engaging, or self-reinforcing". Byam (2002, p. 46) and Culp et al (2003, p. 45) assert that "technology can be powerful for motivation and engagement" and that "student achievement in all curriculum areas can be enhanced".

Moreover, a study conducted by Wang, Yao, and Wei (2007) "explored the role of computer multimedia applications as a motivation tool on the learning of second graders in the teaching of primary science". Findings indicated that students had higher motivation for learning, exhibited increased voluntary attention, and achieved better learning effectiveness. In addition, the study "Can the use of technology enhance student learning?" by Darr and Kurtz (2007), used game-like software on

Nintendo DS to assist in learning subtraction with year three students. Over a period of 6 sessions, students had an improvement in their subtraction skills and students had high engagement through the use of the Nintendo DS, made evident by their willingness to discuss future mathematics classes using the game software.

3.1 Previous studies on technology in primary education

It is widely recognized that technology is an important aspect of the lives of young children in today's society. It is also recognized that their educational experiences should also reflect the same kind of technological skill that is being used in their wider social and family environments. Delivery of ICT at an early age is becoming more and more frequent due to its endorsement by the government. "ICT is now part of the Foundation Stage Curriculum for children from the ages of three to five, with the introduction of new technology goals which target the end of the EYFS and the NC ICT objectives...The expectation is that ICT will be used as a tool to achieve learning throughout the whole curriculum." Educational ICT has provided countless resources for teaching and learning. It enables the teacher to prepare teaching materials whilst the child develops their understanding of the material using many simulations and other types of visual stimulation. Learning content is primarily delivered in the form of worksheets prior to these technological resources. Technology has flipped this learning pattern, enabling a more enjoyable method for both pupils and teachers learning. An increase in the use of internet has led to more interactive styles of learning. For example, an upper primary phase unit on rivers can be significantly enhanced by the use of Google Earth virtual tours of river and strata, online simulations of flooding, print outs to make paper models of the processes, and PowerPoint presentations to share with the class. Stepney (2009) proposed that children who use ICT to learn develop a positive attitude towards the use of it. With the recent rise in computer gaming, these simulations and interactive learning tasks are just as enjoyable. Thus, it is suggested that the use of ICT bypasses the traditional methods of learning, strengthening the child's education. This is of great importance as Jyväskylä research report asserts the view that the child's world today is so imbued with technology that in its absence they are unable to keep forthcoming generations motivated towards learning. With long term studies comparative from

various environments, the conclusion that technology should have a positive role in education is irrefutable.

3.2 Impact of technology on student motivation

The factors that most influence students' learning behaviour, along with the pedagogical role of ICT and student motivation by using ICT, must be a thorough understanding of the complexity of student motivation, an awareness of how teachers' practices influence student motivation, and a vision of the role of ICT tools or technologies in that learning process. How students learn and how teachers can create learning environments in which students engage in learning activities that lead to deep processing of subject matter is a central focus of educational psychology. The application of instructional strategies that optimize students' motivation to learn is a result of a synergy among teachers' attempts to link pedagogical aims with action, the talents of their students, and the most appropriate application of strategies and the wise use of resources to attain those aims. Therefore, an understanding of student motivation and the ways that teachers can influence that motivation are at the very core of effective teaching and is, in many ways, the foundation of the case for the use of technology to improve student learning.

3.3 Strategies for integrating technology in the classroom

Selected approaches to integration of ICT in the classroom are based on a review of the literature. Given that research in this area is a mix of generalizations often made from small case studies, the literature is at odds as to best practice in most instances. It is clear however that constructionist approaches, project-based learning, effective teacher professional development, and extensive ICT support in the curriculum are high on the list of priorities for schools wishing to increase student learning outcomes through the use of technology.

Creating future learning environments (CLEF) is a good descriptor of an approach to technology integration in the classroom. It is an approach based on constructionist educational theory, learning by doing, and engaging students in the learning process. The project was based on the idea that deeper learning will take place if students are engaged in more active learning, and that technology will enable this to occur. At the core of CLEF are two central concepts. The first is based on the notion that learning should be seen as a continuous progression and should be more closely tied to the

real-life experiences of students. The second is that technology can be used as a tool to enable the building of complex cognitive frameworks for students. CLEF oversaw eight school-based projects, most of which revolved around projects in the construct of multimedia presentations or websites. Findings from the project show overwhelming support from both teachers and students that learning was much more effective through project work and that the use of technology was central to the success of the projects (Lai, 2008). This approach has been revisited in a number of case studies showing similar results (Kennewell, Parkinson, & Tanner, 2000) and serves as evidence that project-based learning and constructionist theory are indeed effective frameworks for technology integration in the classroom.

Teacher professional development has been addressed as a critical issue for increasing integration. It is often argued that many teachers are failing to make effective use of technology as a tool for learning, rather it is being used as a supplement to traditional teaching methods. This is an issue that was seen with the Australian laptop for teachers program where lack of professional development led to limited change in teachers' ICT practices and thus limited change in student learning outcomes (Wong & Li, 2009). There are, however, many success stories, perhaps the most profound being the ICTev program in Victoria. This was a statewide project aimed at trialing different methods for using ICT to increase student learning outcomes. Teachers involved were given release time and extensive professional development and the program was highly effective at increasing teacher ICT competency and developing learning environments that were shown to improve student outcomes (Finger, Jamieson-Proctor, Watson & Albion, 2007). From other research, it is unclear as to whether extensive professional development is feasible in other school contexts, however, it serves to show that the effectiveness of teacher ICT use is largely dependent on their own ICT competency and comprehension of methods to use ICT to improve student learning outcomes (Wong & Li, 2009).

4. Methodology

Due to COVID restrictions on contact with public institutions, the focus on the work in progress in the year has been slightly modified. The proposal is now to produce a documentary of the project research and its relevance to the education system. By using video content as a method of relaying information about the project research,

the target audience is still reached and the information that is obtained from the research is useful. By producing a documentary, a wider audience can be reached while still getting the point across of what is being researched and how this research is relevant. The use of this video will also help to provide visual representation of how the technology being researched can be used and taught in a real learning environment.

The target age group is children in primary schools and it is important that digital technologies are demonstrated as a learning tool in a way that is engaging and effective. Visual representation is important for learning and it is vital that children in the current generation learn how to use digital technologies responsibly and effectively as they will definitely have a large presence in their lives. By learning that there are correct and incorrect ways to use technology, children can translate these skills to their everyday lives and it can benefit them in many ways to come. Children also have to understand that technology is a learning tool and it does not suggest that learning and education can only be done by technology, but enhanced through the use of technology.

4.1 Research design

The guiding principle for qualitative research is to understand and interpret phenomena from the people's point of view. It has been used in a range of educational settings from the early years. The qualitative research paradigm is well suited to the exploration of complex and multifaceted issues, which is the case in primary schools with learning and the use of technology in school environments. It was not an aim to test a hypothesis using mainstream scientific inquiry, but to develop a theory and an understanding of the experiences and perceptions of all those involved in learning in this context. This approach was fundamental in understanding the Data Project from all the potential partners and helped the researcher to find and dig deeper for more meaningful data.

