



PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

الجمهورية الجزائرية الديمقراطية الشعبية



MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

وزارة التعليم العالي والبحث العلمي

AHMED SALHI UNIVERSITY CENTRE-NAAMA

المركز الجامعي صالحى أحمد - النعامة

INSTITUTE OF LETTERS AND LANGUAGES

DEPARTMENT OF ENGLISH

**Examining The Use of Educational Technology and Apps in EFL
Instruction: Exploring Their Impact on Motivation, Engagement and
Language Acquisition.**

**Case Study of 1st Year Master Students of English
At Salhi Ahmed University Centre in Naama**

**Dissertation Submitted to English Department as a Partial Fulfillment
for the Degree of Master in Linguistics**

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ACADEMIC YEAR: 2023/2024

STATEMENT OF ORIGINALITY

We Taibi Fatima Zohra and Karzazi Ines Hidayate, hereby declare that our master thesis entitled, “**Examining the Use of Educational Technology and Apps in EFL Instruction: Exploring Their Impact on Motivation, Engagement and Language Acquisition. Case Study of 1st Year Master Students of English at Salhi Ahmed University Centre in Naama**” *is entirely our own work and that we have written it in our words, it contains no material that has been submitted previously, for the award of any other academic degree or diploma except where otherwise indicated. We also confirm that the present work contains no plagiarism and that any information taken from published or unpublished sources has been acknowledged.*

Dedication

*All Thanks and praise be to Allah for answering our prayers
and helping us to fulfill this work .*

I dedicate this work to:

*My beloved parents, for your complete understanding and endless support
throughout this hard and hectic year. They have been our source of love, support,
and inspiration.*

My lovely Sister "YASSMINE" and my dear brother "MEKKI."

*My dear aunt "Habiba" for her support, and my cousins HALIMA, ROUFEYDA,
TAHA, AMINA*

To my partner FATIMA TAIBI for her support.

*My best friend ever, "ACHWAK" Who makes the world
a better place just by being in it.*

Ines

Dedication

*This study is dedicated to my beloved parents “Bensalem” and “Hayet”,
who instilled in me the principles of life, encouraged me to pursue this work,
and made many sacrifices to help me achieve my goals.*

*My sisters, “Meriem” and “Asma,”
who brighten the world simply by being in it,
are my sources of strength and encouragement and always make me laugh, even
when I’m feeling down.*

*To all my friends, especially “Karim Larbi” and “Feryel Benyacoub,” who became
my unwavering support system,
helping me whenever I faced challenges.*

They consistently motivated and inspired me to complete my research on time.

*To all of my instructors who supported us in our effort, believed in our potential,
and offered insightful criticism and encouragement to improve our research.*

*Finally, to my entire family and everyone who played a role
in the completion of this study.*

I want to thank my parents for their support and endless love.

I want to thank my partner “Ines Karzazi” for her help and support.

I want to thank all my friends and colleagues.

Fatima

Acknowledgements

*Above all, we thank Allah for accomplishing this work
and giving us the ambition, determination and strength to finish it.*

*Initially, we benefited greatly from the help,
advice and encouragement of Our supervisor, Dr BENCHADDI Karima; she was a
source of guidance and wisdom
for this research work. We have been incredibly lucky for her
usual guidance, support and instructive comments through which
we learned a lot.*

*We would also like to thank the members of the jury,
Dr. Bekhta BELAID and Dr. Nabila EL HADJ-SAID,
for the efforts and time they dedicated to review
and evaluate our dissertation.*

*We owe special thanks to all the EFL teachers at Naama University Centre who
taught us for the past five years. Words fail to capture the depth of our appreciation
for the knowledge you imparted to us. Your kind, encouraging words will be stuck
in our minds forever.*

*Special thanks to the director, Dr. SAFI HaBIB, and the administration, who always
helped
and guided us. We will never forget their support.*

*We thank all the teachers and students who participated in this research paper for
their contribution
and cooperation. Thank u all!*

Abstract:

The purpose of the current study is to investigate the use of educational technology and apps, also to highlight the importance of using technology in EFL instruction to improve language learning, acquisition, motivation, and engagement, as well as to demonstrate its impact. The present paper consists of two chapters. The first chapter is theoretical, and the second is practical. This study relies on a mixed-methods approach combining both qualitative and quantitative approaches. a questionnaire were distributed to first-year masters' students and the written interview were distributed to teachers from the English Department at the University Center in Naama. The analysis of the questionnaire revealed that students who used educational technology and apps reported higher levels of motivation and engagement in their language learning compared to those who did not. The data also suggests a positive correlation between technology use and language acquisition in specific areas, such as vocabulary and grammar development.

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List of Abbreviation and Acronyms:

- **AI:** Artificial Intelligence
- **APPS:** Applications
- **EdTech:** Educational Technology
- **EFL:** English Foreign Language
- **EPS:** Educational Platforms Software
- **ICT:** Information and Communication Technology
- **SNS:** Social Networking Sites

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General Introduction

General Introduction

Humans have always needed language in all areas of life. With the development of society, it has become necessary for people to learn several languages to communicate, exchange ideas and thoughts, and express feelings. The relationship between technology and language is a complementary combination that has developed language in different contexts. In the past, EFL teachers depended only on traditional methods. Technology is transforming education, and it will continue to do so tomorrow. Educational technology uses digital mediums such as computers, smartphones, and educational apps like Duolingo, Grammarly, and Elsa Speak to enhance the teaching and learning processes in the EFL classroom and outside of it.

Educational technology and apps constitute a collection of knowledge and devices that enable the application of technological tools in education. In today's world, educational technology and apps have become essential topics for creating a supportive environment for foreign language learners. In this vein, Chapelle and Sauro affirm that technology has been incorporated into language learning increasingly, and it will soon become a standard aspect of daily life (2017). In addition, educational technology and apps play a crucial role in the teaching and learning processes and impact students' motivation, engagement, and language acquisition in different dimensions.

This study aims to investigate the impact of educational technology and apps on students' motivation, engagement, and language acquisition. Also, to determine the benefits of using educational technology and apps in EFL instruction. In order to achieve these objectives, three research questions have been raised:

- 1- Do educational technology and apps impact EFL students' motivation, engagement, and language acquisition?
- 2- What are the benefits of the use of educational technology and apps in EFL instruction?
- 3- Does the use of technology replace traditional teaching?

In order to find convenient answers to these research questions, three hypotheses have been suggested:

1-Educational technology and apps could positively impact students' motivation, engagement, and language acquisition in numerous positive ways.

2-Educational technology and apps can be considered effective teaching tools because they can develop students' abilities and skills and facilitate the teaching and learning process.

3-The teachers may find it more effective to use new technological tools within the learning process rather than depending on traditional materials.

To validate the suggested hypotheses, this study relies on the use of both qualitative and quantitative research approaches to describe the use of educational technology and apps in EFL instruction, exploring their impact on motivation, engagement, and language acquisition based on questionnaires distributed to the sample population of students and teachers from the English Department at the University Centre of Naama. The students were asked to answer the questionnaire, which was composed of four sections with eighteen questions: Five yes/no questions, seven multiple-choice questions, and six open-ended questions. The thirty-five students were chosen randomly from the first-year master's level. At the same time, the teachers were requested to answer the questionnaire, which consisted of thirteen questions: seven multiple-choice questions and six open-ended questions.

This present study is divided into two chapters. The first chapter includes the theoretical background of integrating educational technology and apps in EFL instruction, their benefits, and their impact on EFL students' motivation, engagement, and language acquisition. The second chapter is practical and deals with the data collection, analysis, and interpretation of the findings.

The results of the two questionnaires show that technology is very important in enriching the content when learning and teaching EFL. Educational technology and apps increase students' motivation, engagement, and language acquisition. Blended classrooms are preferred by both students and their teachers.

CHAPTER ONE: Literature Review

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Chapter One: Literature Review

1.11.1. Introduction:

Educational technology has facilitated the emergence of a new generation of learners by providing many services and solutions to student problems. It alleviates the challenges of studying by offering a vast amount of useful and diverse information, empowering students to achieve their academic goals. Furthermore, technology has significantly impacted language in several ways, including the evolution of writing styles and vocabularies. Notably, language acquisition can occur in any location and under any circumstance; thanks to the ubiquity of technology, students can be highly motivated and actively engaged through the utilization of various platforms and website tools accessible on smartphones, computers, and other devices that serve to facilitate the learning experience.

1.2. Educational Technology Definition :

Educational Technology is the combined use of computer hardware, software, and educational theory and practice to facilitate learning. The term Educational Technology is often associated with Educational Theory. At the same time, EdTech is “The theory and practice of designing, developing, using, managing and evaluating the processes and resources necessary for learning”, which is one of the most important and useful tools according to (the Definitions and Terminology Committee of the Association for Educational Communications and Technology). EdTech includes some of the systems used in education. The process of developing human capabilities. Therefore, Abdul Kalam (2004) says that educational Technology is a type of teaching community development. Teachers must change their methods to motivate students through technological means. Educational Technology includes, for example, software and hardware in addition to internet applications, such as wikis, blogs, and activities. However, there are still different opinions about what these terms mean. It is said that Technology in education is a set of new tools and techniques that develop the field of teaching and can be measured by how and why individuals behave. EdTech is based on a broad definition of the word “Technology”. Contains several topics, including systems, organization methods, and Techniques. It relies on some modern gadgets including, but not limited to, overhead projectors, laptops, and calculators, according to (Instructional Technology Definition AECT).

