

INTEGRATING TECHNOLOGY IN ENGLISH LANGUAGE TEACHING

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**INTEGRATING TECHNOLOGY IN ENGLISH LANGUAGE TEACHING IN
EFL ALGERIAN PRIMARY SCHOOL
(Case study: Primary School Learners in Ain Defla. Algeria)**

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Declaration

We hereby declare that this thesis and the substance of this dissertation is the result of our investigation due references of acknowledgment is made when necessary to the whole of other researchers.

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Dedication

*Praise Allah the Almighty, the most Graceful and the most Merciful, for the strength to complete
this work.*

. I dedicate this work to my family members

*I express my deepest love to my mother, my source of inspiration. You made me stronger,
better, and more fulfilled than I imagined.*

I thank my friends with whom we shared valuable moments which have lifted me.

Kamel MOKHTARI

*This study is whole heartedly dedicated to my parents [May Allah have mercy on them]
and my family members who always have been on my asides.*

I thank my friends with whom I shared valuable moments which have lifted me.

Abdelmadjid GHAIB

I dedicate this work to:

To the most precious people to our hearts our parents, sisters and brothers

To our beloved friends who shared their words of advice and unlimited support to finish this *work*.

. Hanaa BOUKEROUCHA

*I dedicate this work to my family and to all my mates who gave me courage to finish this
work.*

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Abstract

Teaching English as a foreign language has always been a crucial issue all over the world and recently it has developed to have its own impact over Algerian educational system. Teaching English at the Algerian primary stage of education can present challenges for EFL teachers and pupils during the instructional process. The present research aims at addressing the challenges that primary school teachers and pupils face. To achieve our goals, the choice of methods was based on qualitative data, where it was gathered through interview administered to ten primary English teachers in Ain Defla and a classroom observation was conducted with pupils of two primary schools namely Ben Ali and Bounaama. The results highlight that teachers face many challenges concerning lack of ICTs, time management and managing large classes, which create difficulties to pupils such as: comprehension and expression problems. On the basis of the results revealed from the collected data, some pedagogical recommendations have been proposed for the Algerian policy makers and educators, future research and further inquiry in the matter.

Keywords: EFL, Teachers' Challenges, Pupils' Difficulties, ICTs, Pedagogical recommendations

Résumé

L'enseignement de l'anglais en tant que langue étrangère a toujours été une question cruciale dans le monde entier et s'est récemment développé afin d'avoir son propre impact sur le système éducatif algérien. L'enseignement de l'anglais à l'école primaire algérienne peut présenter des défis au cours du processus d'instruction et pour les enseignants d'anglais en tant qu'une langue étrangère et pour les élèves. La présente recherche vise à répondre aux défis auxquels sont confrontés les enseignants et les élèves de l'école primaire. Pour atteindre nos objectifs, le choix des méthodes s'est basé sur des données qualitatives, recueillies par le biais d'un entretien avec dix enseignants d'anglais du primaire à Ain Defla et d'observations de classe avec des élèves de deux écoles primaires, Ben Ali et Bounaama. Les résultats soulignent que les enseignants sont confrontés à de nombreux défis concernant le manque de TIC, la gestion du temps et la gestion de classes surchargées, ce qui crée des difficultés pour les élèves, telles que des problèmes de compréhension et d'expression. Sur la base des résultats révélés par les données collectées, certaines recommandations pédagogiques ont été proposées pour les décideurs politiques et les éducateurs algériens, ainsi que pour les recherches futures et l'approfondissement de la question.

Mots-clés : EFL, défis des enseignants, difficultés des élèves, TICS

ملخص

لطالما كان تدريس اللغة الإنجليزية كلغة أجنبية مسألة بالغة الأهمية في جميع أنحاء العالم، وقد تطورت في الآونة الأخيرة ليكون لها تأثيرها الخاص على النظام التعليمي الجزائري. يمكن أن يمثل تدريس اللغة الإنجليزية في المدرسة الابتدائية الجزائرية تحديات لمعلمي اللغة الإنجليزية كلغة أجنبية وكذا التلاميذ خلال العملية التعليمية. يهدف البحث الحالي إلى معالجة التحديات التي يواجهها معلمو وتلاميذ المدرسة الابتدائية. ولتحقيق أهدافنا تم اختيار طريقة تحليل البيانات الكيفية، حيث تم جمعها من خلال مقابلة أجريت مع عشرة من معلمي اللغة الإنجليزية في المدرسة الابتدائية في عين الدفلى، كما تم إجراء ملاحظة قسم مع تلاميذ مدرستين ابتدائيتين هما بن علي وبونعامة. وأبرزت النتائج أن المدرسين يواجهون العديد من التحديات المتعلقة بنقص تكنولوجيا المعلومات والاتصال، وإدارة الوقت وإدارة الأقسام الدراسية المكتظة، مما يخلق صعوبات للتلاميذ مثل: مشاكل الفهم والتعبير. واستناداً إلى النتائج التي تم الكشف عنها من البيانات التي تم جمعها، تم اقتراح بعض التوصيات التربوية لصناع القرار والمعلمين الجزائريين، والبحوث المستقبلية والمزيد من الاستفسار في هذا الشأن

الكلمات المفتاحية: اللغة الإنجليزية كلغة أجنبية، تحديات المعلمين، وصعوبات التلاميذ، وتكنولوجيا المعلومات والاتصال

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List of Acronyms, Abbreviations and Symbols

CBA: Competency-Based Approach

EFL: English as a Foreign Language

ELT: English Language Teaching

PS: Primary School

TEFL: Teaching English as a Foreign Language

SLA: Second Language Acquisition

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Chapter One, Introduction

The current study investigates the effectiveness of integrating technology in teaching English in primary schools in Ain Defla, Algeria. Thus, it sheds light on the importance of using ICTS in the teaching learning process of the English language. These challenges make it hard for teachers to reach the desired goals and deal appropriately with them.

1.1. Background of the Study

Teaching English as a foreign language has become common in various parts of the world scientifically and economically. This is due to its globalization; it has become the lingua franca for all non-English speakers. Moreover, it is the language of business and science, political and technological contexts. Therefore, there was a vital need to acquire this international language, and make the provision of teaching and learning English an important issue in educational system worldwide.

Algeria is considered as a multilingual country which makes it more open to learning new languages. In the case of our country, English was taught from the first grade of middle school to the third year of secondary school. However, due to political and historical reasons English is still lagging behind French; there was an educational reform in 1993 to implement English in primary school, where pupils had to choose between learning French or English. Some schools applied the discussed reform then cancelled later, because some parents favoured French over English language (Rezig, 2011).

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Nowadays, the educational system in Algeria is different from that of years ago; more approaches are included, different teaching methods are integrated. The attention of learning foreign languages has increased especially English, today Algeria's decision to move away from the French language, 132 years of bloody colonial history, towards English has been perceived by many Algerians as long overdue. President Abdelmadjid Tebboune said in an interview "French is a spoil of war, but English is an international language". Resulting, it should be primarily learned within an academic environment from an early age to become a familiar language within Algerians' society.

So the new reform of implementing English language in primary school create some obstacles and challenges, concerning learning environment, learning materials, time management and managing large classes.

Thus, this investigation sheds light on the benefits of integrating technology in teaching English in the Algerian primary schools, it's difficulties and the challenges which make it hard for teachers to reach the desired goals and deal appropriately with them.

1.2.Statement of the Problem

Despite the fact that English is the widely spoken language, the case in Algeria is truly different. Algeria as a multilingual society; where Arabic and Tamazight are the first official languages of the country, French is the first foreign language taught in schools at an early age and spoken by the Algerians in their daily communications. It plays a significant role in our country. For this reason, there are attempts to eradicate this language, by integrating English in the Algerian society to influence the sociolinguistic landscape of Algeria. Hence, the inclusion of English language in the primary school is a big virtue, because education is the primary tool for change.

Regarding the government's decision to introduce English as a second language to be taught in primary school starting from the third level, this new experience inevitably faces many difficulties and challenges concerning EFL teachers and materials as well, like for example, the insufficiency of qualified teachers, lack of instructional materials.

Thus, the current study comes to show the major benefits of using tablets and technology in the teaching learning process. It is meant to provide information that will potentially benefit educators including researchers, policy makers and EFL teachers.

1.3.Rationale of the Study

There is a limited number of literatures that discuss early language teaching in Algeria. Hence, there are only few works that have been done on the integration of technology in teaching English in Algerian elementary school

Only few studies were conducted in primary school. The relevance of this research lies on its contribution to improve the acquisition of the English language through integrating technology in the teaching-learning process.

The results of this research are important and add to the previous body of knowledge in this area of research. No matter what the findings are, they may be useful for other researchers conducting similar studies.

1.4.Aim of the Study:

This research investigates and explores the effects of tablets implementation in English teaching on Algerian primary school learners in Ain Defla, Algeria.

This research investigates the effectiveness of integrating technology in primary schools in Algeria. The aims of this research are explained as follow;

1. To investigate the effects of integrating technology in teaching learning process in Primary schools.
2. To state the differences between the primary schools which integrate tablets in teaching a learning and which do not?
3. To explore how learners are iterating with this new tool inside the classroom.