In terms of understanding learning from a child's perspective, the pedagogy of the learning environment involving participation, interaction, and visual learning show that qualitative research methodology was the most viable approach. Observation would be held build upon the findings from the consultations with the different participants. It involved observing the children in actual contexts of the learning

environment and system. This included visual ethnography techniques such as taking photographs of the children engaged in technology-based activities and recording their dialogue. This provides an excellent method of gathering data about what people do and it provides another form of data for use in conjunction with interviews and field notes.

The interviews were held with a range of different participants. The senior management team, the teachers, parents, and the children participated in separate and focus group interviews. The purpose of separating the participants was to identify the different viewpoints from people within the same group and to gather a wider and different range of data. The pupils took part in group interviews to help them discuss their experiences and compare their perceptions with others. This was especially useful for understanding how the children related to the project and it allowed the children to share and learn from each other's experiences. Open-ended questioning was used to help identify and gain an understanding behind the beliefs and behavior of the different participants. This method was chosen over a more structured style of interview as it provides an explanation behind the participants' opinions in their own words. The interviews were recorded and transcribed for future analysis. The national culture and the management of a small project.

4.2 Sample selection

In educational research settings, identifying a sample is essential to the overall research plan and design. A sample can be defined in two ways. First, it is defined as the unit that has been selected from a larger population. Secondly, a sample is that which has been selected from some total aggregate, ultimately to be used in making inferences about the entire aggregate. With these two definitions, the types of sample to be used are considered. There are a wide range of possible samples that a researcher can access. Whilst, we would not necessarily consider using all of them, the target population and the unit of sample as well as resources available, may usually determine the type of sample to be selected.

A population can be defined as 'an aggregate of cases, instances, individuals or other units that interest to a researcher' (Adapted from Kaplan 2001, p.57). This is what the researcher will be studying and as mentioned above this may be the whole of the sample to be selected or what the researcher wishes to make the inference about. For

the purpose of this research, the population will be all primary school children in an inner city school in London. A sample will then need to be selected from this population.

The target population is almost never reachable and as was stated above resources available for the research will figure out what is the possible sample. In the real world not all persons, cases, etc. from the target population are assessable. This could be due to geographical dispersion, access and time constraints. From a resource perspective, assessing every unit of the target population may be too expensive and time consuming. These are also factors which have guided the selection of a sample. The unit of sample for this research is the individual. As for instance, a school might be the unit of sample in a case study or research on education. Finally, the type of data to be collected will guide the type of sample needed. For instance, a sample which can supply adequate, descriptive, well classifiable and quantifiable information and where inter-case comparisons are to be made, a systematic sample would be more suitable.

4.3 Data collection methods

Data collection methods used were both quantitative and qualitative in nature. Quantitative data was collected in the form of a survey and can be found in appendix. The survey, completed by students from years 3 to 6, was used to gauge students' views on technology. It included scaled responses, along with open-ended responses to gain a deeper understanding. Results were then graphed on a continuum from the lowest to the highest year levels, with a comparison made between the younger and older students. This provided an improved understanding of any trends or patterns occurring. An interview conducted with the IT coordinator was also a source of quantitative data. Although more importantly, the interview also provided a greater understanding as to why certain trends exist in the quantitative data.

Qualitative data was collected through classroom observations and teacher interviews. An observation schedule was used to define the activities occurring in terms of technology use. This included scheduled and unscheduled activities. While unscheduled activities often caused disruption to the observer, it often resulted in observing authentic uses of technology. This was an important aspect, as student-led

activities often provided the best learning experiences with technology. Pre and post activities related to the interview were also important in understanding any trends. A total of six interviews were conducted with the classroom teachers, with the entire primary school being involved in the project. This ensured a wide scope of data to be collected, with the classroom teachers being able to clarify any data collected from the survey.

4.4 Data analysis techniques

In the education sector, where technology plays a big role in the teaching and learning process, it sure does create a lot of digital data that is systematically stored. These data, if analyzed properly, can provide many benefits, mainly to understand how the teaching and learning process is done and to understand the results it creates. In this research, the writer tried to analyze quantitatively by using learning management system (LMS) data regarding the use of a class blog to support learning by primary school pupils and teachers. The LMS data involves the number of pupils that access the class blog and the number of teacher's entries and comments in the class blog. Analysis of lesson activities in the class blog was done at two primary schools and a teacher who followed the training in a workshop. During the teaching period in the classroom, the teacher and pupils, together with a researcher, organize a meeting four times to discuss and produce a written record that captures what actions they just did. This action is called reflective conversation. Next, the researcher collects the data into the LMS up to the next meeting. The data obtained from the use of the class blog and lesson activities along with classroom teaching were then used to compare the process and the result of teaching and learning at the first and second school. This comparison aims to obtain a picture of the use of the class blog that is associated with the activities and the teaching-learning process. The step of comparison is done by looking at the class blog activities done by pupils and teachers, then looking at the comparative data on the success in doing activities in a class blog, and data on the success of teaching and learning that can be obtained from classroom lessons. The next step of comparison is to do a more in-depth aim to obtain data of comparison of the use of the class blog on one specific topic in the same subject in the first and second school. Data from these comparisons will then be used to see the causal relationship between the use of the class blog and the teaching

and learning process to get a result learning. The last step of comparison is to prepare a written report that contains the purchase and the comparison step earlier.

5. Findings

The report of the Practitioner Enquiry (Butler and Sellars, 2005) is both positive and negative, as well as making a wide range of recommendations. The practitioners involved in the inquiry contend that the use of computers has a positive impact on children's motivation to learn. They suggest that children are much more engaged in their learning when it involves a computer, as they are fascinated by the technology and the activities that can be carried out on site.

The study also found that the use of a computer can help to motivate those who are relatively low academic achievers. This is a very positive finding and suggests that the use of computers may be used to help close the gap between high and low achievers in terms of motivation and overall attainment. Stepniak and Bembenutty (2005) also feel that using technology can motivate low-achievers to become more active in controlling the process of their learning by setting goals, locating and selecting task-relevant strategies, and monitoring their effectiveness.

There is also a general consensus among those involved in the inquiry that the use of ICT can make learning fun and increase children's confidence and self-esteem. The practitioners argue that this is because children can achieve something tangible with little effort and it does not necessarily have to be related to performance. This is particularly pertinent to high goal setters with low self-efficacy. The children involved in the study feel that the software activities/actions are achievable with sufficient effort because they understand that they can repeat the task until they get it right. His research suggests that computer available option is particularly enticing to students with low self-efficacy, given that the computer is infinitely more patient, provides clear instructions, and allows corrective behavior.