1.3. Traditional Education vs. Blended Education:

A teacher-centered model characterizes traditional education. Teachers have primary control over the curriculum and information delivery; students passively receive knowledge primarily through lectures and rote memorization (Balias and All, 2013). While enhancing basic knowledge, this method can limit the development of critical thinking skills and student independence. The rapid technological progress of the twenty-first century has necessitated a corresponding development in educational methodologies. Educators increasingly incorporate technological tools such as online learning platforms, multimedia resources and interactive applications to enhance the learning experience (Nomas, 2013). This shift towards blended learning promotes a more student-centred approach, encouraging active participation, critical thinking, and independent learning (Babies 2013). Blended learning environments recognize the diverse needs and learning styles of individual students. Educational Technology facilitates personalized learning paths for the students, allowing them to access resources and complete activities at their own pace. The role of the teacher changes from being the sole transmitter of knowledge to that of a facilitator, and a guide who directs students towards individual learning and skill development.

1.4. The Use of Computer in EFL Instruction:

In the twenty-first century, the term Computer Technology is one of the most important modern technologies, one of the best inventions in recent years, and one way to define a computer is that “computers is a programmable usually device that can store, retrieve and process data”. (Merriam Webster) she means is a device capable of programming all the data. At present, computers, are one of the best technological tools in the EFL class, making EFL learners more active and interactive in the classroom, and they are used to facilitate learning and acquisition of language by students, because computer applications such as : E-mails, the internet, software, games, multimedia, digital videos, speech processing, computers can access various original materials, resources and tools that motivate them to learn and use English, and to acquire it as well, and David Warlake, as states in Rao (2012,P1), “we need technology in every classroom and in the hands of every student and teacher because it is a pen and paper of our time, which is the lens through which we experience much of our world”. This modern technology facilitates the teaching process. It also provides another source of knowledge and targeted language examples and exempts the teacher of the two languages from being the only target language knowledge line in the

classroom as summarize by Ssendefy(2008,P17). There are also more facts that the use of computer technology in the e_language classroom at the university level further improves languages. Furthermore, students show more interested when technology is used in their classes, it also creates a good learning environment that is as “focal learner” and provides creative and dynamic opportunities for EFL learners.

1.4.1. The Use of Smart Phones in EFL Instruction:

A Smartphone is a small tool that has become a part of people life. One of the best inventions that have appeared over recent years, it has many benefits in a lot of areas. A lot of attention has been given. In recent years, the use of smart phones in EFL classrooms has proved to be an extremely useful tool for student learning, regardless of teacher’s opinions on their use in the classroom. Levy & Kennedy (2005) implemented a program for Italian language learners in Australia. This program uses mobile phones to transmit vocabulary, idioms, and sample sentences directly related to classroom materials. This approach facilitates the dissemination of information beyond classroom hours, and the program gains very positive results from EFL students. By integrating smartphones, EFL learners are empower to deliver lessons more effectively. The use of smartphones can also motivate unengaged learners and promote a more comprehensive learning process. Also, students can record their voices on their smartphones to identify and correct their spoken mistakes. EFL learners enjoy using their smartphones; they can learn English inside and outside of the classroom. The smartphones help and motivate learners to develop all the four skills (listening ,speaking, reading and writing). The Smartphone facilitates teaching for EFL teachers, and learning for students whose enjoy using it.

1.5 The Development of the Internet and Software’s Teaching:

In recent years, the world has witnessed rapid development across all fields, including the explosive growth of the internet and the rise of software teaching. This undeniable convergence of the internet and software development has significantly reshaped the landscape of language education. This new digital and scientific revolution equips teachers with diverse and innovative educational tools for communication, lecturing, interactive learning activities, and simplified course management encompassing materials and assessments. However, navigating this transformed pedagogical environment necessitates a critical assessment for the skills required for effective language teaching using information and communication technologies (ICT) Recognizing this need, language teachers have

actively explored strategies for leveraging ICT to improve both the effectiveness and motivational aspects of language learning (valance, 1998; Donaldson and kotter,1999; yang, 2001; chien and liou,2002)

1.5.1. Social Media:

According to Merriam Webster social media is defined, “as a form of communication such as websites for social networking and micro blogging “(Merriam Webster dictionary) which means that is a kind of site through which people can communicate. These online platforms promote the development of communities through the exchange of opinions, ideas, information, private messages between users, and multimedia content such as videos (Ackerman and packer,2011).The social networking sites, whether Facebook, twitter, or Instagram, these sites provide the student with the opportunity to get acquainted with everything new and include many educational benefits, helping the student prepare important lessons and familiarize himself with certain concepts. Social media also provides EFL learners with the opportunity to engage in real-time conversations in their target language, either independently or under the guidance of a coach. This exposure to real-world language use can enhance fluency, vocabulary acquisition, and cultural understanding (Kern, 2011). However, it is crucial to recognize possible disadvantages, such as the prevalence of informal language or inaccuracies in user-generated content.

1.5.2. Social Networking and EFL Learning:

According to Merriam Webster Dictionary social networking, refers to the act of building and maintaining interpersonal and professional relationships, primarily online.The emergence of electronic media and social networking platforms has introduced alternative environments for language acquisition.EFL learners are increasingly use various social networking platforms to enhance their English language skills and develop a deeper interest in the language. Such platforms, including online communities and interest groups, are demonstrably impact the approaches to EFL instruction. Moreover, participation in online communities fosters language learning beyond the confines of traditional educational institutions. The pervasiveness of social networking sites (SNS) such as Facebook, Twitter, YouTube, Instagram, and Myspace are undeniable, by millions of users integrating these platforms into their daily lives (Clarkson, 2013). These SNS offer the opportunities for interaction around shared activities, political views, or common interests. Furthermore, blogs can serve as valuable tools for language learning. The interactive nature of blogging,

characterized by the ability to comment on and contribute to other users' blogs and fosters language development. While a student's primary objective on a blog might not be solely focused on language acquisition, the platform itself can provide a space for reflection on the language learning process.

1.5.2.1 E-mail:

Email provides a cheaper way for teachers and students to communicate over long distances compared to phone calls. It makes it easier for students to communicate with their professors. E-mail allows asynchronous communication, which means that conversations can happen anytime, anywhere, without the need for everyone to be available at the same moment. This flexibility allows both students and teachers to participate in discussions and talk about the study whenever they are comfortable, regardless of location or time difference. Also, with the development of the education, began to send their homework or research to their teachers instead of the paper email can also encourage more student engagement. Students who may be shy in class can take their time to think and respond carefully in an email. This can create a more inclusive learning environment where students feel comfortable expressing their ideas and opinions.

1.5.2.2 Facebook:

Facebook can be a tool that educators and students can use to enhance learning and communication, creating links on Facebook between teachers and students have the ability to improve interaction and communication between students and their classmates, as well as with their teachers, and also enhance motivation and the overall learning experience, proponents argue that the potential internet in Facebook, such as an enhanced sense of community, social interaction, and open communication channels, can contribute to enhanced student motivation, however, compensatory research highlights potential disadvantages associated with faculty-student interactions on Facebook, including challenges related to time management, professional boundaries, and the appropriate level of self-disclosure. Ethical considerations related to privacy and information security also deserve attention. Lies one of the potential applications of Facebook groups lies in facilitating informal interactions between teachers and students. These groups can function similarly to online bulletin boards, enabling important information to be disseminated in a more relaxed environment compared to traditional methods such as individual emails or letters to class representatives. In addition, faculty members can take advantage of the

platform to share assignment instructions, post exciting discussion topics and important lessons for reflection with linked resources, and encourage student participation through comments and discussions.

1.5.2.3 YouTube:

The integration of online video streaming services, especially YouTube, has the potential to significantly enhance the teaching and acquisition of English as a foreign language when implemented with appropriate technological considerations. However, it has several good websites and educational platforms for foreign languages, especially English, so the learner can learn alone without the need for a professor. YouTube enforces strict copyright regulations, limiting the availability of certain content. If students wish to focus on specific videos that are considered inappropriate under these guidelines, they should independently select alternative sources. Also, the huge volume of content on YouTube requires a systematic approach from teachers. This ensures that students remain focused on their learning goals and avoid unproductive time spent browsing the platform. Teachers should keep in mind the range of content available on YouTube. While explicit nudity is prohibited, the platform may contain videos with strong language or potentially sensitive material. Despite these limitations, YouTube remains a valuable and useful tool for EFL teachers seeking to integrate engaging and up-to-date content into their classrooms. Further research into the educational applications of YouTube and online video streaming services in general will be a welcome contribution to the community of teachers of English as a foreign language.

1.6.EFL Learning via Internet:

Even though the traditional classroom model remains dominant, its limitations in providing a dynamic and interactive learning environment are increasingly being recognized. However, widespread or complete reliance on internet-based resources faces challenges, including a lack of institutional support due to budget constraints. One potential solution is the development of a collaborative website by teachers and students. This platform can also be a valuable repository of curated educational materials, promoting knowledge sharing and ensuring frequent communication. The asynchronous nature of online interaction allows for a wider range of resources, including the four basic skills of reading, writing, listening, and speaking. Fineman (1996) classifies internet resources for language teaching as either teacher-centered or student-centered, teacher-focused resources, as described by Ames

(2001), include reference materials and online journals. However, the internet provides wealth of student-centered educational resources, such as interactive language programs and websites that encourage cultural integration. This vast store of knowledge, although accessible, remains underutilized by both teachers and learners. Therefore, there is a need for concerted and coordinated efforts to organize and share relevant materials through the collaborative website. The increasing availability of computers and the internet has stimulated research into teaching English as a foreign language at the university level. However, traditional classroom approaches still exist, often relegating the internet to a supplementary or marginal role. As we move toward a future dominated by educational technology, teachers must prioritize developing their digital literacy skills to prepare themselves and future generations of “Generation Internet “students for effective learning of English online.

1.6.1.E-Learning:

As Creek (2014) highlights, the field of language learning by technology (TEL) has advanced rapidly in recent years and has seen rapid development in language teaching as a foreign language, However, before rushing to implement new e-learning tools, it is important to consider the different learning styles of your students. Focusing on learner-centered approaches has the potential to enhance deeper learning experiences. The increasing use of computers and the internet in language teaching has a positive impact on teaching and learning for teachers and students in general. With increasing access to technology, the use of innovative learning tools in teaching foreign languages is increasing. In particular, this educational technology may provide students with new perspectives and facilitate language acquisition and understanding. Moreover, e-learning facilitates the development of basic language skills and gives learners better control over their educational process.