1.5.Research Questions:

In order to conduct this investigation, the researchers ask the following questions:

- 1 – What is the effectiveness of integrating technology as well as tablets in teaching English in primary schools?
- 2 – What are the challenges facing teachers and learners integrating technology in the teaching-learning process?
- 3- To what extent have learners using tablets in the primary school developed in the learning process

1.6. Significance

The present study is significant for the following reasons:

1. It contributes to ELT research by providing academic information, particularly regarding the difficulties of using technology in teaching English in primary schools.
2. It encourages decision-makers to provide tablets and materials for primary schools to enhance learners' opportunities to acquire the English language.
3. The findings of this study can be used as a reference guide in teaching English in primary school.
4. It will be useful and valuable for other teachers in the future, and it will reveal a robust area that subsequent research to be used as a key source.

1.7. The structure of the thesis

This thesis consists of five chapters:

The first chapter has situated this research paper within the broader field of inquiry of language and communication. Further discussed in this thesis. It has explained the rationale for conducting a study that focuses on integrating technology within EFL classroom in Algerian primary schools, which considers the perspective of teachers and learners and the broader socio-linguistic context. It has also tackled the design methodology and tools needed to conduct the present study as well as its limitations.

The second chapter reviews several key concepts and theories central to the understanding of the field of this study and the previous studies.

The third chapter discusses the research design, methodology and analytical frame works adapted and adopted for this study. This chapter explains the development of the research questions, the methodology of instruments used to collect data and the approach to data analysis.

The fourth chapter presents the study's findings from the detailed analysis of data gathered from the answers of the teachers' interviews and the experiment to answer the research questions.

The fifth chapter concludes the thesis by summarizing the findings and shedding light on the implications of this research study in terms of theory and methodology. It also presents the limitations of this study and ideas for future research.

1.8. Summary

Chapter one was devoted to the presentation of the background of the current research, which is the effectiveness of integrating technology in teaching English in primary school. The statement of the problem was also mentioned in addition to the rationale of the study; the research aims, questions, hypotheses, methodology and working definitions. It ended with some ethical considerations and an overview of the structure of the dissertation.

Chapter Two, Literature Review

Introduction

Enforcing the integration of ICT in classrooms of English is part of the education reform in Algeria; in 2008, Algeria adopted the Competency Based Approach which emphasized the importance of using modern instructional strategies like integrating technologies in the teaching of English to make students ready to face the international challenges and be global. Thus, teachers are positively invited to modify the current practices of teaching to a better level where the integration of ICT is gotten more use efficiency. According to Grey and Craig (2007), many schools have been claimed highly investment in technology but they do not rest their full potential in teaching English. Despite the fact that the government owned a package of English educational software programs, they do not integrate them in their teaching-learning processes. The problem may be clear for the researchers or the directorate of the educational sector in Algeria that group the normal English teachers who do not know how to integrate ICT in their classrooms properly.

In the 21st century, the digital age has taken a big part in the classroom, which has made teaching English is not restricted to textbooks and traditional methods. As the general public and our learners included have ubiquitous access to the Internet, social networks and other various technological means (Alghamdi et al., 2022). Therefore, teachers need to embark on a journey to adapt to this new reality and take the lead of teaching with technology. it exists so it should be integrated appropriately to improve the learning and teaching of English

Afari et al., 2023). However, integrating technology in education has remained a challenge, its needs a lot of time and resources to get the full benefit of it, it is the responsibility of the educational system, the teachers as well and many stakeholders working in the domain of education (World English Journal et al., 2019).

2.1. English Language Learning Skills

2.1.1. The Listening Skill

Burns and Grove (2011) define listening as the active activity of hearing, interpreting, and comprehending auditory messages. It entails paying attention not only to the sounds or words being stated, but also to the tone, tempo, and other nonverbal clues that might improve or alter the meaning of the message (Hargie, 2011). Listening is a multifaceted activity involving cognitive, emotional, social, and linguistic components (Brownell, 2013). It necessitates the listener focusing their attention and cognitive resources on the incoming communication and making sense of it using their knowledge, expectations, and context (Eargle, 2015). Effective listening is essential in a variety of situations, including interpersonal communication, education, healthcare, and business (Kreitner Kinicki, 2013). It is a necessary talent for establishing and maintaining relationships, resolving problems, and attaining shared objectives (Covey, 1990).

2.1.2. The Speaking Skill

Tannen (1984) defined speaking as “the act of expressing oneself or communicating with others through the use of spoken language.” Speaking is a type of verbal communication that can occur in both professional and informal situations and involves utilizing one’s voice to transmit messages, ideas, and emotions to an audience” (Crystal, 2005). The coordination and production of speech sounds, as well as specific speech patterns that can be altered by factors such as accent or dialect are all part of the speaking process (Baker & Freebody, 1989). Speaking abilities are vital in many social and professional contexts for effective communication, negotiation, and leadership (Mc Croskey & Richmond, 1987). The role of speech in social and cognitive development has been extensively researched, particularly in linguistics and sociolinguistics (Goffman, 1955; Labov, 1972).

Fluency and accuracy are two important components of speaking skills, and this has been widely recognized in the field of second/foreign language teaching and learning; it has been supported by various

scholars and researchers in the field of second/foreign language teaching and learning (Brown & Yule 1983) and (Nunan 2003).

2.1.2.1. Fluency

Richards (2009, p.14) mentioned a definition about fluency, “natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence”. The Latin origins of the term “fluency” suggest a meaning of “flow,” which aligns with the view of Kopponen and Riggensbach (2000, in Jamatlou: 2011) that fluency is characterized by a sense of fluidity. Moreover, Fluency is one of the important aspects of speaking skills. It refers to the ability to communicate in a smooth, natural, and effortless way without hesitating or pausing too much (Brown 2007). These days, definitions of fluency in applied linguistics tend to gravitate towards simple interpretations of the term that also emphasize the importance of smooth and connected communication.

2.1.2.2. Accuracy

“Accuracy in speaking is the ability to produce grammatically correct sentences, with appropriate use of vocabulary and pronunciation, conveying the intended meaning without errors or ambiguity.” (Boonthum-Denecke, 2013, p.73). In the same vein, Brown (1994, p. 186) defined it as “Accuracy in speaking refers to the ability to use language correctly and fluently in different social situations, taking into consideration grammatical rules, phonetics, and vocabulary choices.” Furthermore, Accurate speaking means using language properly to convey a clear and effective message, without any mistakes or confusion, by considering the context and purpose of communication. (Ehrman & Oxford, 1989, p.67).

2.1.2.3. The Reading Skill

Pressley and Afflerbach (1995) described reading as the cognitive process of decoding and comprehending written or printed language. Not only must individual letters and words be recognized, but they must also be combined into meaningful phrases and sentences that convey information, ideas, and emotions

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(Shanahan & Beck, 2006). Reading is an essential ability that contributes to academic success, socioeconomic mobility, health literacy, and civic participation (National Research Council, 2012). It is necessary for learning and obtaining knowledge in a variety of fields, ranging from physics and mathematics to literature and history (Willingham, 2017). Reading is a complicated ability that necessitates a variety of cognitive functions such as attention, memory, and language comprehension (Snow, 2002). Skilled readers can employ tactics such as decoding, predicting, and monitoring comprehension to help them read (Pressley & Afflerbach, 1995).

2.1.2.4. The Writing Skill

Trimbur (2013) claimed that writing is the process of placing language, symbols, or thoughts onto paper or a digital media in order to connect with others. Writing is a complicated cognitive activity that requires knowledge to be organized, synthesized, and communicated in a clear and cohesive manner (Kellogg & Whiteford, 2009). Writing, according to Flower and Hayes (1981), is more than merely putting one's thoughts on paper; it is a recursive process of generating, modifying, and editing text until it fulfils the writer's intended message. These processes are frequently influenced by the writer's aims, intentions, and underlying knowledge, which in turn may be influenced by the audience or discourse community to which the writer is speaking (Bazerman, 1988). Writing can range in purpose and form from personal journals to scientific research articles, and each may necessitate its own set of standards and styles (Lunsford, 2009). For decades, the significance of writing in human communication and social development has been acknowledged and explored (Gee, 2003; Vygotsky, 1978).

2.1.3. The Reality of Teaching English Language in the Algerian Primary Schools

After the escalation of demands from Algerian parties and associations calling for the inclusion of the English language in the early years of education, the teaching of the English language was included in Algerian primary schools, and this was by order of the president TABBOUNE in July 2022. This decision was implemented starting from the academic year 2022 – 2023. The official of the country raised the flag

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of English as a solution to avoid the poor ranking of the Algerian universities internationally and also to replace French with the language of Shakespeare. Before that and by the end of 2019, the minister of higher education decided to compel master's and doctorate's students to submit their theses in English. For him, as for many others, the French language no longer serves anything to find a place for Algerian universities in international arrangements, and its poor results are due to the absence of the use of the English language. And again this year, the ministry of higher education sent a letter last September to all Algerian universities calling for the training of professors in English language with the aim of generalizing the teaching of English language.

The officials of the country revealed that teaching English in 2022/2023 would be limited to third year primary pupils only, to expand its teaching next year. Each teacher has been assigned to teach third year pupils in three neighbouring educational institutions in the area in which he or she lives to ensure adherence to the hourly volume of each teacher. The latter is estimated to be about 20 hours, as the class lasts for 45 minutes and there are two classes per week. Few days before school entry, the Algerian ministry of education printed a book addressed to pupils of the third year of primary education, in which we find the basics of the English language from the alphabet to the dialogues that were adapted to the Algerian real-life situations. It was delivered in two copies an electronic and printed one.