5.1 Overview of the participants

Participants were drawn from 15 primary schools located in lower socio-economic areas of Sydney, New South Wales, Australia. The selection of these schools was based on the New South Wales Department of School Education definition of low socio-economic status requiring at least 60% of the school population to come from families in the bottom quartile of the socio-economic scale. The schools were

randomly assigned to either an experimental group (8 schools) or delayed-treatment control group (7 schools). Random assignment was achieved through the flip of a coin, by an independent person who was not aware of the aims of the study. This person was supplied with the names of the schools and respective geographic locations. All schools approached agreed to participate in the study. In each participating school, year 5 and 6 students and their class teachers were invited to take part in an IT immersion program. Year 5 and 6 primary school students were selected as participants for a number of reasons. A major goal of this research was to facilitate the transition from primary to secondary education by imparting to students the IT experiences and skills necessary for successful learning at high school. Thus, of critical importance was the view that IT be used to enhance the seven key learning areas (English, Mathematics, Science, HSIE, Creative Arts, PDHPE, and LOTE), which to this point have provided a fragmented and inconsistent IT experience for Australian students (Kear, 2002; Moloney, 2002). By selecting students from the final two years of primary school we ensured that they would be in a good position to receive the benefits of computer immersion, as the school of the future will enable students to access and manipulate information, demonstrate their knowledge, and engage in various types of inquiry in many areas of the curriculum through the use of technology (Becker and Riel, 2000). Requirement for participation by students and their teachers in the program was that they be a part of a year 5 or 6 class. No further limitations were placed on students with the aim of achieving a sample which was representative of the school's student population. This study encountered a range of interest in IT from students. The requirement for the teacher to involve the class in the program was aimed at avoiding situations where students were denied IT experiences because the teacher did not support the research, or where IT lessons were isolated from the regular classroom lessons.

5.2 Analysis of student motivation levels

A survey was conducted in order to analyze student motivation with the integration of technology in teaching and learning. The survey will measure student motivation level from two aspects which are intrinsic motivation and extrinsic motivation. 103 students from year 5 and year 6 were involved in the survey. The first part of the survey, which involves 12 items, will measure intrinsic motivation while the second

part of the survey, with 7 items, will measure extrinsic motivation. The result will be analyzed to see the student motivation level and also teachers' perception. The result from the survey on intrinsic motivation shows that the mean and standard deviation is 41.6 ± 6.65. This indicates that intrinsic motivation is at a moderate level. The highest mean is 55.9% for the item "I understand the things I learn when I use the computer," while the lowest mean is 29.5% for the item "I am eager to do challenging tasks to understand new things." From the total number of respondents who agree and strongly agree with the item, it is found that about 60% of the students understand the things they learn when they use the computer and about 40% feel eagerness to do challenging tasks. A teacher from this school says that his students are actually very eager to do challenging tasks when using the computer. But he assumes that the percentage is low due to the students not understanding the question given. The question needs to be reviewed as young children may have various interpretations for the phrase "challenging tasks." Overall, it can be said that students' perception of their understanding when using the computer is quite high. So the teachers need to make sure that the students understand the topic given before using the computer. Although there are some items which have been stated as "not sure," the percentage is not so significant. So it can be said that using webquest as a computer learning tool can help to sustain their intrinsic motivation. Extrinsic motivation is determined by the second part of the survey. Overall, the result of the mean and standard deviation is 23.14 ± 8.34. This indicates that student motivation is at a low level. The highest and lowest mean is 35.2% for the item "I am eager to get better marks on the tests when I use the computer" and 11.7% for the item "I feel patient to do the tasks my teachers ask for when I use the computer." This means most of the students feel that they are eager to get better marks when using the computer, but they just don't want to do the tasks given. One of the teachers had stated that the students still have the perception that using the computer is only to play games and they are too relaxed with current achievement. This assumption was strengthened by the observer who noticed that during the P&P lesson, motivating pupils to do the tasks given is still low and easy to divert due to the presence of online games. Although there are various advantages of using technology in primary school education, it shows that the students still do not have a clear understanding of the usage of computers to improve their achievement. The result from the computer

teacher is in line with the teacher's perception. He assumes that the students just do not understand the tasks given and what is the purpose of using the computer. One more cause of the low motivation, especially to do the school tasks, is because of the negative perception toward jobs, which are actually task simulations. Usually, the pupils think jobs are just another game and it is not related to the school tasks.

5.3 Comparison of technology-based and traditional teaching methods

From the literature, it becomes clear that although traditional methods of teaching have advantages, they are limited in their ability to motivate pupils' learning, and that motivation is a key factor in the ultimate level of achievement reached. Some of the key findings from previous studies, such as Cordova and Lepper (1996) and Smith and Blake (2000), suggest that children often show increased interest, enthusiasm, and more positive attitudes toward learning with technology, supporting the notion that technology is a valuable tool for enhancing motivation. The studies by Cordova and Lepper and Kulik and Kulik also suggest that well-chosen software can lead to substantial learning gains. It has already been established through previous study and research that the level of pupil engagement makes a significant difference to the level of learning accomplished and that the motivation to learn is a strong force in determining how committed to and how well engaged in the learning process the pupil will be. Woolard and Dobozy (2013) argue that if we can accept that engagement is the extent of a student's investment in and involvement in the learning process and willingness to work towards the attainment of the learning goal, then it is essential that we find ways of ensuring students are engaged. An engaged pupil is more likely to remain on task, display a willingness to accept challenging goals, and persist in the face of obstacles or failures (Akey, 2006). This, in turn, results in better conceptual understanding and deeper learning. So it stands to reason that we should strive to maximize the engagement of students in the learning process. Barak et al.'s (2006) study reveals that the reasons children give for increased liking of technology-centered lessons compared with traditional lessons are due to the idea that the technology-based methods are simply more fun and more interesting than traditional methods. There is a general consensus across studies that motivation and positive attitudes towards learning lead to better academic performance. So it can be inferred

that technology's capacity to increase motivation is likely to lead to increased learning and better academic outcomes.

6. Discussion

Technological advances in society today have led to a migration of children towards more sedentary lifestyles (Poulston, 2001). In turn, this has led to children becoming less physically and more mentally active. Due to a large number of children engaging in such activities, humanity is faced with the dilemma of finding a way to counteract the negative effects of the media towards healthy child development in a way that holds greater appeal for children. It is within the school learning environment, particularly within the area of physical education, that there exists the opportunity to present a solution to this problem. Schools can now create learning experiences for students that bridge the gap between the physical and virtual worlds to provide an alternative to sedentary leisure (Hetzroni and Shoval, 2005). The integration of information technology within the realms of primary PE can take on many forms, including the use of simple applications such as word processors, to the utilization of more complex resources such as online gaming and virtual reality simulations (Casey et al., 2009). An approach which has grown in popularity within the past decade is the use of digital video. Digital video has the potential to motivate learning and provide highly engaging teaching techniques, whilst allowing for a more imaginative, flexible, and student-centered learning experience (Love, McKean, and Gathercoal, 2007). This is primarily due to the fact that children are incredibly accustomed to television and, as a result, greatly responsive to moving imagery. It is also a medium that can be used to effectively teach a wide range of motor skills and movement concepts due to its highly visual nature. Both characteristics of video serve as a stark contrast to traditional teaching methods, which have been criticized for being unimaginative and not reflective of the ways in which children experience the world today (Love, McKean, and Gathercoal, 2007). Its versatility as a teaching tool means that it can be used to intentionally or incidentally teach and to cater to various learning styles and skill levels. Video can also play an important role in promoting active lifestyles for children. By showing footage of individuals participating in various physical activities, it can help to create aspirations, positive attitudes, and self-beliefs that are conducive to children becoming and remaining active throughout