1.6.2.E- Libraries:

A digital library (also called an internet library, digital repository, or digital collection) is a database containing many digital books, still images, audio, video, digital documents, other digital media formats, or a library accessible via the internet. This library contains digital content such as prints or photographs. In addition to storing content, digital libraries provide means to organize, search, and retrieve the content in the collection. Digital libraries can vary greatly in size and scope and can be maintained by individuals or organizations. Digital content can be stored locally or accessed remotely via computer network. Digital libraries

have many advantages. Considers a digital way to easily and quickly access books, archives, and photographs of various kinds needed by man, they are now widely recognized by commercial interests and public bodies alike.

1.6.2.1. Educational applications:

The use of technology is becoming more common in the classroom, especially after the Corona pandemic. The adoption of digital applications has become almost mandatory. Educational application platforms represent a thriving area of technological advancement within the educational landscape. These platforms integrate new and diverse educational programs, making it easy to provide comprehensive and tailored educational solutions. In essence, IPs are software applications designed to enable and cultivate virtual learning environments, especially for self-directed learning. This promotes a flexible learning model that focuses on the learner rather than the teacher and meets the diverse needs of learners across different educational levels. Especially for learners of English as a foreign language, these applications contain many advantages that can be accessed at any time and for free. EPS offers a valuable tool for distance learning endeavors, improves their language performance, and develops new skills.

1.6.2.2. Duolingo:

Duolingo is a digital application that teaches several languages, especially English, providing a digital way to learn a whole range of new languages for students of different ages and abilities. This application helps students learn all the basic rules of the English language and contains several easy and pleasant advantages for students. Duolingo comes in the form of an app as well as being available on the Duolingo website itself. This makes it easy to access without paying money, and students can download it to their own devices. This kind of accessibility, combined with the ability to create symbolic game characters, adds to a great sense of ownership for students. It all helps to make this more immersive and a tool that English students choose to return to. Duolingo uses a really useful self-correction learning system that shows students when they make a mistake and also lets them see the correct answer right away. This makes the platform a convenient way to learn independently. Duolingo requires students to move back and forth between their native language and the target language via reading, writing, speaking, and listening. In the stories section, students can practice more situation-based conversation skills, in the free version for schools, teachers can add class sections, link student accounts, and track progress.

Teachers can assign stories and specific grammar to work on conversation skills, rules or vocabulary areas for improvement.



Figure1.1: Duolingo App

1.6.2.3. Elsa Speak:

Elsa Speak is an English digital application that helps non-native speakers learn and acquire the language in English thanks to intelligent algorithms. It employs advanced speech recognition technology to analyze users' utterances and provide real-time feedback on pronunciation accuracy designed to meet the needs of learners of different proficiency levels, from beginners to advanced speakers, ELSA Speak offers the benefit of helping to learn and develop the rules of good English pronunciation, especially for those who seek to enhance English pronunciation for academic or professional settings. ELSA is a free application that can be accessed anywhere and at any time without paying money.



Figure1.2: Elsa Speak App

1.6.2.4. Grammarly:

Grammarly is one of the newest free grammar apps. It's actually a keyboard similar to a keyboard or soft key. It is one of the most popular applications used among EFL students and including features such as autocorrect; however, it also tries to correct your grammar while typing while keeping you're typing concise and making it look more confident. This is a relatively newer application. It still has some bugs and some missing features, like gesture typing. However, we expect fixes for these issues over time.



Figure1.3: Grammarly App

1.7. Language:

Is a complex system that uses sounds, symbols or gestures to convey ideas and information, it can be written or spoken up to the situation.

1.7.1. Language Imitation:

Is the act of copying someone else's way of speaking. This can involve: their words and phrases, their pronunciation and accent, their intonation and rhythm.

1.7.2. EFL Definition :

English as a foreign language. It refers to the field of studying or teaching English to speakers whose native language is another one. EFL differ from ESL (English as a second language) in that EFL is learned in environments where English is not commonly spoken outside of the classroom [ESL learners, on the other hand, are acquiring English in a country where it is the dominated Language]. For instance, a student in Algeria taking English lesson would be considered an EFL learner. EFL learners prefer to learn English for academic purposes and to develop their skills in this new language. Since English is the international language, it's needed everywhere.

1.7.2.1. Language Acquisition:

Is a unique process for each individual. It reflects a person's ability to understand and to speak a language without formal instruction. According to Steven Pinker, language acquisition is the process by which children acquire the capacity to know and produce language. He emphasizes that humans are born with a language acquisition device (LAD), a mental faculty that allows them to extract the language from the input they receive from their environment.

On the other hand, Noam Chomsky asserts that humans have a universal grammar (UG), which contains the core principles common across all human languages. According to him,

UG allows children to acquire any human language with relative ease, despite the vast differences between specific languages.

While Pinker and Chomsky represent just a portion of the scholars investigating language acquisition, their contributions have significantly shaped the comprehension of this multifaceted process. The field itself is marked by substantial debate, lacking a universally accepted theory.

1.8. Motivation:

Is the desire a person can have in order to act or to behave in a service of an aim. It's the crucial factor in synchronizing and achieving our goals.

Motivation is one of the most important driving forces which guide human behaviour. It supplies competition and glitter social connection. Thus, the absence of motivation may lead to human depression. Motivation either intrinsic or extrinsic is needed. So, motivation is a process of interaction between the learner and his teacher or his environment as a whole.

Moreover, motivation is a psychological construct which refers to the disposition so that to act or direct human behavior to his objective.

1.8.1. Types of Motivation:

Motivation is the driving force that gets us to take action and achieve our goals. It's the reason we push ourselves to learn new things, work hard, and persevere through challenges. There are two main types of motivation:

1.8.1.1. Instrumental Motivation:

Is the desire to learn a language for practical reasons, such as getting a job or traveling.

1.8.1.2. Integrative Motivation:

Is the desire to learn language in order to connect with the culture and people who speak it.

1.9. Engagement:

Refers to the level of interest, curiosity, optimism, and enjoyment student's display towards learning materials. This includes both preferred subjects and those required for their

education. Engaged students actively share their emotions, allowing teachers to tailor instruction to their individual's levels, curiosity, and motivation. Strong student engagement is fostered by positive reinforcement and motivation from teachers and guides. This lead to improved learning outcomes, language skill, performance, abilities, and competencies. Conversely, disengaged learners lack passion, interest, and motivation, hindering their progress and achievement of learning objectives. Importantly, student engagement encompasses diverse goals that vary from student to student.

1.10. Several Ways to Motivate Students in EFL Classrooms:

Motivation plays a crucial role in student success, as it directly improves their learning outcomes in English as a Foreign Language (EFL) classroom.

Teachers can employ various techniques to foster student motivation and enhance their English language acquisition. These techniques include creating a positive environment and integrating technological tools.

1.10.1. Creating a Positive Environment:

A support and engaging classroom environment is essential for motivation. Teachers can leverage technology, such as educational apps and online platforms, to spark curiosity and a love for learning the English language. This environment should provide students with opportunities to explore diverse topics with the guidance of their teacher. Teachers can curate a variety of tools and visuals to complement their lessons. Additionally, encouraging discussions between students and teachers fosters an interactive learning experience.

Furthermore, empowering students with some control over the learning process can enhance their motivation. This might involve allowing them some choice in how lessons are presented, providing opportunities to share ideas, and opinions, and even incorporating their personal experiences to make learning more relatable and engaging.

1.10.2. Learning via Technological Tools:

Technology offers numerous benefits for EFL classrooms. By carefully selecting educational apps and platforms, teachers can make learning more enjoyable and efficient. These tools can facilitate note-taking, communication with teachers through organized

submission of work via apps, platforms, or email (e.g., classroom, speak app), and even encourage interaction with native speakers for improved speaking practice.

1.10.3. Positive Reinforcement and Suitable Tools:

Effective teachers utilize positive reinforcement to motivate students. They acknowledge successes and failures, encouraging students to learn from mistakes and strive for improvement. This positive reinforcement fosters a more enjoyable learning environment where students are more receptive to instruction. Integrating technology, such as PowerPoint presentations, can enhance lesson clarity and organization for students. Additionally, teachers can encourage student presentations to allow them to utilize various tools to showcase their understanding.

1.10.4. Realistic Performance Goals:

Teachers play a crucial role in supporting students' future careers. By setting clear and achievable subgoals, they can motivate students and equip them with the skills and knowledge needed for academic success. While good grades are important, fostering a love for lifelong learning that builds upon years of academic effort holds even greater value. Students should be encouraged to develop their own goals, as these goals provide direction and motivation for their academic journey.

1.10.4.1. Making Learning Relatable:

Teachers can significantly enhance student engagement by connecting lessons to students' interest. This opens doors for further exploration, encouraging students to seek out additional information through research apps and the internet. By tailoring lessons to students' interests, teachers can cultivate a strong intrinsic motivation for learning that empowers students to succeed.

1.10.4.2. Teacher as a Role Model:

By embodying positive values like respect and passion, teachers create a supportive learning environment where students feel empowered to tackle challenges. Through continuous feedback and guidance, teachers can act as mentors, equipping students with problem-solving skills and fostering a thirst for knowledge. Their role extends beyond

simply providing answers; they become facilitators, motivating students to independently overcome obstacles and discover solutions.

1.11. Impact of Technology on Language Acquisition, Engagement, Motivation:

Students and their teachers are increasingly using technology in their classroom setting today (inside and outside). Technology has significantly affected language acquisition, engagement, motivation in different ways.