2.1.4. Methods Used in Teaching English for Young Learners

2.1.4.1. Young Learners

Philips (2002) revealed that children in their first year of formal school" five or six years old to eleven or twelve years old "are considered Young learners. As Amin et al (2019) stated in their work. Young learners are active learners who learn through sensory and five senses, respond to language through concrete rather than abstract things, they are interested in physical movement and real- life activities to stimulate their thinking. They will be enthusiastic if they are taught through fun activities or by being involved in activities they love to play. (Amin et al, 2019). According to Djalal (2017) every child has his or her own

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way of thinking, doing things, and obtaining things. However, children in general share some characteristics, most notably their primary source of language learning. They will become fluent as time passes.

Learners of this age have only recently begun their academic careers. Going to school can be difficult for some of them. As a result, it is critical that the teacher encourages them to participate in enjoyable and relaxing activities. Even though young learners will only learn basic concepts, the teacher must plan and design lessons to get them moving and talking to one another. Songs that are accompanied by games are especially popular with young learners. The teacher should ensure not only that young learners are encouraged with the greatest extent possible and that they receive positive feedback, but they should also create a safe and stress-free environment in which everyone can have fun while learning. Vuçani et al (2021).

2.1.4.2. Methods

Patel and Jain (2008) cited that a scientific and systematic approach to teaching in its subject is known as methodology. It teaches teachers how to teach and how to improve the effectiveness of their lessons. The term method can be defined as the process of planning, selecting and protecting language material and items, teaching techniques, and so on. A method is well planned, structured, orderly and systematic procedure for facilitating and improving student learning. It is done according to some rules, which are usually psychological in nature. That is, it prioritizes the abilities, needs, and interests of the learners. Method is used to achieve specific educational objectives. To be an effective tool, it must be presented in an efficient and user-friendly manner. It aims to increase teaching and learning output while saving time, and efforts (Hasanova 2021).

The Importance of Games in Teaching Vocabulary to Young Learners

Lewis and Bedson (1999) argued that children enjoy playing, so games are popular among them, young learners could interact, discover, experiment with their surroundings by playing games. The use of games

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not only increases student motivation, but also serves as an incentive and stimulus to use the language. Harmer (2008) said that young learners must be able to recognize language features and process information quickly in order to be able to speak English fluently. According to Vernon (2009) Games are an effective way for young learners to learn vocabulary. Children participate and pay more attention because they have fun in class and feel and perform better during and after the game. Repetition will be less boring and more enjoyable for children, thereby consolidating their learning of new words.

2.1.4.2.1. Songs as a Pedagogical Tool

One advantage of using songs in the classroom for young learners is their adaptability. Songs can be used for a variety of purposes, and there are numerous reasons why songs can be considered an effective pedagogical tool. They can help young learners improve their listening and pronunciation skills, and thus potentially their speaking skills. Songs can also be useful learning tools for vocabulary, sentence structure and sentence patterns (Murphey1992).

Neila and Umm (2013) songs in EFL classroom can improve the classroom atmosphere, reduce student anxiety, and increase students' interest and motivation to learn the new language. Students will be entertained while working and they will enjoy learning English more than they did previously.

2.1.4.2.2. Teaching with Using Flash Cards

Mathura and Zulu (2021) claimed that writing is a skill that is essential for language education and can be developed from different creative ways. Flash cards are cards that contain pictures or words to learners in their writing abilities, and they have many advantages in language teaching. They can be used for any age group or ability group of learners; are cost effective; and allow teachers to explain concepts and provide a variation in teaching strategies. Flash cards are extremely useful in assisting the situation with the English language process. It is easier for the teacher to explain to real and provide examples. Because the students can see a picture that is appropriate with the theme, they are more likely to understand the teachers' explanation. Aside from that, the teacher can increase the learner's interest (Wulundari 2017)

2.1.4.2.3. Role Play

Alabsi (2016) stated that through conversational activities, students are encouraged to master and enrich their vocabulary learning through the youth of role play activities. Students struggle to learn English language vocabulary due to vocabulary limitations, words misuse, inappropriate terms, or poor pronunciation. Using role play increase students' exposure to language, which is thought to be the most important factor in accelerating language learning? It can help them improve their communication skills. Grow (1993) mentioned that role play is a technique for acting out specific ways of behaving or pretending to be other people in a new situation. It is used in language learning and training courses. In role play, students are assigned roles and placed in situations similar to those they may encounter outside of the classroom.

2.1.4.2.4. Project Based Learning

According to Thomas (2000) project-based learning is a teaching model that focuses on tasks assignments, particularly in the form of project that can lead students through an inquiry process. Therefore, it is expected that students will be able to develop knowledge, skills and attitude as the basis for teacher evaluation. As Hamida et al (2020) cited in their work "project-based learning ". Project based learning is an instructional approach based on learning activities and real -world tasks that present students with challenges solve. These activities generally reflect the types of learning and working that people do outside of the classroom. PBL is carried out by groups of residents working towards goal. Cocco (2006) Excited right project based learning is a student centred method of instruction but is based on three constructivist principles which are learning is context – specific, Learners participate actively in the learning process, and they achieve their goals through social interaction and the sharing of knowledge and understanding.

2.1.4.2.5. Integrating ICT in Language Classroom

Currently, the use of technology in the field of education has a significant impact on the teaching and learning process. The use of information and communication technology in education alters classroom

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teaching methods. The use of technology has assisted education in adapting and developing a variety of learning materials for students to enrich their vocabulary. Yunus and Suliman(2020). The uses of technology in a language classroom would help learners learn in a positive way. As a result, many indicators have begun to use ICT to supplement their teaching and learning activities (Noureddine, 2017)

2.2. Section Two: The Use of ICT in Education

Introduction

ICT, which stands for Information and Communication Technology, plays a crucial role in modern education. It refers to the use of various technological tools, devices, and applications to enhance teaching, learning, and overall educational experiences. the use of ICT in education has revolutionized the learning environment, making it more dynamic, interactive, and accessible. It empowers students with essential digital skills and prepares them for the demands of the modern workforce etc.

The second section deals with the following: The nature of ICT, its tools, the impact of ICT in ELT, barriers to investigate these technologies into education, students Attitudes toward the use of information communication technology, the effectiveness of using it and a conclusion for this section.

2.2.1. Nature of ICT

Since the implementation of the first computer system in the 1960s, different measures and plans have been developed to increase the integration of Information and Communications Technology (ICT) in all educational fields (Nordin, Embi&Yunus, 2010).

ICT is often referred to as only IT, but the C is added to underline the communicative aspect of the term. Computers should preferably be connected to a network to enable communication. Thus, an Internet connection would be needed for a computer to be included in the term ICT (Svensson 2008). Moreover, Livingstone (2012) state that ICT includes technologies specific to the school environment (e.g. interactive whiteboards) or applications used across formal or informal boundaries (e.g. education games) and networked technologies. In a similar vein, according to Hennessy, Ruthven and Brindley (2005); the term

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ICT encompasses the range of hardware (desktop and portable computers, projection, technology, calculators, data logging and digital recording equipment), software applications (generic software, multimedia resources), means of telecommunication and information systems (Intranet, Internet).

Asabere and Enguah (2012) define ICT as the tools, facilities, processes, and equipment's that provide the required environment with the physical infrastructure and the services for the generation, transmission, processing, storing and disseminating of information in all forms including voice, text, data, graphics and video.

2.2.2. Educational and Teaching ICT Tools

ICT tools come in variety of forms, and this presentation will present some of them in a greater depth. However, ICT tools are split into two categories in this paper: non-web-based learning and web-based learning aids. (Alkamel and Chouthaiwale, 2018).

2.2.2.1. Non-Web Based Learning

2.2.2.1.1 Radio and Television

The effective language learning instruments are radio and television. Both of them provide inexpensive access to extensive programming. The immediate nature of current affairs broadcasts makes sure that language exposure for their students to listen to lectures by illustrious and great speakers via radio. Television is another significant technical tool that language instructors utilize since it appeals to both the eye and the ears. Television offers a complete auditory visual simulation that is lively more realistic. Along with face expression, television also conveys language. (Alkamel and Chouthaiwale, 2018)

2.2.2.1.2. Films

Films are the most powerful element in the hands of an intelligent and resourceful teacher. Films appeal the pupils, heighten their interest and help them in the retention of the learned materials. Films are profitably used to showcase the facts, actions skills and background information. The students of primary level get interested to know the functioning of the speech organs and the pronunciation. The students of higher level

are acquainted with classical and newly released plays and novels which have been filmed. (Alkamel and Chouthaiwale, 2018)

2.2.2.1.3. Language Lab

Language lab is one of the modern technological aids. Students can listen to the audios and learn many accents employed, they can talk, and they can even record their voices in the language lab by listening to the standardized materials, it is possible to estimate the pupil's level of Pronunciation. Language lab is a result focused program that enhances learning of the English language. In the most recent trends, lab materials also contain films, flash games, and the internet, in addition to audio files. Compared to a regular classroom, a language lab fosters a relaxed environment. (Alkamel and Chouthaiwale, 2018)

2.2.2.1.4. Overhead Projectors

An effective substitute for chalk and discussion is the projector, a common teaching strategy. By creating the materials in advance, the OHP takes time, but this type of multimedia provides high quality education. The enormous class needs a visual assistance to help them understand the context. OHPs let teachers use pictures and diagrams while reducing their workload by drawing it on the board. The more complex sources from OHP can be used in any classroom because they are simple to use, adaptable, and simple for students take notes from. (Alkamel and Chouthaiwale, 2018)

2.2.2.2. Web Based Learning

Web based learning, sometimes referred to as technology-based learning; remote learning, online education, or e- learning is one of the industries with the quickest growth rates. It provides opportunities to create e-learning environments that are expertly planned, learner-centred, accessible, interactive, official, and adaptable (Khan, 2005)

There are innumerable English web-based courses that are interactive in a variety of ways and offer training in a range of core language abilities, including learning, speaking, and writing. Some of the most often used technologies for promoting education include:

2.2.2.2.1. YouTube

YouTube was invented in 2005 and purchased by Google in 2006. It now works under the Google as one of its subsidiaries. It is a video sharing service where across the world can upload, like, share and comment a video. On YouTube a person can discover things of his choice like songs, comedy, cooking, news, science, astrology, home decor, study materials and life hacks etc. (June, Yaacobe and kheng, 2014).