the duration of their lives (Harrison, Ball, and MacNamara, 2005). Despite recognition of digital video as an effective teaching tool, there have been relatively few studies conducted that have examined its usage and the conditions required to achieve the best results. One experimental study comes from O'Sullivan and Rizzo, who examined the effects of using simulations to teach children with learning disabilities about the basic skill of aiming and hitting a target. The subjects were shown either a live-action video, a computer-generated animation, or no video, then asked to perform the task. Results showed that the groups who were shown video performed significantly better than the control group. This is just one of many examples that highlight the potential effectiveness of moving imagery for teaching, with quantitative data showing its effects on skill learning and retention (O'Sullivan and Rizzo, 2008).

6.1 Interpretation of the findings

The present research aimed at discovering whether teachers have and use the knowledge about the recent technologies in order to create a more motivational learning environment. It also looked at whether teachers believe that the implementation of these technologies would lead to improved learning outcomes for their students. The key findings arising from this research were that most teachers were able to identify recent technologies and had used them to some extent. The majority of teachers, however, were not confident in using the technologies and found that their use was usually for activities requiring no additional effort such as creating worksheets. In fact, teachers claimed they would prescribe the relevance of their teaching resources based on the age of the students and difficulty of the content, rather than the potential motivational value to students. This suggests that teachers possess the simple and accurate mental models of the use and effects of technology on motivation proposed by Keller (1983). Finally, teachers expressed that their limited confidence in using these technologies led to a perception of increased workload in the creation of resources and less classroom control, potentially affecting the amount of time and effort spent on task compared to traditional methods. Through qualitative analysis, teachers were then asked to compare different types of technologies they have used and identify the effects on student motivation and attention to task. This research uncovered parallel, yet contradictory beliefs held by

teachers. It was found that teachers believed their students would be most motivated when technology was used in activities requiring lower mental effort, but were highly confident that the use of recent technologies would lead to improved attention to task and learning outcomes. This is in relation to attribution theory, which posits that a student's perceived causality about a result affects their emotional reactions and future expectations to the task (Nesbit et al., 2006). In describing the causes for motivation and outcomes in their statements about traditional versus technological methods, it is apparent that teachers believe the potential for difficult to master tasks, with an expectation of success and the enhancement of learning outcomes is highest with the use of technology. This statement, however, is linked to the construct of teacher pedagogical beliefs and knowledge, an important yet complex aspect of motivation to which the effects and changes resulting from teacher use of technology could not be fully explored in the current research.

6.2 Implications for teaching and learning

Teaching approaches within primary education will clearly need to be adapted if learning is to be motivated through the use of technology. One of the key ways of developing this is through increasing the access to different learning resources. By doing this, it will allow the teachers to facilitate learning in a more constructivist manner as they can develop tasks for children of differing abilities. For example, the use of the internet could allow access to information on a historical event for the same lesson but with the information at different levels for the differing abilities in the class, thus constructing their own understanding. This, in turn, may lead to an increase in the amount of group work and projects carried out in schools. This is due to the fact that technology can provide a more hands-on approach to learning.

In terms of direct teaching, the use of technology has implications in its own right. For example, using a data projector for a lesson will allow all children to see the teaching, as well as being more engaging for them. It will also allow the teacher to access online resources, such as educational games and simulations, which can be used to make the teaching of certain lessons more interactive. An example of this might be a science simulation where children can mix chemicals safely to see what occurs without the potential dangers of a practical lesson. Simulation activities like this lead into the belief that technology can steer teaching towards a more effective

method of learning. This is due to findings that one of the most effective ways of learning is through trial and error, something which can be very hard to facilitate in a traditional teaching environment.

6.3 Recommendations for future research

The subject of motivation has future implications for research pertaining to learning, education, and psychology. After assessing the role and impact of technology in motivating learning at the primary level, it must be remembered that technology is a constantly evolving and ever-increasing facet of modern society. The rate of change is rapid, and the implications on society are far-reaching and complex. The constant changes in technology and the fact that it is an ever-increasing aspect of modern society mean that the implications of technology on education are a blurry and complex area.

It is recommended that there is a concerted effort to keep up with the changes in technology and to maintain research into the implications of these new technologies on education in terms of motivation and learning. Some specific research suggestions from findings of this study are to investigate further the role of virtual environments and gaming elements in learning. This is an area that is sure to increase in the future and is something that is highly motivating to the current generation of primary school students. Another suggestion is to research ways in which teachers can use technology as a means to tailor learning tasks to each individual student's learning style. This is something that was identified as a strong point of motivational difference for students doing the context analysis. As teaching becomes more and more test-result driven and students are being labeled as having learning difficulties because they cannot learn in a traditional style, it is an important area to ensure inclusive learning and the best results for all students.

7. Conclusion

Technology can provide a powerful tool for transforming learning. It can help affirm and advance relationships between educators and students, reinvent our approaches to learning and collaboration, shrink long-standing equity and accessibility gaps, and adapt learning experiences to meet the needs of all learners.

Our schools, community organizations, and countries need to make intentional systemic changes if we are to optimally use the technology tools available to us for

enhancing student learning. The process of achieving this goal is not the more-of-the-same use of technology for instruction. It also is not about the total dismantling and replacement of current ways of doing all things in education with a complete reliance on the use of technology tools. The optimal use of technology for learning appropriate to the future is a broad and challenging goal. It requires the assistance of all education stakeholders and must be a focus of their collective efforts.

The Five Conditions framework sets an excellent paradigm for planning, implementing, and evaluating the effective use of technology to improve student learning. This framework focuses on the necessary conditions to leverage technology to achieve the desired educational goals. Using the framework as a guide, primary schools can and should do a better job of weaving technology into all the essential conditions for current and future learning. Primary schools must also begin to see an alignment among educational standards, curriculum, professional development, formative and summative assessments, and learning environments and experiences of current and future learners. Only then can the full potential of technology be realized to improve student learning.

7.1 Summary of the study

The study aims to investigate the stimulating learning through the use of technology in primary school. This area of interest is chosen because as a primary education student, the author realized that today's primary students are growing up in a digital age. Most of them are digital natives. Integrating technology into the teaching and learning process will prepare our students for their technological future. It is an essential way to reach our students. Students will become more engaged in the learning process because today's students are technology-oriented.

The use of technology in primary school can be an effective tool to improve students' learning and motivation. The SAMR (Substitution, Augmentation, Modification, and Redefinition) model is introduced for technology-based learning, which can be more effective and can foster original thinking and understanding. These four levels can guide the teaching and learning process through technology.