1.11.1. The Influence of Technology on Language Acquisition:

Technology has been developed to be an essential tool of modern life, fundamentally altering how students acquire languages. It has affected student experience, and language learning without exception.

The presence of technology has brought for students and their teachers a variety of tools, resources and platforms used to facilitate learning and develop student language. These resources have changed and developed the methods that students use to acquire new languages. For example, video lectures express a variety of methods to enrich language learning, including applications and platforms like Moodle, Zoom, and Google Classroom open up and provide students with different chances to make learning environments more interactive.

The number of technology users increases over time to improve students' skills and competencies and to make communication highly sufficient (speaking skills) so that students are capable for communicating and using English in any place and with anyone in the world. Additionally, language acquisition will be well improved by the use of different online resources, like Google Translation App to translate passages from one language to another, online dictionaries that provide students with different vocabulary that they can employ in various contexts depending on the need, and language learning software to facilitate more learning and acquiring at different distances.

Furthermore, Grammarly App helps to correct grammar errors and structure sentences. Technology also affects reading skills through the open access to diverse types of texts, paragraphs, and online books, all of which contribute in improving language acquisition.

Moreover, technology helps teachers choose the best input according to their students' levels, selecting suitable content to support student comprehension and even develop language proficiency.

1.11.2. On Engagement:

Educational technology can boost and equip students with motivation and engagement in the learning settings by impacting student engagement in three different grades: intellectual, emotional, and behavioral. This means that technology acts as a crucial factor in supporting learners to participate in their tasks actively rather than passively absorbing the knowledge. Additionally, technological devices are included in the learning space to open different opportunities for teacher and students to create new methods of teaching and learning. Technology, either used in the classroom or outside provides students with different feedbacks and chances to communicate with their classmates and friends, where they can act actively in the education space. Digital apps, platforms, social media are just examples of different types of technology that raise student motivation in several ways by the selection of an organized digital environment where student attention and engagement can be highly noticed during classroom activities and courses. This appears in student behavioral engagement, social engagement, and reflective engagement, which lead to develop student outcomes. Moreover, technology can also impact student-student interactions and teacher-student interactions.

Furthermore, it is really important to keep students up to date with modern digital technologies to obtain good results in the learning setting by integrating technology into the curriculum to support student engagement and success.

1.11.3. On Motivation:

Technology has effortlessly impacted learner motivation and engagement. Digital and the new technological techniques can increase the degree of curiosity and the love of learning by promoting engaging websites that meet student needs, interest. These kinds of websites can range from problem-solving platforms to different interactive learning activities; all of these are constructed to develop both scientific literacy and intellectual skills. Additionally, technology provides students with various tools that they need to succeed.

Technology involves a vast number of resources and a range of knowledge available at any time to benefit students and their teachers. Learners can get access to information where they can acquire new skills anytime and anywhere, facilitating the work of student-centered learning.

Furthermore, online tools like progress and set reminders promote a sense of accomplishment and increasing motivation. Besides that, technology performs as a powerful instrument for bolstering learner motivation in language learning by offering different engaging content, making access to resources easy, and improving self-directed learning process.

1.12. The Impact of Technology on Academic Performance:

Technology as an important element has affected academic performance by fostering higher-order thinking skills, developing communication, and collaborative attitudes towards learning. Technology has raised student engagement in classroom, which leads to critical thinking, reflections between students, group sharing discussion and problem-solving exercises, all these activities are designed to understand the materials. Additionally, technology allows learners to improve and construct their own digital literacy through the use of a range of applications that assist in providing information which makes the comprehension better through practice.

Studies by Carles, Jaffe, and Miller 2009 examined the impact of technology on academic performance by comparing student achievement in the classroom with and without technological tools like podcasts and lecture recordings. Their results showed that learners who used technology in their classroom performed better than those who did not use any kind of technology. This positive impact raised their attention, and performance to enrich their learning objectives, and better classify students according to their grades.

Furthermore, other research by Mistler Jackson, and Songer (2000), purposed that using technology in the classroom setting raised student motivation, and motivate them to make efforts to achieve different goals, such as success in learning.

1.13. Benefits of Using Educational Technology:

Technology has effectively affected EFL instruction and even the learning process by providing both students and their teachers with a variety of benefits. First, it enhances student communication. And develops their way of speaking. The internet is precise in its geographic space, allowing learners to get access to different types of real materials and providing them with different methods to exchange ideas with each other (collaboration) and even to communicate and interact with native speakers without much effort. Additionally; multimedia and other authentic sources provide them with original world scenarios. Developing the use of language in different context that lead to support engagement. This method is sufficiently beneficial for learners who may not like to participate in traditional classroom exercises.

The advent technology makes learning well organized and more engaged compared to the traditional approaches that rely on the teacher role (Teacher –centered learning process), while now days the learner can take the responsibility of learning where learners will be actively participating in their classroom activities (learner-centered environment). Students can practically share knowledge, opinions, they can even use the target language wherever the need. They can participate in a range of activities that develop the fourth skills (listening, speaking, reading, and writing) through online discussions or network chats.

Furthermore, chat rooms, YouTube, email, and face book are used to improve English conversations, to learn others culture from different nations, which leads to improve speaking skill. This one support self-confidence that makes learners rely on their own (individual learning space), learners can go beyond searching, reading different articles, get access to Webpages, platforms, software that develop their comprehension of the target language's usage.

Technology also encourages autonomy where students can search for answers to complete their assignments. EdTech can engage learners and their teachers in learning through the use of real element like pictures, graphs, impacting the learning environment.

1.13.1. The Role of Technology in Teaching and Learning the English Language (EFL):

Globalization has contributed to turning English into a global language that is used in range of contexts. As a result, it taught as a foreign language or second language across different nations, depending on the government decisions. Opposite to the first language that is acquired in infants, EFL combing both adults and children seek proficiency for different aims(either academic or specialized one).EFL users, whether native or non-native speakers, can deal with technology to make teaching and learning processes more interactive and joyful and to encourage both teachers and learners to do their tasks in a suitable environment by integrating different technological tools that can be used by them to improve the quality of teaching and even learning.

Graddol (1997) asserts that technology acts as powerful tool behind globalization, affecting both education and culture. Since the 1960's, the use of English has shown an increase. Today, it has revolutionized all the domains, such as politics, sociocultural, exchange, commerce, education, various industries, media, libraries, and broader communication domains. This widespread use of English as a central topic in education makes it as an interesting tool for forming different learning and teaching experiences. Technology has not only impacted language but also different parts of education to participate in the field development and foster achievement purposes. EdTech can present different real materials, situations, and scenarios to improve EFL instruction through the use of resources like computer, learning labs, and audiovisual aids, which offer accessible and available technological tools for teachers. Technology improves the quality of teaching through the selection of engaging lessons. It can be observed as an artistic instrument in education, especially by providing its users with a variety of tools to develop both the two processes (teaching and learning). Technology not only helps teachers to present and explain their lessons in a formal way, but it also participates in motivating and supporting learners to understand their tasks and perform better in practice.

1.14. Disadvantages of Using Educational Technology:

Table 1.1: Disadvantages of Using Educational Technology:

Disadvantages	Its meaning
1-Distraction and Loss focus	Students may face problems of distraction that lead to a lack of attention and an absence of concentration with teachers.
2- Possibility of Cheating	Students may cheat in the exam through the use of technology such as email or chat to get answers to the questions purposed by the teacher.
3- Reliability of resources	Some students may find it difficult to differentiate between trustworthy and fake sources. Since today, there is a number of false information on the net that is not true or original.
4- Replacement of Real Teacher	In some schools, technological devices can take the place of the teacher due to the interactive learning lectures that are successful without a teacher present.
5- Time Management	Students often waste time when using technology in the learning setting, dealing with different apps, platforms, and websites that take time for them to get access since the sessions are precise with time.
6- Legal Guidelines	The usage of different technological resources needs the guidance of the teacher in the classroom and the parent at home. The school should be aware of this drawback to eliminate the problems that may arise from adopting a protection program.
7- Dependency on technology and technical problems	Some students today become passive recipient of knowledge by relying just on technology (copying pass) without making any efforts in the learning setting. Whereas technical problems are kinds of problems that may happen with the teacher or the students when searching (problem of access to webpages, platforms due to slow connection) or when presenting something like new information or research in front of others, may the electricity go out.

1.15. Conclusion:

In conclusion, technology has changed the life of learners by providing access to different technological devices. The letter includes platforms such as e-learning, web pages, and apps such as Duolingo, which can facilitate their learning and active participation in the classroom setting where students are already prepared for the teacher.

Furthermore, technology has demonstrably impacted language acquisition by providing an abundance of resources, fostering engagement, and boosting student motivation. While

these advancements offer significant advantages, it is crucial to acknowledge the potential drawbacks, such as over-reliance on technology or neglecting traditional learning methods. Balanced approaches that leverage both technological and traditional methods are likely to yield optimal results in language learning.

**CHAPTER TWO: Data Collection, Analysis
and Interpretation of the findings.**

Chapter Two: Data Collection, Analysis and Interpretation of the Findings

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2.8. Suggestions and Recommendation

2.9. Limitation of the Study.

2.10. Conclusion

2.1. Introduction:

The first chapter focused on the literature review and theoretical background of language acquisition, motivation, and engagement in relation to technology. It explained how students may use technology for different academic purposes to develop their language skills. The second chapter will deal with the practical aspects of the research, including data analysis and discussion of the findings. This research plan is divided into two questionnaires: The first one is intended for teachers to gain information about how students behave when using technology during their learning sessions, especially in language learning. This questionnaire will also help to get an idea about students' levels. The second one is addressed to first-year master's English language students from the University Center of Salhi Ahmed Naama. It aims to check their use of technological devices and to investigate the role of technology in improving their learning abilities.