2.2.2.2.2. Email

By creating free personal email account through a platform like Gmail, Yahoo, or Hotmail, students can send emails to speakers of the target language. Children can mail their assignments to the proper teachers who will then receive and correct them. Each piece of work can be sent back with adjustments, suggestions, and criticism for the teacher.(Alkamel and Chouthaiwale, 2018).

2.2.2.2.3. Blogs

A blog is a frequently updated personal or professional journal that is accessible to the public. The ability to upload files and link to them on blogs makes them ideally suited to act as online personal diaries for students. According to Pinkman (2005), blogging becomes interactive and communicative when contributors take on various roles in the writing process, such as readers and reviewers who comment to other contributor's posts and writers readers who respond to criticism of their own articles after returning to their own posting. Through blogs can also be established in secure areas, readers can leave comments on what they have read. (Alkamel and Chouthaiwale, 2018)

2.2.2.2.4. Skype

Every internet service has audio features as well as modern devices like laptops with cameras. The pupils were able to communicate with their teachers and friends who are far away. Likewise, to improve their speech, individuals might converse with native language speakers and have their Pronunciation reviewed. (Alkamel and Chouthaiwale, 2018).

Same features can be found in Face book, Instagram, WhatsApp and other applications of social media.

2.2.2.2.5. Mobile Phone

Students can expand their vocabulary by searching for new terms utilizing the mobile phone's dictionary features. They could check the usage, spelling, and Pronunciation of the precise word they were looking for. Additionally, individuals can ask questions to their professors using short messages service (SMS) and get their doubts cleared.(Alkamel and Chouthaiwale, 2018)

2.2.2.2.6. IPODS

One of the multimedia devices is the iPod, which gives users the ability to create, deliver, and exchange text, images, voice and video scripts as needed. The pupils can read and respond to the text messages that the teachers send. Additionally, students have the option of recording and listening to their speeches, poetry, news, short stories... etc. As a result, iPod offers English language learners a chance to develop their writing, grammar, vocabulary, and listening skills. .(Alkamel and Chouthaiwale, 2018)

2.2.3. The Impact of ICT Tools on ELT

Since motivation is unquestionably the cornerstone of learning or mastering a foreign language, students often have a positive outlook on technology. Even though, modern technology has pros and cons, the advantages much outweigh the disadvantages. It undoubtedly has a significant advantageous impact on ELT.

2.2.3.1. Positive Impact of ICT on ELT

Professor Rae Gondie, Bob Munro, and Liz Seagraves in their book "The Impact of ICT in Schools" claimed that ICT could have positive effects on learners, and help them to enhance their competence and performance during sessions. For instance, students have the chance to use ICTs such as the internet to explore more information and data which seem to be helpful for their learning process; Furthermore, learners can use electronic books and dictionaries to check difficult words and get new vocabulary. Moreover, both learners and teachers can use computers and lap tops to read books, articles, watch videos, and listen to audio texts to enhance their learning skills. Information and communication technologies offer

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learners and teachers many tools and techniques which could help them inside and outside their institutions. (Condie. R., Munrow with .B, L Seagraves .L, & Kenesson.S; 2007).

According to Jayanthi and Kumar (2016), the following are some of the positive impact on English language teaching and learning:

2.2.3.1.1. Availability of Materials

ICTs are particularly engaging due to the availability of the learning resources, whether they are computer based, available on the web, or on CDs; as a result, the student can learn at his or her own pace with a very understanding tutor. In the meantime, the global usage of online telecommunications for teaching and learning in classrooms using computers will support the development of various academic talents. The availability of graphics, animation, music, and video clips makes it much easier to teach and use new language. (Jayanthi and Kumar, 2016)

2.2.3.1.2. Autonomy

Students have the option to select the language they want to concentrate on to fit their learning methodologies or learning preferences. Here, the ICT's facilities promote the learner-centered approach, whereas the traditional techniques approaches failed to provide similar opportunities. Without concern for how others would react, the student's feels free to practice the language at their own level and speed. (Jayanthi and Kumar, 2016)

2.2.3.1.3. Authenticity

ICTs provide authentic learning environment, because the learner can interact with others across the continent are motivating toward the language learners. In order to use language authentically and not artificially, one must face such difficult situations. Although, they are incredibly appealing and accessible, ICTs as learning aids are tremendously motivating; however, they are very attractive and accessible. (Jayanthi and Kumar, 2016)

2.2.3.1.4. Help Teachers

ICTs assist the teacher in easily and quickly preparing, producing, storing, and retrieving their resources. The availability of several rich texts, a variety of subjects, tests, and activities helps teachers by saving time. (Jayanthi and Kumar, 2016)

2.2.3.1.5. Student-Centered

ICTs assist students in writing and editing their work in order to produce a well published work. They also assist students in being introduced to language in a clockwise fashion. Computers similarly allow students to complete extra work outside of the classroom, play language games, and ideally acquire more exposure to the language and advance in the language, supporting the idea that learning should be centred on the individual learner. The children will be able to communicate with people all around the world via computers and the internet. As well as, ICTs enable communication and question asking among shy or silent students who occasionally refrain from challenging knowledge or asking questions. Modern technologies in the classroom have been to boost learning by encouraging teacher – student’s interaction and making instruction more Student-centered. ICTs also promote collaborative learning, which raises student achievement and self-esteem. They encourage dialogue between students and critical thinking. (Jayanthi and Kumar, 2016)

2.2.3.1.6. ICT in Self-Assessment

Exams typically measure students' abilities in reading and writing while completely ignoring their speaking and listening abilities, which are crucial for success in the workplace. Through computer assisted programs, one can assess their listening skills by listening to dialogue or passage and responding to questions, or by listening to lectures and responding to brief questions or true or false assertions. It will improve their skills for taking international exams because many competitive exams employ this format to gauge students’ comprehension abilities. (Jayanthi and Kumar, 2016)

2.2.4. Barriers to Integrating of ICT into Education

Some researchers like Becta, Beggs, and Buabeng grouped the barriers of ICT use in education into two categories. These refer to teacher-level barriers and school-level barriers. Becta classified the barriers based on whether they refer to individual (teacher-level barriers), such as lack of confidence, shortage of time, and resistance to change, or to the institution (school-level barriers), such as lack of effective training in solving technical problems and lack of access to resources. (Becta, 2004)

2.2.4.1 Teacher's Level Barriers

This type of problems arises when the teacher has personality issues with using ICT tools in teaching. As a result the teacher must improve his personality traits, such as ability and competence, and change his negativity toward the use of ICT, in order to use ICT flexibly and accept it as a part of the teaching procedure. (Bingimlas.KH .A. 2009; Buabeng .CH. (2012).

2.2.4.1.1 Lack of Teacher's Confidence

The topic of lack of confidence was the one that drew the most answers from participants in Becta's survey of practitioners in 2004. Several researches have looked into the causes of teachers' lack of trust in ICT. Beggs (2000), for instance; said that teachers' "fear of failure" contributed to their lack of confidence. On the other side, Balanskat et al (2006) discovered that lack of ICT expertise among instructors causes them to feel uneasy about employing it in the classroom and lacks the confidence to do so. Likewise, Becta(2004) concluded their study with the statement "many teachers who do not consider themselves to be well skilled in using ICT feel anxious about using it in front of a class of children who perhaps know more than they do". On the other hand, teachers who confidently use technologies in their classroom understand the usefulness of ICT.

2.2.4.1.2. Lack of Teacher's Competence

Since integrating information communication technologies in teaching necessitates a thorough understanding of how to use these tools properly to ensure a proper and beneficial usage, sometimes teachers prefer not to integrate ICT in their courses. This lack of competence is related to the teacher's ignorance of how to use information and communication tools in the school work fields. (Bingimlas.KH.A. 2009; Buabeng .CH . 2012)

2.2.4.2. School Level Barriers

School related obstacles may prevent the integration of information and communication technologies into English language instruction at this level. To provide a high quality teaching process, education institutions must give teachers the time and technical support, they need to learn how to use these tools appropriately. (Bingimlas.KH.A. 2009; Buabeng .CH.2012)

2.2.4.2. Lack of time

Teacher who includes information and communication technologies into their lectures may find that they are severely limited by time because doing so necessitates preparation, design, development, and integration of ICT into the teaching process on the part of the teachers. Even though teachers may be competent and confident in their ability to integrate into their lessons, many refrain from doing so since their class periods are too short to incorporate a variety of teaching methods (Bingimlas.KH.A.2009; Buabeng .CH. 2012).