The first level is substitution. In this level, technology acts as a direct substitution tool with no functional change. For example, instead of writing and erasing on a whiteboard, a teacher can use a document camera and a projector. This can capture

students' attention because it is something different from their ordinary learning process.

The second level is augmentation. In this level, technology acts as a direct tool with functional improvement. An example for this level is instead of giving students an exercise, a teacher can assign students to do an exercise using a worksheet processor software. By doing this, it will save students' work and the software itself has a feature to check students' work. This can raise students' motivation because they find that learning is more fun.

The third level is modification. In this level, technology allows for significant task redesign. An example is instead of students writing a report for their homework, a teacher can assign students to write a blog on the topic and post it on the internet. This can give higher motivation because students are very fond of the internet and they will be proud of their work being published.

The last level is redefinition. In this level, technology allows to create new tasks previously inconceivable. An example is instead of a teacher explaining about the crystal structure by drawing figures on the whiteboard, a teacher can use a 3D crystal structure application. This is at another level of learning because the application is very rare for a standard classroom and it really can give a clear understanding picture for students.

By using this model, it can make a change and thus raise students' motivation in learning.

7.2 Contributions to the field of education

This section of the essay, "Contributions to the Field of Education," focuses on the implications and recommendations the study presents. The research and findings of the study provide many dimensions to the implications and recommendations towards educators in integrating technology within the learning environment. Technology, as mentioned in the findings of the study, has proven to be a great motivational tool for learning. The motivational part of learning is important because it enables the students to want to learn more.

The study has shown from the interviews that students are motivated to learn with technology because they believe that it is an easier way to learn. The fun and interactive side of technology is a huge motivational factor for students. By using

animations, sounds, and colorful graphics, it captures the attention of the student, hence making learning more appealing.

The study has also proven that knowledge can be obtained faster with the use of technology. This is shown by the students who have done the poster designing and PowerPoint presentations. They mentioned that they were able to find the information and produce the work in a lesser time and more effective way. This is important as educators can relate to a more efficient way of learning for the students. With the fast pace of information transmission in today's society, the old ways of learning seem to be less effective. Hence, learning through technology will enable students to keep up with the pace and at the same time prepare them for the information abundant future. This provides the implications to educators that they should integrate multimedia sources in their teaching practices and create a conducive environment for the students to do the same.

Time is needed for a transition to change and provide resources and environment for students will definitely benefit them for the long run. Sooner or later, the education system will move towards the use of technology, and preparing the students from now on is an important thing to do.

7.3 Final thoughts and reflections

So in conclusion, we have seen that technology can be an extremely powerful education tool. It should not be seen or used as a separate entity, but integrated as part of a learning system that encompasses a range of tools and learning styles. The technology will only be effective if teachers are competent and are comfortable using it. This is why teacher education programs need to provide the skills and positive attitudes towards the use of technology in the classroom. If this is achieved, the technology can level the playing field and engage a wide range of students with different learning styles and needs.

With our increasingly rapid advancements in technology, it will become an even more vital learning tool. As we have seen in our very preliminary research, the modern generation of children are exposed and have a reasonable command of technology. By tapping into their natural affinity to and competences with IT, we can use it as a vehicle to promote higher order thinking and independent learning. Furthermore, the skills and teamwork learnt in the quest to find information using IT

are in themselves vital 21st-century learning skills. This will all better prepare children for a technology-oriented society and naturally develop positive dispositions towards technology. However, it is important we do not underestimate the young and assume that they are natural knowledge constructors. They still need guidance to apply critical thinking and complex problem-solving.

Methodology

The present study is a descriptive research that aims at investigating The use of technology for motivating learning English foreign language through the use of technology

English primary school teachers' of the first district in SAIDA as we know it's a new experience in whole Algeria . Specifically, it seeks to explore teachers' previous training experiences as well as their attitudes towards the the use of technology in teaching in primary schools in SAIDA . It also seeks to explore their needs in order to have an overview of the problems they face in using technology

The use of technology have provided us with data and results that have been analyzed and interpreted both quantitatively and qualitatively.

2.2. Population and Sampling

The sample of participants used in this study consists of 24 EFL teachers aged between 25 to 60 years old (English teachers from different primary schools at the first district SAIDA) the focus of this study is on teachers'. The following table clarifies how they are grouped:

Table 1: the Stratification of teaches in Terms of Age and Gender

Age	Gender		Total
	Males	Females	
25_-60	7	17	24

2.3. Research Instrument and Data Analysis Procedures

The instrument that have been used in this study to collect reliable data needed in realizing this work is as follow: a questionnaire given to each teachers, the study begins by analyzing questionnaire first, secondly teacher's questionnaire, and finally, concludes by a general result.

This research is descriptive in nature. In order to get into teachers' experiences, attitudes and concerns of the especially in SAIDA primary schools, a questionnaire has been administered to the participants answering questions to their experience and the use of technology in classroom .

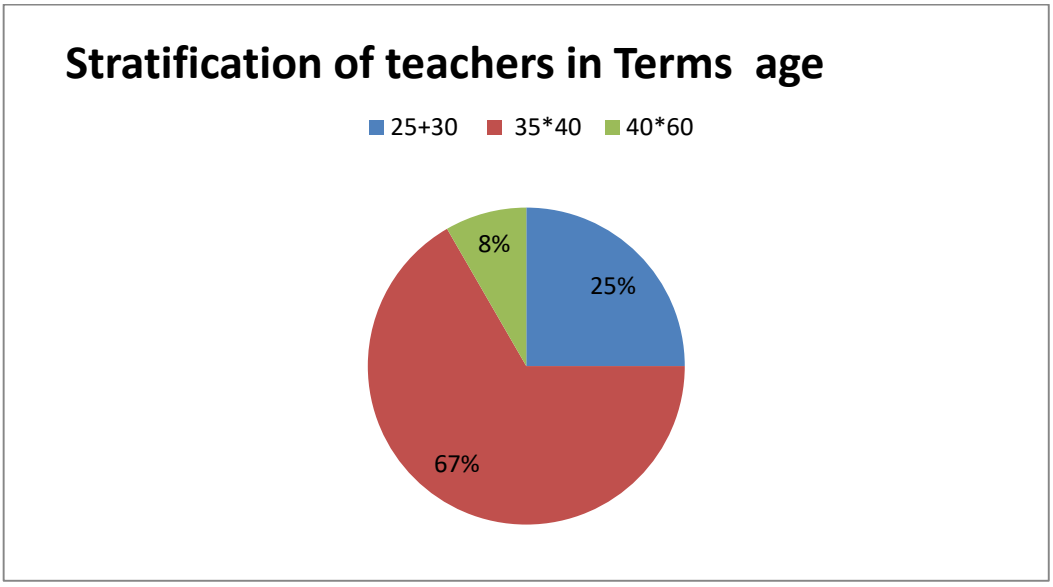
The questionnaire (see the appendix) consists of four (03) main sections designed according to the aims of the study. The first section gets the professional profile of the teachers (age, gender and years of experience). The second section concerns teachers' using different technology in teaching and its duration. The last section is devoted to teaching concerns in the Algerian educational context, and therefore, teachers review about the use of technology in teaching English especially in primary schools .