2.2 Research Tools:

This study relies on the use of both qualitative and quantitative research approaches to describe the use of educational technology and apps in EFL instruction, exploring their impact on motivation, engagement, and language acquisition based on questionnaire and written interview, distributed to the sample population of students and teachers from the English Department at the University Centre of Naama.

2.3. The Sample of the Study:

The first participants of this study are five teachers of English language specialty both gender: three females and two males with different academic degrees. They are all teachers from the English department at Salhi Ahmed University Centre of Naama. The researcher has chosen them to get more information about the main topic, because they are teaching oral expression and ICT modules, and they are using technology during their teaching sessions.

The second participants of this research are thirty-five first year master students, fifteen females, and seventeen males who chose English language sciences by their own. Their ages between 21 and 43. The researcher has chosen this level because they study three years before. They are capable to answer honestly and give more information about technology use due their learning experiences.

2.4. Description of the Teachers and the Students ‘Questionnaire:

In addition to the research, the researcher will describe the two questionnaires in term of types, contents and numbers.

2.4.1. Teachers’ Written Interview:

The teachers have been requested to answer the written interview composed of four sections with thirteen questions, seven multiple-choice questions and six open ended questions. These teachers are teaching different modules at the English department, University Centre of Naama. The first section was about personal information, composed of four questions about gender, academic degree, the modules taught and the teaching experience.

The second section is about technology integration, it includes four questions about if teachers use EdTech and apps in their lessons, also which types of EdTech, platforms and apps are used by teachers. And the use of Emails and Facebook. The third section is about the impact of EdTech and apps on motivation and engagement, and it is composed of three questions, this section aims to reveal teachers’ point of views about how EdTech and Apps affect student motivation and engagement in classroom, also if the usage of these technologies is positive or negative. The fourth and the last section deals with the impact of EdTech and Apps on Language acquisition and learning, it is composed of three questions, this section seeks to know how teachers integrate EdTech and Apps specifically to support language learning in the classroom, also how EdTech and Apps impact students’ language acquisition, and the last one aims to know the teachers’ point of views about which method is better traditional learning or blended one.

2.4.2. Students’ Questionnaire:

The students have been requested to answer the questionnaire composed of four sections with 18 questions, seven multiple choices, five yes/ no questions and six open ended questions. The thirty-five students are chosen randomly but except from first year level because they have studied three years before, they are capable to answer honestly and they had experience in using technology both inside and outside of the classroom. The first section of the questionnaire presents the personal information composed of three questions about gender, age and if the choice of English was personal or imposed. The second section

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moves to describe the technology use in EFL Class and it is composed of seven questions at the beginning it aims to know about the different types of technology that is used in EFL classroom, then it aims to discover the benefits of technology and the use of emails, platforms and social media by students and teachers. The third section was about the impact of technology on motivation and engagement it aims to know the impact of it on them both inside and outside the classroom then moving to the types of technology used by students. The last section aims to know the use of learning apps by students then moving to the impact of EdTech and apps on learning English language and compared the traditional classroom with blended one.

2.5. Analysis of the Teachers' Written Interview:

Section One: Personal Information

1)-Gender:

The questionnaire results in the following gender distribution

Table 2.1: Teacher's Gender Distribution

Option	Participants	Rate (%)
Male	2	40%
Female	3	60%
Total	5	100%

Out of five teachers, three teachers are females and two teachers are males. They are all exercising as teachers of the English language at Salhi Ahmed University Centre of Naama.

2)-Academic Degree:

The question is about the teacher's qualifications and diplomas.

Table 2.2: Teacher's Academic Degree

Option	Participants	Rate (%)
Magister	1	20%
Doctorate	4	80%
Total	5	100%

From the table above, we can notice that four teachers have doctorate degrees and only one teacher has Magister degree.

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3)-How long have you been teaching English?

This question aims to know each teacher's professional experience.

Table 2.3: Teacher's Teaching Seniority

Options	Participants	Rate (%)
Less than 5 years	2	40%
More than 5years	1	20%
More than 10 years	2	40%
Total	5	100%

The table shows that five teachers have been teaching English for different years, two teachers have been teaching English for less than five years, and one of them has been teaching for more than five years, and the lasts two teachers have been teaching English more than ten years.

4)-Which modules have you been teaching during these years?

This question is about the modules taught by teachers during their career.

Table 2.4: Teacher's Instructional Career

Options	Participants	Rate (%)
First participant	ICT-Linguistics-Neurolinguistics	20%
Second participant	Methodology-Oral expression and Didactics	20%
Third participant	Sociolinguistics-TTU	20%
Fourth participant	Ethics and Conduct in Universities	20%
Fifth participant	Oral expression/Phonetics/Phonology	20%
Total	5	100%

The table shows that our teachers have taught different and various English modules.

Section Two: Technology Integration

1) - Do you have access to computer and internet in classroom?

By asking this question we wanted to know if EFL teachers have access to computer and internet in classroom.

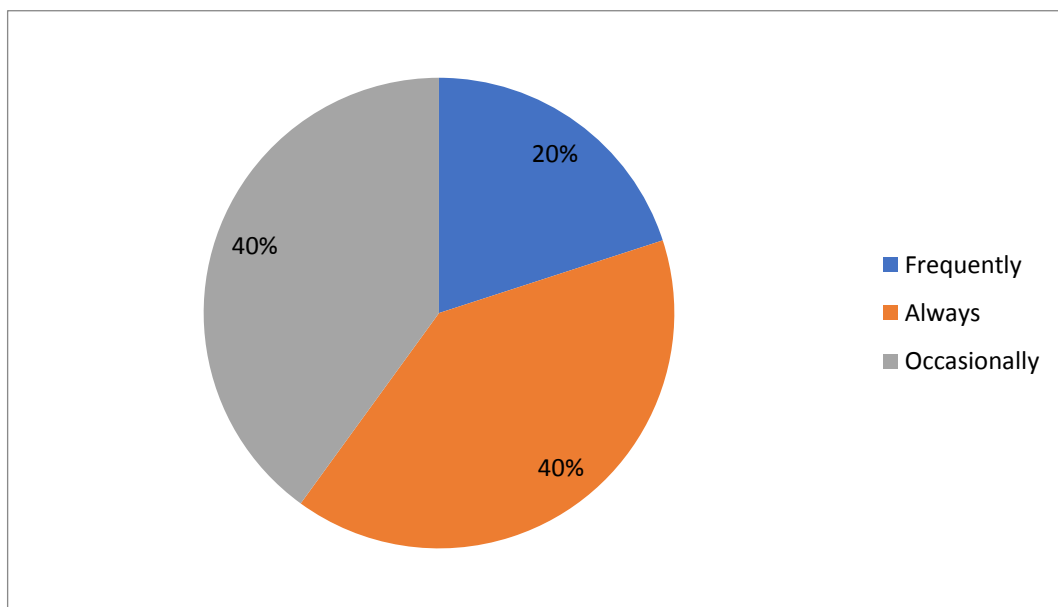
Table 2.5: The Usage of Computer and Internet in Classroom

Response	Yes	No
Participants	3	2
Rate	60%	40%

The table shows that the majority of teachers (60%) have access to computer and internet in classroom, and only two teachers (40%) do not have access to them.

2)-How often do you integrate educational technology and apps into your EFL lessons?

This question seeks to know whether EFL teachers use educational technology and apps in their lessons.



Graph 2.1: Teacher’s Frequency of Using Educational Technology and Apps.

From the graph above, we notice that two teachers (40%) affirm that occasionally they use educational technology and apps, two other teachers (40%) said that always they use educational technology and apps, and the last teacher (20%) said that frequently they use them.

3)-What types of educational technology, platforms and apps do you typically use in EFL lessons?

This question seeks to discover which types of educational technology, apps, platforms used by teachers.

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Out of five teachers, two teachers affirm that they used online learning platforms, language learning apps (Duolingo-Memrise) and other platforms like: Moodle, Google Classroom. And the other three teachers said that they used only videos and audio resources (YouTube, podcast).

Table 2.6: Types Educational Technology, Apps and Platforms Used by Teachers.

Teachers	T1	T2	T3	T4	T5
Types of Educational Technology, apps and Platforms	Online learning platforms, language learning apps (Duolingo-Memrise)	Online learning platforms, language learning (Duolingo-Memrise)	Video and audio resources (You Tube-Podcast)	Video and audio resources (You Tube-Podcast)	Video and audio resources (You Tube-Podcast)
	Video and audio resources (You Tube-Podcast)	Video and audio resources (You Tube-Podcast)			
	Others like Google classroom-Moodle	Others like Google Classroom-Moodle			

Section Three: the impact of technology on motivation and engagement:

1)-In your experience, how do educational technology and apps effect student motivation in the classroom?

This question aims to find out the effect of EdTech and apps on motivation in classroom.

Table 2.7: Teacher's Point of Views on The Effect of EdTech and Apps on Motivation

The Effect of EdTech and apps on motivation	They significantly increase student motivation	They somehow increase student motivation	They have no significant impact on student motivation
Participants	3	2	0
Rate (%)	60%	40%	0%

The table above reveals that three teachers (60%) affirm that EdTech and apps increase student motivation in classroom, and other two teachers (40%) said that EdTech and apps somehow increase student motivation.

2)-In your experience, how do EdTech and apps affect student engagement in the classroom?

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This question attempts to know the effect of EdTech and apps on student engagement in the classroom

Table 2.8: Teacher's Point of View on The Effect of EdTech and Apps on Student Engagement in The Classroom

The effect of EdTech and apps on student engagement	They significantly increase student engagement	They somehow increase student engagement	They significantly decrease student engagement
Participants	3	2	0
Rate (%)	60%	40%	0%

The table shows that three teachers (60%) claimed that EdTech and apps significantly increase student engagement, and the others two teachers (40%) affirm that EdTech and apps somehow increase student engagement.

3)-Do you think the usage of educational technology is positive or negative?

The present question aims to analyze teacher's opinion about the usage of EdTech if it is positive or negative.