Sicilia (2005) revealed that most common challenge reported by all the teachers was the lack of time they had to plan technology lessons, explore the different Internet sites, or look at various aspects of educational software.

2.2.4.2.2. Lack of Technical Support

Teachers may be badly impacted by a lack of technology support in schools since they require high quality technical tools to do searches, download information and deliver lessons. Teachers will have trouble

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incorporating ICT teaching if the schools are unable to supply the right and necessary technologies for study operations. At the end, these impediments are interconnected. On the other hand, school may give teachers the resources they need to aid them in teaching English, but instructors may lack the skills, knowledge, and competency to effectively use these materials. on the other hand, ICT are not yet available in schools, teachers may possess all the necessary skills to use ICT outside of the classroom and inside of it. If these tools are made available, they would also benefit students; furthermore, if these tools are available, the time is not enough for teachers to use it. (Bingimlas. 2009; Buabeng .CH. 2012)

2.2.4.2.3 Lack of Effective Training

One finding of Pelgrum's (2001) study was that there were not enough training opportunities for teachers in the use of ICTs in a classroom environment. Similarly, Beggs (2000) found that one of the top three barriers to teachers' use of ICT in teaching students was the lack of training. Becta (2004) assert that the complexity of the training issue stems from the need to take into account a number of factors in order to guarantee the training's efficacy. These included time for pedagogical training, skill building, and ICT use in beginning teacher preparation. Accordingly, recent research on science education by Gommès(2005) found that barriers to implementing new technologies in the classroom included a lack of training in digital literacy, a lack of pedagogic and didactic training on how to use ICT in the classroom, and a lack of training on the use of technologies in particular scientific fields.

2.2.5. Students Attitudes Toward the Use of ICT

Anderson (1985) defined attitude as a moderately intense emotion that prepares an individual to respond consistently in a favourable and unfavourable manner when confronted with a particular object. A positive relationship exists between experience level and favourable attitude toward computer or using ICT tools. The integration of the information communication technology in the classroom makes learning engagement alluring for students. Technology has enabled a wide range of learning opportunities outside of what is available in typical classroom setting similar to how the teacher can decide on and select the best strategy

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to utilize by listening to various students' perspectives on the use of ICT in the classroom. For instance, students at Albertay University in Canada believe that using ICT during lectures in the classroom gives them opportunities to learn more effectively and to investigate difficult situations because it enables them to interact with other students online. In addition, they regarded that the integration of ICT in their learning helps them enhance their learning and prepare themselves for their future job. Furthermore, most students see that attending lecture is boring and they prefer to have the lecture with video tape or through the use of power point presentations or online courses through the use of web links. (Molye and Wijngaards, 2012, P.152) Recently, there were a few studies conducted related to attitudes on ICT.

Saunders and Pincas studied on student's attitudes toward the use of information communication technologies in teaching and learning in the UK. Findings from this study indicated that students highly used email and internet to support their studies. They also believe that ICT could sometimes be used as an alternative to face-to-face activities. However, there were some students who were against the notion of holding face-to-face classes as they thought it would lead to their loss of routine, and motivation to serve to highlight the present perceived importance of face-to-face classes to campus-based students. Glenda, Sonia, Philmore and Dwayne (2006), investigated on management students' attitude toward information and communication technology (ICT). Results showed the majority of the students had access and regularly use the internet. The study also showed that students were generally favourable towards ICT. Rumpagaporn (2007), studied the students' critical thinking skills, attitudes, to ICT and perceptions of ICT classroom learning environment under the ICT schools pilot project in Thailand. The finding indicates many students improve their levels of critical thinking and develop positive attitude to ICT. There are differences between students' perception of their actual and preferred classroom learning environment with ICT because of students' individual characteristics (gender, academic background, computer usage). Besides, outcome also show that there were associations among students' individual characteristic, their

perceptions of ICT, classroom learning environment, and students' outcome in relation to teachers' critical thinking and their attitudes toward ICT.

2.2.6. The Effectiveness Using ICT

In educational fields both teachers and students may use ICT in many different ways with various techniques in the process of teaching and learning; all these techniques are offered for the sake of improving the quality of education to save time and efforts. Hilts and Turroff (1985) and Hilts (1994) suggest that this flexibility supports collaborative learning among students who can therefore participate at times and places of their choice.

2.2.6.1. The Advantages ICT Use

According to David (2000) as Tinio cited in her work ICT in Education, ICT have many advantages the following are some of them:

2.2.6.1.1. ICTs Help Expand Access to Education

2.2.6.1.1.1. Anywhere, Anytime

One of the defining characteristics of ICTs is their ability to transcend place and time. Asynchronous learning is defined as learning in which there is a delay between the transmission of instruction and its reception by students' is made possible for students by ICTs; for instance, online course materials are available to students twenty-four hours a day, seven days per week. The requirement that all students and the instructor be present in the same physical location is eliminated by ICT based education delivery, such as educational programming broadcast transmitted on radio or television. Additionally, some ICTs like teleconferencing technologies make it possible to simultaneous instruction to a large number of geographical distant pupils (i.e. synchronous learning). (David, 2000)

2.2.6.1.2. Access to Remote Learning Resources

Teachers and students no longer have to rely on solely on printed books and other tangible media stored in libraries for their instructional goals. Thanks to the internet and the World Wide Web, an infinite number

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of people now have access to a vast array of educational resources in nearly every subject and in variety of media. This is important for many schools in developing countries; as well as, several in wealthy countries that have outdated and limited library resources. Moreover, ICTs make it simpler to connect with global resources including peers, mentors, experts, researchers, professionals, and business leaders all over the world. (David, 2000)

2.2.6.1.3. The Use of ICTs Helps improve the Quality of Education

Improving the quality of education and training is a critical issue, particularly at a time of educational expansion. ICTs can enhance the quality of education in several ways: by increasing learner motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training. ICTs are also transformational tools which when used appropriately can promote the shift to a learner-centred environment. (David, 2000)

2.2.6.1.3.1. Motivating to Learn

It is possible to use ICTs like videos, television, and multimedia computer software to deliver challenging and authentic content that will involve students in the learning process to get them to listen and participate in the concepts being taught, interactive radio also employs sound effects, song dramatization, network computers with internet access can boost learner motivation because they offer the chance to interact with real people and take part in actual activities while combining the media richness and interaction of other ICTs. (David, 2000)

2.2.6.1.4. Facilitating the Acquisition of Basic Skills

Through drill and repetition, ICTs can aid in the transmission of fundamental knowledge and skills that serve as the function for creativity and higher order thinking abilities. The alphabet, numbers, colours, forms, and other fundamental concepts are taught through repetition and reinforcement in educational television programs. Computer-based learning also known as computer-assisted learning instruction, which

emphasized content and skill acquisition through practice and reinforcement, accounted for the majority of the early uses of computers. (David, 2000)

2.2.6.1.5. Enhancing Teaching Training

ICTs have also been utilized to enhance both the availability and quality teacher preparation programs. For instance, organizations like the Cyber Teacher Training Centre (CTTC) in South Korea are using the internet to give in-service teachers improved possibilities for professional development. For elementary and secondary school teachers, the government funded CTTC; which was found in 1997; offers self-directed, self-paced online courses, future society and education, education reform, and computers in the information society are among the courses offered. In addition to face-to-face encounters occasionally required for specific courses, online tutorials are also available. (David, 2000)

2.2.6.1.6. Relation of ICTs and Learner-Centeredness

According to research, the paradigmatic shift in both content and pedagogy; that is all the core of education reform in the twenty first century; can be catalysed by the effective use of ICTs. This latter supported education can encourage the acquisition of the information and skills that will equip students for lifelong learning if it is properly designed and implemented. When used properly, ICTs particularly computers and internet technologies allow teachers and students to accomplish what they have always done in a better way rather than only enable new modes of teaching and learning. Constructivist theories of learning serve as the foundation for these innovative approaches to teaching and learning, which represent a shift away from the worst aspects of teacher centered pedagogy, which are characterized by memorization and rote learning. (David, 2000)

Conclusion

In conclusion, it is strongly believed that the integration of these education technologies into EFL context provides flexible and diverse set of technological tools, promotes problems solving skills of students, and

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gives chance learners to use higher order skills. Since students are familiar with new technologies such as cell phones and computers, teachers have the opportunity to engage students in learning by incorporating these tools into the classroom. Yet, teachers should have enough competence, confidence, and training to use these tools, they have to detect the appropriate tool or technique to approve learner's competence to study English effectively.

Chapter Three, Methodology and Research Tools

This chapter addresses the study's research design, methodology and the analytical framework used to analyse the data gathered. It begins by discussing the research design, followed by a description of the research respondents and setting. It also explains the different methods of data collection we are using for the study; which are classroom observation and semi-structured interviews. Qualitative thematic analysis is the method used to analyse the data of this research, and which is clarified below in this chapter with justifications. Ethical considerations for the study are clarified at the end of the chapter.