The questionnaire yielded both quantitative and qualitative data.

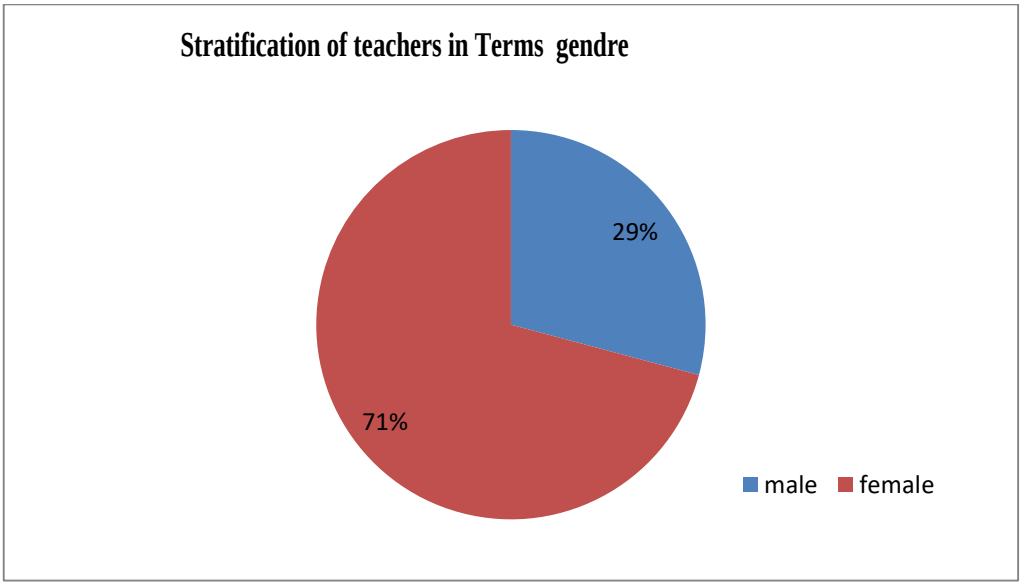
2.3.1. teachers's questionnaire analysis

Based on teachers' reported answers, the data is grouped under three (03) thematic headings: teachers' experiences the use of technology , different technologies used in teaching and teachers review the future of the use of technology in SAIDA primary schools.

Figure1: A) the Stratification of teachers in Terms age



B) the Stratification of teachers in Terms gendre



The analysis interprets the results in the form of charts and figures. The first question specifies the age of the participants as it is shown in the following diagram (figure 1), the diagram below show parts of teachers regarding their gender.

Figure 2 : teacher experience

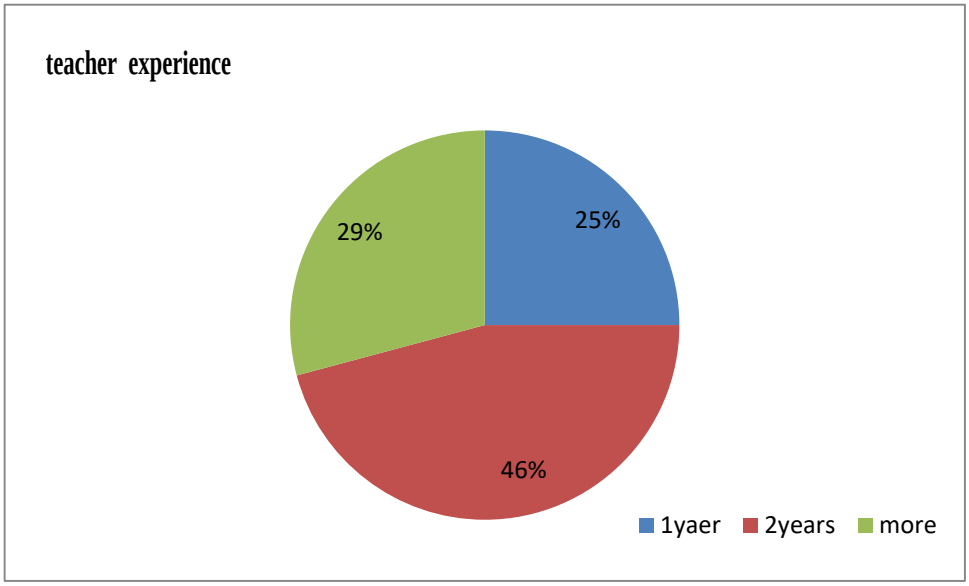


Figure 3: teachers' answers to question 1 teachers use technology in their classrooms

Based on the statistics presented in Figure 2, it appears that a significant number of teachers (100%) use technology in their classrooms, but there is a difference in the duration of the use .it related to the subject and lesson it took place before their integration. The use of technology took place in either primary schools and lasted only for a short period of time because of the time of each session (45 mn). It had the aim of introducing lesson to the learners and classroom environment and make the ideas easy to be required familiar with different aspects like new vocabularies and play role sessions