All the five teachers agree that the use of educational technology is beneficial for their students because it impacts positively the teaching and learning processes.

4)-Do you use Face book or Email to contact your students?

This question aims to know the usage of face book and email by teachers.

Table 2.9: Teacher's Usage of Facebook and Email

Responses	Facebook	Email	Both of them
Participants	1	2	2
Rate (%)	20%	40%	40%

The table shows that one teacher (20%) used only Face book to contact his students, and the two other teachers (40%) affirm that they used Email, the rest (40%) affirm that they used both of them.

Section Four: impact on language learning and acquisition:

Chapter Two: Data Collection, Analysis and Interpretation of the Findings

1)-How do you integrate EdTech and apps specifically to support language learning in your classroom?

This question tries to gather more information about how EFL teachers integrate EdTech and Apps in the classroom.

The first teacher said that he integrates EdTech and apps through data show, Moodle, Facebook groups, Emails, Audiovisual aids in laboratories. And the second teacher affirm that she integrates these technologies through giving students different research and homework and by allowing them to prepare the lessons posted in Google classroom and Moodle.

Also, the third participant claimed that he integrates EdTech and apps in classroom by the use of laptop and data show to explain the lesson to students and to make it in clear more. The other last teachers said that they used them by the use of Audio-visual aids in laboratories and data show.all the participants agree that they use them to make learning interactive, joyful and that theses technological devices and resources facilitate the teaching process and motivate student to learn and prepare them for acquiring outside the learning setting.

2)-In your experience, how do educational technology and apps impact language acquisition skills?

The present question attempts to know how EdTech and apps impact student acquisition skills.

Table 2.10: Teacher's Opinions on The Impact of Edtech and Apps on Student Language Acquisition Skills

The impact of EdTech and apps on student language acquisition skills	They significantly improve language acquisition skills	They somehow improve language acquisition skills	They sometimes hinder language acquisition skills
Participants	3	2	0
Rate (%)	60%	40%	0%

Out of five teachers, three teachers (60%) claim that EdTech and apps improve student language acquisition skills, and the other two teachers (40%) affirm that EdTech somehow improve it.

3)-As a teacher, do you prefer traditional learning or blended one?

All the participants agree that blended learning is better than traditional one, because they found blended learning more suitable and beneficial for their students. All of them affirm that blended learning increases student engagement by providing them with different opportunities for better engaged students in the classroom setting by the use of various digital tools. Blended learning allows students to personalize their own learning style. Also, it provides them with space for creativity.

2.5.1. Teachers' Written Interview Discussion:

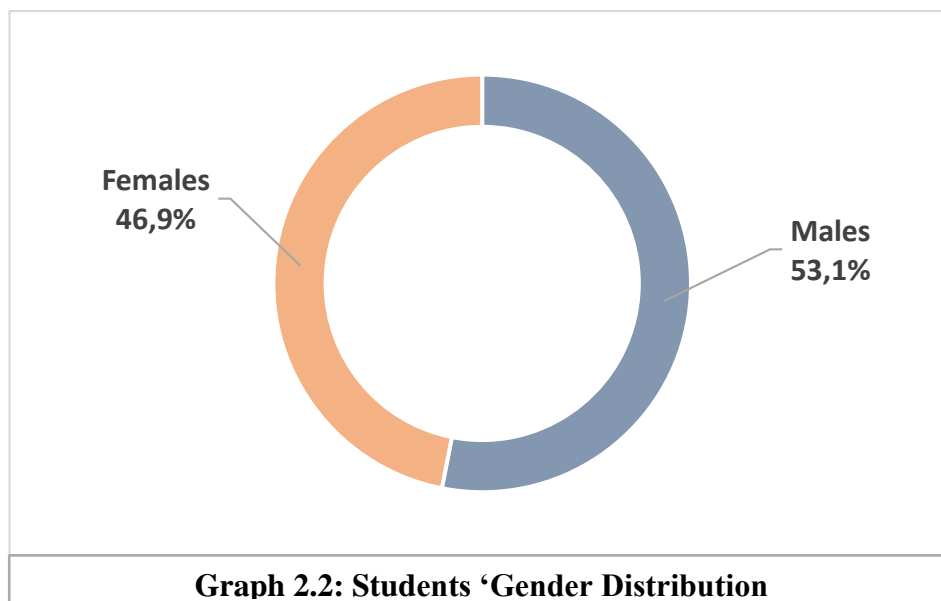
The written interview above deal with five English language teachers from the English department at University Centre of Naama with different educational backgrounds, teaching experiences and instructional careers, the researcher noticed from the results obtained the following points:

- The majority of the teachers agree that educational technology and apps affect student motivation and engagement in the classroom, also they impact and improve student language learning and acquisition.
- Teachers affirm that the use of educational technology has several benefits for both teachers and students; they affirm is an effective teaching aids and that it is an interesting and motivating one.
- Also, all teachers agree that blended learning is better than the traditional one, because they found blended learning beneficial in the learning setting; also, they claimed that the use of technological tools like data show audio visual aids...ect, motivate students to acquire new skills.

2.6. Analysis of Student's Questionnaire:

Section One: Personal Information

1)-Gender:



The graph above shows that 46.9% are females' participants (15students) and 53.1% are males' participants (17students). The students were selected randomly from first year master.

2)-Age distribution

Table 2.11: Student's Age Distribution

Responses	Between 21-25years old	Between 25-30years old	Between 30-35 years old	Between 35-40years old	Older than 40years old
Participants	19	7	4	4	1
Rate	54,2%	20%	11,4%	11,4%	2,8%

From the table, we can notice different ages between the participants nineteen students are between 21-25years old (54,2%), seven students are between 25-30years old (20%), four students are between 30-35years old (11,4).and the last one is older than 40years old (2,8%). Most of "aged" students are workers too.

3)-Your choice of studying English was personal or imposed?

This question aims to know whether the choice of students to study English was desired or imposed.

Table 2.12: Student's Personal Imposed Choice to Study English

Responses	Personal choice	Imposed
Participants	34	1

Chapter Two: Data Collection, Analysis and Interpretation of the Findings

Rate	97%	2%
-------------	-----	----

The table shows that the majority of students chose freely to study English (97,1%), only one student said that studying English was an imposed decision (2,8%). Actually, this rate is very beneficial for us because it is their personal choice so they are motivated to learn more and improve their language abilities.

Section Two: Technology Use in EFL Class:

1)-Do you have access to a computer or mobile device with internet at home?

This question aims to know whether students have access to a computer or mobile device with internet at home or not.

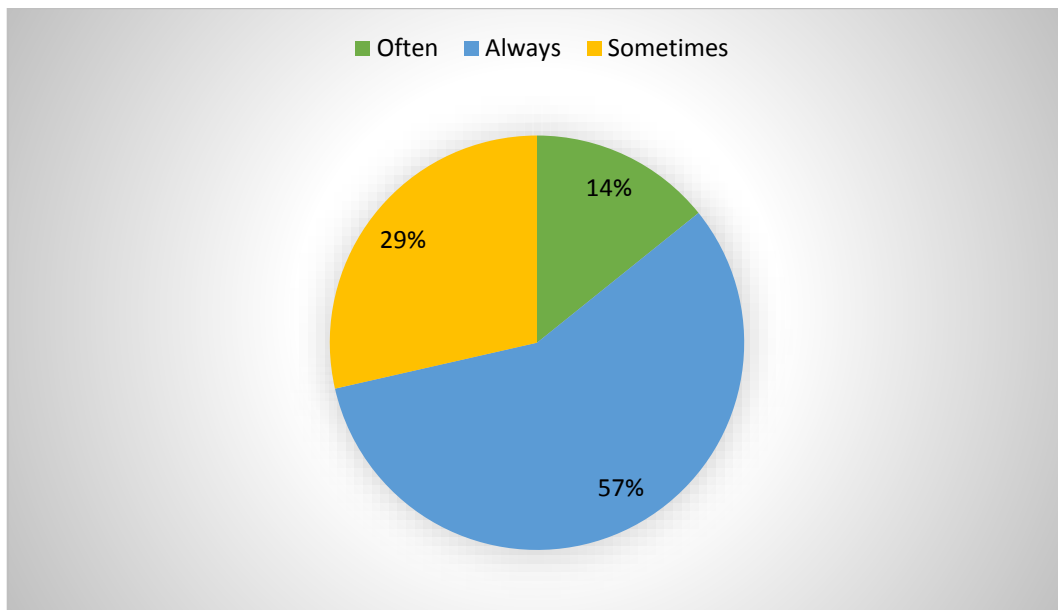
Table 2.13: Student's Access to A Computer or Mobile Device.

Responses	Yes	No
Participants	32	3
Rate	91%	8%

The table above shows that the majority of the participants (91,4%) have access to a computer and mobile device at home with internet. And only three students (8.6%) said that they haven't access to them.

2)-How often does your teacher use educational technology or apps in your EFL class?

This question aims to know the use of EdTech and apps by the teachers in their EFL classes.



Graph 2.3: Teacher's Frequency of Using Educational Technology and Apps.

The graph above shows that the majority students (57,1%) affirm that their teachers used always educational technology and apps in their EFL class, others (28,5%) said that they used them sometimes. The rest (14,2%) said that they used them often.

3)-When technology is used in class, which of the following activities does you typically engage in?

This question aims to know the types of activities.

Table 2.14: Different Student's Engagement Activities

Types of activities	Watching educational video	Using interactive exercises	Completing online quizzes	Participating in online discussions	Others
Participants	28	6	0	1	0
Rate	80%	17%	0%	2%	0%

The table above shows that the majority of participants (80%) affirm that they engage in watching educational video, others (17,1%) affirm that they engage in using interactive exercises. And only one participant (2,8%) said that he engages in online discussion.

3)-How helpful do you find the technology used in EFL class?