3.1. Research Design

The approach taken for this research can be thought of as qualitative research. Qualitative research is defined by Stewart (2024) as a research method that is about having in-depth studies about the people's beliefs and understandings of certain phenomena. The purpose of qualitative research is to understand the world from people's perspective (Willis, 2007). For this project, this choice leads to the methods used to collect and analyse data. Within qualitative research, data collection methods like interviews and observations are generally used (Qutoshi, 2018) and hence the reports must contain lengthy extracts from the participants own words. For this research, we used the classroom observation and semi-structured interviews to collect the data which both fit within the qualitative research.

3.2. Sample and Context

In this study, we have chosen teachers of English in primary schools in Ain Defla as the population for this study. The sample for this research is purposive. A purposive sample does not select the research respondents on a random basis (Bryman, 2016). A purposive sample is not randomly selected because it is directly related to the research questions (Bryman, 2016). This means that the criteria of participants selection should follow the criteria included in the research questions of the research. The participants of this research fall under the criterion sampling approach which means that the findings from this research can only be generalized on other populations meeting the same criteria.

According to Bryman (2016), small samples are appropriate for qualitative research. Based on this, we selected 10 primary school teachers of English in Ain defla to take part in this study. The teachers are from the following schools

| Number | Teacher | School | Level |
|--------|---------|----------------------|---|
| 01 | Mr | Said Garah | 3 rd AP , 4 th AP |
| 02 | Mr | Mohamed Babou | 3 rd AP , 4 th AP |
| 03 | Mr | M'hamed Becheri | 3 rd AP , 4 th AP |
| 04 | Mrs | Oum Chikh El Zitouni | 3 rd AP , 4 th AP |
| 05 | Ms | Zahia Belhafaf | 3 rd AP , 4 th AP |
| 06 | Ms | Atika Mazari | 3 rd AP , 4 th AP |
| 07 | Mrs | AHMED Hafsaoui | 3 rd AP , 4 th AP |
| 08 | Mr | BEN Ali Abdallah | 3 rd AP , 4 th AP |
| 09 | Ms | Djilali Bounaama | 3 rd AP , 4 th AP |
| 10 | Mrs | Ali Amar | 3 rd AP , 4 th AP |

The research participants are divided into two groups. The first group is the group of teachers who teach in schools that use ICTs materials in teaching that include tablets, data show, smart phones and speakers. The second group teach at schools that do not integrate ICTs in teaching activities within the classroom.

3.3. The data collection methods:

In this research, we are using two qualitative methods of data collection which are: the classroom observation and the semi-structured interviews. The whole process of the data collection is explained in the following section;

3.3.1. The classroom observation:

Observation is a primary research method used to describe the area under study. It provides an opportunity to study a situation and experiment actions in its natural context. It is defined as a data collection method in which a person observes subjects of phenomena and records information about characteristics of the phenomena (Sproull, 1988). Gorman and Clayton define observation studies as those that “involve the systematic recording of observable phenomena or behavior in a natural setting” (2005, p. 40). The implication is that the investigator conducts their own direct observation of relevant individuals, behaviours, and circumstances in order to gather primary data.

Observation is used quite often in social sciences and is supplemented by interviews and study of records (Kumar, 2023, p.2). Therefore, the observation is followed by semi-structured interviews.

3.3.1.1. Description of the Classroom Observation

The classroom observation was used to learn about several aspects such as the instructional process, teacher speaking, student’s behaviour, and many other factors. The entire observation was carried out with third year pupils in 45 minutes in order to collect the results and validate them. The observation we conducted was held from 22nd April to 25th April 2024 in Ain Defla primary schools (3.4.47) .

We were doing non-participant observation. This means that the researcher just sits in the classroom to observe the teaching and learning processes. We relied on observation checklist

(3.4.1.1.) to collect the data and also wrote notes during the observation. The observation focused on the teaching and learning process in the classroom in order to reveal the challenges and difficulties faced by both teachers and pupils when using ICTs and when not using them.

3.3.2. The semi-structured interviews:

Interviews are considered as one of the most important data gathering tools, “interviews have been the basis for many important studies” (Edwards and Holland, 2013, p.1). Interviews allow the researcher to get detailed information about a specific area of research (Kumar, 2014). Interviews took a big part in the data collection of this research and are the first stage of the data collection process.

The qualitative interview tends not to be very structured (Bryman, 2016). In qualitative interviewing, the researcher is always interested in the views of the participant. This would give the researcher the chance to ask more follow up questions (Neumann, 2024). Therefore, qualitative interviews are flexible in terms of asking questions in a random order and directing the interview questions depending on the participant’s responses so that the researcher get as much data as possible and needed to answer the research questions and to cover the research aims.

Qualitative interviewing; or more specifically, semi-structured interview is “a list of questions or fairly specific topics to be covered, often referred to as an interview guide” (Bryman, 2016, p.468). By conducting semi-structured interviews, we gave the opportunity to the research respondents to speak more about their ideas and opinions, provide different replies, and provide elaborative ideas, which would be valuable to this research.

3.4. Data analysis

This research is qualitative, and because thematic analysis is considered to be a significant method for qualitative data analysis (Braun and Clark, 2006). The transcripts were analysed using the qualitative thematic analysis method, using Braun and Clark (2006) model. Thematic analysis is used for “identifying, analysing, and reporting patterns (themes) within the data. It minimally

organizes and describes your data set in (rich) detail” (Braun and Clark, 2006, p.79). The thematic analysis goes through a process of coding in six linked stages which are: reading the materials; here the researcher familiarizes him/herself with the data through reading it many times. Coding the materials is the second step of analysing the data thematically; at this stage, the researcher starts coding the data and giving names to each code (Bryman, 2016). By the end of the coding process, the researcher gathers the data associated with each code together (Braun and Clarke, 2006). Then, the researcher elaborates many of the codes into themes. Identifying and evaluating the themes is the next step of thematic analysis followed by an examination of possible connections between concepts if any are available. Writing up a final report is the last step in qualitative thematic analysis (Bryman, 2016). Thematic analysis is very important in qualitative research because they provide an “insightful analysis that answers particular research questions” (Braun and Clark, 2006, p.97).

3.4.1. Classroom Observation Analysis

On 22/04/2024, we attended two sessions with third year classes at the primary school "Ben Ali Ben Abdallah", which totaled forty-one pupils dealt with “Listen and Repeat” section a unit of "My Fancy Birthday"

At the beginning of the lesson, the teacher gave hints to the learners by bringing birthday decorations and balloons and starts decorating the classroom as an introduction to the lesson. the overall atmosphere was quiet, no noise or disruption in the classroom, the majority who sat in the front were girls and most of the boys were in the last rows, the teacher was friendly with the learners, he delivered the lesson without mistakes. What the researcher has observed in the whole session is that a diversity of strategies were used by the teacher to transmit and explain the lesson to his learners; using body language, pictures, speaker to help make the teaching more interesting and clear.

He asked his learners to listen to the song of “Happy Birthday” and repeat after him. The teacher used realia to teach speaking; he provided them with new words and vocabularies related to the topic which is very basic in their daily life. The teacher sounded the words loudly so the pupils listen clearly to the vocabularies. When the learners have wrong pronunciation, he would ask them to repeat until they speak correctly. Pupils were totally focused and the teacher was fully motivated. He was involving children at the back and those who were shy and did not participate.

The teacher really remembered the pupils’ names; he was calling them when needed or misbehave. He also paid attention to the pupils with disruptive behaviour; dealt with them by changing their places and sat a girl with a boy and warned those who did not bring their books.

After that, he requested the pupils to open the book on page fifty-two, he explained and read what there is on the page and asked them to repeat at the same time he integrated the previous lessons of colours, days and family members. Besides the book, the teacher also used the whiteboard maximally; he drew pictures and explained the materials through the whiteboard.

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One of the most powerful things that also help him while teaching is the role play, in which he read and acted a conversation between two persons about an invitation to a birthday party by using her body language, then he gave directions about what to say and how to say it and asked them to play the role, he tried to involve the majority of children to participate in the conversation. At the end the teacher gave them a homework and then he left at the end of the session time.

3.4.1.1. Observation Checklist

Time of the section: 45 minutes Class number: 41 Lesson name: “Listen and Repeat”

| Variables to be observed | | | |
|---|--|--|--|
| | | | |
| <p>Appropriate and sufficient materials are used.</p> <p>Keeping on the same topic and giving directions.</p> <p>Using L1</p> <p>Using body language.</p> <p>Helping pupils when needed.</p> <p>The teacher is patient with learners.</p> <p>Calling children by their name.</p> <p>Moving round the class.</p> <p>Asking questions to test the children’s understanding of the lessons.</p> <p>Giving children the chance to ask questions.</p> <p>Participation of students.</p> <p>Technology use</p> <p>Maximum participation is observed.</p> <p>There are expression problems (Stuttering.)</p> <p>There are comprehension problems.</p> | | | |

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| | | | |
|--|--|--|--|
| <p>There is lack of ICTS.</p> <p>There are extensive anxiety and fear of public.</p> <p>Teacher preparation and planning.</p> <p>Number of pupils is large.</p> <p>Technology tools integration</p> <p>Time is sufficient to finish the whole lesson.</p> <p>The teacher provides feedback on students' use of technology.</p> <p>Assessments to measure the effectiveness of technology in learning outcomes.</p> <p>The teacher's reflection on the use of technology.</p> | | | |
|--|--|--|--|

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3.5. Ethical considerations

In every research that contains human participants, some ethical issues must be considered, hence we commit ourselves to work ethically, in particular:

- All of the research participants were given an invitation to participate in this research.
- All of the research participants were given an information sheet. The information sheet helped the potential participants to take a decision regarding their participation in the study.
- We obtained a signed informed consent from them, which gives a detailed clarification of the data collection process.
- The information sheet details for them that we will attend few sessions with them to do the research observation as a first step of obtaining research with them.
- After the first stage of data collection, the observation, the participants were interviewed. The interviews were recorded based on the permission we got from each participant. All records were destroyed after the data analysis stage finished.
- The names of the participants were anonymized at all stages of data collection, while analyzing the data, and writing up the results.
- The participants also have the right to have a look at the transcripts so that they make sure that there are no changes have been brought to the original records.
- All data records and transcripts were saved in a locked cabinet and will be destroyed completely once the research has finished.
- Transcripts do not include the participants' real names.
- The research participants have the right to withdraw their participation in the research until the data are made anonymous. The procedures of withdrawal are clearly stated and explained in the informed consent. Specifically, it was explained at which stage the participants had the right to withdraw or not.
- This research would not cause any physical or emotional harm to the participants.