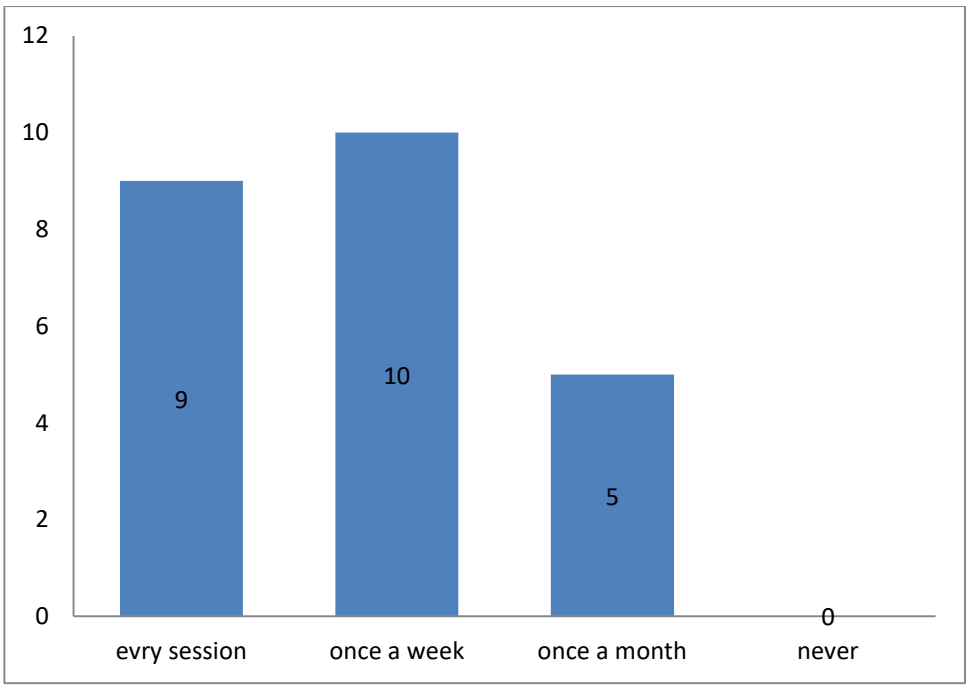
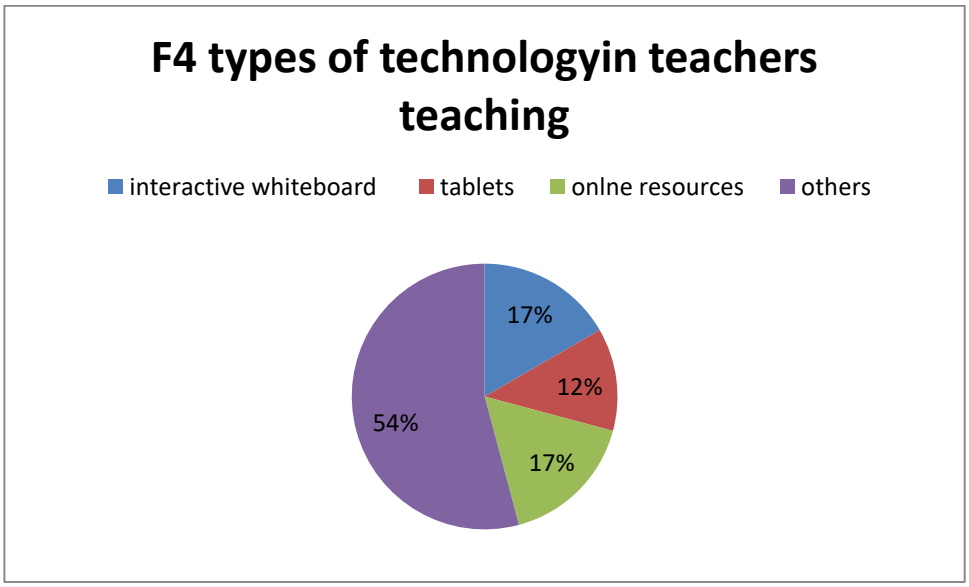


Figure 4: teachers' answers to question 2 types of technologies used in teaching



We can notice from figure3 that all participants (95%) who reported that they use songs and academic videos through data show . They argued that it mostly contributed to raising their tools of teaching (learners age and teachers experiences in addition to teaching English in primary schools in Algeria is new experience) When they use new techniques and technological tools they attract learners attentions , finding the experience helpful for their current classroom practices.

The participants also reported that the use of technology through contacting their friends is very necessary because it helped them to watch other experienced teachers to about pupils, (mainly their age and motivation).

Figure 5: teachers' answers to question about the most effective technological tools motivate learners in primary schools

The present results noticed above (figure 4) shows that the majority of teachers, (96% -100%) of respondents, agree that academic videos and songs related to program enriches them with new teaching skills , they approved strongly on the effectiveness of that the use of technology in acquiring specific knowledge related to EFL teaching.

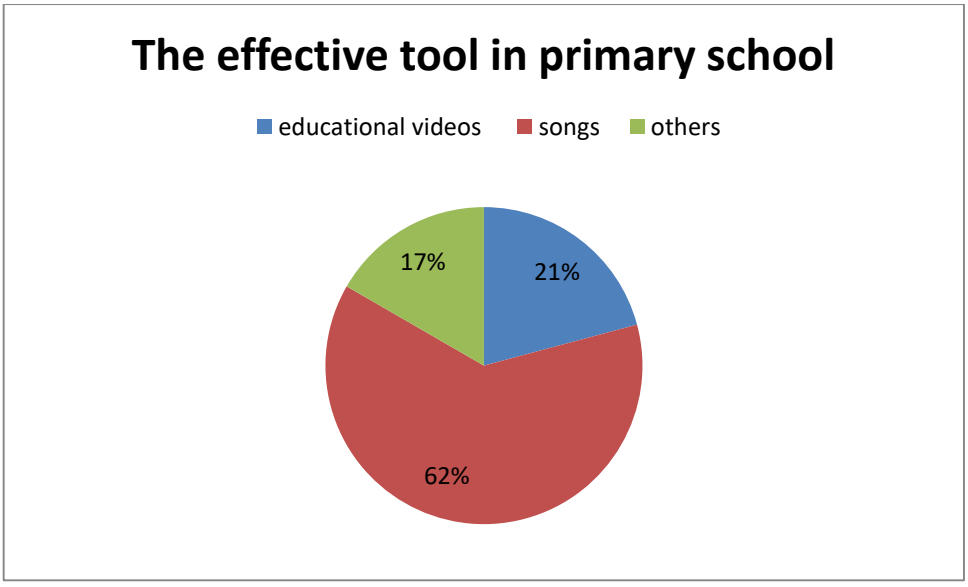
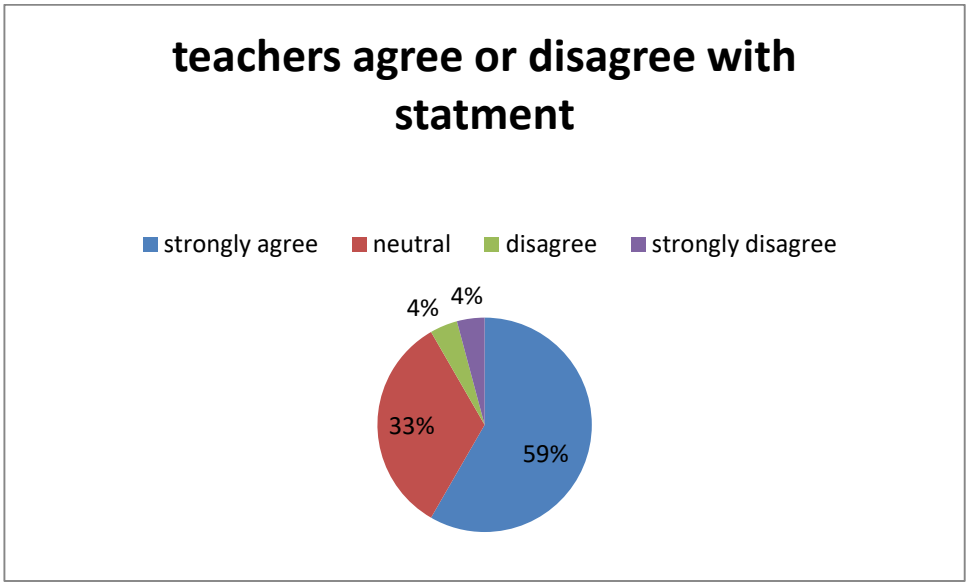


Figure 6: teachers' answers to question 4 are you agree with the statement*I receive adequate support from my school integrating technology in teaching *