This question aims to know whether technology is helpful, somehow or not helpful.

Chapter Two: **Data Collection, Analysis and Interpretation of the Findings**

The majority of the participants affirm that technology is really helpful for their researches, assignments and tasks. Because it makes learning easy, clear through the use of different apps, platforms, web sites and software to develop language learning outcomes. Only few who said that it is somehow helpful depending on the situation and even students' needs.

4)-Do you enjoy using technology during studies?

This question aims to know whether students enjoy using technology or not.

Table 2.15: Technology Use During Studies.

Options	Yes	No
Participants	34	1
Rate	97%	2%

From the table, we notice that the majority of the participants (97,1%) affirm that it is joyful while studying, only one (2.9%) said that it is not.

5)-Do you ever use social media while studying?

This question aims to see whether students use social media while studying.

Table 2.16: The Use of Social Media by Students

Options	Yes	No
Participants	33	2
Rate	94%	5%

The table above shows that the majority of the participants (94.3%) affirm that they used social media while studying, and only two participants (5.7%) said that they don't use them.

6)-Which specific platforms do you utilize for your English studies?

This question aims to know the types of platforms used by students when learning English.

Different participants affirm that they used Moodle and Google Classroom to develop their learning abilities, to check their online lessons that are suggested from their teachers. Other participants said that they use Blackboard learn and LinkedIn learning that offer them with professional courses through a range of practical examples to better understand and clarify the lessons content.

7)-Do your teachers encourage you to submit homework electronically (via email) instead of paper?

This question aims to know the use of E-mail by students

Table 2.17: The Use of Email by Students.

Options	Yes	No
Participants	35	0
Rate	100%	0%

The table above shows that all the participants (100%) affirm that their teachers encourage them to send their works electronically via (emails).

Section Three: Impact on Motivation and Engagement:

1)- How do educational technology and apps affect your motivation to learn English in class?

This question aims to know the effect of EdTech and apps on motivation in the classroom.

Table 2.18: The Impact of EdTech and Apps on Student Motivation

The impact of technology and apps on motivation	They decrease my motivation significantly	They have a little negative impact on motivation	They don't really affect my motivation in way or another	They increase my motivation a little	They increase my motivation significantly
Participants	0	1	0	0	34
Rate	0%	2 %	0%	0%	97 %

The majority of the participants (97.1%) affirm that EdTech and apps increase their motivation significantly, only one (2.9%) said that they impact motivation little.

2)-How do educational technology and apps affect your engagement in class activities?

This question aims to know the effect of EdTech and apps on engagement in the classroom.

Table 2.19: The Impact of EdTech and Apps on Student Engagement in The Class

The effect of EdTech and app on engagement in the classroom	They make me less engaged in class	They make me slightly more engaged in class	They make me significantly more engaged in class
Participants	0	5	30
Rate	0%	16 %	83 %

The table above shows that the majority of the participants (83.3%) claimed that EdTech and apps make them significantly engaged and only five participant (16.7%) said that they make them slightly engaged in the class.

3)-How do educational technology and apps keep you engaged in learning outside of class?

This question seeks to know the impact of EdTech and apps on student engagement outside of class.

Table 2.20: The Effect of EdTech and Apps on Student Engagement Outside of Class.

The effect of EdTech and app on Student Engagement Outside of Class	They don't keep me engaged at all	They can be engaging sometimes, but I doesn't use them much outside of class	They offer many engaging activities that I use regularly outside of class
Participants	0	3	32
Rate	0%	8%	91%

From the table, we can notice that the majority of the participants (91,1%) claimed that EdTech and app affect student engagement by offering them many engaging activities that they used regularly outside of their class and only three participants (8,5%) said that EdTech and apps be engaging sometimes but they don't use them much outside of class.

4)-Which types of technology do you use for Self-study?

This question aims to see the use of technology by students

A number of participants affirm that they used both computer and mobile phone to search and find answers to their questions through different apps access. Others said that they use only mobile because they find it easy in using it for searching and learning English language. The rest of participants affirm that they use computer because they find it more practical in investigating their researches and in making them focusing more in their tasks work.

Section Four: Impact on Language Learning and Acquisition:

1) - Do you use any language learning apps outside class?

This question aims to know which language learning app they use.

Table2.21: The Use of Learning Language App by Students.

Responses	Yes	No
Participants	35	0
Rate	100 %	0 %

Chapter Two: Data Collection, Analysis and Interpretation of the Findings

The table above shows that all the participants (100%) used language learning apps outside their class. They said that they used Grammarly, Elsa speak, Duolingo to develop their language in term of grammar, speaking skill, writing as no exception.

2)-How do educational technology and apps help you learn English language?

This question seeks to know how EdTech and apps help students in learning English language.

Table2.22: The Effect of EdTech and Apps on Learning English Language.

The help of EdTech and apps in learning English language	They help me learn new vocabulary words	They help me practice grammar in a fun way	They help me develop my speaking and pronunciation	They don't help me much with language acquisition
Participants	10	10	15	0
Rate	28%	28%	42%	0%

From the table, we can see that the majority of participants (42.8%) claimed that EdTech and apps help them develop their speaking and pronunciation while learning English. Other participants (28.5%) said that they help them practice grammar in a fun way. The last group of participants (28.5%) said that they help them learn new vocabulary words.

3) - Is there anything specific about educational technology and apps that you find helpful for language learning?

This question aims to understand the specific benefits of EdTech and apps for language learning.

Different categories of students' opinions infancies that using educational technology and apps are really helpful to foster language leaning and to develop their learning carries, to enrich learning setting through different opportunities, and a range of topics that make learning relatable and joyful. Others assert that without technology and apps, they cannot go further than in searching and learning different outcomes. The rest said that they benefit positively from these technological resources and that they use different platforms, websites, software to develop their abilities and competencies in a foreign language.

Chapter Two: Data Collection, Analysis and Interpretation of the Findings

4)-Compared to traditional classrooms methods (textbooks, worksheets), do you find technology help you learn English faster?

This question seeks for comparing traditional methods with technology to find which one is helpful.

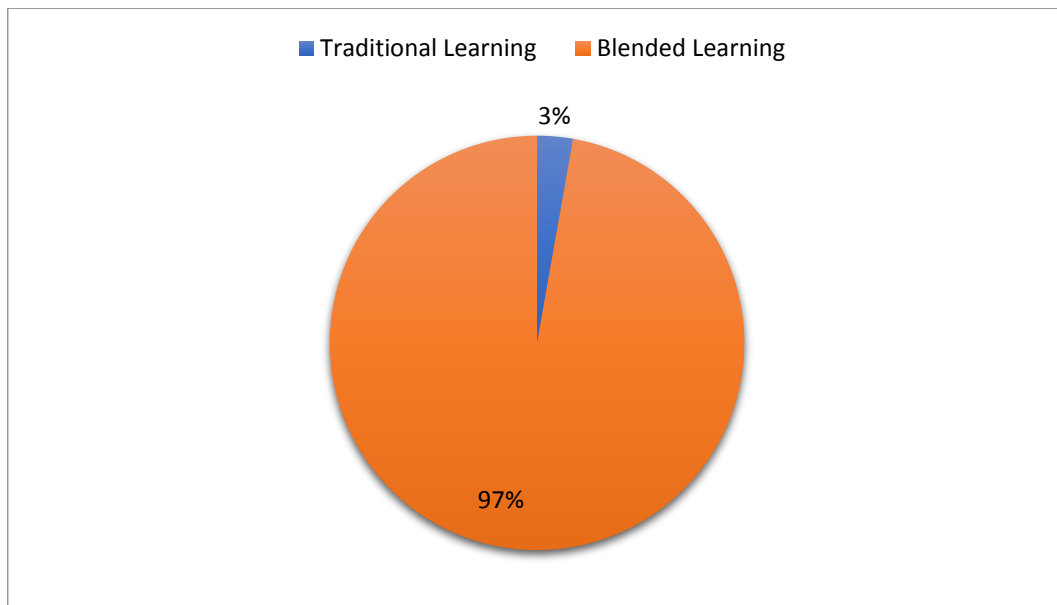
Table 2.23: Traditional Methods vs. Technology.

Option	Yes	No
Participants	33	2
Rate	94%	5%

The table above shows that the majority (94, 2%) claimed that they find technology more helpful than traditional methods when learning EFL. Only two participants (5, 7%) said that they don't find it more helpful than traditional methods.

5)-Do you prefer using educational technology alongside traditional learning methods?

This question aims to know whether educational technology is better or traditional methods.



Graph 2.4: The Use of Blended Method vs. Traditional Method.

The majority of students (97.2%) support using blended classroom to benefit from these technological techniques that foster their skills and that develop their language acquisition by increasing motivation and engagement to continue in studying foreign language in supportive environment, and only one (2.8%) supports traditional classroom because he finds it very helpful.

2.6.1. Students 'Questionnaire Discussion:

The student questionnaire dealt with thirty-five students of first master year English language level, of both genders fifteen females and seventeen males. The researcher observed from the results obtained, the following points.

- ❖ First, students use different apps and platforms to acquire the English language outside of the classroom.
- ❖ Students affirm that their teachers use technology to enhance their teaching and learning processes.
- ❖ Students affirm that technology helps them in their learning setting and provides them with a suitable environment.
- ❖ Students claimed that educational technology and apps raise their attention, motivate them to put more efforts into their learning, and keep them strongly engaged in the class and outside.
- ❖ Teachers helped their students with their experiences and encouraged them to benefit from these technological sources.

Hence, according to students, educational technology and apps are necessary in the learning process because they provide them with different learning materials. Students affirmed that they enjoy learning through the use of technology, and they believe that it is an effective, interesting, and motivating educational space.

2.7. Discussion of the Main Results:

The students' questionnaire and the teachers' written interview allow the researcher to draw up the following points:

- ❖ Technology as an effective tool can develop the student abilities and skills and facilitate the teaching and learning processes.