Chapter four: Discussion of the findings

4.1. Introduction:

Since when proceeding with our data collection, we have utilized two qualitative research tools which are: the semi- structured interview and the observations. We will be using the qualitative thematic analysis as a mean to analyse the data we collected from the two qualitative research tools. Thus, to make organize the data analysis process we divided it into two parts: the first part being the analysis of the semi-structured interview and the second part is the analysis of the observation.

4.2. The data analysis procedures:

Part one: The analysis of the semi-structured interviews:

We wanted are presenting the first interview as the only interview example out of the remaining interviews we conducted during our data collection procedure. In which we used highlighters that helped us detect the important sentences that were transformed into codes and from which we will be generating the themes .

4.3. Presenting the raw data with their codes:

Table 4.1. Presenting the raw data with their codes:

The following table represents the raw data we have derived out of the first interview we have conducted. From which we have used highlighters to detect the important sentences that we have transformed into codes.

| Raw Data | Codes |
|---|---|
| It is just amazing especially teaching young learners, the grades levels are: 3PS and 4PS | Amazing, teaching young learners,3PS,4PS |
| Yes, I have integrated audio, speaker, data show | Integrated audio,speaker,data show |
| I have a positive attitudes towards the use of technology, especially computers | Positive attitudes, use of technology |
| I think that technology can enhance English language learning for primary school pupils by keeping them engaged, also it allows them to work on all four skills | Technology enhances English language learning,primary school pupils,engaged,work on all four skills |
| The challenges I have encountered when using technology are lack of resources, time, access and technical issues | Challenges, lack of resources' access, technical issues, time |
| Yes,since it lags sometimes and not having enough resources | Lags sometimes,not having enough resources |
| To ensure my teaching aligns with learning objectives I start by clearly defining what I want my learners to achieve | Teaching,aligns,leaning objectives,defining,what I want learners to achieve |
| Group work, pair work | Group work, pair work |
| They are more motivated | Motivated |
| Yes, I have noticed my students being engaged with the lesson when I use technology | Students engaged lesson, use technology |
| No I have not received any trainings | Not received any trainings |

4.4. Initial themes with their codes:**Table4.2. The initial themes with their codes:**

After that we derived the codes out of the interview, we designed the following table in which we tried regrouping the codes under their initial themes.

| Initial themes | Codes |
|--|--|
| Experience | Teaching young learners, amazing, 3PS,4PS |
| Technology integration | Integrated audio, data show, group work, pair work, speaker |
| Challenges | Lack of resources, time, technical issues, not receiving any trainings |
| Benefits of the technological incorporation | Motivated, enhance English language learning, students engaged, work all four skills |

4.3. Transforming the codes into themes:

| Codes | Themes |
|--|--|
| Teaching young learners,3PS,4PS,amazing | Experience |
| I use tablets, listening to songs, watching videos, using various apps, computer, speakers, pair work, integrated audio, data show, group work | Technology integration |
| Not receiving training, lack of resources, time, technical issues, lack of materials, not having internet in schools | Challenges |
| Defining what I want my learners to achieve, combination of entertaining and learning | Criteria of selection |
| Enhance English language learning, students engaged, work on all four skills, motivated, much better results, enjoy learning, facilitate the teaching process, make the lesson more comprehensive, help teacher achieve his/her goals, learners acquire more words, helping learners perform tasks, enhancing learners' perception of the instructions | Benefits of the technological incorporation |

4.6. The description of the themes:**4.6.1. Theme 01: Experience:**

Once the teachers start their professional career with young learners, with whom they will be spending a lot of time, they will acquire a certain experience that will help him see teaching as an amazing work and a fascinating experience

Exerpt01:” Teaching young learners”

Exerpt02: “3PS”

Exerpt03:”4PS”

Exerpt04: “An amazing experience “

4.6.2. Theme 02: Technology integration :

Sometimes the teachers when wishing for their lesson to go well and attract their pupils’ attention, will start searching for any clue and any way that will help them achieve their goals, resulting in the teachers using technology as a mean to ensure the wellbeing of their lesson

Exerpt05:”Iusetablets”

Exerpt06:” Listening to song”

Exerpt 07:”watching videos”

Exerpt 08:”Using various apps”

Exerpt09:”Using computers”

Exerpt10:”Integrating audio”

Exerpt11:”Data show”

Exerpt 12:” During group work and pair work”

4.6.3. Theme 03: Challenges:

When using technology during the lesson the teacher may face some challenges and difficulties that will make the teaching process way difficult for both the teacher and the pupils in question

Exerpt13:”Not receiving any training”

Exerpt14:”Lack of resources”

Exerpt15:”Not enough time”

Exerpt16:’’Technical issues’’

Exerpt17:’’Lack of materials’’

Exerpt 18:’’Lack of support’’

Exerpt19:’’Not having internet in schools’’

Exerpt 20:’’The lag sometimes’’

4.6.4. Theme 04: Criteria of selection

The teachers to ensure that the technology they are using is aligned with the learning process follow several criteria to select the appropriate technology that will help them deliver their lesson properly

Exerpt21:’’ To ensure my teaching aligns with learning objectives I start by clearly defining what I want learners to achieve’’

Exerpt22:’’Combination of entertaining and learning’’

4.6.5. Theme05:Benefits of technological incorporation

Incorporating technology usage when teaching primary schools pupils the English language have shown a great benefits that made the teachers happy to teach such important language and the students able to learn the English language easily.

Exerpt23:’’Enhance the English language learning’’

Exerpt24:’’Students engaged ‘’

Exerpt25:’’Workonallfourskills’’

Exerpt26:’’Pupils are motivated to learn’’

Exerpt27:’’Having a much better result’’

Exerpt28:’’Enjoy leaning’’

Exerpt29:’’Facilitate the teaching process’’

Exerpt30:’’Make the lesson more comprehensive’’

Exerpt31:’’Help teachers achieve his/her goals’’

Exerpt32:’’Learners acquire more words’’

Exerpt33:’’Helping learners perform tasks’’

Exerpt34:’’Enhancing learners’ perception of the instructions’’

Part two: Themes of the observation:**4.6.6. Theme 06: Teachers' techniques**

When the teacher wants his lesson to be well delivered so that his pupils would understand the context of the course and thus, being able to respond to the questions and assessments that were given to them, the teacher has to find some strategies and techniques that would ensure the well development of his course

Exerpt35: "Teacher"

Exerpt36: "gave hints"

Exerpt37: "decorating the classroom"

Exerpt38: "diverse strategies"

Exerpt39: "diversity of techniques"

Exerpt40: "using the body language"

Exerpt41: "using pictures"

Exerpt42: "repeat after him"

Exerpt43: "Used reliable"

Exerpt44: "Involving children"

Exerpt45: "read and explained"

Exerpt46: "used the whiteboard"

Exerpt47: "he drew pictures"

Exerpt48: "Using the role play"

Exerpt49: "the teacher is patient with his pupils"

4.6.7. Pupils' engagement:

Once the pupils have all the needed equipment and see that their teacher is creating the perfect environment for them, they will want to participate more and be more engaged in the lesson the teacher is presenting

Exerpt50: "Maximum participation is observed"

Exerpt51: "Participation of the pupils"

Exerpt52: "Pupils are totally focused"

4.6.8.: Problems faced:

Exerpt53: "Expression problems"

Exerpt54: "Comprehension problems"

Exerpt55: "A lack of ICTs usage"

Exerpt56: "Anxiety and fear of public"

Exerpt57: "Not sufficient time"

Exerpt58: "Large number of pupils"

4.7. Discussion of the findings in relation to the existing literature review:

4.7.1. The Reading Skill:

Reading has long been one of the four favourite skills of all person wanting to learn the English language since it is a very funny way to learn without spending much energy, where the pupil only has to sit, open a book and start reading the text that his teacher asked him to read. Which the findings of the observation have shown that the teacher when proceeding with her course have used her reading abilities, which the National Research Council (2012) see the reading skill as an essential ability that contributes to academic success, socioeconomic mobility, health literacy and civic participation (mentioned in the literature review). This, usage of the reading skill helped the lesson been "explained" (see excerpt 45) made the pupils' understanding of the lesson much easier.