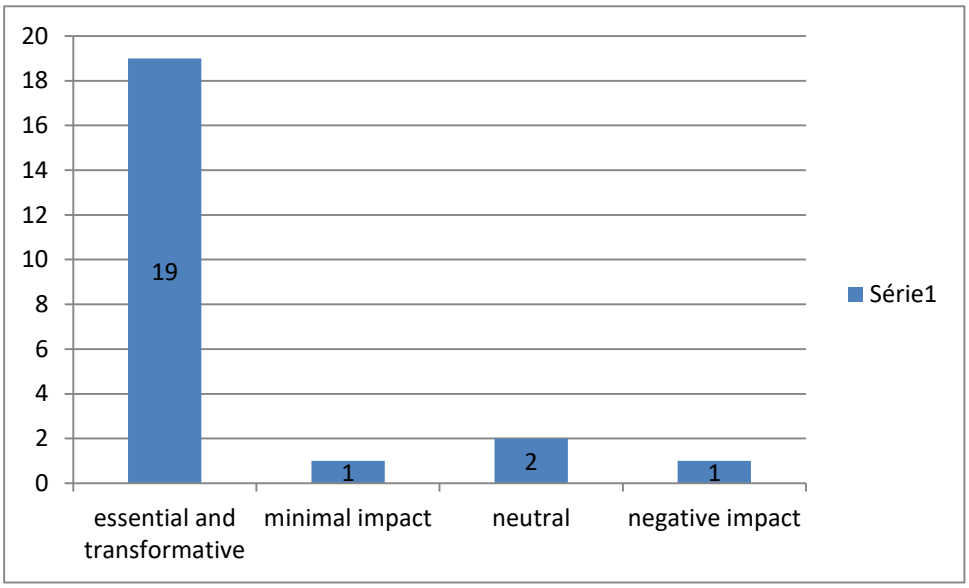
We notice figure 5 above that all the teachers (58%) are agree with the sentence like teaching. This intrinsic motivation is certainly the key for effective teaching.

Figure 7: teachers' answers to question 7 about the additional supports would help them better integrate technology in classroom

As shown in figure 6, the majority of teachers (92 %) reported their satisfaction concerning their teaching through using new technologies in teaching .

Besides (**question 6**), when asked about the additional support would help them better integrate technology in classroom , the participants stated that they develop their competencies by trying always to implement for new techniques. tools. They further explained that through discussions with their colleagues and more experienced teachers they assess their own teaching.

Figure 7: teachers' answers to question 7 the role of technology in the future in primary school in Algeria



The statistics displayed in figure 7 show that a significant number of participants (96%) affirmed that the use of technology is very important for the succeed of teaching English in primary school in Algeria it should be obligatory. The participants see the use of technology as an opportunity to develop competencies and practical knowledge about classroom teaching. It allows them to related to specific classroom contexts. It reinforce teachers behavior with pupils and vs , increase self confidence, helps new teachers who has no idea about teaching as first step as refresh about new knowledge taught at primary schools , makes closer to what he or she is going to teach, it has crucial role in facilitating the teaching experience,.

A minority (04 %) see that the use of technology in primary schools in Algeria is impossible thy argue their answer by the luck of tools like internet connection and computer rooms in the state schools and it lose of time makes classrooms noisy

Figure 8: teachers' answers to question 8 the recommendation would they give for improving the use of technology in primary school in Algeria

We notice figure 8 above that all the participants (100%) are satisfied with the use of technology in primary schools; because they recommended for the use of technological tools in teaching the use of different techniques and technologies gave teachers everything to prepare teachers to teach.

2.4. General Results Interpretation

The findings confirmed our hypothesis and made it clear that the ministry of education in Algeria pay attention for the use of technology in curriculum (the case of primary schools at SAIDA), and the use of technology contributes to improving teachers' pedagogical competences.

2.5. Conclusion

This chapter provides clear answers for the research questions and confirm our hypotheses. The findings demonstrate generally positive the impact of the use of technology in teaching ; teachers sampled in this study held positive towards the effectiveness of technology in teaching English in primary school.

General Conclusion

The study permitted us to confirm the impact of the use of technology in teaching performance within classrooms in different primary schools in SAIDA., it spot the light on the importance of pedagogical skills in teaching. Then, it clarifies the role of technology in ameliorating the teacher's competences and competencies to overcome the teaching difficulties.

The study also permitted us to gain insight into teachers' needs and the problems inherent in their classrooms. As the use of technology by all the participants, their major need concerns training on different aspects of teaching especially the use of technology

. Accordingly, the use of technology may influence advantageously the teachers' professional identities and competencies which affect positively teaching skills achievement. Then, it necessarily enhances the learning quality in the Algerian context by the use of technology providing the prospective teachers with the necessary knowledge in addition to the knowledge about technology, for a positive and beneficial change to take place

Teachers should be prepared and equipped with the necessary tools and competencies in order to ensure effective teaching and high quality learning

Pre-service training programs pay attention and to be developed to be more use the technological tools efficient in improving the teaching quality.

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- Appendices

Teacher Questionnaire

Dear Respected teachers,

The present questionnaire aims at collecting data related to the use of technology in teaching English in primary schools in Algeria on teaching skills Achievement. (the case of primary schools in SAIDA)

To the fulfillment of this aim you are kindly invited to answer the following questions.Your participation is voluntary and the information you provide will be Anonymous. Thank you for your collaboration.

I. Background / Career Information

- Age…….
- Gender…….
- Educational level…….
- Years of experience……..
- School where you teach……

1. Was the technology relevant to what you teach at school? yes

No

If yes, in which ways has it contributed to your current classroom practices?

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If no, why ? ……

2. According to you :

	Agree	Disagree
1. There is connection between technology and the requirement of teaching in classroom)		
2. The use of technology helps your learners to know how to behave in certain situations.		
3. . technology provides you with the practical knowledge needed in teaching		
4. . technology enhances your language Proficiency		
5. .Pre Technology provides you with knowledge about skills in teaching EFL		
6. .technology increases your learners self-confidenc and self-esteem		

III. Attitudes and Motivation about Current Classroom Practices

3. Do you like to use technology ? Yes No

4. How do you develop your teaching competences and get **feedback**about it through technology?

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5. Do you regard that the use of technology should be obligatory? Yes No

Why……
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6. Do you feel satisfied with the use of technology in teaching ? Yes

No Comment.

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7. How well does the use of technology provide you with time and quality of teaching practice?

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8. How did you feel after working collaboratively?

Confident…… Frustrated……. .Anxious…… Satisfied…….

Why?

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9. technology enables you to start your career successfully. Yes No Comment.

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10. Do you think that English is still taught in the same way as it was previously done? Yes No Explain.

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11. Could you please define the major **problems of the use of technology** on your teaching experience?

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12. What would you like to use as a technological tools to motivate your learners ?

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13. What are the changes that technologies should consider to achieve quality teaching?

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14. What are the advantages, positives and privileges of the use of technology?

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15. :What are negatives points of the use of technology?

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