- ❖ Educational technology and apps raise student motivation and engagement both in the classroom and outside.
- ❖ Both students and their teachers prefer and support a blended classroom over a traditional one because it impacts the teaching process positively.

Hence, the benefits of educational technology and apps can be cited in the following points:

- ❖ They provide both students and their teachers with different kinds of information.
- ❖ They help student enhance their skills, especially their speaking and writing skills.
- ❖ They push students to exchange their ideas easily and enjoy the learning process.
- ❖ EdTech is considered motivating and helpful because it provides students and teachers with suitable environment.
- ❖ Educational technology and apps help students acquire new words and phrases so they can memorize them and use them in different topics according to their needs.

2.8. Suggestions and Recommendation:

Based on the researcher analysis of students' answers and teacher feedback the researcher will provide recommendations for effective use of educational technology and apps in EFL instruction.

- ❖ The administration is required to develop the use of technology and its applications for foreign learners.
- ❖ Teachers should use technology and apps to motivate learners, create an enjoyable learning environment via these technological tools, and help students improve their abilities and skills in learning English.
- ❖ Teachers are expected to be familiar with all technological devices and applications in order to select the most beneficial for their students to improve their language learning.

2.9. Limitation of the Study:

The current investigation is limited by time, for this reason the researcher could not investigate the use of educational technology and apps in EFL instruction and their impact on student motivation, engagement and language acquisition. In addition, another challenge

face us in this study was the lack of source. The limited number of books and articles available make it difficult to complete the study. Further researchers are encouraged to conduct further research on this topic and explore the topic in more details especially about the impact of these one and the benefits of using those devices to enhance learning and teaching EFL in university.

2.10. Conclusion:

The second chapter presented a practical study involving data collection and analysis. It examined both quantitative data (percentages from questionnaires) and qualitative data (text-based responses) to provide a comprehensive understanding. The results highlight the significance of educational technology and apps in language learning. These tools offer students a variety of resources across different devices to explore diverse topics and enhance their language skills. Educational technology also fosters a supportive and motivating environment. Students can easily share their opinions, exchange ideas, and find enjoyment in the learning process. This approach facilitates vocabulary acquisition and speaking skills development across various themes. Overall, technology is a valuable asset for both EFL students and teachers. It empowers students to develop their language skills and allows teachers to explore innovative teaching methods.

General Conclusion

General Conclusion:

Foreign language learners use technology to master English, develop their language skills, and improve motivation, engagement, and language acquisition. This is why we have conducted this study to test the hypotheses that educational technology and apps provide a real language teaching and learning experience for university-level English learners, helping them develop their language acquisition and increase their motivation and engagement both inside and outside the classroom. We used two questionnaires, the first one addressed to teachers and the second one addressed to students from the English department at Naama University Centre, to gather their points of view and perspectives on the items under investigation.

The analysis of the data allowed us to identify some key points. First, teachers show that they use technology and its devices to enrich their lesson content and offer different functions and activities that facilitate the teacher's job. Second, educational technology and apps raise student motivation and engagement and develop their language acquisition. Besides, teachers and students prefer blended classrooms to benefit from these technological resources. These points ultimately confirm our hypotheses, as suggested before. Therefore, there is a strong relationship between using educational technology and apps to improve student's language learning and raise their motivation and engagement through different technological tools. This preliminary study lays the groundwork for further research in the same area.

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Appendices

Appendices

Appendix A: Teachers' Written interview

This questionnaire aims to understand EFL teachers' perspectives on the use of educational technology and apps in their classrooms. Your honest feedback will be a valuable in exploring the impact of these tools on student motivation, language acquisition and engagement.

Part One: General information

1)-Gender:

- Male
- Female

2)- Academic degree:

- Magister
- Doctorate

3)- How many years have you been teaching EFL?

.....

4)-Which modules have you been teaching during these years?

.....

Part Two: Technology Integration

1)-Do you have access to computers and internet in your classroom?

- Yes
- No

2)-How often do you integrate educational technology and apps into your EFL lessons?

- Never
- Rarely (once a month)
- Occasionally (one a week)
- Frequently (several time a week)

- Always

3)- What types of educational technology and apps do you typically use in your EFL lessons?

- Interactive whiteboards
- Online learning platforms
- Language learning apps (e.g., Duolingo, Memrise)
- Video and audio resources (e, g., YouTube, Podcast)
- Others (please specify)

4)- Do you use Facebook or E-mail to contact your students?

.....

Part Three: Impact of Motivation and Engagement:

1)- In your experience, how do educational technology and apps affect student motivation in the classroom?

- They significantly increase student motivation
- They somehow increase student motivation
- They have no significant impact on student motivation

2)-In your experience, how do educational technology and apps affect student engagement in the classroom?

- They significantly increase student engagement
- They somehow increase student engagement
- They sometimes decrease student engagement
- They significantly decrease student engagement

3)-Do you think the usage of educational technology is positive or negative?

.....

Part Four: Impact on Language Learning and Acquisition

1)-How do you integrate educational technology and apps specifically to support language learning in your classroom?

.....

2)- In your experience, how do educational technology and apps impact students' language acquisition skills (e, g., Vocabulary, Grammar, Speaking, and Listening)?

- They significantly improve language acquisition skills
- They somehow improve language acquisition skills
- They have no significant impact on language acquisition skills
- They sometimes hinder language acquisition skills

3)- Do you prefer traditional teaching or blended one?

.....

Thank you for your time and valuable feedback.

Appendix B : Students' Questionnaire

This questionnaire is designed to understand your experience with educational technology and apps in your English learning journey. Your honest responses will be valuable in improving the use of these tools for future students.

Part One: General Information

1)- Gender:

- Male
- Female

2)-Age:

3)-Your choice of studying English was personal or imposed?

.....

Part Two: Technology Use in EFL Class:

1)- Do you have access to a computer or mobile device with internet at home?

- Yes
- No

2)-How often does your teacher use educational technology or apps in your EFL class?

- Sometimes
- Often
- Always

3)-When technology is used in class, which of the following activities does you typically engage in?

- Watching educational video
- Using interactive exercises
- Completing online quizzes
- Participating in online discussions

Other (please specify):

4)- How helpful do you find the technology used in your EFL class?

.....

5)-Do you ever use social media while studying?

- Yes
- No

6)-Which specific platforms do you utilize for your English studies?

.....

7)-Do your teachers encourage you to submit homework electronically (via email) instead of paper?

- Yes
- No

Part Three: Impact on and Motivation Engagement:

1)-How do Educational Technology and apps affect your motivation to learn English in class?

- They decrease my motivation significantly
- They have a little negative impact on my motivation
- They don't really affect my motivation one way or another
- They increase my motivation a little
- They increase my motivation significantly

2)-How do educational technology and apps affect your engagement in class activities?

- They make me less engaged in class
- They don't really affect my engagement
- They make me slightly more engaged in class
- They make me significantly more engaged in class

3)- How do educational technology and apps keep you engaged in learning outside of class?

- They don't keep me engaged at all
- They can be engaging sometimes, but I don't use them much outside of class
- They offer many engaging activities that I use regularly outside of class

4)-Which types of technology do you use for self-study?

.....

Part Four: Impact on Language Acquisition:

1)-Do you use any language learning apps outside of class?

- Yes
- No

If yes which ones (please specify)

2)- How do educational technology and apps help you learn English language? (Select those apply)

- They help me learn new vocabulary words.
- They help me practice grammar in a fun way.
- They help me develop my speaking and pronunciation skills.
- They don't help me much with language acquisition.

3)- Is there anything specific about educational or apps that you find helpful for language learning? (Please explain)

.....

4)-Compared to traditional classrooms methods (textbooks, worksheets), do you find technology helps you learn English faster?

- Yes
- No

Thank you for your participation.

Appendix C : Supportive Aids



ملخص:

يبحث هذا البحث في تأثير التكنولوجيا والتطبيقات على تدريس وتعلم اللغة الإنجليزية لطلاب السنة الأولى في الجزائر. يستكشف الخلفية النظرية لدمج التكنولوجيا في تعلم اللغة، بما في ذلك الفوائد والعيوب. ثم تبحث الدراسة في كيفية تأثير التكنولوجيا على تحفيز الطلاب والمشاركة واكتساب اللغة. ويهدف إلى اختبار الفرضية القائلة بأن التكنولوجيا يمكن أن تحسن هذه الجوانب من التعلم وتحديد ما إذا كان الطلاب يفضلون الفصول الدراسية المختلطة الجمع بين (التكنولوجيا والأساليب التقليدية).

الكلمات المفتاحية: التكنولوجيا - تطبيقات تعليمية - اكتساب اللغة - الأساليب التقليدية.

Résumé :

Cette recherche étudie l'impact de la technologie et des applications sur l'enseignement et l'apprentissage de l'anglais pour les étudiants de première année de Master en Algérie. Il explore le contexte théorique de l'intégration de la technologie dans l'apprentissage des langues, y compris les avantages et les inconvénients. L'étude examine ensuite comment la technologie affecte la motivation, l'engagement et l'acquisition du langage des élèves. Il vise à tester l'hypothèse selon laquelle la technologie peut améliorer ces aspects de l'apprentissage et à déterminer si les salles de classe mixtes (combinant technologie et méthodes traditionnelles) sont préférées par les élèves

Mots Clés : Technologie - Applications éducatives - Langue acquise – Traditionnelles méthodes.

Summary:

This research investigates the impact of technology and apps on teaching and learning English for first-year Master's students in Algeria. It explores the theoretical background of integrating technology into language learning, including both benefits and drawbacks. The study then examines how technology affects student motivation, engagement, and language acquisition. It aims to test the hypothesis that technology can improve these aspects of learning and determine if blended classrooms (combining technology and traditional methods) are preferred by students

Key words: Technology – Educational applications – Language acquisition – Traditional methods.