4.7.2. Methods Used in Teaching English for Young Learners:

Teachers once starting to teach the young learners the English language will be needing any clue, any strategy and any technique that would help them teach this very important language to his pupils. And since Philips (2002) considers the young learners to be "children in their first year of formal school" (mentioned in the chapter two) whom their comprehension levels differ from one another. The findings of the research have shown that teachers prefer using their "body language" (see excerpt 40) a lot since they know that young learners "are interested in physical movements" (Amin et al, 2019) (mentioned in the literature review) which will help the pupils "stimulate their thinking" (Amin et al, 2019) (mentioned in the literature review).

In addition to another finding that was drawn from the analysis of the interview and which says that teachers like to make their pupils "listening to songs" (see excerpt 06), which will "help the young learners improve their listening and pronunciation skills, and thus potentially their speaking skills. Songs can also be useful learning tools for vocabulary, sentence structure and sentence patterns (Murphey 1992) (mentioned in the literature review). Besides that some of the teachers prefer relying "on the role play" (see excerpt 48), which Grow (1993) mentioned that role play is a technique for acting out specific ways of behaving or pretending to be other people in a new situation (mentioned in the literature review). That is proven by Alabsi (2016) to be an excellent strategy that "can help students improve their communication skills." (mentioned in the literature review).

4.7.3. Integrating ICT in Language Classroom:

Today's world is known for its technological development, where technology plays a crucial role in today's generation, the pupils of today's world are addicted to technology that some teachers started to use this technology addiction to their advantage. Where the findings of the research have shown that teachers started including some technologies such as the use of "the data show" (see excerpt 11), which was proven by Alkamel & Chouthaiwale (2018) to be "the best type of multimedia that provides high quality education." (mentioned in the literature review) and which would help "the enormous classes understand the context" (Alkamel & Chouthaiwale), and which thanks to the data show the teacher will be unable to his pupils to "watch videos" (see excerpt 41). Besides that teachers can "use various apps" (see excerpt 08) such as the use of YouTube (June et al., 2014) (mentioned in the literature review) and the use of Skype that will enable pupils to communicate with the native speakers (Alkamel & Chouthaiwale, 2018) (mentioned in the literature review).

4.7.4. Positive Impact of ICT on ELT:

The use of ICTs have shown a positive impact on both the teachers and the pupils level since the findings of the research have shown that once the pupils have any ICTs used during their English lesson learning the pupils will be "enjoy learning" (see excerpt 28) which was proven by Neila & Umm (2013) who claims that once they use the ICTs the "students will be entertained while

working and they will enjoy learning English more than they did previously”, which will make the “students engaged”(see excerpt 28) And more than “motivated to learn”(see excerpt 26) to learn the English language, since according to Neila & Umm (2013) the use of ICTs during the classroom will “ increase students’ interest and motivation to learn the new language.”(mentioned in the literature review). Besides that thanks to the ICTs the pupils are able to “work on all four skills”(see excerpt 25) such as the the Listening Skill (Burns and Grove ,2011) (Mentioned in the literature review), “the Speaking Skill” (Tannen ,1984) (Mentioned in the literature review), “the reading skill” (Pressley & Afflerbach ,1995) (mentioned in the literature review) and “the writing skill”(Trimbur ,2013) (mentioned in the literature review). The final and most important of all the benefits is that the ICTs “facilitate the teaching process” (see excerpt 29) since according to Jayanthi & Kumar(2016) “ ICTs assist the teacher in easily and quickly preparing, producing, storing, and retrieving their resources. the availability of several rich texts, a variety of subjects, tests, and activities helps teachers by saving time.”(mentioned in the literature review).

4.7.5. Barriers to Integrating of ICT into Education:

Sometimes even integrating the ICTs into the teaching process maybe challenging for the teachers since there are a lot of barriers that came preventing the well introduction of the ICTs into the lesson. Which the research findings have shown that some primary schools have a serious “lack of materials”(see excerpt 17) since accrding Bingimlas(2009); Buabeng (2012) “school related obstacles may prevent the integration of information and communication technologies into English language instruction at this level.” (mentioned in the literature review) and another problem is that some schools suffer from “not having internet”(see excerpt 19). Besides that some teachers suffer from “not having enough time”(see excerpt 15), which was proven by Bingimlas (2009); Buabeng (2012) whom according to them “teacher who includes information and communication technologies into their lectures may find that they are severely limited by time”(mentioned in the literature review). In addition to another problem that the teachers may encounter during the integration of the ICTs is that the teachers may be faced with a “lack of support” (see excerpt 18) since “teachers will have trouble incorporating ICT teaching if the schools are unable to supply the

right and necessary technologies for study operations'' (Bingimlas, 2009; Buabeng ,2012) (mentioned in the literature review) . Moreover, the teacher maybe faced with a very crucial challenge which is that some teachers suffer from ''not receiving enough training'' (see excerpt 19) since one finding of Pelgrum's (2001) study was that there were'' not enough training opportunities for teachers in the use of ICTs in a classroom environment.'' (mentioned in the literature review) which will enable the teacher to know how to deal with the ''technical issues'' (see excerpt 16) they face when working with the ICTs or the teachers may not even know the way to work with a computer, which will make him loose confidence in himself (Beggs,2000) (mentioned in the literature review).

Chapter Five: Conclusion

5.1. Summary of the main research findings

To sum up, teachers assure the integration of ICT tools during lessons. They use different strategies to teach their learners like projectors, songs, gaming...etc. Teachers confirm that the use of these materials is beneficial and has a positive impact on their pupils. In addition, the interviewees assert that the integration of tablets during their lessons is very helpful; it makes the learners excited and motivated to learn and enables them to become fluent speakers because they improve all the skills especially listening and speaking. As information communication technologies are included in most of our life areas; it is dependable to use these tools to enhance the educational teaching process, because ICT facilitates the teacher's work, motivates learners, and give them the chance to support their learning competences. Finally, school's administrations should put training programs to train teachers on how to use these tools.

5.2. Limitations of the Study

During the research process, we have encountered the following obstacles. First, the English language teachers in primary schools in the state of Ain Deflaare randomly distributed and each one of them works in three to five schools which made it difficult for us to contact a bigger number of participants. Additionally, some teachers took a long time to answer the questionnaire and others didn't even answer. Besides, some of them did not accept to join them inside the classrooms. Second, we conducted interviews with very little number of teachers working with tablets since the government hasn't offered them to all schools.

5.3. Recommendations

Based on the study's findings it is recommended that:

- The duration devoted to teaching English has to be doubled.
- Teachers should use ICT tools to raise their pupils' motivation in learning the

English language.

- Schools should be well-equipped with necessary technological tools to support the EFL teaching and learning process.
- Schools should set training courses for English teachers about the use of ICTs.
- Teachers should hold control of the class so that they could prevent any damage to ICT tools from the pupils' part.
- Government should provide tablets to all the primary schools.
- Teachers should be given more freedom to install apps in the tablets and should have the total control from their own ones on the pupils' ones.

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Appendices

Consent Form

Name of Researcher: Mr Mokhtari Kamel, Mr Ghaib Abdelmadjid, Mrs Boukerroucha.

Research title: Integrating technology in teaching English in primary schools in Ain Defla

Participant Full Name:

I give my consent to be a participant in this research and I acknowledge the following: *(please tick each box)*

- I acknowledge that I have read the information sheet and understand the nature of this research.
- I understand the research aims and objectives.
- I agree to take part in the classroom observation.
- I agree to take part in follow-up interviews.
- I agree that these interviews may be recorded (Please note: you are free to refuse this, and in which case we will take notes during the interview instead.)
- I understand that my name will be anonymous and will not be identified in the future publications from this research.
- I understand that I could withdraw my participation by contacting the researchers until the data collection has been completed and anonymised.

Date:

Signature;

Interview About the Use of Technology in Teaching-Learning Process

School:

Pupils' level:

1. Background and Experience

- Can you briefly describe your teaching experience and the grade levels you've taught?

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- Have you previously integrated technology into your English language teaching? If so, could you share some examples?

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2. Perceptions of Technology:

- What are your overall perceptions of using technology in the classroom?

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- How do you think technology can enhance English language learning for primary school students?

3. ****Challenges and Barriers:**

- What challenges or barriers have you encountered when integrating technology into your teaching?

- Are there any technical difficulties or limitations you face while using technology in the classroom?

4. **Pedagogical Approaches:**

- How do you align technology use with your teaching goals and objectives?

- What strategies do you employ to ensure that technology enhances learner engagement and learning?

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5. Learner Engagement:

- How do learners respond to technology-based activities in your English classes?

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- Have you noticed any differences in learner engagement when using technology versus traditional methods?

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6. Professional Development and Support:

- Have you received any training or professional development related to technology integration?

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- What kind of support would be helpful for you to effectively integrate technology into your teaching?

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Interview About the Use of Tablets in Teaching-Learning Process in The Primary Schools

School:

Pupils' level:

1. How do you integrate tablet use into your daily lesson plans?

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2. What criteria do you use to select educational apps for classroom tablets?

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3. Can you describe a particular lesson or activity that is enhanced by the use of tablets?

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6. How do tablets support differentiated learning in your classroom?

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7. What has been the impact of tablet use on student engagement and motivation?

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8. How do you address technical issues or malfunctions during class time?

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9. **What feedback have you received from students and parents about the use of tablets?

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11. How do you ensure that the use of tablets does not widen the digital divide among pupils?

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12. What professional development opportunities have you pursued to stay updated on the latest educational technology?

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